



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of the Chief Operating Officer

December 2017

SY18-19 District of Columbia Public Schools Enrollment and Lottery Handbook

Version 3.0

Submitted by: Student Enrollment, Office of School Design and Continuous Improvement

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About the District of Columbia Public Schools Enrollment and Lottery Handbook

The District of Columbia Public Schools (DCPS) Enrollment and Lottery Handbook provides guidance for families and schools. Updated annually, the handbook outlines enrollment and lottery procedures and practices. Key term definitions are provided starting on page 6.

General Enrollment Questions

Contact the Enrollment Team

enroll@dc.gov or (202) 478-5738

Road Map

The handbook provides an in-depth and comprehensive description of DCPS' enrollment and lottery procedures and requirements. The rules and procedures in this handbook are effective as of school year 2017-18, and supersede the provisions within the 2016-17 Enrollment Handbook. After a glossary of key terms, the first section of this handbook describes how students residing within the District of Columbia enroll and attend their in-boundary schools. The second section of this document provides a general explanation of the My School DC application and lottery process. The third and fourth sections discuss the lottery preferences and lottery results, respectively. These sections provide in-depth discussion on how students and their families can navigate the My School DC application and lottery procedures and results. The fifth section of this handbook describes how My School DC Lottery waitlisted families can expect their preferences to be honored. The sixth and seventh sections describe enrollment procedures for typical and special circumstances, respectively. These sections provide requirements and procedures for students who have already completed the My School DC lottery process and are looking to enroll in their assigned school. The eighth section provides DCPS' attendance policies. The ninth section describes DCPS' student assignment and school boundary policies including a discussion of requirements from SY15-16 through SY18-19. Finally, the handbook provides maps, feeder patterns, admissions requirements and other pertinent resources parents and students may need to apply and enroll in a DCPS school.

Key Terms

Citywide School: A school that does not have a boundary and therefore cannot be claimed as an in-boundary school. Citywide schools can only be accessed through the lottery and do not provide guaranteed enrollment to any student/family. Students from across the District of Columbia must submit a My School DC lottery application to attend. For a list of citywide schools, see page 45.

Compulsory Grade(s): Grade(s) that students are required by law to attend. In the District of Columbia, students are required by law to attend school between the ages of 5 and 18, which corresponds to kindergarten through grade 12.

Dual-Language School/Program: A school/program that provides some or all of its instruction in a language other than English.

Early Action Pre-Kindergarten Schools: Early Action Pre-Kindergarten (Pre-K) guarantees access to in-boundary preschool (PK3) and prekindergarten (PK4) for all families. To secure an Early Action Pre-K seat, in-boundary families must submit a My School DC lottery application with their in-boundary school ranked anywhere by the Thursday, March 1, 11:59pm deadline. Families are guaranteed an Early Action Pre-K match if they are not matched to any other school.

- Review SY18-19 Early Action Pre-K schools on page 11.

Feeder Pattern School (also Destination School): A school that a student has a right to attend based on a student's current school. This assignment only happens during the years a student moves from elementary to middle school, or from middle to high school.

- Review SY18-19 feeder patterns starting on page 39.

Guardian: A person who has been appointed legal guardian of a student by a court of competent jurisdiction, as stated in 5-A DCMR § 5099.

In-Boundary Preference: A lottery preference that only applies to DCPS preschool (PK3) and prekindergarten (PK4) at zoned schools. Zoned schools include all DCPS schools except citywide schools and selective high schools. PK3 and PK4 applicants receive a lottery preference at their in-boundary DCPS school.

In-Boundary School (also Neighborhood School): A school that a student has the right to attend based on where the student's parent or guardian lives.

- To identify one's in-boundary school, go to <http://dcatlas.dcgis.dc.gov/schools/>.
- See pages 36-38 for maps of the SY18-19 school boundaries by school level.

Students with Limited or Interrupted Formal Education (SLIFE): English Learner students that have experienced interrupted or very limited education in their native countries due to a lack of consistent access to school or academic programs.

My School DC Application: An online application that families must use to apply for participating public charter schools (PK3–12), DCPS out-of-boundary schools (K–12), all DCPS preschool (PK3) and

prekindergarten (PK4) programs, DCPS selective high schools (9–12), and DCPS citywide schools (PK3-10).

My School DC Lottery: A single, random lottery that determines placement for new students at all participating My School DC lottery schools.

My School DC Post-Lottery Application: The application used to apply to participating schools if a family misses the lottery application deadlines for a given school year, or seeks to apply to additional schools.

Other Primary Caregiver: A person (not including a parent or legal custodian/guardian) who is the primary provider of care/support to a child with whom they reside. In these circumstances, the child's parent, custodian, or guardian is unable to care or support them.

Out-of-Boundary School: A school other than a student's in-boundary school or feeder pattern school.

