



Join the Conversation.

Student Assignment and DCPS School Boundaries Review Process

JUNE COMMUNITY MEETINGS BREAKOUT ROOM NOTES

The following notes were taken during the round of community meetings on June 16, June 17, and June 19, 2014. While each volunteer notetaker paid careful attention to record the conversation at each table, every notetaker's style is different, which is reflected in the varying formats of the notes. In addition, for privacy purposes, names of individuals have been redacted.

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Discussion Notes
June 16th, 2014 Boundary Meeting
Savoy ES

Main Presentation Q&A

Q: Are these policies going to address the needs of special needs students?

A: We remain mindful of the unique needs of this student population and are working to ensure that we develop feeder patterns and pathways to address them sufficiently.

Q: How will these policies address the current absence of parity in program offerings?

A: There are no dates to the completion of this process; however, please realize that this process has allowed DCPS to gain helpful insight and feedback that will inform this process.

Comment from the audience:

A: We ask that you all press pause on this process. A proposal before resource planning and budgeting is ineffective. The proposal's language is also too complicated and convoluted. There has been no discussion about green schools. Ensuring quality schools for **all** students is **KEY!**

Comment from the audience:

This process should be stopped immediately! The proposal has nothing to do with improving school quality!

Q: How will the 10% set-aside policy be implemented at schools currently over-capacity?

A: Deal and Wilson currently do not have space to allow OOB students, but boundary changes over time will open up space to allow for compliance with this policy.

Q: What guidelines will be used for set-asides?

A: Refer to the policies outlined in the current draft proposal.

Comment from the audience:

How do we address the struggle of working to improve neighborhood schools, while also desiring access to schools that are already high quality, but OOB? People in the middle don't have as many options, especially if not qualified for "at-risk."

Q: How does the proposal address walkability?

A: This is the core of the proposal. We sought to strengthen neighborhood schools. The draft proposal and its resulting boundary adjustments will place the majority of students within .6 miles of their zoned school.

Anacostia Breakout

What suggestions do you have for the proposed boundary and feeder pathway revisions in your specific neighborhood and in general?

- I started at Harris, and then went to Nalle, then Kelly Miller. You have to walk past Kelly Miller to get to Sousa. Why do you have to go further away for middle school? And Anacostia is further away. Transportation to Sousa and Anacostia is more difficult than getting to Miller/Woodson.

- I understand that changes have to be made since schools have been closed. But did anyone go to the community and either walk it or drive it so you have some understanding of the challenges.
- I was at CW Harris graduation today and some of those kids are going to Kelly Miller. What was the thought to sending them to Sousa? Did staff walk it, not just drive?
- Families living in Spingarn – how long is that supposed to be closed? Just a year?
- Majority of students in W8 go to charters. Are you going to lose? Or gain? Or are charter schools opting out of this whole revolution?
- In terms of projections for capacity, are you taking into account the renovations to the school?
- I'm hearing from parents that when they consolidated schools, overall, schools got worse. In the future fewer kids will go OOB because of the 10% rule.
- *[In response to Staff explaining that we're not capping OOB at 10%]* What's going to happen with boundary changes is that you'll have people on Capital Hill deciding to send their kids to those schools because they feel more comfortable because it's only Capital Hill kids.

What suggestions do you have for the proposed phase-in policies?

- No questions or comments

Do you like the proposed policies increasing access for out-of-boundary and at-risk populations? What would you change?

- Lots of parents who know how to work the system, and lots of parents who don't. These elementary schools aren't meeting the grade. So you're telling these families that's their school of right, but they have to apply OOB if they want to get into a better school. Let's say you get awarded your 2nd choice, but you really wanted your 1st choice. But then you can't apply in the second round... you haven't made any other elementary schools worth going to. And with 10% set-aside, if there are only 50 seats available, then that's only 5 for OOB.... You are mandating that the floor is 10%. But if you're over the max at other schools, such as Kelly Miller, then there are no options.
- *[In reply to Staff asking if folks worry that if we set floor at 10%, schools will just stay at 10% rather than offering more]* Yes! The schools will not offer more.
- We're moving bodies but not fixing the problem – we're talking about school choice but not making schools worthy of choice....
- Now we're seeing parts of SW that are no longer feeding into Wilson, and some of that makes sense. But when you tell parents that they're getting something but they're not really getting anything.... You need to define parity. The way our schools are funded – Wilson has all of these programs – but it's a numbers game. When your school is bursting at the seams, your budget is larger and you can have more programs. There's nothing in this proposal or that I heard sitting downstairs that would encourage me. Parity doesn't meet anything without a definition. Being eligible for something is quite different from saying you are going to get it.... What does having a priority mean? If your number isn't up, you still have nothing. For the sake of transparency, the administration needs to be very clear what they mean by these terms... What about the 30%? Someone who doesn't qualify for free & reduced, your chances are lessened and lessened. "If you build it, they will come" – if that could be the city's mantra. If you tell me to come and then you will build it, that doesn't work. People are angry about being shut out of the high performing schools. Everything is geared toward OOB – getting kids away from their neighborhood school.

- Middle class families who don't qualify for these preferences – African American families – would only get their 4th and 5th choice. They'll apply to private schools or charters. Or they'll move out of the district.... You need to make it fair. Should you give at-risk families a preference? Kids who are homeless or special needs, you must provide for them. But we're saying make it fair across the board....
- Open up all the schools and the projects to keep kids in neighborhood schools
- Keep your at-risk families, but increase the 10% OOB.
- What is the process for changing our neighborhood schools? There's none! If there's no process to make them more equitable, then of course we want to get away. So we've got to increase the 10% OOB. It's the minimum but neighborhoods are changing and this is how it works.
- I'm in agreement – the rich have an option, the poor have an option, but the middle class is stuck. No one is looking out for them. Something is missing... this lottery is ridiculous. Before if you had connections, you could get your kids in.
- Ward 7 middle school – how does that get funded? It has fewer students so how does it get the extra programs?
 - Could we call it selective not specialized?
 - It's an application school.... It should be for W7 and W8, not just W7 as listed in the book.
- Headed in the wrong direction. DCPS has made promises but hasn't happened. With school closures, they made promises but it hasn't happened. No cohesive conversation about moving this forward.

What particular neighborhoods have transportation challenges due to their geographic isolation or lack of good public transit options?

- I remember when DCPS closed Patterson Elementary for no reason. I'm looking at this and from all my expertise; the Justice Department should take a look at this. It should stop. It's not in the best interest of children. It makes no sense whatsoever to have kids walk more than a mile to their zoned elementary school.
- Why is it just 9-12th that can ride Metro Rail for free? Why not middle school and elementary school? Large populations of Hardy's students come from W7 and W8 so that needs to be taken into account.
- When Farabee Hope closed, she said she'd give us a bus. But nothing happened. Whole project just abandoned. A lot happens on the buses when kids are traveling back and forth to school.
- Who oversees the transportation part? Even with the federal lawsuits, those buses don't show up on time or consistently. How serious are they about that? Recently there were problems with the DC One card – people didn't know they had to reload and got charged. So that's why I'm asking these specific questions.

Are the triggers proposed for opening a new school or expanding the capacity of a zoned school the right ones? Is there anything missing?

- Enrollment increased due to expansion of early childhood. Also had increase in population.

What are your suggestions for policies we should consider to decrease student mobility?

- So far we're talking about one segment of the city moving on a daily basis – are you trying to establish equalization on mobility? What do you mean when you say mobility?
- Need to work on affordable housing to fix mobility.
- Ludicrous to talk about feeder patterns without discussing housing
- There are some specific changes to allow students a more consistent educational experience. Right now if a student moves and is no longer IB, right now it's at the principal's discretion whether or not they can stay in the school. That would change under the new student assignment recommendation. I understand what people are saying regarding housing but until we get to a place where there is affordable housing, these are some protections for students.

