

DRAFT Recommendations v2

Student Advisory Committee on Student Assignment and School Choice

May 28, 2014

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Introduction

The District has not undertaken a comprehensive review of its student assignment policies, including DCPS school attendance boundaries and feeder patterns, since 1968. Meanwhile, we now have a two sector system of public education, and decades worth of school closings, openings, shifts in population and changes in economic and community demographics. As a result, the current system is confusing and does not provide equal and certain access for families.

In October 2013, the Deputy Mayor of Education announced a process to revise DCPS school boundaries and feeder patterns, as part of a broader look at public school student assignment policies. For the first time in nearly half a century a Student Assignment Advisory Committee, comprised of 22 members representing families enrolled in DCPS and Public Charter Schools as well as other community and professional affiliations and district government agencies. The Committee was formed and charged with helping to develop student assignment and school choice policies that will provide clarity, fairness, predictability, and equitable access to high quality school options at locations that make sense for families.

Specifically, the DME asked us to:

- clarify what rights and responsibilities families and schools have regarding access to public schools;
- update feeder relationships between DCPS elementary, middle, and high schools to ensure a clear and coherent path through the grade levels;
- ensure that the DCPS boundaries align to the DCPS facility capacity and projected population of students; and
- explore opportunities to bridge student assignment and choice policies across DCPS and charter schools.

The Advisory Committee on Student Assignment has prepared the following draft recommendations on District policy for student assignment and school choice. Over the last eight months, with the support of the DME and DCPS, the Advisory Committee has received volumes of existing and newly commissioned research and reviewed extensive data, in order to have the best possible understanding of these issues. This research was supplemented by an extensive public engagement effort that included engaging hundreds of community members through focus groups, working groups, online forums, and many small community meetings across the city.

It is a daunting and complex project with deeply personal and important decisions that will ripple throughout the district. We look forward to and need input from the public on these recommendations, before we submit our final recommendations to the Mayor in August 2014.

Our City, Our Schools

The Advisory Committee identified principles to guide the development of these recommendations. The key principles on which the Committee and public converged were: the need for predictability for families; the importance of having high quality schools of right in every neighborhood; the desire for

access to schools other than your assigned schools; the value of diverse enrollments; a system of walkable DCPS elementary schools; and a citywide system of public schools that is coherent and efficient.

To align with these principles, the Advisory Committee proposes **a core system of neighborhood schools** and geographically based feeder patterns through high school. This core student assignment system seeks to support the ongoing improvement of the quality of education in the District of Columbia by:

- creating a transparent and predictable system that will support the short- and long-term positive growth of all DCPS schools;
- supporting the valued connection between school and community, and encouraging families and community members to claim ownership of their local public schools; and
- avoiding disruption through phasing in the implementation to buffer the immediate impact on current students and families.

However, acknowledging the limitations of a simple system of neighborhood schools and geographic feeder patterns, the Advisory Committee also proposes an integrated system for school choice, so families have clear and fair access to schools other than a student's zoned schools, and continuity of that access throughout a geographic or programmatic feeder pattern. These policies seek to support the ongoing improvement of the quality of education in the District of Columbia by:

- offering families access to schools that may be a better fit for their child;
- providing access to specialized programming not available in every school;
- encouraging racial and socioeconomic diversity in schools; and
- ensuring ongoing predictability for families who access schools outside their geographic feeder pattern.

Finally, the Advisory Committee proposes that the District of Columbia review and improve its planning and decision making processes for opening, closing, locating, expanding, or reducing capacity in public schools, and for capital investment in its public schools—both DCPS or charter. This recommendation seeks to advance education quality and equity in the District by:

- encouraging stable relationships of families and communities with both DCPS and charter schools through better planning; and
- strengthening the planning and decision making processes about school opening, closing, location, expansion, contraction, and capital investment through drawing explicit connection to other educational needs and considering implications of housing, transportation, health, and economic development priorities and concerns.

A Core System of Neighborhood Schools

Access to DCPS Early Childhood Education

The District of Columbia is a leader in early childhood education. Every DCPS elementary school has all day PK4 classes and all but 6 DCPS elementary schools have PK3.

Current Policy on Early Childhood
Children of families residing in the District of Columbia who are 3 years of age by September 30 of the program year shall have access by lottery to DCPS PK3 and PK4 seats based on program availability and capacity, with priority given first to in-zone children and second to children from lower-income families.