Participating School: Any school (DCPS or charter school) that has agreed to be part of the My School DC common lottery. Most DCPS and DC public charter schools are participating schools.

PK3 (also Preschool): An early childhood program that serves students who are at least three years old by September 30 of the school year they enroll.

PK4 (also Prekindergarten): An early childhood program that serves students who are at least four years old by September 30 of the school year they enroll.

Preference: A special designation given to lottery applicants in an effort to match families with schools in their neighborhoods and keep siblings together. DCPS assigns lottery preferences and offers available spaces to students with preferences first. Review DCPS preference types on page 13.

Proximity Preference: A lottery preference provided to students who live greater than a half-mile walking distance from their zoned DCPS elementary school and apply to attend an out-of-boundary school that is a half-mile or less walking distance from their home. This preference only applies to students enrolling in grades PK3 through 5.

Residency Verification: A part of the enrollment process that requires parents or guardians to provide proof that they reside in the District of Columbia.

- Learn how to prove residency: <http://dcps.dc.gov/enroll>.

Right-to-Attend School: A DCPS school where students can enroll at any time in grades K-12. There are two types of right-to-attend schools for DCPS K-12 students: in-boundary schools and feeder pattern schools. Students do not apply to their right-to-attend schools for grades K-12. To enroll in a right-to-attend school, students should enroll in person at that school.

Sibling: A child who has at least one parent or legal guardian in common with a current DCPS student and resides in the same household as the student, as stated in 5-E DCMR § 2199.

Sibling Preference: A lottery preference provided to students for placement at a school if their sibling is attending or will attend at their time of entry to the school. See page 13 for more information.

Note: For dual-language schools and programs, sibling preference is weighted more heavily than an in-boundary preference.

Selective High School: A DCPS high school that admits students based on specific eligibility criteria and requires application for entry into the school. Students eligible to enroll in Grades 9-12 can apply, but only those who meet a selective high school's requirements, which may be assessed through application review as well as a placement test, individual or group interview, and/or audition, will be eligible to attend. Review the six DCPS selective high schools and admissions requirements on page 43.

Specialized School or Program: A school or program that provides a substantially different education experience than other schools or programs in DCPS or the school that houses the program. Some specialized schools/programs may have eligibility criteria as approved by the Chancellor.

Terminal Grade: The final grade that a school offers (e.g., Grade 5 for elementary schools, grade 8 for K-8 education campuses and middle schools, and grade 12 for 6-12 education campuses and high schools).

Waitlist: A list that contains students interested in enrolling at a school, but who were not matched through the lottery process. When a space opens, the school offers the space to students on the waitlist in order. The waitlist order is determined by the lottery.

Zoned School: The in-boundary school for families that live within the defined school geographic residency boundary. This includes all DCPS schools, except citywide schools and selective high schools.

- See pages 36-38 for maps of the SY18-19 school boundaries by school level.

In-Boundary K-12 Schools

DCPS is the local public school system of Washington, DC. All DCPS schools are free to DC residents. Every K–12 student who lives in Washington, DC, has at least one right-to-attend DCPS school — a school where he or she can enroll at any time. A right-to-attend school is determined by a family’s address and the feeder pattern of the student’s current school. Students do not need to apply to their right-to-attend school(s) for grades K–12.

Identify One’s In-Boundary School

Visit: <http://dcatlas.dcgis.dc.gov/schools/>
 Contact the Enrollment Team
enroll@dc.gov or (202) 478-5738

DC law requires students to attend school between the ages of 5 and 18, which corresponds to kindergarten through grade 12.¹ A right-to-attend school can be identified as a student’s in-boundary school or feeder pattern school.

Where a student has been attending an in-boundary school and then moves out of boundary in the middle of the school year (a transfer due to change of address), the controlling regulation is 5-E DCMR 2105, which explains that the transferring student generally must attend the school in the new boundary, but the principal can, in his or her discretion, allow attendance at the prior school through the end of the terminal grade. They also have the right to attend their in-boundary school.

Please note, the rules and procedures in this handbook are effective as of school year 2017-18, and supersede the provisions within the 2016-17 Enrollment Handbook.

Some school attendance boundaries and feeder patterns have shifted since SY14-15. Current attendance boundaries and feeder patterns may be accessed via the DCPS website.² Feeder patterns are subject to change each year.

- Review school boundaries and phase-in policies for current DCPS students on page 34.
- Review SY18-19 feeder patterns as well as feeder patterns from previous years on page 39.

Attending Schools Other Than One’s In-Boundary School

For students eligible to enroll in grades K-12 who wish to gain access to an out-of-boundary school, families must apply through the My School DC lottery.