Overall comment – you're trying to improve schools within constraints. Not everyone is going to be happy with any proposed solution. But what saddens me is that I know that Abigail Smith and Kaya Henderson came here with a specific agenda about getting community feedback. But the questions on the worksheet aren't fair questions. The community doesn't have the information to authentically answer them. You guys have data and spreadsheets and analysis and constraints that would make proposed solutions not feasible. So it sometimes feels like these sessions are designed to legitimize decisions that have already been made.... Because community members can't really influence the boundaries and so they're talking about school quality. This is a conversation about fiscal constraints. But they're talking about what happens when their child walks into the door. That conversation about the buses, the uniforms, and the teachers is not being had.... You seem to want to just tell the Washington Post that you've listened to the community but you're not really listening to what they're saying.

Themes

- Need a higher OOB set-aside.
- Need greater investment in neighborhood schools, to improve school quality here
- Middle class African American families are left out of this

Ballou Breakout

What suggestions do you have for the proposed boundary and feeder pathway revision in your specific neighborhood and in general?

- MC Terrell closed last year and I have a daughter at King, the majority of those students came to King from MC Terrell and increased the school's enrollment. But Chancellor didn't reallocate resources to King to account for the increase number of kids. The student to teacher ratio was 28:1 and that isn't acceptable, especially when you have new teachers. So if enrollment is increasing at a school then the school should be allocated more resources to accommodate the influx of children such as materials and teacher aides.
- Moreover, MC Terrell kids came to King with much different learning needs compared to the kids already at King, and these resources or adjustments were not made for King to help them ease the transition. And then these teachers & principles are going to be graded on that, and they may lose their job due to the transition between Terrell and King. DCPS needs a transition plan and help support a receiving school for when it absorbs a closed school.
- There isn't a plan about transitioning for the move you made between Anacostia and Ballou and the gang effects that this may cause. It seems like neighborhoods have beef and may cause gang issues when having to switch high schools.

- Is there a transition plan in place to help the communities that are going to see an influx of new students which may cause the school's cultural to shift and the schools need to be prepared for that and make that transition smooth.
- There needs to be some sort of school pride for the schools you create. DCPS needs to connect with non-profits to help alleviate some of the cultural problems of the schools and have them focus on succeeding in school and the mascots and school pride of the school. This may help from deterring them from getting in trouble with the surrounding community they live in.
- Stanton row and Congress Heights areas have issues with safety and walkability.
- There are too many kids truant and hanging out near the school. This causes safety issues and truant officers can't stop them since they are over 16. This causes a revolving door of truancy and also disrupts students who are trying to learn.
- Ward 7 & 8 has always had issues with walkability, and it's known to not be a walkable area. There are no bike lanes and it's not safe to travel. Walkable schools simply aren't done in wards 7 & 8 since they are located so far away. Because schools were closed they have to walk much further than other wards have to.

What suggestions do you have for the proposed phase-in policies?

- I would like to see more aggressive grandfathering policies since pushing the grandfathering out so far will push other policies out further, such as the set-asides and will slow down these policies.
- If there isn't parity or equality in schools right now, we shouldn't implement any of these policies until you have that.
- Segregation is the elephant in the room and need something more drastic to mix up diversity at our schools and stop making schools so segregated.
- I would like to see more hiring of African American teachers and African American men in particular since young impressionable black males need a good mentor and remodel in their life.
- If you look at racial make-up in schools of ward 7 & 8 then you see that it's in de facto segregated schools. This is a housing issue and an economic issue as well. And until we see real racial integration in the city then we are going to have to do something more for schools East of the River.
- Fear that policies may take enrollment away from Ballou and want to see quality to ward 7 & 8, and not always have to send to Wilson.
- I think teachers' agenda and academics are not rigorous enough at east of the rivers schools and hurting the students. And too much emphasis on sports at some schools and not academics.
- Too much emphasis on standardized tests; need to comprehend versus just spitting it out facts.
- You cannot detach what is going on in school from what is going on in neighborhoods. Need extra support.
- I want to see application school east of the River, and Ballou could be that school application school. Need more radical ideas to solve segregation issue.

Do you like the proposed policies increasing access for out-of-boundary and at-risk populations? What would you change?

- At risk proposal is okay for short-term solution, but won't help increase programming at lower performing schools. And consequence of this is defunding some of schools they move away from.
- Concerned with charters making education a choice and not a right. Scared that this policy will cause more chaos and result in teachers leaving and causing a more of a brain drain at DCPS, with teachers leaving for charters due to this instability.
- Concerned that \$\$ won't follow students, if they leave and go to a school and have to come back with neighborhood school that money doesn't go back to the neighborhood school that academic year.
- Do you like the proposed policies increasing access for out-of-boundary and at-risk populations?
- I like the ideas of the set-asides, but it's so limited. And at this point you may as well talk about vouchers when you set the floor at 10% and done by lottery.

What particular neighborhood has transportation challenges due to their geographic isolation or lack of good public transit options?

- Anacostia parents would prefer to have quality schools in ward 8 and don't make their kids have to travel on a bus 2 or 3 hours to go to a quality school.
- Need more discussion with children & parents on how to mend relationships with gangs.
- Concerned with not adjusting Simon's boundary since these kids are served well by the current principle. They don't suspend kids and really help them out and taking rights away from these kids will have a big effect on these kids.
- We want more bike lanes and more safe routes for kids to go together to school.

Are the triggers proposed for opening a new school or expanding the capacity of a zoned school the right ones? Is there anything missing?

- Would like transportation analysis on top of these triggers.

What are your suggestions for policies we should consider decreasing student mobility?

- Charters tend to have stricter expectations on discipline and parent engagement. But cannot get in the way of parents who chose to go to a different school that may be closer or further if it is a better decision for the family. We cannot interfere with a family's decision.
- Want more PTO's and PTA's in schools to establish baseline to prevent mobility and chancellor could require that each school establish one. Want more parity with resources.
- Need more quality programs in ward 7 & 8 to stop mobility of kids from leaving east of the river to go to charters or OOB DCPS School.
- Neighborhood preference for charter schools is a policy.
- I think charters steal money from DCPS and students and don't like them.
- Promotion policies are very different across sectors. And when students leave from charter to DCPS the credits do not transfer and cause issues.

Woodson Breakout

What suggestions do you have for the proposed boundary and feeder pathway revisions in your specific neighborhood in general?

- Concerns over HD Woodson being too small and the school needing a bigger boundary in order to fill it/stay open/have a sufficient budget.
- Questioned whether or not there would be two selective middle schools and how Ron Brown was chosen.
 - Based on where the available buildings East of the River are located, Ron Brown has the most students and it is conveniently located on the Metro.
 - An Advisory Committee member stated that they have not decided whether to recommend a standalone Middle School or a school within a school.
 - CM Alexander stated that the Council wants a standalone site.
- Two participants worried about sending kids from Sousa and the East Capital area to Anacostia, stating that it was a very long way to travel. The suggestion was to send those students to Woodson instead.
 - The goal in this scenario is to get additional funding to Woodson.
 - Concern that DCPS will close HD Woodson, if they do not increase enrollment. Believes that the proposed boundary isn't big enough. It incorporates those students already attending Woodson. Participant wants more students.
- Concerns over expanding Thomas ES's boundary to incorporate Kenilworth and River Thomas. The new Park Seven apartment complex was not considered in the Thomas ES change. Thomas ES is already overcrowded. Thomas will be overcrowded and River Terrace and Kenilworth are isolated and deserve their own schools.
- I think kids from Sousa and Kelly Miller should be able to attend Eastern since Spingarn is closed.
- A neighborhood should not get two schools.
- The dollars should follow the student – we have too many charter schools. In Ward 7 charters are taking the money. The money that should be going to Woodson is going to charter schools.
- Group was a bit skeptical that students from McKinley Tech MS would voluntarily feed to HD Woodson.

