

# DC Public Education Boundary and Student Assignment Study

Families with  
Special Education Students  
February 6, 2024



# Agenda

Introductions

Overview of the Boundary Study

Review of DCPS self contained classrooms and feeder patterns

Brief overview of the DC Special Education Cooperative

Potential ideas to ensure clear and predictable student assignment policies for students with special needs

Discussion and feedback

Next steps

# Office of the Deputy Mayor for Education

Develops and advances the Mayor's vision for educational and workforce excellence in Washington, DC.

Work to create a city where:

- all children, youth and adults thrive;
- every child knows joy, feels safe, and is ready to learn;
- every student attends a high-quality school; and
- every youth and adult has opportunities for strong continuing education and family-sustaining jobs.

# What is the 2023 Boundary and Student Assignment Study?

A set of recommendations based on analytic findings and community feedback about how families and students can access public schools.

Types of recommendations:

- Updated DCPS school boundaries
- Revised school feeder patterns
- Suggested programmatic opportunities
- Added enrollment lottery preferences

Legislated per the Attendance Zone Boundaries Amendment Act of 2022 and done every 10 years

## Goals

- Clear rights
- Adequate capacity
- Equitable access

# Advisory Committee

## Members

26 committee members +  
chairperson DM Kihn

Ward-designated  
members

Citywide members

Agency representatives

## Timeline

- Meets monthly
- Final recommendations in  
March 2024

[Scan to learn more about the  
Advisory Committee and members](#)



Meetings are live streamed and recorded – find past recordings [here](#)

# Guiding principles

- A strong system of by-right neighborhood schools
- Predictable and continuous access to schools
- Equitable access to high quality schools
- Racially and socio-economically diverse schools

# Priority challenges

- Unbalanced enrollments among DCPS boundary schools
- Inequitable availability to robust programming and rigorous curriculum
- Socioeconomically and racially segregated schools
- System-related enrollment instability
- Inequitable availability and access to special education programming
- Some students and families feel unsafe traveling to and from school
- Mismatched access to early childhood seats in Title 1 schools

# Types of Boundary Study recommendations being considered

Geographic Designation Examples	Programmatic Feeder Designation Examples	Programmatic Investment Examples	Equitable Access Examples
<ul style="list-style-type: none"><li>• Adjust select boundaries</li><li>• Identify clear ES feeders and boundary for Euclid MS</li><li>• Phase out dual middle school rights</li></ul>	<ul style="list-style-type: none"><li>• Establish dual language feeder middle schools closer to dual language elementary schools</li><li>• Improve transparency of self-contained special education feeder pathways for families</li></ul>	<ul style="list-style-type: none"><li>• Recommend rigorous additional programming for DCPS schools in Wards 7 and 8</li><li>• Expand opportunities for shared secondary programming</li></ul>	<ul style="list-style-type: none"><li>• Recommend schools with &lt;30% at risk enrollment implement at risk set asides in lottery</li><li>• Explore pairing schools to address extreme differences in neighboring at risk enrollment</li></ul>

For more information about potential recommendations, see the [December Town Hall materials](#)



# Special education programming

- Individuals with Disabilities Education Act (IDEA) and local law requires each LEA provide a free appropriate public education (FAPE).
- This means, LEAs need to provide:
  - Specialized instruction and related services designed to support access to education,
  - Meaningful participation in general education with non-disabled peers, and
  - A continuum of placements where students' Individualized Education Plans (IEPs) can be implemented.

# Special education low-incidence programming

- IDEA affords LEAs flexibility to design programming.
  - Large LEAs may serve students with low-incidence disabilities in a separate class or school within the LEA that may be out-of-boundary or lottery.
  - Small LEAs may serve students with low-incidence disabilities through cooperatively sourced services across partner LEAs (e.g., DC Special Education Cooperative).

# DCPS Department of Specialized Instruction

## Agenda

- Overview of self-contained classroom feeder pattern expansion
- Expansion timeline
- Feeder patterns
- Process for identifying a self-contained classroom location

For questions about specific students or information outside of this agenda, scan the QR code below so DCPS' Division of Specialized Instruction can connect with you.