When a student has been attending an in-boundary school but moves out-of-boundary during the school year (a transfer due to change of address),³ the transferring student attends the school within the boundaries of their new residence. However, the new in-boundary school’s principal may use his or her discretion to allow the student to attend their prior school through the end of the school year. To continue attending the school of origin after a student has moved out-of-boundary, the student must adhere to the out-of-boundary attendance policy. Review the out-of-boundary attendance policy at <https://dcps.dc.gov/node/1207627>.

¹ D.C. Official Code § 38-202

² <http://dcps.dc.gov/page/school-boundaries-final-implementation-plan>

³ 5-E DCMR 2105

About the My School DC Lottery

The Office of the State Superintendent of Education (OSSE) oversees the My School DC lottery in collaboration with the Office of the Deputy Mayor for Education, DCPS, the Public Charter School Board, and participating charter schools. My School DC is governed by a board called the Common Lottery Board with representation from both DCPS and participating public charter schools. The My School DC lottery is a single, random lottery that determines placement for new students at all participating schools. Families can apply and rank up to 12 schools on one common application per student.

Learn More about My School DC

Visit: www.myschooldc.org

Contact the Enrollment Team

enroll@dc.gov or (202) 478-5738

A lottery application IS required to:

- Apply to attend as a new preschool (PK3) or prekindergarten (PK4) student.
- Apply to attend grades K-12 at an out-of-boundary DCPS school not currently attended.
- Apply to attend a DCPS citywide school not currently attended.
- Apply to attend a DCPS selective high school not currently attended.
- Apply to attend a dual-language school or program not currently attended.

A My School DC lottery application is NOT required to:

- Enroll in grades K-12 at an in-boundary or feeder DCPS school.
- Re-enroll at a current out-of-boundary or feeder DCPS school.

Lottery applications may be submitted online via www.myschooldc.org. Lottery applications can also be completed via phone by calling the My School DC hotline at (202) 888-6336.

SY18-19 My School DC Lottery Application Timeline	
Monday, December 11, 2017	My School DC Application Opens
Thursday, February 1, 2018, 11:59pm EST	Application Deadline (grades 9-12)
Thursday, March 1, 2018, 11:59pm EST	Application Deadline (grades PK3-8)
Friday, March 30, 2018	Lottery Results Released
Tuesday, May 1, 2018	Enrollment Deadline

Preschool (PK3) and Prekindergarten (PK4)

DCPS places a strong value on early childhood education and strives to make seats in these grades available to as many children as possible in a fair and equitable way. However, because students are not required by law⁴ to attend preschool (PK3) or prekindergarten (PK4), **students are only guaranteed seats in compulsory grades (K-12).**

To enroll 3- and 4-year-olds in school, families must apply through the My School DC lottery. Families may enroll children in PK3 if the child is at least 3 years old and in PK4 if the child is at least 4 years old, respectively, by September 30.⁵

⁴ D.C. Official Code § 38-202.

⁵ D.C. Official Code § 38-271.01.

Early Action PreK

Early Action is the only guaranteed PreK in the city. Early Action PreK guarantees access to PK3 and PK4 programs for all in-boundary families at designated Early Action PreK schools. To secure an Early Action PreK seat, in-boundary families must submit a My School DC lottery application by the Thursday, March 1, 11:59pm deadline. The Early Action school must be included as a choice on the application and the school can be ranked anywhere on the application. Families will receive an Early Action PreK match if they are not matched to any other school ranked higher on their My School DC lottery application.

If the child is matched with the in-boundary school, the family must enroll the student by the lottery enrollment deadline (Tuesday, May 1, 2018). If a student is matched with a PK3 or PK4 seat at a school ranked higher than the in-boundary school, the student will no longer qualify for Early Action PreK at the in-boundary school.

SY18-19 Early Action PreK for in-boundary families in PK3 and PK4 will be available at the following schools:

1. Aiton Elementary School (Ward 7)
2. Amidon-Bowen Elementary School (Ward 6)
3. Browne Education Campus (Ward 5)
4. Bunker Hill Elementary School (Ward 5)
5. Burroughs Elementary School (Ward 5)
6. Drew Elementary School (Ward 7)
7. King Elementary School (Ward 8)
8. Langdon Elementary School (Ward 5)
9. Langley Elementary School (Ward 5)
10. Miner Elementary School (Ward 6)
11. Moten Elementary School (Ward 8)
12. Noyes Elementary School (Ward 5)
13. Payne Elementary School (Ward 6)
14. Stanton Elementary School (Ward 8)
15. Takoma Education Campus (Ward 4)
16. Thomson Elementary School (Ward 2)
17. Truesdell Education Campus (Ward 4)
18. Turner Elementary School (Ward 8)
19. Wheatley Education Campus (Ward 5)

Learn More about Early Action PreK

Contact the Enrollment Team

enroll@dc.gov or (202) 478-5738

Out-of-Boundary Schools

For students eligible to enroll in grades K-12 who wish to gain access to an out-of-boundary school, families must apply through the My School DC lottery.