The problems with this current policy are:

- The common lottery does not prioritize early childhood seats for children from low income families, even though it is already required in DC Code.
- DCPS provides Kindergarten through 12th grade seats in zoned schools by right however, at the entry level grades of PK3 and PK4 families must apply for early childhood through the common lottery.

Recommendations on Early Childhood	Dates
(1) <i>Students of families residing in zones for Title I DCPS schools shall have access by right to PK3 and PK4 seats in their zoned DCPS school, provided they register by March 1 (or by the first round deadline for My School DC) See list of schools in Appendix A.</i>	2015-16
(2) Children of families residing in the District of Columbia who are 3 years of age by September 30 of the program year shall have access by lottery to DCPS PK3 and PK4 seats based on program availability and capacity, with priority given first to in-zone children.	

Scope of Work to Implement Recommendations:

- DCPS will need to increase the number of PK3 seats in Title 1 DCPS zoned elementary schools by an estimated), 365 seats in 2014-15 and 481 seats in 2020.
- DCPS will need to increase the number of PK4 seats to be opened by an estimated 74 seats in 2014-15 and 346 in 2020.
- DCPS will need to provide adequate space, early childhood space modifications and materials, and instructional preparations to accommodate the increase in services
- DCPS should examine current afterschool care programs for the early childhood students.

Educational Impact:

- Families will be able to access high quality early childhood programs with strong school readiness components.

- Families and students will form relationships with their schools of right early in their child’s development

Impact on City Resources:

- Capital cost for new classrooms
- Per pupil funding for new students (i.e., marginal increase in total # of PK3/4 students citywide)

By-Right Access to DCPS Schools through Attendance Zones

Public school geographical attendance zones give families a predictable school to which their child is assigned and can attend, by right. The geographical attendance zones can be developed to minimize travel distances and burdens, including accounting for the severity of travel conditions. Geographical attendance zones can help connect families and communities to schools so that there is a clear invitation and right associated with a school to support and engage in the quality of the zoned schools.

Current Policy on Attendance Zones
Attendance zones shall be established by the Board of Education, and all modifications or alterations in attendance zone boundaries shall be approved by the Board of Education. 5E DCMR 2001.
Except as provided otherwise in this chapter, a student shall be required to attend the school for which the student is eligible which serves the attendance zone established for his or her place of residence, as defined in § 2199. 5E DCMR 2105.1

The problems with this current policy are:

- Because of school closings and consolidations about 22% of families have multiple rights to schools based on geographic boundaries
- School closings and consolidations have exacerbated walkability issues for many families
- Communities and local school leaderships do not form the relationships they might because they have unclear and multiple points of access.
- There is no policy for when and what conditions trigger a boundary review process.

Recommendations on Attendance Zones	
<i>(3) Revise DCPS elementary attendance zone boundaries so that the former boundaries of all closed schools are redistributed to currently operating DCPS elementary schools. (See Appendix A: Proposed Elementary Boundaries, Round 2 May 27)</i>	2015
<i>(4) Every Kinder through 5th grade student resident of the District of Columbia shall be zoned for and have access by right to a single DCPS PK-5 or a DCPS PK-8 school.</i>	2015
<i>(5) Every 6th through 8th grade student resident shall be zoned for and have access by right to a single DCPS school offering 6-8th grade. The middle grades boundary will be made up of the boundaries for the geographic elementary feeder schools to the middle grades program/school.</i>	
<i>(6) 9th through 12th grade student resident of the District of Columbia shall be zoned for and have access by right to a single DCPS high school. The high school boundary will be made up of the boundaries for the geographic middle school feeder schools to the high school.</i>	2015
<i>(7) In 2022, and every ten years thereafter, the city shall undergo a comprehensive review of student assignment policies, including school boundaries and feeder patterns.</i>	2022
<i>(8) If a DCPS school is projected to be at 90% or greater utilization according to its updated capacity and the next year projections, work with the school and community to evaluate the school specific boundary population, feeder school enrollments, where applicable, in-boundary participation rates, charter enrollments in the vicinity, and 5 to 10 year population projections for the boundary and its adjacent boundaries (or feeders) to prepare a recommendation on whether any action on boundaries, feeder pathways, building expansion, grade configuration, or other building utilization may be required within a 3-5 year time frame.</i>	2016
<i>(9) If a DCPS school is projected to be at 60% or less utilization, according to its updated capacity and the next year projections, work with the local school and community to evaluate the school specific boundary population, in-boundary participations rates, charter enrollments in the vicinity, and 5 to 10 year population projections for the boundary and its adjacent boundaries to prepare a recommendation on whether any action on boundaries, building expansion, grade configuration, or other building utilization may be required within a 3-5 year time frame.</i>	2016