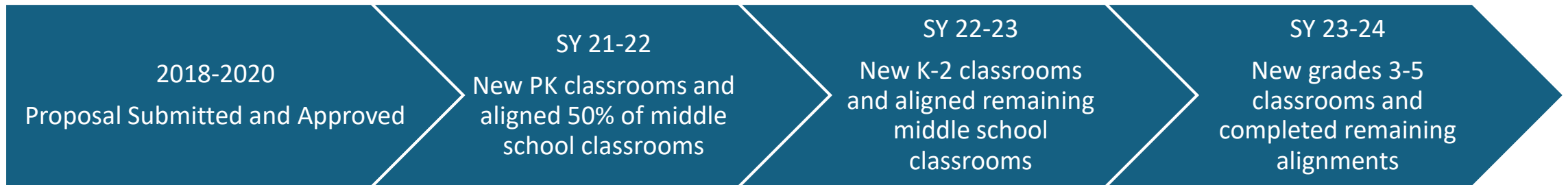


# DCPS Self-Contained Classroom Overview

We know that some students need more support than others, and we want to make sure they can stay with their peers and neighborhood. It is DCPS' goal to create a clear and consistent path for special needs classrooms that matches the neighborhood feeder schools.

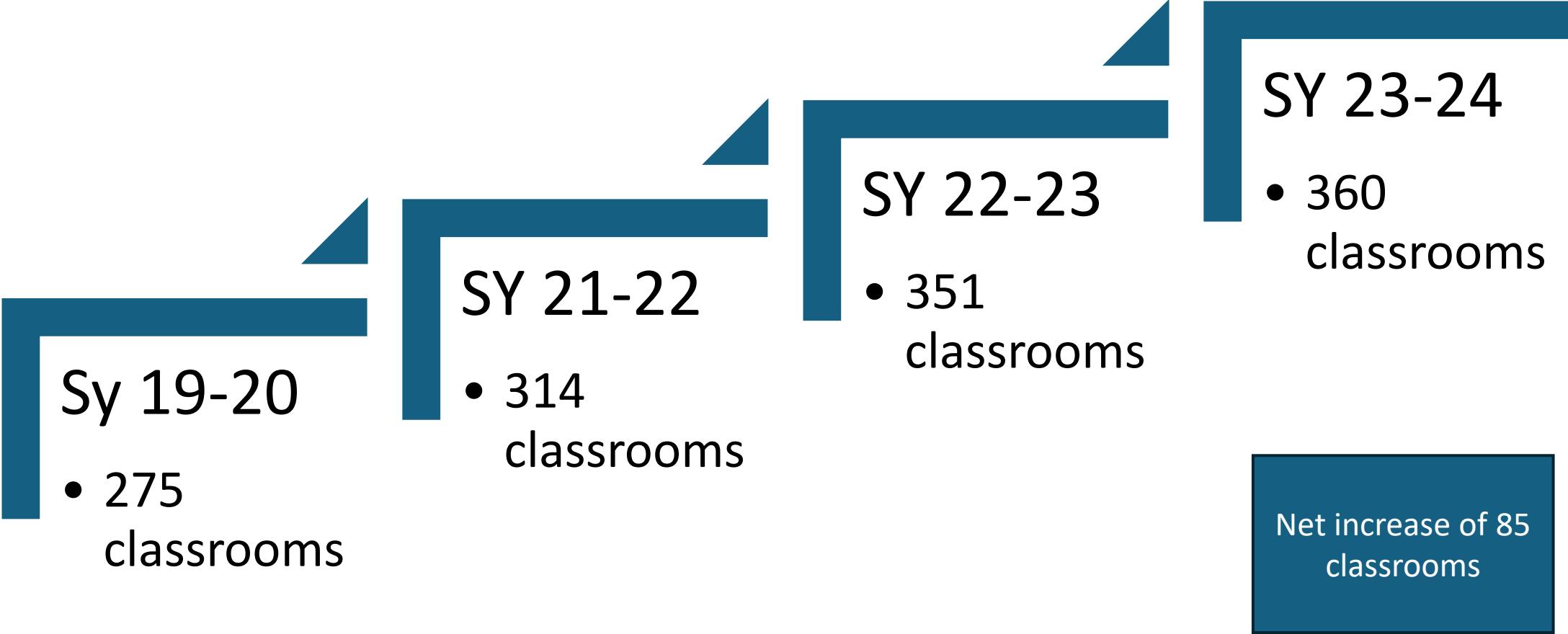
Problem	→	Solution
1. Families did not know which schools their children would go to next.	→	1. We have made sure that our students have a smooth and consistent learning experience with a predictable plan for families.
2. Self-contained classrooms were unevenly located across the city.	→	2. Students now have access to a self-contained classroom close to their home.
3. Students in self-contained classrooms often had to travel several hours per day by bus and had less access to after school activities.	→	3. Students are now able to participate in <b>ALL</b> school activities.