Learn about DCPS School Options

Visit: <http://profiles.dcps.dc.gov/>

Contact the Enrollment Team

enroll@dc.gov or (202) 478-5738

Citywide Schools

A citywide school is a school that does not have a boundary and therefore cannot be claimed as an in-boundary school. Students must submit a My School DC lottery application to attend a citywide school. Review SY18-19 DCPS citywide schools on page 45.

Selective High Schools

DCPS has six selective high schools that admit students based on specific criteria or eligibility requirements. To be considered for admission to a selective high school, a My School DC lottery application must be submitted, but admission to a selective high school is entirely dependent on students meeting the school's eligibility requirements. Students are not matched with selective high schools based on lottery results.

The application for selective high schools may require additional components (administered by the school), including but not limited to:

- Current and previous report cards
 - State standardized test scores
 - Essay question(s)
 - Recommendation letters
 - Admission exam
 - Individual, group or family interview(s)
 - Audition(s)
- Review the six DCPS selective high schools and corresponding admissions processes on page 43.

Lottery Preferences

Students may have a lottery preference at one or more schools. Students with a preference at a particular school are offered space at that school before students who do not have a preference, or receive a higher waitlist placement than students without a preference.

DCPS assigns lottery preferences to students in an effort to match students with schools in their neighborhoods and keep siblings together. The following preferences are extended to DCPS lottery applicants for SY18-19, if they meet specific criteria:

1. In-boundary preference (PK3/PK4 applicants only)
2. Sibling preference
3. Proximity preference

Note: Preferences do not apply to the selective high school admissions process.

Learn about the Lottery Algorithm

[This video](#) explains how the algorithm works.

Contact My School DC

info.myschooldc@dc.gov or (202) 888-6336

Contact the Enrollment Team

enroll@dc.gov or (202) 478-5738

1. In-Boundary Preference (PK3/PK4 applicants only)

To provide families with a better chance of securing a PK3 and PK4 seat at their in-boundary school, families who apply for a PK3 or PK4 seat are provided with an in-boundary preference at their in-boundary school through the My School DC lottery.

Identify One's In-Boundary School

Visit <http://dcatlas.dcgis.dc.gov/schools/>

Contact the Enrollment Team

enroll@dc.gov or (202) 478-5738

Note: In-boundary preference does not apply to the citywide PK3/PK4 programs at Capitol Hill Montessori at Logan, School-Within-School @ Goding, and Dorothy Height. Families who are in-boundary for a school that is offering Early Action PK enrollment will be guaranteed a seat at their in-boundary school if they follow the guidelines listed in the Early Action PK section on page 11.

How to Claim: No action is needed. This preference is automatically applied to a My School DC lottery application based on home address. A family's in-boundary home address is verified at the school level at the time of enrollment as part of the DC residency verification process. Families unable to verify DC residence within the school's boundary zone at the time of enrollment will forfeit the preference.

2. Sibling Preferences

Enrolling siblings together at a school is beneficial to students, families and schools. As such, DCPS provides a sibling preference through the My School DC lottery. Only students with a sibling who currently attends a DCPS school, who will attend the school for the upcoming school year, or has also received a match to the same school, receive sibling preference. There are two types of sibling preference as described below.

Sibling-Attending Preference

Sibling-attending preference is provided to students who, at the time of enrollment, have a sibling currently attending the DCPS school listed on the student's My School DC application and will continue

attending during the school year for which the applicant is applying. The purpose of this preference is to keep siblings together in the same building. Therefore, the attending sibling cannot be in a terminal grade at the time of the student’s enrollment. In-boundary families who will enroll a student in a compulsory grade in the upcoming school year can claim a sibling-attending preference for a sibling applying to the school in a non-compulsory grade (PK3 or PK4).

Example 1: If John is currently enrolled in 3rd grade at Patterson ES and plans to return to that school for 4th grade, then his sibling is eligible to receive a sibling-attending preference at Patterson ES through the lottery for the following school year.

Example 2: If John is a new student who has a right to attend Patterson ES because he lives in-boundary for a compulsory grade, then his PK3/PK4 sibling is eligible to receive a sibling-attending preference at Patterson ES through the lottery for the following school year.

How to Claim: Select the “Sibling attending” preference on the My School DC lottery application for the school that the sibling will attend. For current students, the sibling’s DCPS student ID number must also be provided. If the student will attend and does not currently have a student ID number, input “0000000” (seven 0’s) as the student ID number. Confirm with the school’s registrar that this preference has been applied prior to the lottery. After the lottery, these preferences are applied only when the older sibling is enrolled.

Obtain Student ID Numbers

Contact: The school of the sibling.