What suggestions do you have for the proposed phase-in policies?

- There was some confusion over when the feeder pattern changes for 3rd and 5th graders
 - A participant also wanted to ensure that the policy for sibling preference for OOB would stay the same in cases other than changed feeder patterns.
- There was concern that students changing feeder patterns would lose continuity by having to go to a new high school.
 - Another person commented that all of the kids would be shifted to the new feeder pattern, so it is not really a concern.

Do you like the proposed policies increasing access for out of boundary and at risk populations? What would you change?

- Regarding the guaranteed PreK3 and PreK4.
 - There was support for this provision.
 - One person noted: I think that is awesome.
 - Another: I like the zone aspect because you don't have to individually be at risk.

- Group needed clarity about how OOB and at risk would work.
- There was a mixed reception to OOB set-aside idea.
 - This will drastically change Wilson because they have not accepted out of boundary in years (people liked the idea of getting access to Wilson).
 - Are there Special Ed busses if you are out of boundary?
 - Transportation is compromised and OOB students won't be able to get to the new schools.
 - What are the implications on enrollment for IB students? Will the OOB set aside hurt IB participation and weaken neighborhood schools?
 - This will continue the migration West across the City. We cannot build strong schools in Southeast if folks keep traveling west for education options.
 - I hope this will be temporary fix so that as we invest in neighborhood schools. Then there will be less of a need for out of boundary set-asides.
 - I understand why parents don't want to send their kids to an under resourced school but the school will continue to be under resourced. Shipping kids to another school does not solve that problem.
 - The conversation shifted to charter schools and parents opting out of the DCPS system. When are parents going to be comfortable going to the neighborhood school?
 - If some more parents would go in boundary, the schools would be better
 - I was an Elliot parent and my student did not get what he needed. I am now very satisfied at Phelps.
 - Another parent noted that she did not want to experiment with her student.
- Parity in programs:
 - There was a lukewarm acceptance of this idea. Many thought it was a good start but did not overall fix the problem.
 - Long discussion about lack of programs and quality of schools EOR. While many families send their children OOB, they would send them in the neighborhood if the programming were there.
 - Discussion about how HD Woodson needs more resources in order to provide the quality programming.
 - Some noted that searching for a particular program can be a real transportation and financial hardship when coming from Ward 7 or 8. That speaks to schools here and there, not to the schools in general.
 - Another noted that Ward 7 and 8 parents do not have access to the entire DCPS portfolio of programs because the Ward 7 & 8 schools are so below par.
 - One parent stated he was concerned about specialized programs when DCPS has such low proficiency rates. He said it seems that DCPS should concentrate on the basics before trying to introduce new programs.
 - One advisory committee member noted that parity is not the same as equity and our system may never get to equity.
- General discussion about challenges with charters – they push students out after the audit. They are draining students from EOR; there are too many charters EOR. No discussion how to coordinate between the two sectors.

Are the triggers proposed for the opening a new school or expanding the capacity of a zone school the right ones? Is there anything missing?

- Many members recommended that River Terrace and Kenilworth should be reopened. The rationale was that both are isolated, and that River Terrace has a long history. Question why River Terrace wasn't specifically named in the proposal.
- Advisory Committee member made sure that we covered the actual triggers although there wasn't much discussion about the triggers.

What are your suggestions for policies we should consider to decrease student mobility?

- We did not have time to discuss this topic.

What particular neighborhoods have transportation challenges due to their geographic isolation or lack of good transit options?

- Didn't cover beyond that families are isolated around River Terrace and Kenilworth and they should have their own neighborhood school.

Survey – approximately 7 participants were able to vote online

Question 1.

- There was a comment that this form of school stacking is how the DCPS system ended up the way it is now.

Question 2.

- There was a feeling that this policy should extend beyond Title 1 schools to all schools even if it means that it does not extend to PreK3 and PreK4; perhaps only make this option available in PreK4 so long as it is universal.

10% Out of Bounds

- There was a mixed reaction to this concept. Some parents liked the opportunity that out of bounds seats represent while others thought it will only make the neighborhood schools less effective.
- Many argued that parent participation would make schools better if parents didn't opt out to other wards and/or charters.
- There was a lot of discussion about the quality of schools in Ward 3 and the idea that students in Ward 3 enter school better prepared.
 - One older African American teacher argued that the schools in Ward 3 are better because the students come to school prepared. She stated that students in Ward 7 and 8 are at a disadvantage, which one other member took offense to.
 - One parent commented: We should have a system that educates students that can't read upon entry and whose parents cannot raise 100K.
- There were many questions and lots of discussion surrounding teacher quality. CM Alexander said that the difference between when she went to DCPS and now is the quality of teachers. The HD Woodson teacher it is because schools are under enrolled and under resourced.

6th grade 10% / 9th Grade 10%

- There was not much discussion on the topic. There was more discussion of DCPS vs. Charter Schools.

DCPS >30 at risk

- There was confusion about how this policy would be applied and whether or not the preference would apply to the 10% already set aside.

Charter School preference in at risk

- There was strong support for this idea if charters could be required to retain the student.

Discussion Notes
June 17th, 2014 Boundary Meeting
Dunbar HS

Main Presentation Q&A

Q: Think there are a lot of positives from knowing where your child is going to school. One concern is our local school is a failing school. With the “at-risk” set-aside at non-failing schools, middle class people who don’t qualify as “at-risk” could be pushed out as higher income people continue to move into the non-failing school boundaries.

A: For the 20 schools that are 30% or less at-risk (non-failing), middle class families are looking to go out-of-boundary to these schools but don’t have preference. This is something that needs to be addressed.

Q: Like guaranteed right to Pre-K at Title 1 schools, will lead to more people trying out DCPS, giving it a chance.

A: Boundary feeder rights will remain consistent

Q: How do minimum 10% set-asides fit with anticipated growth in regards to overcrowding?

A: Currently only a few schools that do not offer entry grade set-asides. Part of the proposal is to address the capacity issues to allow for set-aside. In the phase-in of these policies, set-asides in middle and high schools are pushed back a few years.

Q: You have programmatic feeder pattern for dual-language. What about for IB?

A: Got feedback from DCPS and didn’t propose it. Some geographic feeder patterns already have this feeder. There are some instances where it doesn’t though, so want to hear feedback

Q: Policies on specialized schools don’t allow neighbors to attend citywide school. Are they being converted into neighborhood schools?

A: Neighborhood access will be a priority. Students regardless do still have access to nearby neighborhood school. Capacity is the main issue. If additional space is needed for students to have nearby school, then that will be addressed, otherwise they will remain citywide schools. First priority is close access to neighborhood school.

Q: Proximity lottery preference for citywide and charter schools?

A: Would apply for citywide school. Have struggled with and not determined whether to apply this for charter schools. Would appreciate feedback.

Q: Appreciates process, hopes that new administration moves forward with these proposals to maintain stability. Any plans to convert neighborhood specialized schools to citywide specialized schools?

A: DCPS can designate partner school to mitigate people who want specialized OR neighborhood school and feeder, but not both for whatever reason.

Q: Specialized programs at traditional schools. What will this look like? What will the criteria for getting into a program be?

A: A lot of details have not been laid out yet. That said, core intent is to provide specialized, or selective programs within neighborhood high school. Not in favor of opening new, specialized high schools. Specialized programs in neighborhood high schools have and can really strengthen them.

Eastern Breakout

The following summarizes the questions and key points made. It does not include the explanations provided by the facilitator or other participants.

What suggestions do you have for the proposed boundary and feeder pathway revisions in your specific neighborhood and in general?