Impact of Implementation of Recommendations

- Elementary School

- 7,811 students will be assigned to one of their current multiple options they have a right to now. [Changes to dual rights to be phased in.]
- 6,613 students would be re-assigned to a different school compared to the one they currently have a right to now. [Changes to re-assignments to be phased in.]
- 31,628 elementary school students are not affected by the ES boundary changes

Access to Transportation

Current Transportation Policy
(10) Only students who's Individual Education Plan require transportation services are eligible for transportation services from DCPS.
(11) The D.C. government provides for free passage on Metrobus for all D.C. resident students under 22 years of age for travel to and from elementary- and secondary-level schools. See D.C. Code § 35-233.
(12) The D.C. government provides for reduced-cost passage on Metrorail for any K–12 students who request it.

Problems with current policy:

- There are 1900 PS3 to 5th grade students who are not within 1 mile walking distance of a DCPS elementary school of right and in some cases, even when the walking distance is 1 mile, the walking conditions may be unsafe from pedestrian travel or public safety measures.
- Public transportation in the District is primarily aimed at moving people to employment centers and getting students to schools, so even when public transit is free or subsidized, it may not provide students with safe, timely or efficient access to their schools.

Recommendations to Transportation Policies	
(13) Work with Metrobus to design bus routes and other services that align to public school attendance patterns and zones. (14) Where the zoned DCPS PK-5 or PK-8 school is not within 1 mile walking distance from the family's residence, then the District of Columbia shall either: a) provide transportation to the zoned school; b) provide free metrobus for a parent or guardian to accompany the elementary age child to school; or c) designate a proximity preference to these children to a DCPS school that is within a mile of the residence	Phase-In
(15) Extend current policy for free metro bus to 9 th through 12 th grade students so they have free (not just subsidized) use of Metrorail to travel to and from a public school.	2015

By Right Access to DCPS Schools through Feeder Pathways

The objective of feeder pathways is threefold. The first is to encourage continuity for academic and program progress when students matriculate from one level or type of school to another. The second

objective is to provide students who have attended school together to remain together, if they choose to. The third objective is to enable greater economic, racial and ethnic diversity in secondary schools.

Current Policy on Feeder Pathways
(16) DCPS elementary students shall have access by right to the middle school designated as a next level school in the feeder pattern for the elementary school they complete, regardless of whether the students live in the attendance zone of the designated middle school.
(17) DCPS middle grade students shall have access by right to the high school designated as a next level school in the feeder pattern for the middle school they complete, regardless of whether the students live in the attendance zone of the designated high school.

Problems with current policy:

- Currently, geographic boundaries are not aligned with feeder patterns. There are gaps and overlaps throughout the city, such that being in a given geographic boundary does not provide you with the same feeder rights as others in that boundary, even if you attend the same in-boundary schools.
- While the feeder pathways enable alignment by grade levels and basic academic programming, they do not support alignment across grade levels for specialized schools or programs.
- There are not public processes in place for establishing or changing feeder patterns.

Recommendations on Feeder Policy	
(18) DCPS students shall have access by right to the designated next level school in the geographic feeder pattern for the school they complete. (see Appendix C: Proposed Geographic Feeder Schools	
(19) DCPS students shall have access by right to the designated next level school in the programmatic feeder pattern for the specialized program/school they complete. (see Appendix B: Proposed Programmatic Feeder Schools	Phase in
(20) The same public notice and engagement requirements in DCMR for boundary changes shall be required for changes in destination feeder schools.	2015
(21) Revise feeder geographic feeder pathways to reflect geographic attendance zone changes. (See Appendix C: Proposed Feeder Pathways	Phase in

An Integrated System of School Choices

Public School Access through Application

Access to schools of right through living in the attendance zone, or via the feeder pathways are two ways to obtain access to DCPS public schools. However, the District of Columbia also provides families access to DCPS and charter public schools through an application process with decisions made on the allocation of seats by lottery. The objective of a lottery is to fairly and efficiently allocate seats. The lottery can be used to give families access to schools that they think are a better fit for their child and family; increase diversity in neighborhood zoned schools; to increase walkability for families whose zoned school is more than 1 mile away; and to ensure that “at risk” students have a better chance at getting access to high demand, zoned schools.