Contact the Enrollment Team

enroll@dc.gov or (202) 478-5738

Contact My School DC

(202) 888-6336 or info.myschooldc@dc.gov

Sibling-Offered Preference

Sibling-offered preference is provided to students whose siblings are matched to a school through the My School DC lottery. However, the sibling-offered preference does not always result in a lottery match.

Example: If John and his sibling submit a My School DC lottery application for the same schools and John is matched to a school through the My School DC lottery, a sibling-offered preference is automatically applied to his sibling’s My School DC lottery application.

How to Claim: No action is needed as long as siblings’ My School DC applications are submitted through the same My School DC user account. This preference is automatically applied through the My School DC lottery matching process. If the sibling who was offered a space at the school does not enroll, the “sibling offered” preference will be removed for all siblings that applied to that same school. This may result in the siblings losing their match, or moving down on the waitlist at that school. The siblings will remain on the school’s waitlist but will be assigned a new waitlist position based on their random lottery number and any other preference for which they qualified.

Special Application of Sibling Preference

Capitol Hill Cluster Schools (Peabody ES, Watkins ES and Stuart-Hobson MS)

- For the purposes of the lottery, the Capitol Hill Cluster schools are treated as one school. Given this, a child with a sibling who will attend, based on in-boundary right, any one of the Capitol Hill Cluster schools is eligible for a sibling-enrolled preference at any of the other schools in the cluster.

Dual-Language Schools and Programs

Dual-language schools/programs place additional emphasis on sibling preference because of the value of in-home exposure to language acquisition. As such, in the case of PK3/PK4 applicants, a sibling preference is weighted more heavily than an in-boundary preference at these schools/programs.

- See page 45 for a list of dual-language schools and programs.
- See page 19 for a chart of waitlist order preference for dual-language schools/programs.

Montessori Programs

- For students who are enrolled in Capitol Hill Montessori, the sibling is eligible to receive sibling-attending preference.
- For students who are enrolled in a school with a Montessori program, the sibling is eligible to receive sibling-attending preference for enrollment in either or both the traditional or Montessori program.
 - See page 45 for a list of Montessori schools and programs.

Selective High Schools

- Sibling preference is not recognized at selective high schools.
- Sibling preference is not recognized between non-selective schools and associated selective high schools, namely Columbia Heights Education Campus, McKinley Technology High School, and School Without Walls High School. For example, when a student attends McKinley Technology High School, their sibling does not receive a lottery preference for McKinley Middle School (the associated school).
 - See page 43 for a list of selective high schools.

Verification of Sibling Preference

Validity of sibling preference will be verified by DCPS Central Office in cooperation with schools.

If a sibling preference is found to not be valid *before* the release of My School DC lottery results, the preference will be removed from the lottery application. If a sibling preference is found to not be valid *after* the release of My School DC lottery results, the student will be placed on the school's waitlist without the sibling preference. If a sibling withdraws from a school prior to the offering of a space to the other student through the lottery or the waitlist, the school is not obligated to honor the sibling preference for the other student.

Verify Sibling Preference

Contact the Enrollment Team

enroll@dc.gov or (202) 478-5738

Contact My School DC

info.myschooldc@dc.gov or (202) 888-6336

3. Proximity Preference

To minimize the burden of travel to schools for families, DCPS provides a proximity preference through the My School DC lottery. Families with children in PK3-Grade 5 who have been zoned for a DCPS school that is more than a half-mile walking distance from their home are eligible for this preference. These families receive a proximity preference in the lottery at all DCPS elementary schools that are less than a half-mile walking distance from their home.

Determine Proximity Preference Eligibility

Contact the Enrollment Team

enroll@dc.gov or (202) 478-5738

How to Claim: No action is needed. This preference is automatically applied to a My School DC lottery application based on home address and grade level (PK3-Grade 5). Eligibility for proximity preference is calculated by the Office of the Chief Technology Office (OCTO) using GIS technology which calculates the walking distance from the address entered to the surrounding schools. Note that GIS technology sometimes differs slightly from Google Maps.

Citywide Schools

Proximity preference does not apply to DCPS citywide schools, namely Capitol Hill Montessori @ Logan, School-Within-School @ Goding, and Dorothy Height Elementary School.

Preference Change

Families who become newly eligible for a preference or who failed to include an eligible preference on their My School DC lottery application may still be able to claim their preference after the release of lottery results. Depending on when this preference is claimed it may not result in a seat offer.

How to Claim: A family should provide documentation to the school to verify the preference change. Once verified, the school will work with the DCPS Central Office and My School DC to add the preference to the lottery application. My School DC will place the applicant in the appropriate order on the waitlist, based on the random lottery number and the added preference.

Lottery Results

The My School DC lottery is a single, random lottery that aims to match students with their most preferred schools, while also taking lottery preferences into account. While families can apply and rank up to 12 schools, the lottery can match students with no more than one school.

