



Join the Conversation.

Student Assignment and DCPS School Boundaries Review Process

WARD OF RESIDENCE: _____ **ASSIGNED SCHOOL:** _____

Part 1: Key Policy Elements for Early Childhood and Elementary Students

Resources to use:

- Policy Example Narratives
- Policy Example Comparison Chart
- Overview of Policy Brief 2

What elements of the policy examples do you think should be a part of the District’s student assignment and choice system for early childhood and elementary school students?

Elements in Policy Examples	Yes	No	Not Sure
Extending guarantees to PK3 and/or PK4 year olds in their neighborhood elementary schools			
Lottery-based access to PK3 and PK4			
Prioritize PK3 and/or PK4 seats for low-income families			
Elementary school “choice sets”			
Charter schools in neighborhood choice sets			
A right to one elementary school based on your address			
Citywide elementary schools with specialized programming (dual language, Montessori)			
Out-of-boundary set-asides for students living within the attendance zone of a low performing school			
Out of boundary set asides only for schools with specialized programs (dual-language, IB, Montessori, STEM).			
Only lottery-based application and access to public charter schools.			
Out of boundary set-asides at each grade (instead of school wide)			
Preference in the lottery for children of school staff members			
Preference in the lottery for multiples (twins, triplets, etc.)			

**Discuss your thoughts with each other.
Please explain why you like certain elements.**



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Part 2: Key Policy Elements for Secondary Students

Resources to use:

- Policy Example Narratives
- Policy Example Comparison Chart
- Overview of Policy Brief 2

What elements of the policy examples do you think should be a part of the District's student assignment and choice system for middle and high school students?

Elements in Policy Examples	Yes	No	Not Sure
Middle school "choice sets"			
A right to one of two closest middle schools to home address			
Right to one middle school and high school of right based on place of residence			
Elementary, middle and high school boundaries aligned to a geographic feeder system (No separate programmatic feeder pathways)			
Guarantee right to feeder pattern for out-of-boundary students			
Increase number of selective admission high schools			
Introduce selective admission middle schools			
Establish selective or magnet programs within comprehensive high schools			
Every middle school has a specialized program (IB, STEM, dual-language)			
Feeder pathways for schools with specialized programming (dual language, IB, STEM)			
Out-of-boundary set-asides for students living within an attendance zone of a low performing school			
Out of boundary set asides only for schools with specialized programs (dual-language, IB, Montessori, STEM)			
Citywide lottery high schools without proximity preference			
City-wide lottery high schools with a proximity preference			

**Discuss your thoughts with each other.
Please explain why you like certain elements.**



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Part 3: Reactions to Policy Examples

Resources to use:

- Policy Example Narratives
- Policy Example Comparison Chart
- Example A: Proposed Elementary School Choice Sets
- Example B: Proposed Feeder Pattern
- Example C: Proposed Middle School Choice Sets

What about each policy example best supports your vision for public education in the District of Columbia?

What is *most* important to you in evaluating these policy scenarios?



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Part 4: Review Proposed Elementary School Boundaries

Resources to Use:

- Map handouts showing each original and proposed DCPS elementary boundary
- City-wide map of schools located at each table
- School data sheet

In an effort to address current challenges (particularly over-crowding and the former boundaries of schools that have closed), we have proposed revised elementary school boundaries. Please review proposed boundaries and rationales for the schools and communities you are familiar with. Provide your comments on the issues you have with the current DCPS elementary school boundaries and provide comments or suggestions on the proposed boundary changes.

School Boundary Name	Issues with current boundary	Comments/suggestions on proposed boundary