Current Public School Application Policy
Siblings of currently enrolled students in a DCPS or PCS school have priority in the lottery for seats in that school.
Families can apply for seats in DCPS PK, out of zone DCPS schools, charter schools, and DCPS selective high schools through a single application and lottery (My School DC). While most LEAs choose to do so, participation in My School DC is optional for Local Education Agencies.
<p>(a) Open enrollment. -- Enrollment in a public charter school shall be open to all students who are residents of the District of Columbia and, if space is available, to nonresident students who meet the tuition requirement in subsection (e) of this section.</p> <p>(b) Criteria for admission. -- A public charter school may not limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs. A public charter school may limit enrollment to specific grade levels.</p> <p>(c) Random selection. -- If there are more applications to enroll in a public charter school from students who are residents of the District of Columbia than there are spaces available, students shall be admitted using a random selection process, except that a preference in admission may be given to an applicant who is a sibling of a student already attending or selected for admission to the public charter school in which the applicant is seeking enrollment, or to an applicant who is a child of a member of the public charter school's founding board, so long as enrollment of founders' children is limited to no more than 10% of the school's total enrollment or to 20 students, whichever is less.</p>

Problems with current policies:

- Although greatly improved, in the first year of My School DC—the District of Columbia’s Common Lottery, a family theoretically could have need to navigate as many as six different lotteries to apply to the District’s public schools. Most remaining LEAs are expected to participate next year.
- High quality public school options often have very few seats available in the lottery in non-entry level grades.

Recommendations on Public School Application Policy	
(22)DCPS shall set aside at least 10% of seats in a zoned elementary school for out of zone students. For schools that have less than 10% at risk students, at-risk students should get priority for the set-aside seats.	2015
(23)DCPS shall set aside at least 15% of the seats in 6 th grade in a zoned middle school for out of zone students. For schools that have less than 15% at risk students, at-risk students should get priority for these seats.	2015
(24)DCPS shall set aside at least 20% of the seats in 9 th grade in a zoned high school for out of zone students. For schools that have less than 20% at risk students, at-risk students should get priority for these seats.	2015
(25)Elementary grade students who do not reside within 1 mile walking distance of their DCPS zoned school, shall be given a proximity priority to the DCPS zoned schools that are within 1 mile of their residence	2015
(26)Lottery preferences, in priority order, shall be: PK3/PK4 <ul style="list-style-type: none"> • In-boundary with sibling • In-boundary • OOB with sibling • OOB – at risk (at qualifying schools for qualifying students) • OOB with proximity (for qualifying students) K-12 <ul style="list-style-type: none"> • OOB with sibling • OOB at risk (at qualifying schools for qualifying students) • OOB with proximity (for qualifying students) 	

DCPS Specialized and Selective School Policy

DCPS operates 6 selective admission high schools, 2 citywide specialized lottery elementary schools and a growing number of specialized schools and programs. The selective admission DCPS schools require students to meet admission criteria. However, in the case of DCPS out-of-boundary schools, citywide lottery schools and for public charter schools, students access these seats through a lottery.

Current Policy on Specialized Schools
As used in this chapter, the following terms and phrases shall have the meanings ascribed: “Specialized schools, programs and academies”- schools or programs that have specific admissions requirements and selection criteria, and that have been approved by the Chancellor. (5E DCMR 2199.2)
The Chancellor may designate a given school, program, or academy, including an early childhood school or program, as a specialized school, program, or academy due to the unique academic character of the

school, program, or academy and the importance of matching children's needs and strengths to the mission of a school, program, or academy. When applicable, the Chancellor shall determine admission criteria for any approved specialized school, program, or academy for adoption by the Board. (5E DCMR 2106.7)

Each year, the Chancellor shall inform all DCPS students and parents of the availability of all DCPS specialized schools, programs, and academies. (5E DCMR 2106.8)

Students applying to specialized schools, programs, or academies must meet the specific criteria established for the schools, programs, or academies to which they are applying. Eligibility requirements and selection criteria shall be published and made available upon request to parents. When there are more students than there are available vacancies, students who are ranked equally on the selection criteria shall be selected by lottery. (5E DCMR 2106.9)

Problems with current policy:

- There is no requirement that the DCPS selective or specialized school programs, locations, enrollments, or admission criteria are part of an overall education and facilities plan that includes communities and local schools in their formulation and that provides equity of access.