- In regards to the Capitol Hill Cluster it does not seem to be a sustainable cluster to feed into Eastern High since the number of students that this cluster makes is quite large.
- Some concern about families that are applying to Eastern from OOB but need some travel assistance. Policy recommendations for travel assistance were restated.
- I'm not understanding what the transportation options are and how that coincides with the at-risk preference, won't this result in a heavier burden on Ward 6 schools since that will be the limit of travel for at risk families in Wards 7 and 8.
- I'm very pleased that a new school and set boundary has been articulated - the Van Ness School (says a future Van Ness parent).
- I'm concerned about the changes proposed to switch Tyler's feeder from Eliot Hine to Jefferson. Ward 6 middle school plan/parents have been working on Eliot and it's premature to alter the plan now. It will further drain Eliot Hine and it won't really help Jefferson. I don't believe the changes will increase the capacity for both schools to make it a viable option.
- What is 'not enough capacity' for triggers in the specialized schools? (Long debate over why specialized schools won't have a neighborhood preference)
 - Why are we picking these schools to be specialized schools? Why does SWS not support an IB preference or right to attend?
 - I'm a SWS parent and SWS used to have a boundary. Parents choose to be there and it succeeds due to parents committing to the unique curriculum rather than having IB parents coming in and potentially changing the curriculum or not participating in the school. (For instance, SWS doesn't teach students to read until 1st grade, and some parents may not want that type of curriculum for their children.)
 - In response, why can't you have an IB preference for the school with the condition that the parent would contribute?
 - In response, this school is a citywide school, which actually promotes access.
- For preference order, OOB Proximity is put at the bottom of preference. Why is it put dead last behind at-risk preference and sibling?
 - [This is a good question and the advisory group should make sure to discuss to make sure they understand the implications.]
- I have a concern about the at-risk students that are high school and are a year older than the average. I think this will benefit those parents who "red shirt" their children and will give affluent families an advantage for Wilson. The intent is for students who are held back, so the metric should be along those lines and not age.

In response to guaranteed right for PK3/PK4

- I think it would be better if you tied it to a title 1 student than a title 1 boundary.
- I don't think this will affect any of the schools in the Eastern feeder; these schools already have space at those grades.
- How would this work for a new school, like Van Ness, and whether it would be Title 1?

What suggestions do you have for the proposed phase-in policies?

- Time did not allow for a discussion on phasing though the option was given to stay later if people had questions or wanted to discuss.

Do you like the proposed policies increasing access for out-of-boundary and at-risk populations? What would you change?

- Would the at-risk preference apply to SWS and Capitol Hill Montessori or other specialized schools?
- It doesn't make sense to me to apply the OOB preference to the citywide schools – similar to charter schools.
- Of the schools that have at-risk below 30% how does capacity work for the set-asides?
- At what date are you considered to be an at-risk student? Does this change throughout the year?
- I think the impact of introducing at-risk students to new schools should also consider the resources that the school will then need and be accommodated for. Schools didn't receive the at risk funding this year – will they be prepared for an influx of additional at risk students next year?
- What if a school already has 10% OOB do we add another 10%?
- How does the combination of at-risk and OOB set-aside work?
- The at-risk threshold at a school will change year to year so how does this work with siblings and predictability?

What particular neighborhoods have transportation challenges due to their geographic isolation or lack of good public transit options?

- This topic was not specifically addressed in the time given.

Are the triggers proposed for opening a new school or expanding the capacity of a zoned school the right ones? Is there anything missing?

- The topic of triggers was touched on during discussion of other issues.

What are your suggestions for policies we should consider to decrease student mobility?

- I would change the funding for charters so that there is more than one count-day, so charters are less likely to remove students after the initial count-day. This goes for CAS testing as well, charters removing students before testing and thus increasing their test scores.
- Question was raised on what can actually change regarding charters since funding and legislation can be outside the control of DCPS and DME.

Dunbar Breakout

What suggestions do you have for the proposed boundary and feeder pathway revisions in your specific neighborhood and in general?

- Perry Street Prep more centrally located – why can't we have access to this building and reserve this space for a public HS?
- Wheatley EC proposed zoned for Mickenly MS – too far (2 miles); 5 charter schools nearby that may siphon away “our students” (they want to maintain their Middle schoolers; recommend maintaining Wheatly as EC).
 - NOTE: An Advisory Committee member noted that the printed proposal may not be accurate and that the Advisory Committee was considering recommending that Wheatly maintain EC status.
- Concerns with attendance zones including neighborhoods with “beefs” (safety concerns).
 - Concern about neighborhood conflicts not being sufficiently considered and taken into account in the process of revising zones and feeder patterns. Principal Jackson said that most of Dunbar's recent suspensions have resulted from conflicts between Dunbar-area students and former Spingarn-area students coming to Dunbar as a result of Spingarn's closure.
- Concern about accessibility to Dunbar for middle/upper Ward 5 students. Few buses run from there to Dunbar. Why send those students to Dunbar? Why not operate a high school in Taft?
- Strong concerns about converting Wheatley EC to an ES and sending the MG students to McKinley MS. Want to keep the MG students at Wheatley; just received a grant; location of McKinley MS does not make sense for Wheatley-area students.
- Confusion about the overall drift and goal of the Student-Assignment Revision Process. Although rationales and objectives are apparent for most of the individual policies proposed, they are not clear for the package as a whole. It is not clear how the revised policies will help DCPS be a more effective public-education system.
- Concern about the revised zones and feeder patterns resulting in re-segregation and/or increased segregation. Ward 5 residents are concerned that the proposals will not benefit them.
- Concern that the proposals will not do anything to improve school quality.

Implication of Key Policy Recommendations: PK Access

- Parent with child ages 3 or 4 who move into neighborhood after lottery – unable to enroll? (Clarified that not guaranteed, will need to be on waitlist)
- Great proposal – only issue is that parents won't apply in lottery (some trying to sign up in August).
- Great proposal – this is all about recruitment; how can we get you to invest in this school?

What suggestions do you have for the proposed phase-in policies?

- Parent education on policies/changes need to be beyond just a printed brochure; e.g. hold education sessions at current schools to make sure there is deep and broad reach to parents.

Do you like the proposed policies increasing access for out-of-boundary and at-risk populations? What would you change?

- What's the threshold by which the at-risk spigot gets cut off? (When does a <30% at-risk school stop taking at-risk students?)
- What's the committee trying to accomplish with the at-risk set-asides? (Mitigate heavy concentrations of at-risk students in a few schools)
- Do funds/resources then get re-allocated to the receiving schools? If yes, there's a concern that we are now going to end up with schools still with high concentration of at-risk students with less resources.
- Like this policy – in addition to benefiting at-risk students by allowing them access to higher quality schools, but will also have an enormous benefit for students in high performing schools because of the increased diversity.
- Transportation/logistical barriers may prevent at-risk students from taking advantage of the opportunity to attend higher quality schools.
- Citywide policy will provide political coverage for Ward 3 principals (e.g.) who wish personally increase diversity in their schools, but are facing pressure from their community to maintain schools as is.
- Support policies – some may be concerned that this minimizes chances of middle class parents (he's ok with that; just wanted to clarify).
- Overall, strong support for the proposals on Early-Childhood Education (ECE) access. Support for making it mandatory that non-at-risk schools serve some at-risk students. But concern about there being sufficient oversight of schools to ensure that they actually provide the required number of seats to at-risk students.
- Concern that the proposed policies do not sufficiently provide for late-arriving families.
- Concern that students leaving neighborhood schools for set-aside seats elsewhere will result a loss of funding for at-risk neighborhood schools.
- Concern that the city has not planned to provide adequate transportation support for students attending schools out of boundary.

What particular neighborhoods have transportation challenges due to their geographic isolation or lack of good public transit options?

- Not a lot of bus routes would enable families on north and east ends of Ward 5 an easy route to Dunbar.