# DCPS Self-Contained Classroom Expansion Timeline

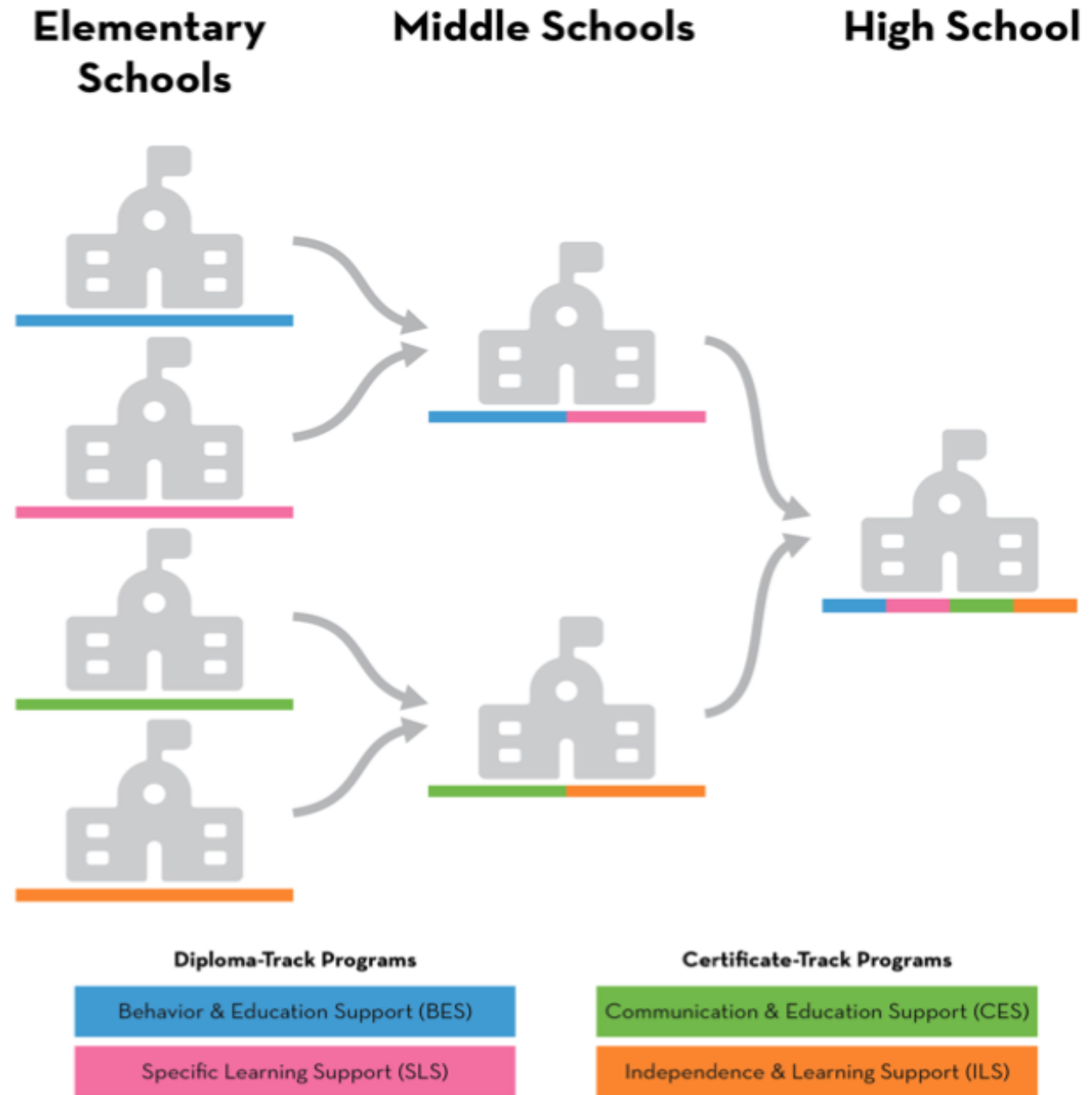


All self-contained classrooms are organized into clear feeder patterns from PK to HS.

# DCPS Self-Contained Classroom Numbers



# DCPS Feeder Pattern



# Before Expansion Anacostia Self-Contained Feeder

Anacostia High School Feeder Pattern			
HIGH SCHOOL			
CES	ILS	BES	SLS
MIDDLE SCHOOL			
Sousa MS		Kramer MS	
SLS		BES	
ELEMENTARY SCHOOL			
Beers ES		Savoy ES	Kimball ES
CES		ELS	SLS
Moten ES		Stanton ES	
CES		ELS	
Plummer ES			
CES			



# After Expansion Anacostia Self-Contained Feeder

Anacostia High School Feeder Pattern						
HIGH SCHOOL						
CES	ILS		BES		SLS	
MIDDLE SCHOOL						
Sousa MS			Kramer MS			
CES	ILS		BES		SLS	
ELEMENTARY SCHOOL						
Boone ES	Savoy ES		Randle Highlands ES		Moten ES	
CES	ELS	ILS	ELS	BES	ELS	SLS
Beers ES	Stanton ES				Excel Academy EC	
CES	ELS	ILS			ELS	SLS
Plummer ES					Savoy ES	
CES					ELS	SLS
					Stanton ES	
					ELS	SLS