On Friday, March 30, 2018, the My School DC lottery results will become available. Families can receive lottery results by logging in to their My School DC family account. Families will also receive their lottery results by email and a letter from My School DC will be mailed to the address listed on the application. Expect to receive a separate letter for each child's application. Families can also learn results by calling the My School DC Hotline at (202) 888-6336, Monday through Friday, from 9:00am-5:00pm beginning March 30, 2018.

My School DC lottery results have three possible outcomes:

1. Match with school ranked first, not waitlisted at any other ranked schools.
2. Match with school NOT ranked first, waitlisted at all schools ranked higher than match.
3. No match, waitlisted at all ranked schools.

Students Matched with School Ranked First

Students matched with their first-ranked school will not be waitlisted at any other ranked school. In order to secure their lottery seat, families must enroll their student at the matched school by the enrollment deadline of Tuesday, May 1, 2018.

Note: If a student is matched and not enrolled in the matched school by the enrollment deadline of Tuesday, May 1, 2018, the school is not obligated to provide the seat to that student.

Post-Lottery Applications

Should a student forego a lottery-matched seat at a first-ranked school, they may enroll at their DCPS in-boundary school in compulsory grades (K-12). Families may also fill out a post-lottery application. Post-lottery applications are submitted if families or students miss the lottery application deadlines or would like to apply to additional schools.

Students Matched with School NOT Ranked First

Students matched with a school that was not ranked first in their lottery application will be waitlisted at all schools ranked higher than their match. Students will not be waitlisted at any school ranked lower than the matched school.

Note: This does not apply to selective high schools.

Families who are matched are encouraged to enroll at their matched school by the enrollment deadline of Tuesday, May 1, 2018, even if it is not their first choice, to avoid losing that seat. Enrolling at the matched school does not jeopardize waitlist spots at the other schools. After families enroll at a matched school, they may later enroll at a different school if called from a waitlist, removing them from their currently enrolled school.

Students NOT Matched

Students not matched with any school have the right to stay at their current school or attend their in-boundary school/feeder school. Students not matched will also be waitlisted at all schools ranked on their lottery application. In addition, they will have the option to apply to additional schools after the lottery results are released on Friday, March 30, 2018 via a My School DC Post-Lottery application: <http://www.myschooldc.org/postlotto>.

Lottery Results for Selective High Schools

To be considered for admission to a selective high school, a My School DC lottery application must be submitted; however, admission is based on students meeting specific criteria, not random lottery. If a student does not meet a selective high school's eligibility requirements, the student will not be matched nor waitlisted for that school.

Waitlist

Waitlists reflect the order in which students would be enrolled at a school if seats become available. The order of waitlists at DCPS schools is based on lottery preference, application period (lottery or post lottery), and random lottery number.

In an effort to honor preferences, keep siblings together, and match families with schools in their neighborhoods, waitlisted students at DCPS schools are grouped by preference:

- Students within the same preference group are ordered according to the time period in which they applied (i.e., Lottery or Post Lottery).
- Students within the same preference group who applied in the lottery are ordered according to their random lottery number.
- Students who apply post-lottery (after Thursday, February 1, 2018 for grades 9-12 and after Thursday, March 1, 2018 for grades PK3-8) are added to the end of the appropriate preference group in order of application submission time and date.

How to Claim: If seats are available, school staff will contact families on the waitlist via email and phone. They will also receive an automatic email notification from My School DC if they provided an email address on their application. Families will be notified of the deadline by which they must enroll in order to secure their lottery seat. If a family is unresponsive or does not complete the enrollment process by the specified deadline, the lottery seat may be declined and the school may move on to the next student on the waitlist to fill the seat. Families who hope to be called off of a waitlist should verify their contact information is correct on their My School DC application, as that is the source for the school’s calls.

In order to accept a lottery seat, a family must submit enrollment paperwork to the school, including DC residency verification. All DCPS enrollment paperwork must be provided directly to the school. If a family does not provide enrollment paperwork, including DC residency verification, by the communicated deadline, a school is not obligated to enroll the student and may move on to the next student on the waitlist.

The communicated deadline to accept a waitlist offer is typically five business days. This deadline is flexible in that the number of days can be increased or decreased and families should contact the school directly to see about updating the number of deadline days. In the rare case in which a family is given 24-hours notice to accept a waitlist offer, families will receive an email and phone call from the school.