Recommendations on Specialized and Selective Schools	
(27)DCPS shall ensure that there is an equitable distribution of specialized schools and programs for STEM, arts integration, IB and dual language at elementary and middle schools as part of a regularly developed and maintained educational plan.	Phase-In
(28)Specialized (non-selective) schools shall be neighborhood schools with boundaries unless there is ample capacity in adjacent DCPS neighborhood schools to serve the same grades. If DCPS needs capacity for students, then the specialized school can be required to relocate, or convert to a neighborhood school and offer a non-specialized strand, or convert to a neighborhood school and pair with a non-specialized school to offer the traditional grade level program.	Phase-In
(29)For the five new schools proposed in the draft geographic feeder pattern chart – DCPS must work with the affected communities on developing an implementation and capital plan for opening these sites.	2014-2015
(30)Students residing in zone for a school-wide dual language elementary school shall have the right to attend a non-dual language school designated as the alternative to the specialized school.	
(31)No non-resident of the District of Columbia shall have priority for placement in a specialized, selective or charter school or programs inside neighborhood schools, over DC residents	

Student Continuation and Transfer School Policies

The level of movement among and between public schools is a challenge for students and schools. Student assignment and choice policies appear to play a role in the high rate of change.

Current Policy on Student Continuation in Schools
A student whose place of residence within the District of Columbia changes from one attendance zone to a different attendance zone shall be transferred to the school serving the attendance zone where the student's new place of residence is located. This requirement is subject to the exceptions set forth in §§ 2105.5 and 2105.7. (5E DCMR 2105.2)
To provide for continuity of instruction, especially in the case of high school seniors scheduled to graduate the following June, the principal may authorize the continued attendance of the student at the school currently being attended for the remainder of the term or school year. (5E DCMR 2105.5)
The provisions of § 2106 may be applied to a student whose change of place of residence would require a transfer under this section. A student who meets the requirements of § 2106 for out-of-zone attendance may be allowed to remain at the school currently being attended notwithstanding his or her change of address. (5E DCMR 2105.7)
<p>Homeless children, as defined in Section 5-5099, must be immediately enrolled in a District of Columbia Public. School. The LEA shall make a school placement based on the "best interest" of the homeless child, youth or unaccompanied minor. In determining "best interest," unless otherwise requested by the parent, the LEA must:</p> <ul style="list-style-type: none">(a) To the extent feasible, continue the child or youth's education in the student's school of origin<ul style="list-style-type: none">(1) for the duration of homelessness if a family becomes homeless between academic years or during an academic year; or(2) for the remainder of the academic year if the child or youth becomes permanently housed during the academic year; or(b) Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.
<p>Charter Schools:</p> <p>(f) Student withdrawal. -- A student may withdraw from a public charter school at any time and, if otherwise eligible, enroll in a District of Columbia public school administered by the Board of Education.</p> <p>(g) Expulsion and suspension. -- The principal of a public charter school may expel or suspend a student from the school based on criteria set forth in the charter granted to the school.(§ 38-1802.06. Student admission, enrollment, and withdrawal)</p>
<p><i>Existing DCMR gives DCPS the authority to transfer a student involuntarily within DCPS for almost any reason (other than discriminatory or otherwise illegal reasons, of course).</i></p> <p>5E DCMR sec. 2107 INVOLUNTARY TRANSFERS</p> <p>2107.1 A student shall not be involuntarily transferred without receiving notice of the reasons for the transfer and an opportunity for a hearing prior to the proposed transfer pursuant to the hearing provisions of Chapter 25, except as provided in this section.</p>

2107.2 The provisions for a hearing in § 2107.1 shall not be applicable to a transfer due to any of the following reasons:

- (a) Change of address;
- (b) Failure to enroll and attend (after having been accepted) a career education program or other city-wide program or school;
- (c) The closing of a facility or program; or
- (d) The failure of a student to maintain eligibility for a special or city-wide program.

2107.3 A student who is transferred due to special education placement shall be provided an opportunity to request a hearing on the proposed placement, as provided in Chapter 30; however, since the issue of involuntary transfer may be included in the placement hearing, no separate hearing on the transfer is required.