Better Planning:

- Parity in programming across DCPS feeder pathways?
 - Need more than one specialized programming feature in feeder pattern.
 - How could students who wish to attend Dunbar's engineering program access this program if they are not in the feeder patter (and because they are not a specialized/application school); STEM pattern to Dunbar rather than to Woodson.
 - Every school should offer everything to everyone – shouldn't limit programmatic offerings to specific schools.

- Support alignment of grade configurations across schools (continuity in content across what middle schoolers are learning to ease transition for incoming 9th graders and the high schools that are receiving them).
- What are your suggestions for policies we should consider to decrease student mobility?
 - What is the mobility rate for students in dual-language programs?
 - Dunbar – bulge in new students within last 60 days of school (exited from private and charter schools); negative effects on child and school (Policy – if you take a child in, you can't kick them out after Oct 5 or mid-year OR if they are removed, the funding follows them to receiving school).
 - Transparency on reporting cohorts over years.
 - Need a policy that would make schools' results data (grad rate, AYP rates) reflect the performance of the students that they release, so that they cannot benefit from releasing students who they expect will not perform well on standardized tests or who will not graduate on time.
 - Look at why students are leaving (people need to ask kids themselves) – collect data on kids moving for leaving.
 - To handle the high mobility of students, schools need much more data and information about the students they receive – including data on what they have mastered – ideally ahead of the students' arrival – for the purposes of scheduling the students and for teachers to plan and deliver the content the students need.
 - DCPS should do more to find out WHY each student leaves the schools they leave.

Cardozo Breakout

What suggestions do you have for the proposed boundary and feeder pathway revisions in your specific neighborhood and in general?

- Ross parents are seeing a lot of attrition in 4th and 5th grade due the current feeder pattern.
- Parent who is In-boundary for Cooke, which feeds to CHEC. Why would a non-dual language school feed to a dual language MS? Thinks this is inconsistent with the policy for elementary school. Also has heard that students with no previous Spanish experience.
- Chris Sondreal - SWW @ FS – concerned with the viability of it as a middle school. Wanted to know how the lottery would work.
- Evelyn Boyd Simmons - Would it make sense to do a deeper dive on the SWW@FS numbers. Interest and support is growing. Would be interesting to see if the data supports keeping SWW@FS a PK -8.
- How are these imaginary schools going to become a reality?
- When was the Shaw Middle School proposed? With regards to changing Cardozo to a 6-12
- Ward 4 families have been providing input on what they would like to see at MacFarland MS. Has anyone been providing similar feedback for the Center City MS?

- All of the feeders for Cardozo are less than 50% in-boundary. How do we know there are going to be neighborhood people in this new center city middle school?
- Marie Reed has a dual language track. Will there be dual language programming at the new Center City MS?
- Are you going to change the name of Shaw to Center City? Thinks it's valuable from an African American historical context to keep the name as Shaw.
- This is a thoughtful plan. But it seems like it will only work if these middle schools are built and are good schools. Are there concerns that the whole plan will fall apart?
- Cathy – the whole plan won't fall apart. This plan
- Do you still have to go through the lottery process for the guarantee access to PK3 and PK4?
- How does it work for the non-guaranteed schools
- Ross parents think the lottery is fantastic. Those people should be commended.
- Ross parent – we have done a lot of work to raise the level of the school. Our middle school options aren't particularly compelling and we are losing students at 4 and 5th grade.
- If you want my buy-in for the center city MS, you need to staff the school with the most talented individuals in your arsenal.
- Ross parent – need to address the issues at Cardozo. Need to staff it. People aren't going until the proficiency rates rise and the safety is guaranteed.
- If all of our high schools are low performing – how are you going to address that through the boundaries? If it's a low performing school – parents will go elsewhere.
- Tracks – can you address that?
- Suzanne – how would Janney accommodate this space wise?
- If you move out of the boundary – you would be able to stay for the duration of the current school year?
- If you start school at PK – but if your boundary shifts, would you have to switch schools?
- I really dislike the principal discretion. To let a principal decide is unfair.
- If you got in through the lottery are you allowed to stay?

Do you like the proposed policies increasing access for out-of-boundary and at-risk populations? What would you change?

- Likes the proposal – 10% OOB is the right number. However is concerned about capacity. Would there be an exception if there weren't space in the building? Would the school need to reduce their enrollment to accommodate?
- I always wonder what people think the definition of middle class. Wants policies that encourage middle class to invest in their neighborhood schools.
- Concern with the at-risk policy. Concerned that the students coming in won't be successful environment without support.
- In response (other parent) – we need to stop assuming that at-risk students won't be successful.
- SWW@FS we have a lot parents who drop in for “free babysitting” for a couple of years and then leave. We would like to give those seats to people who want to stay.

- What about giving preference to families that feed to the same school you do? A feeder preference?
- If you are trying to place at risk, we shouldn't do that. However may be acceptable if it came after the at risk preference.
- How does this intersect with student discipline? How can we provide more feedback on that?

Discussion Notes
June 19th, 2014 Boundary Meeting
Takoma EC

Main Presentation Q&A *(Only questions were recorded for this location)*

Q: What's the Mayor's commitment to this process?

Q: Why do these revisions of student-assignment policies now?

Q: Why try to complete the revision process by August rather than taking more time?
More time is needed to engage communities.

Q: Want more details about set-asides for OOB students.

Q: Concern that those families that will benefit most from the proposed policies on expanded access to PK3/PK4 will be least aware/knowledgeable about the new policies and will not take advantage of them.

Q: Support for making more schools serve at-risk students because it is good to spread them out across more schools. However, will the schools receive the resources required to provide the wrap-around services those students need?

Q: Why exclude from phasing-in policies the students who are currently attending charter schools? It will be disruptive if students in charter elementary schools who want to attend their formerly zoned middle schools with their neighbors are not allowed to do so.

Wilson Breakout

Suggestions for proposed boundaries?

- How does the 10% set-aside works? For example it doesn't look like this would work in Deal and Wilson.
- Why would you carve out Crestwood, an area with low population and geographic rights to Wilson and Deal and add on other areas without geographic rights (Bancroft & Shepherd)? You are simply using rock Creek Park as a dividing line and re-segregating the city.
- Why not move Crestwood into Hearst?
- How will set-asides look if you find out they are feasible in the future? You need to add more details and language for that recommendation do we know that will look like in the future. Having a valve is good, but for me it's a capacity issue and if we cannot fit the set asides without affect in-boundary folks then we need to relook at policy.
- How will this improve school quality? Why change it now? You should wait until school quality increases then we can make these changes.
- Burleith moving out of Stoddert is an issue. The boundary changes you suggested doesn't address overcrowding at Stoddert, especially with the phase in policies you mentioned and other points. You are asking us to take a leap of faith on these new middle schools but its uncertain when that will happen and what type of quality will exist for that school. So how do you think you can restore our faith?