Waitlist Order by Preference for NON-Dual-language Schools and Programs

1. Lottery: In boundary (IB) applicant with a sibling attending
2. Post-lottery: IB applicant with a sibling attending
3. Lottery: IB applicant with a sibling-offered
4. Post-lottery: IB applicant with a sibling-offered
5. Lottery: IB applicant (with no sibling)
6. Post-lottery: IB applicant (with no sibling)

7. Lottery: Out of boundary (OOB) applicant with a sibling attending 8. Post-lottery: OOB applicant with a sibling attending
9. Lottery: OOB applicant with a sibling offered 10. Post-lottery: OOB applicant with a sibling offered
11. Lottery: Proximity Preference 12. Post-lottery: Proximity Preference
13. Lottery: OOB applicant (with no other preference) 14. Post-lottery: OOB applicant (with no other preference)

Waitlist Order for Dual-language Schools and Programs

For dual-language schools/programs, preferences in PK3 and PK4 are ordered differently in that sibling preference is prioritized before in-boundary preference.

1. Lottery: In boundary (IB) applicant with a sibling attending 2. Post-lottery: IB applicant with a sibling attending
3. Lottery: IB applicant with a sibling-offered 4. Post-lottery: IB applicant with a sibling-offered
5. Lottery: Out of boundary (OOB) applicant with a sibling attending 6. Post-lottery: OOB applicant with a sibling attending
7. Lottery: OOB applicant with a sibling offered 8. Post-lottery: OOB applicant with a sibling offered
9. Lottery: IB applicant (with no sibling) 10. Post-lottery: IB applicant (with no sibling)
11. Lottery: Proximity Preference 12. Post-lottery: Proximity Preference
13. Lottery: OOB applicant (with no other preference) 14. Post-lottery: OOB applicant (with no other preference)

Enrollment

DC law requires students to attend school between the ages of 5 and 18, which corresponds to kindergarten through grade 12.⁶

To complete enrollment in an in-boundary neighborhood school, families must submit a completed enrollment packet to the school demonstrating that the student seeking enrollment meets all eligibility requirements, including DC residency. There are no other requirements for in-boundary enrollment.⁷ DC residency verification guidelines are discussed later in this document.

- Download the DCPS enrollment packet: <http://dcps.dc.gov/enroll>

Lottery Enrollment

To enroll in a lottery-matched school, a family must submit required enrollment forms and verify DC residency by the lottery enrollment deadline (Tuesday, May 1, 2018). After the lottery enrollment deadline, schools are not obligated to enroll lottery-matched students and will begin to offer remaining seats to students on their waitlist.

In addition to enrollment documents, a student who obtains a seat through the lottery must provide a My School DC lottery enrollment form to the new school. By signing this form and/or enrolling into a lottery-matched school, a family acknowledges they are giving up the student's rights to his or her current school for the upcoming school year and the current school's feeder pattern, if the student's current school is not an in-boundary school. However, a student maintains the right to attend an in-boundary school in grades K-12 at all times.

DC Residency Verification Guidelines

Every family in DCPS must prove DC residency annually as part of the enrollment process.⁸ Families who obtain a seat through the lottery must fully complete the enrollment process, including the DC residency verification process, in order to claim their seat.

Families called from the waitlist will be expected to prove DC residency by a specified enrollment deadline. New or relocating families that will not be able to prove DC residency by the enrollment deadline should contact their matched school or contact the Enrollment Team at (202) 478-5738 or enroll@dc.gov.

Pursuant to D.C. Official Code § 38-309, in order to verify DC residency, a family may provide **ONE** of the following documents in the name of the parent, legal guardian, or other primary caregiver who is enrolling the student:

Item:	Item Must Show:
1. A pay stub	A. Issue date within the past 45 days; B. Name of person enrolling the student; C. Current DC home address; and

⁶ D.C. Official Code § 38-202(a).

⁷ 5-E DCMR § 2000.1.

⁸ D.C. Official Code § 38-306.

	D. Withholding of DC taxes for current tax year
2. Proof of financial assistance from the DC Government, in the form of: A. TANF verification of income notice or recertification approval letter B. Medicaid approval or recent letter C. Housing assistance letter from shelter or letter from Housing Authority D. Proof of receipt of financial assistance from another DC Gov't program	A. Issue date within the past 12 months; B. Name of person enrolling the student; and C. Current DC home address
3. Supplemental Security Income (SSI) annual benefits notification	A. Issue date within the past 12 months; B. Name of person enrolling the student; and C. Current DC home address
4. State Child Health Insurance Program annual benefits notification	A. Issue date within the past 12 months; B. Name of person enrolling the student; and C. Current DC home address
5. Proof of payment of DC personal income tax	A. Payment of taxes for the most recent tax period; and B. Name of person enrolling the student
6. Verification Letter and Military Housing Orders; or DEERS Statement	A. Name of student and person enrolling student; and B. Current DC home address
7. An embassy letter	A. Issue date after April 1 of current year; B. Name of person enrolling student; C. Official seal; and D. Statement indicating that person enrolling the student lives on property in DC with the DC address.