2107.4 A student who has been granted a discretionary transfer, pursuant to the provisions of § 2106, shall not be involuntarily returned to the school from which the transfer was made during the effective period of the transfer without a hearing as provided in this section.

2107.5 It shall be the responsibility of the principal or other school official recommending a proposed involuntary transfer to notify the student, parent, or guardian, and principal of the school to which the proposed transfer will be made. The principal or school official shall include notice of hearing rights and procedures in the notice of proposed transfer.

2107.6 All involuntary transfers shall be approved by the Assistant Superintendent whose jurisdiction encompasses the school recommending the transfer.

2107.7 The Assistant Superintendent shall also be responsible for assuring that the right to a hearing is protected and that proper notice of the proposed transfer and hearing rights and procedures have been given.

Problems with current policy:

- Does not account for negative impact of transfers on students and schools
- There is significant housing instability among the 42% of the children who are defined as “at risk” that extends beyond homeless students and maintaining relationships in school helps the stability of the school and education of the child.

Recommendation on Student Continuation and Transfer Policies	
(32) Students whose place of residence changes from in zone to out of zone shall have the right to continue attending the school through the final grade level offered by the	2015

school, with the same rights as an existing out-of-boundary student.	
(33) Voluntary transfers by schools and families will be limited to before October 5 th or at the semester break.	2015
(34) Convene a joint committee on student mobility and transfer to create a sound system of policies that apply to both DCPS and charter schools.	2014
(35) Convert DCPS CHOICE program into a citywide K-12 program for mid-year expulsions and long-term suspended students from all public schools. The program would be organized and funded by stakeholders across sectors.	
(36) DCPS and PCSB will work together to establish citywide policies for expulsion and suspensions that would apply to all public schools.	

A Coherent System of Public Schools

Having an adequate system of public schools, not just an ever changing “supply” of public schools that change locations, leadership, management, and governance was a dominant theme throughout the city over the course of the public engagement process.

The Place of the Charter Sector in a City System of Public Schools

Current Policy on Public Charter School Board Charter Approvals
<p>Approval.</p> <p>(1) In general. -- Subject to subsection (i) of this section and paragraph (2) of this subsection an eligible chartering authority shall approve a petition to establish a public charter school, if:</p> <p>(A) The eligible chartering authority determines that the petition satisfies the requirements of this subchapter;</p> <p>(B) The eligible applicant who filed the petition agrees to satisfy any condition or requirement, consistent with this subchapter and other applicable law, that is set forth in writing by the eligible chartering authority as an amendment to the petition;</p> <p>(C) The eligible chartering authority determines that the public charter school has the ability to meet the educational objectives outlined in the petition; and</p> <p>(D) The approval will not cause the eligible chartering authority to exceed a limit under subsection (i) of this section.</p>

Problems with current policy:

A consistent theme throughout this process, both in public meetings and at meetings of the Advisory Committee, has been the need to consider the place of charter schools in citywide planning efforts around student assignment. There was widespread recognition that devising student assignment policies for DCPS without taking into account the unique environment created by D.C.’s thriving charter sector would lead to policies that do not realistically address the need to create predictability and access

to high quality close to home for families across the District. There are several reasons why this is the case.

First, community members noted that the basic value of ensuring a quality neighborhood schools is complicated by the prevalence of charter schools in areas of the city that have few high quality school options. Given the fact that charter schools tend to draw enrollment away from DCPS schools in these areas, and that school funding is tied to enrollment, DCPS' efforts to improve quality in the schools that need it most is often hampered by competition between the sectors. Some pointed out that there is an inherent inefficiency, from a citywide planning point of view, when the city is investing heavily in both sectors without regard to how the two systems can complement, rather than compete with, one another. At the same time, it is important to note that in many cases these very charter schools are increasing access to quality close to home.

Second, there is a sense among many community members that certain policies within the charter sector have the effect of concentrating students with the highest needs at DCPS schools. Student mobility data show that DCPS tends to gain more students than they lose throughout the year, while charter schools tend to lose many more students than they gain. According to the same data, students who move mid-year are more likely to be students with disabilities and students living in poverty, and the vast majority of students who leave the charter sector and who do not leave the D.C. public school system entirely end up in a DCPS school.