- Your sibling needs to be grandfathered as well. It's not quality across the city we need to look at; it's keeping in mind the individual children these policies will impact. Now they need to go to school with much lower test scores and that isn't acceptable. Don't make my kids the guinea pig and have us be the catalyst for driving quality.
- Bancroft is in the SE boundary, why was it kept in the feeder pattern?
- I am a Crestwood parent, and I think there is math problem with the McFarland boundary. Building capacity is only 600 but zoned population is 1400. If students participate in the same manner that Deal's participation rate is then these kids simply cannot fit in McFarland. So either you need to add capacity at the building or you think the quality wouldn't be as good as Deal and thus less people will go there.
- Hyde doesn't have extra capacity, it's only 30 students and it isn't going to solve the problem at Stoddert. Furthermore you are rezoning it to a school that is over-utilized as well. I would keep the boundary line the same and not disrupt the Burlieith community. It's disturbing the voice of the community is not being heard.
- The Hyde building is being renovated this summer. So this may help attract more people.
- I am at Hearst, and worried that 30% at risk cap will have a weird effect on our school. Since we have such a high OOB students at our school, the incoming class will be disproportionately at risk with this policy. The 30% may go up and down from year to year, causing the policy to be in effect in certain years and not others. This can cause instability at the classrooms and for the school and cause this weird bunching effect. This also shuts out middle class families from attending OOB schools.
- Murch boundaries flip flop (some go to Hearst and others go back to Hearst) and it's not solving the capacity issue. People have said neighborhood schools are important to me, and the definition for a neighborhood school is that it needs to be EPA compliant and be within a certain walking distance or radius of a school. It's about our small children and their ability to get to school in a safe route and close route to school. We have an opportunity to create green walkable school system and need to make sure we look at that throughout this process.
- Daughter goes to Murch and will go to Deal. On the 10% set-aside, there's not much left for new OOB kids because there's already a right for the OOB feeder kids to go to Deal. Then that happens again at Wilson. We'd see 10% additional folks at Deal and then another 10% at Wilson, but there are capacity issues already.
- Why carve out Crestwood? It's low population and has been feeding to Deal and Wilson. Why carve that out and leave in other neighborhoods? [After staff answer] You're re-segregating DC.
- Why not move Crestwood into Hearst and out of Powell?
- When you talked about OOB and waiting until 2018, both you and the DME speak in terms of wiggle room that you think it's going to work at that point. But on the ground, that's actually where we're seeing a bump in the number of kids, and given that we've got capacity challenges, what procedure is there in place to ensure this can work? On paper it doesn't match what you're saying. What if it's not possible? I think there is a system now where if you win the lottery in PK, you've won it the whole way through. It really is just a capacity issue. I live across the street from Deal and I don't want Deal classes in my living room. Given the capacity challenge that's about where they'll be.
- How will this improve school quality? Why change boundaries when we still have school quality issues. We need to get all schools in order quality-wise first.
- There's a section of Hearst that's east and farther away. You've got a flip-flop of one section of the community being flipped for the other... Also, overcrowding is a good thing! When I

moved to DC, you could send your kids anywhere because no one wanted to go...the first time around, more than 3000 kids signed a petition saying that neighborhood schools are important. [Then gave definition from EPA of neighborhood schools]. You place a school at a point in the middle and then draw a radius around that. It puts us in compliance with EPA and green planning standards. Ironic that the roundtable that Catania is holding is one day before the event on sustainability.... Several of the proposals have little children going to schools that are the 2nd or 3rd farthest from their home... [After staff answer] We have a tremendous opportunity here to make walkable, sustainable schools. Could put us on the map.

- Question about McFarland's middle school and the numbers on here. Apparently the building capacity will be 610 students. But your predictions say that in? [Didn't hear] you're predicting a growth of 29%. If you're predicting growth, why is the school building capacity so low? [After staff answer] But you're predicting that less than 50% IB will attend MacFarland! There are some schools that have 85% IB. But MacFarland will be able to support less than 50%!

At-risk preference

- So by doing the 10% set-asides you are adding to the over-crowding of schools. Ward 3 schools are overcrowded now and by adding more OOB seats, what is that going to do to the schools and how would you handle that?
- We want to see the data to understand how the population projects were created.
- I am from Bancroft and I think the proposal works well for us since we no longer have kids on one side of the street going to one school and then on the other side of the street going to a different school. And I think our community will bring great diversity to Deal and Wilson communities.
- I am concerned with the at risk preference at Oyster. I think adding at risk students in a dual language program is going to be an issue in serving those students.
- I am worried that the at-risk preference will create a bunching effect of at risk students in certain areas. Having high concentrations of at risk students is hard on families. We should think more about a sliding scale with at risk %, 10% at elementary school, 20% at middle school, 30% at high school level.
- What is the 10% set-aside made up of? The capacity of the school or 10% of the enrollment of the school. You need to clarify that language.
- Consider including a neighborhood preference for the zones that got shifted out? This will not solve all their worries, but at least they will have a leg up from others since they originally had that right.
- McFarland middle school question. Building capacity is 610 students, and your predictions are 1400 students being zoned there with the population expected to grow in that area. What I would like to know is if you are predicting that are to grow and have way more students than the building can hold, then you are also predicting that less than 50% of the students would go to this new school. Which to me makes me think you are already planning for the school not to be high quality.

- I feel like the some of the feedback has been listened to since the last round of community meetings and I am encouraged by that. But moving the Foxhall community and taking them out of “our community” to Hyde is wrong since they go to our libraries and our stores and the transportation is not good for them in the new route. And I feel like you are just tinkering outside of the edges with these boundary changes and just moving kids around but not solving capacity issues. This is not a long-term solution. I want to see a planning team inside DCPS, and I want a vision to be there from DCPS.
- We are getting rezoned to a lower performing school. Can you talk about that point? Do you think we will all go to these lower performing schools? We want performance data. You can’t say you are going to zone to schools with no data. That is unacceptable.
- How are you factoring in charter schools?? I want to know why charters are not overlaid in the proposal and not talked about more. Do you think for McFarland for example, some students will be going to charters instead of McFarland?
- I think the panic is higher with parents with older children. No school can improve in one year. And so you need to look at grandfathering more generously for these kids that are older and it’s even a stretch for it to improve 4 years from now. The concern for parents is higher for those that are right in the middle of the school system.
- My question is that parents have a problem in getting trust from DCPS and how are you going to prove to parents that quality will improve in other schools? Down in Capitol Hill you can see great things happening there, and that is what makes Deal so great is that parents and kids band together to improve schools.
- You must have quite a forecast model and confidence with these set-asides and how they will work in future. You think in a steady state this will work, but when I try to recalculate this I cannot see how it works. Do you include in your model the fact that a Ward 4 middle school will open up? Your sustainability model didn’t include McFarland coming online in the future? I ask since the uncertainty of the schools in the future has really high jacked the ability for current school to improve at Hardy. So for example, with the uncertainty of new schools opening up and the uncertainty of the quality of the new school this causes uncertainty. I worry about the modeling and numbers you are using for these policies.
- I want to make sure with at risk students they are being served appropriately. I have heard that Deal and Wilson has two tiers of systems some for high performing and then for others and I want to make sure we are serving these students and not just placing them.
- I am a Bancroft parent, I am very supportive of this proposal and we think Bancroft does add diversity to Deal and Wilson. I am excited about dual language in McFarland. Those being added in Bancroft will not affect the overcrowding at those schools very much or insignificantly.
- Why is the Lab or Old Hardy School not being reconsidered to be putting online to help with the overcrowding in the Ward 3 schools? And renegotiate at GW to get that school there too. And not letting schools be overcapacity is a bad thing since this means there is demand for these schools. If there is demand for them then you should add more capacity to them. I really hope at this point we stop selling old DCPS buildings in the government’s agency. You have

to have a future of neighborhood schools of 50 years and not just 5 years and selling off buildings is a shortsighted view.

- We are Foxhall village and we are population is inconsequential in terms of adding capacity to Key. The rezoning of this area sends us to a school with real safety concern in getting there. What is the reality check to get this fixed? Leave Key alone.
- Some of us feel that we are martyrs in this process and that you are sending us to other schools so we can help improve other schools and the moves you are making seem inconsequential.
- To zone out a few blocks is socially damaging to the community. The answer to me is to get Lab School as neighborhood school, which would help with overcrowding issue.

What suggestions do you have for the proposed phase-in policies?