# DCPS Process for Identifying the Classroom Location

## Scenario:

*A 4th grade student has moved into DC coming from a full-time specialized Autism classroom. Student will require a seat self-contained classroom. The student's address routes to Janney ES, but Janney does not have the appropriate classroom.*

**Step 1: Check the student's in-boundary school using DCPS's [Find Your In-Boundary School Website](#).**

**Step 2: Review the self-contained program locations in the [high school boundary](#).**

**Step 3: Identify the closest school to the home with the necessary classroom in the boundary.**

For more information on enrollment policies, please visit <https://enrolldcps.dc.gov/node/66>.

The screenshot shows the DCPS Find Your In-Boundary School Website interface. At the top, there are two tabs: "FIND ASSIGNED SCHOOLS" (active) and "VIEW SCHOOLS LIST". Below the tabs, there is a search bar with the text "Enter Address to Find Assigned Schools:". The search bar contains the address "4201 Butterworth Place NW" and a magnifying glass icon. Below the search bar, there is a heading "Assigned In-Boundary Schools for the 2023-2024 school year". The results are organized into three sections: "Elementary School", "Middle School", and "High School". Each section lists a school with its name, address, phone number, and a location pin icon.

Elementary School
<a href="#">Janney Elementary School</a>
4130 Albemarle Street NW
Phone: 202-282-0110

Middle School
<a href="#">Deal Middle School</a>
3815 Fort Drive NW
Phone: 202-939-2010

High School
<a href="#">Jackson-Reed High School (formerly Wilson HS)</a>
3950 Chesapeake Street NW
Phone: 202-282-0120

[Click here to view all on Map](#)

# Jackson-Reed and MacArthur Self-Contained Feeder SY23-24

Jackson-Reed & MacArthur High School Feeder Pattern			
HIGH SCHOOL			
MacArthur HS		Jackson-Reed HS	
CES	ILS	BES	SLS
DHOH	DHOH		
MIDDLE SCHOOL			
Hardy MS		Deal MS	
CES	ILS	BES	SLS
ELEMENTARY SCHOOL			
Hearst ES	Lafayette ES		Eaton ES
CES	ELS	ILS	BES
Shepherd ES	Murch ES		Bancroft ES
CES	ELS	ILS	ELS SLS
			Lafayette ES
			ELS SLS
			Murch ES
			ELS SLS

# DCPS Self-Contained Classroom Information

SY 23-24 Feeder Patterns



Location Assignment Video



For questions about specific DCPS students or information outside of this agenda, scan the QR code so the DCPS Division of Specialized Instruction can connect with you.



# DC Special Education Cooperative

**Founded:** 1999

**Vision:** All students with disabilities in the District of Columbia receive a rigorous, individualized, and inclusive education preparing them for post-graduation success.

**Members:** 58 public charter LEAs in D.C.

## **Programs:**

- Co-op Membership
- DC3C
- Demonstration Classrooms
- ELEVATE
- Intervention District
- School-based Medicaid



# Boundary and Student Assignment Study Ideas

**Challenge:** *ensure clear and predictable student assignment policies for students with special needs*

## **DCPS assignment and feeder patterns**

Ensure equitable stand-alone special education classrooms across all DCPS feeder patterns.

Ensure information campaign to inform families about stand-alone classrooms organized by feeder patterns.

## **Accessible information**

Provide easy to access and understand information about stand alone classrooms through In-Boundary School Finder and My School DC.

## **Family feedback**

Continue to convene the State Advisory Panel on Special Education (SAPSE) that advises on the unmet needs of students with disabilities

## **Special education preference**

Increase awareness about the existing SPED preference for charter schools in the My School DC lottery.

**Feedback and Questions**

# Next steps

Final analysis and community engagement throughout February

AC Meeting 11 – February 6

- Work to finalize recommendations

AC Wrap up – late February tbd

Final report release – March 2024



Boundary Explorer:  
[dcschoolboundaryexplorer.com/map](https://www.dcschoolboundaryexplorer.com/map)

Direct link to survey:  
<https://www.dcschoolboundaryexplorer.com/map?mode=view&survey=open>



# Special education resources

## DCPS Department of Specialized Instruction

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## DC Special Education Hub

Call: 202-671-2890

Email: [specialeducation@dc.gov](mailto:specialeducation@dc.gov)

Contact form: on the [Hub website](#)

## DC Office of the Ombudsman for Public Education

Call: 202-741-0886

Email: [ombudsman@dc.gov](mailto:ombudsman@dc.gov)

Contact form: Online Contact Form in [English](#) or [Spanish](#)