The impact of student mobility is exacerbated by the fact that most public charter schools do not allow mid-year enrollment, and that some have age cut-offs in higher grades that effectively limit entry points for students with more significant academic needs. In addition, the two sectors have significantly different policies on suspension and expulsion, particularly for students with special needs. The combined effect of student mobility and disparate student-level policies on enrollment and discipline is that students who have the greatest needs are disproportionately ending up in a select number of DCPS schools.

Data on students who meet the definition of "at-risk" in the proposed Fiscal Year 2015 Uniform Per Student Funding Formula also indicate that DCPS is serving a disproportionately high number of the most disadvantaged students. While public charter schools are serving a significant number of students who are living in poverty or facing other challenges, by and large there is a concentration of extreme poverty and need in a handful of DCPS schools, where over 80% of student qualify for the "at-risk" definition (which is significantly more stringent than the Free and Reduced Meals classification).

The upshot is that, in certain parts of the city, DCPS is serving a disproportionately higher number of students with the greatest needs. This directly impacts its ability to turn around its lowest performing schools in these areas, which in turn puts more pressure on student assignment policies to equitably distribute DCPS' supply of high quality seats.

In light of these factors the Advisory Committee concluded that a necessary component of any plan to equitably distribute access to quality must involve greater planning around school supply between the two sectors, as well as shared policies that result in a more equitable distribution of students with the greatest needs. Some of these issues are beyond the scope of this process. However, many Advisory

Committee members felt strongly that, as a city, we can no longer avoid addressing these issues in a coordinated, comprehensive, and honest way.

The recommendations listed below reflect areas where there is consensus among Advisory Committee members on coordination between public charter schools and DCPS, as it relates to student assignment policy. It is incumbent upon city leaders to develop additional policies to address the issues raised above.

Charter and DCPS Planning and Coordination	
(37) City leaders, in concert with impacted stakeholders, should develop a formal mechanism for coordination between the public school sectors on public school openings and expansions, closing, relocation, and siting <i>before</i> such decisions are made by relevant entities. The formal mechanism should also include greater public input in the process leading up to a final decision.	2015
(38)(8) City leaders, charter leaders, and DCPS should develop joint policies around student enrollment and discipline so that there is a more equitable distribution of students with the greatest needs across sectors. Particular focus should be placed on mid-year entry and exit, age cut-offs, and student discipline policies	Current Policy
(39) Ensure code § 38-280 requiring a comprehensive multiyear facilities master plan for all DCPS and public charter schools is prepared by the Mayor and submitted to the Council for review and approval in accordance with the provisions of the code.	Current Policy

Problems with current policies:

- There is no clear process for the public to initiate and have a hearing for their proposals to open, close, relocate, site, expand or contract.
- The educational and facilities planning of DCPS are not aligned in the multiyear facilities master plan.
- The capital budget need not align to the master plan and there is not a transparent process for modifying the master plan or capital plans.
- There is inadequate internal capacity and processes for planning and coordination of DCPS and PCSB as it affects school opening, closing, relocation, siting, expansions and contractions.

Adequate School Supply

The objective of these recommendations is to ensure there is access to the high demand zoned schools from families from throughout the District of Columbia is fairly allocated. However, it is also critical that the District align its capital projects to ensure that it is prepared to meet the demographic changes occurring in the District. The population projections and the impact analysis of how boundary and feeder pattern policy and changes affect school utilization indicate the need for additional capacity in specific parts of the District. The analyses of the distribution of DCPS specialized and selective schools and programs have also indicated the urgent need to address the need for more specialized and selective programs and/or schools.

Recommendations to Ensure Adequate Capacity	
(40)DCPS shall increase early childhood capacity to serve DCPS zoned schools in support of expanded rights to PK3 and PK4.	Phase-In
(41)For the five new schools proposed in the draft geographic feeder pattern chart – DCPS must work with the affected communities on developing an implementation and capital plan for opening these sites.	2014-2015
(42)Work with schools in boundaries and feeder patterns where capacity and population are not aligned. (e.g. Hendley, Stoddert, Plummer)	

Population estimates indicate a substantial growth at the early grades in Wards 1 and 4. Currently, in Ward 4 there are no stand-alone middle schools but instead the schools serve grades PK through 8th. In order to ensure capacity at schools to serve the growing population, DCPS should open a stand-alone middle school and open up capacity at the elementary schools. Well-planned investments in middle schools have the capacity to save operating and capital funds. Using the schools designed for middle schools, rather than upgrading elementary schools to serve middle grades athletic, science, and multi-purpose needs also reduces the capital costs associated with the phase 2 and 3 scope of work for modernization of the PK3-8th grade campuses. Since DCPS has capacity in most of its middle schools, ensuring the programming that aligns to capacity should be a high priority.