- About Stoddert – the boundary change doesn't solve overcrowding. It seems like a lot of the boundary changes, based on the growth projections, don't address overcrowding. In terms of phase-ins, you're asking us to take a leap of faith that when these phase-ins happen, the additional facilities will magically appear to relieve a fundamental problem. What can you do to restore our faith?
- Grandfathering in 3rd and 5th – I have two children who will benefit. Thank you, that's wonderful. But I have another child who is 13 months younger and he won't be at school with them...
- Same person as above, but different comment – Crestwood now goes to Deal, which is high performing (notes test scores). Now they have to go to another school with lower test scores. Before Crestwood was zoned for Wilson, but now they have to go to Roosevelt and the test scores are lower. Wilson has more AP classes, higher graduation rates. We can't force children to go to a place that's just not working yet. I hope folks in DC government will do their jobs and make these schools better. But until things are improved.... Build it and we'll come. I would love to walk my kids to school. But for now want them to go to a high-quality school.
- Why was it decided to keep Bancroft in the Deal / Wilson feeder pattern?
- I'm a Crestwood dad of 3. I think you have a math problem with the capacity at MacFarland. The number of students in the proposed boundary is 1400. Look at a larger building or look at the MacFarland boundaries. Unless you don't think the same number of IB kids will participate.
- You said that Hyde has excess capacity at present. But it's at 100% utilization. You're planning on re-drawing the Stoddert boundary, but the re-draw only reduces the Stoddert population by 30 children. That's a short-term fix! That's absurd and it's an insignificant number. You're robbing Peter to pay Paul. You're sending kids to another school that we don't necessarily identify with. And that facility is crumbling and needs to be renovating. Also Stoddert PTA, the? and the ANC commission has voiced a consistent position that you shouldn't re-draw the line south of Whitehaven. But still, it's listed on this proposal... I would keep the line the same.... It's disturbing that the unanimous voice of the community has been ignored.
- I'm at Hyde and we have IB kids who don't get in at PK... the old building is being renovated this summer.... When it rains, the kids have to sit inside and bounce a ball into a garbage can. If we had a better building, maybe you'd be interested.

Do you like the proposed policies increasing access for out-of-boundary and at-risk populations? What would you change?

- Needs more thought and clarification. I'm at Hearst and we're about 50% IB. With these changes, we could have 50% at-risk. That would mean that middle class families wouldn't have as much access. [Couldn't hear across the room]... This would reduce access for Hearst for middle-class families and potentially make things more unstable.
- Is this at least 10%, or is it 10%?
- Could you explain how the set-aside works and give me a concrete example? [After staff explained]
- What happens if you leave 10% OOB or at-risk, and I'm all for that, but you assume you then have 90% IB. But what if you have 95% IB? It's over-crowded now. I want the diversity. I want more. But we already can't handle the kids who are there.
 - Response from audience – The set-asides kick in after several years.
 - What is the source of that data? We've asked that repeatedly for months.
- You're all missing the Bancroft annual talent show tonight. ☺ I'm here as the lone wolf from Bancroft. There's broad consensus that the new proposals work pretty well for Bancroft – incorporating streets to the south. And we're excited about the diversity. We think our diverse population will be well served by Deal and Wilson. And we just want to go on the record for that.
- Thank you to the parents at Bancroft for ensuring involvement and bringing us to the table... I'm concerned about Oyster. Not because I don't want at-risk kids at Oyster. But I want to ensure they are bilingual or are offered Spanish as a second language. Because what we cannot do is disadvantage children... hats off to Bancroft.
- Bunching a lot of at-risk students in certain grades – if we have high concentrations, even with additional resources in DCPS budget next year, it's very difficult to handle. You're basically structuring the set-asides as stacked. One way to mitigate this in a small way would be to scale the at-risk cap to that percentage. Say 10% in elementary, 20% in middle, and 30% at high school. Or set a school-percentage not a grade percentage....
- Same person as above – What is the 10% of? Of the school population, or of capacity?
- Have you considered including families who currently live in a neighborhood that has been shown to have shifted with the at-risk preference? To ease the burden. Some of these changes are incredibly panic inducing for families who have moved or chosen to stay. For those families who are currently about to have their rug pulled out from under them, could they have that preference?
- For the lottery with PK, how will it affect the siblings? My daughter is at Key Elementary. What about my younger daughter? I don't want to have the kids in different schools.
- I think the set-asides are a great idea. But I hear that at Deal, they're not actually serving at-risk kids well. I hear there are two tiers at Wilson. I want to make sure we actually serve those kids well.

Overall comments / questions at the end

- I know you're trying to do a lot here and I appreciate that. I feel like the working group listened to a lot of our feedback from the first round. I hear you talking about data and projections, but we're talking about school communities. Our community is far more than numbers on a census and lines on a map. The Foxhall Village people are part of our community; they go to our library and our grocery store. That is the community. And you're talking about putting them into another community. There's a national park, a university and a

hospital between them and the school you're assigning them to. Has there been some kind of decision made? I want a vision for my school. It's a great school and I want it to be constantly improving. Feels like there are two different worlds. Can we add capacity? Ours is fine and we're projected to lose 8%. I want to see DCPS having a vision for all of our schools. Not just looking at maps and numbers. What makes each school good depends on that school.

- As a mom at Crestwood, we're facing sending our kids to lesser-performing schools. Do you expect that we'll all go there? Do you not want us to? Talk to us!
- You cannot shift my child to a school with no data, no highly qualified teachers, no test scores, no data! That's unacceptable!
- How are we factoring in charter schools? It's 44% of the kids. You're talking about MacFarland and not knowing the projections. You've got to be factoring in charter schools.... The woman over here was talking about MacFarland. Probably some of those parents will go to charters. I can't believe it's not being talked about.
- The older our children are, the higher the panic. No schools improve in one year. For parents with one-year-old children, they might work to improve the schools. But for those of us for whom the change is imminent, it's different. Ten years ago I visited Powell and even a teacher told me, don't send your child here. But now it's an excellent school. The concern is higher among parents with older children.
- When I moved into Janney and had a baby, Deal wasn't the school that it is today. It took time and effort from families. There doesn't seem to be a plan to bring kids and families together. I see that on Capital Hill. There are good things happening in elementary schools. But those kids go to three middle schools.... You're not solving that problem so why would we think you'll do a good job with MacFarland?
- You must have a very precise forecast to say that you'll reach a steady state that's sustainable. I've been trying to replicate this with the data... one big assumption that you must have made is the year when middle school in Ward 4 will come online. [Couldn't hear across room]. When do you think the new middle school will open? I'm IB for Hardy. And my concern is that there's a proposal to crowd-out Hardy... all this uncertainty.... I live 7 minutes from Wilson by bike.
- Bancroft has a big event tonight and many of us can't be here. So on behalf of the Bancroft PTA, we're very supportive of this proposal and what you've done for Mt. Pleasant. We think we can contribute to Deal. I'm also excited about the dual-language track at MacFarland... A couple of you have raised the question about why zone a couple neighborhoods out of Deal and add a couple highly populated neighborhoods into Deal. That's a fair question. But already a lot of families at Bancroft already go to Deal because they have a right to feed in so this change to add Bancroft doesn't actually add a lot of families.
- Life isn't that easy. My son started school in one building where they had classes in the girls' bathroom. Then they shifted the school and rebuilt it, and the general in charge of facilities took out two classrooms. He just wanted it to be the right size... [Didn't hear all of the story]... we have to be alert to boundaries needing a little wiggle room. Things happen. Technology changes.... The old [lab?] school, has that contract been renewed? And – is the school system interested in negotiating with GW or Fillmore (sp?)... Not allowing overcapacity in areas where we need overcapacity is absurd. If the economy improves, some people will go to private schools. But we're just making trouble for ourselves or guaranteeing a whole-charter system.... I really hope the system is not quickly selling off buildings!

- Foxhall Village – we have less than 4 kids per grade. The decision that’s being made divides our community in half. Sends us to a school that has significant safety concerns. Seems like such an easy fix. [Couldn’t hear across room]... leave it alone.
- Are some communities being made martyrs or mercenaries to help a school? You think our community going there will help a school? Is that unwritten?
- Key is our neighborhood school. We feel like we’re part of the Palisades. [Couldn’t hear]... The old neighborhood school was leased to a lab school and if that was my new option, I’d be happy.

Themes

- Already overcrowding at our schools so can’t support additional OOB set-asides.
- Frustration among Crestwood families and Fox Hall Village families.
- Support from Bancroft families.

Roosevelt Breakout

What suggestions do you have for the proposed boundary and feeder pathway revisions in your specific neighborhood and in general?

- Trying to understand changing my particular boundary from Powell to Barnard where you are going from a low IB population to a high IB population and over-capacity school.
- In regards to the Powell boundary, if the boundary changes like in the proposal, it would not include populations that are a part of that school community. Specifically, Powell should include areas on 14th street.
- The map for the current Bruce-Monroe boundary is incorrect. I want to make sure that people understand that there are two geographic boundaries for the school.
- If you are a teacher, what is the process for sending your child to a school outside the boundary where you live or where you teach?
- In regards to Roosevelt and the Ward 5 section that will go away. How many families attend there now and how many would lose their right.
- I work at Roosevelt High and plenty students are enrolled at Roosevelt from Ward 5.

What suggestions do you have for the proposed phase-in policies?

- Is DCPS included in the discussion for a new school, MacFarland? Is there a date set?
- I think that PCS students should also be considered for the phasing and right to attend as well as opportunity scholarship students.
- I don’t agree with the PCS students having grandfathering rights since we do not have a right to attend PCSs.
- What is the phasing in process for the Roosevelt High School? It is not an adequate high school and it is not a fair transition for students that will be rezoned for Roosevelt from Wilson. It has been explained as a proximity issue, it is explained as a jigsaw/elementary boundary issue, it is explained as a capacity issue, which is it?
- For the new middle school, when it’s open, put a time in place for phasing for that new boundary rather than an immediate transition. I also really look forward to now attending Roosevelt from MacFarland and being a part of improving the school.

- I'm not a fan of charters, but if a student is removed from a charter in 3rd grade, they will not be grandfathered in with their cohort, since some students at the school would then be moved to a new boundary after the grandfathering.
- If Roosevelt is not on par, what can we all do to make Roosevelt better? It's not just up to DCPS.
- Let me tell you about my experience with a DCPS school, they declined to help my grammar and writing of my child.
- Roosevelt is not hell, my son goes there and they have a wonderful administration and good classes.
- Chief of Transformation explained how parents and community members can get involved and encourage parents to come and view classes and also informed parents that Roosevelt was 2nd to Wilson in AP test scores the previous years as well as other accomplishments.

Do you like the proposed policies increasing access for out-of-boundary and at-risk populations? What would you change?

In reference to guaranteed access to PK3 and PK4

- My problem is that there are seats open at schools right now for PK3 and PK4. The title 1 option will send students to OOB schools and will be put beyond capacity.
- The other thing I don't get is that if Wilson and Deal are overcrowded it is because OOB students get in at younger grades and flow through the feeder pattern. And now you want to allow more OOB students in at the early grades.
- I'm not completely sure how this process would work, but wouldn't title 1 status change and then students would lose that right?
- I'm not hearing that the money will go to the areas where the money is needed. If the student's go to a new school the money will follow those students to the non-title 1 school.
- How is at-risk identified?

What particular neighborhoods have transportation challenges due to their geographic isolation or lack of good public transit options?

- Time did not allow for discussion on this topic.

Are the triggers proposed for opening a new school or expanding the capacity of a zoned school the right ones? Is there anything missing?

- Time did not allow for discussion on this topic.

What are your suggestions for policies we should consider to decrease student mobility?

- How come charter schools can throw our children out?
- Is there a way to facilitate more coordination between PCSB and DME on facility and resource allocation?
- In regards to further coordination and city alignment between DCPS and PCSB, it sounds nice, but I'm not sure what it would actually mean.

- Are you going back to the former parents of MacFarland and asking them to come back, because I would ask you to get on your knees and ask.

Coolidge Breakout

Geographic Boundaries: Boundary and Feeder Pathways

- Issue around Shephard.
- Why would Crestwood, who has current rights to deal and Wilson, lose its rights, but Shephard park is gaining rights.
- What was the purpose of moving Crestwood out?
 - Largely overcrowding was this issue.
 - Are there issues?
 - Shephard already had feeder rights to Wilson, so not really adding children
- Which schools will feed into the new middle school?
 - Takoma
 - Whittier
 - Lasalle
 - ?
- Coolidge is under capacity, removing Shephard?
 - Transportation capacity.
 - Diversity of the boundary?
 - Again, not changing much because Shephard kids were zoned for Deal and had a feeder right to Wilson.
 - Because there was a strong desire for neighborhood schools.
 - Part of this also maintains the diversity at Wilson.
 - What are putting in place to improve quality?
- Brightwood
 - Very few kids in the neighborhood go because it's low performing.
 - Diversity: is going to become lower performing because you took out of 16th straight and northern brightwood.

Phasing In

- I bought a house and signed a 30-year mortgage based on a certain school district – phase in for my kids is nice, but I want to be able to.
 - Mandatory boundary method being used as opposed to school choice? There should be more choice.
 - Parents generally don't like the unpredictability so having boundaries is what people want; there is an out of boundary lottery.
 - I made a choice to buy my house in a certain hour....
- LaSalle
 - Lots of kids coming from PG County.
 - Investigation into residency?
 - OSSE has a fraud department.

PreK Access

- You have a right to your zoned school, but you can apply to other OOB schools.
- Can you enroll for PreK at any point in the year?
 - No because of staffing issues.

- Does it reduce the number of OOB students who can be in the school?

OOB Set asides

- 10% on top of what they have now.
- At-risk preference: in the lottery, if you are applying to a school that doesn't have 30% threshold, you'd have a leg up.
- Minimum floor for OOB seats is the 10% floor.
- How is it decided who the 10% will be – determined on the OOB lottery.
- In households that have more than one kid, how do you ensure that kids are getting into the same school?
 - Sibling preference in the OOB lottery currently.
- Is there any coordination with the Charters about how to deal with at-risk students who get kicked out for behavioral issues etc.?

Better planning

- Those not in favor of alignment with grades or being able to shed kids whenever, what were the reasons?
 - Autonomy of the school; affects programming
- The money should follow the student.
- Between two DCPS middle schools, the case doesn't move, so why should it the case between a Charter and DCPS?
 - Is this a political decision – charters tout their high graduation rates and its not necessarily true because they are kicking kids out.
 - Establishment of the budget – what does this really look like?
 - Comprehensive staffing model.
 - DCPS makes more centralized decision about how funds are done.
 - Charters are per LEA and they can carry funds over from one year to the next.
- Forcing kids to leave a school because they move should be the case; not good for kids.
- Lots of schools aren't making progress because of the churn of kids; anything we can do to maintain student stability is a good thing; probably wouldn't affect that many students.
- There has been a big effort for parents to give up on schools over one thing; it's not good for kids.
- What is the data on parents who decide to pull a kid from a charter on their own accord?
- Funding following the child might not necessarily make that big an impact? It's more systemic. Need to sort out why people are moving.
- Should there be policies that would limit mobility?
- Gaming is happening to get kids into school Districts; so I am not sure allowing kids to stay when the family move probably isn't right.
 - Current policy is at the principal's discretion.
- Is there a policy around how many charters can be in a given area at a given time?
 - Kansas and Chillum – there are 5 charter schools.
 - Makes it hard for DCPS schools to compete.
 - Are we going to go all in like New Orleans did and only have charters or are we going to put some parameters?

- Middle Schools up in this neighborhood – we have given a lot of good real estate away (Rebaou, Paul).
- Ward 4 Education Alliance (seek to improve the quality of ward 4 neighborhood schools (ward4ed.org)).