Recommendations for Feeder Pathways

The feeder pathways are established to provide geographic, program and academic continuity and access. It is also a system through which DCPS can affect the crowding or under-utilization of its secondary schools.

ANACOSTIA HIGH SCHOOL (Ward 8)		
Ketcham ES	Kramer MS	Anacostia HS
Moten ES		
Orr ES		
Randle Highlands ES		
Savoy ES		
Stanton ES		
Nalle ES	Sousa MS	
CW Harris ES		
Beers ES		
Kimball ES		
Plummer ES		

BALLOU HIGH SCHOOL (Ward 8)		
Hendley ES	Hart MS	Ballou HS
King ES		
Leckie ES		
Simon ES		
Patterson ES		
Garfield ES		
Malcolm X	Johnson MS	
Turner ES		

WOODSON HIGH SCHOOL (Ward 7)		
Houston ES	Kelly Miller MS	Woodson HS
Aiton ES		
Burrville ES		
Drew ES		
Smothers ES		
Thomas ES		
Revisit demand and capacity for matter of right	New Application MS	

elementary schools (Kenilworth, Davis)	– Consider a selective program within neighborhood MS	
EASTERN HIGH SCHOOL (Ward 6)		
Maury ES	Eliot-Hine MS	Eastern HS
Miner ES		
Payne ES		
School-within-School (citywide school with no boundary)		
Capitol Hill Montessori @Logan PS-8 (citywide school with no boundary)		
Browne PS-8	Jefferson Acad. MS	
Brent ES		
Tyler ES		
Amidon-Bowen ES		
Van Ness ES		
J.O. Wilson ES	Stuart-Hobson MS	
Watkins ES		
Peabody PK-K (<i>via Watkins</i>)		
Ludlow-Taylor ES		

COOLIDGE HIGH SCHOOL (Ward 4)		
Brightwood ES (Assumes Conversion to Elementary)	NEW North MS	Coolidge HS
Takoma ES (Assumes Conversion to Elementary)		
Whittier ES (Assumes Conversion to Elementary)		
La Salle-Backus ES (Assumes Conversion to Elementary)		

ROOSEVELT HIGH SCHOOL (Ward 4)		
Barnard ES	Re-Open MacFarland MS	Roosevelt HS
Truesdell ES (Assumes Conversion to Elementary)		
Powell ES		
Bruce-Monroe ES		
Raymond ES (Assumes Conversion to Elementary)		
West EC		

WILSON HIGH SCHOOL (Ward 3)		
Bancroft ES	Deal MS	Wilson HS
Janney ES		
Lafayette ES		
Murch ES		
Shepherd ES		
Hearst ES		
Eaton ES	Hardy MS	
Hyde/Addison ES		
Key ES		
Mann ES		
Stoddert ES		
Oyster-Adams EC		

DUNBAR HIGH SCHOOL (Ward 2)		
Bunker Hill ES (Plan for conversion back to PS-5th)	Brookland MS	Dunbar HS
Burroughs ES (Plan for conversion back to PS-5th)		
Noyes ES (Plan for conversion back to PS-5th)		
Langdon ES (Plan for conversion back to PS-5th)		
Wheatley ES (Plan for conversion back to PS-5th)	McKinley Tech. Ed. Campus (6-8)	
Langley ES		
Walker Jones PS-8		

CARDOZO HIGH SCHOOL (Ward 1)		
Cleveland ES	School Without Walls at Francis Stevens	Cardozo HS
Garrison ES		
Marie Reed ES		
Ross ES		
Seaton ES		
Thomson ES		
Tubman ES	Columbia Heights MS	
H.D. Cooke ES		
SWW at Francis-Stevens EC		

Programmatic Feeder Patterns

ELEMENTARY	MIDDLE	HIGH
Dual-Language Programs		
Powell ES DL Program	MacFarland DL Program	Roosevelt DL Program
Bruce-Monroe ES		
Bancroft ES		
Cleveland ES DL Program		
Marie Reed ES DL Program		
Tyler DL Program		
N/A	CHEC MS	
Oyster-Adams EC		
STEM Programs		
N/A	McKinley MS	Woodson HS