Or **TWO** of the following documents in in the name of the parent, legal guardian, or other primary caregiver who is enrolling the student:

Item:	Item Must Show:
1. Unexpired DC motor vehicle registration	A. Name of person enrolling the student; and B. Current DC home address.
2. Unexpired lease or rental agreement	A. Name of person enrolling the student; B. Current DC home address; and C. Receipt of a payment or canceled check indicating payment of rent within past 2 months

3. Unexpired DC motor vehicle operator’s permit or other official DC non-driver identification	A. Name of person enrolling the student; and B. Current DC home address.
4. One utility bill (only gas, electric and water bills may be used)	A. Name of person enrolling the student; B. Current DC home address; and C. A separate receipt of payment or cancelled checks indicating payment for the utility bill within the past two months

Homeless or displaced families may be exempt from certain requirements as provided in the McKinney-Vento Act of 2001.⁹ Homeless families should request a Homeless Referral Form from the school upon enrolling. Students that are Wards of the District and living in foster care or other District-assigned placement should provide the school with their Ward letter as proof of DC residency.

Proving residency in the District of Columbia is a threshold requirement for tuition-free attendance in the District’s public school system. DCPS has ultimate discretion in determining whether a student has sufficiently proven residency. If DCPS determines that a student is unable to sufficiently prove residency in the District of Columbia, the student will be excluded from attending DCPS tuition-free. If the student wants another opportunity to prove residency after a non-residency determination, they may seek a reconsideration of the initial decision, but enrollment will not be allowed until the following semester. However, DCPS will consider allowing for enrollment in the current semester on a case-by-case basis, depending on the circumstances particular to that student (e.g. whether DCPS is obligated to provide special education services to the student). Additionally, if a student has been excluded from DCPS based on insufficient proof of District residency, a home visit must be conducted to prove District residency moving forward. In addition, DCPS may refer any residency matter to the OSSE residency fraud investigation unit.

- Learn more about attending DC Public Schools as a non-DC resident on page 31.

Investigation and Residency Fraud

Effective June 1, 2017, all DCPS residency fraud investigations will be handled by the DC Office of the State Superintendent of Education (OSSE), which has established a hotline to receive tips and information regarding possible District of Columbia residency fraud (see below for hotline information).

To report allegations of residency fraud to OSSE and request a residency investigation:

- Call the Student Residency Fraud Prevention Hotline at (202) 719-6500; or
- [Submit student residency fraud tips online.](#)

School Health Requirements

Students in all grades are required to submit a Universal Health Certificate and an Oral Health Assessment annually. The Universal Health Certificate should be completed by the student’s physician or nurse practitioner to document all immunizations, needed screenings, and a physical exam performed

⁹ McKinney-Vento ensures that the educational rights of children experiencing homelessness, or enrolled in foster care, are protected. See 42 U.S.C. § 11301 *et seq.*

within 365 days from the start of school. The Oral Health Assessment should be completed by the student's dentist to document the most recent visit to the dentist and identify any additional oral health services a student might need. These forms should be submitted at the time of enrollment unless current forms (i.e. documenting visits that occurred within 365 days from the start of the upcoming school year) are already on file with the student's school. The Universal Health Certificate and Oral Health Assessment forms are included in the DCPS enrollment packet found at <http://dcps.dc.gov/enroll> or can be picked up from the school nurse.

Although not required for enrollment, families should turn in additional paperwork if students require medications, medical treatments, or additional care while at school. More information is available at <https://dcps.dc.gov/node/1003562> or from the school nurse.

For questions about school health requirements or meeting student health needs at school, please contact (202) 719-6555 or healthservices.dcps@dc.gov, or talk to the school nurse.

Food and Nutrition

Breakfast, Fresh Fruit and Vegetable Program (FFVP), afterschool snack, and supper are universally free for DCPS students, where programs are applicable. For lunch, to determine the free and reduced status, please visit <https://dcps.dc.gov/page/meal-prices-and-payment>. School meal menus are available at <https://dcps.dc.gov/node/1183204>.

School Food and Nutrition Questions
(202) 299-2159 or food.dcps@dc.gov

Dual-Language School/Program Enrollment Policies

To support dual-language learning in grades PK3-1, many schools strive to create linguistically balanced classrooms. As such, schools request that applicants identify as "English-dominant" or "Spanish-dominant" on their lottery application. After the release of lottery results and prior to enrollment, schools may assess the language proficiency of Spanish-dominant students. If a student resides in a home in which Spanish is spoken regularly, it is likely that students in PK3-Grade 1 will pass the assessment. If the student does not pass the assessment, he or she is not permitted to enroll in that school's dual language program. That student will attend their in-boundary school.

In Grades 2-12, students who attend dual-language schools/programs are expected to learn grade-level content in Spanish. Given this, lottery applicants are requested to take a Spanish-proficiency test prior to the My School DC lottery matching process, if they are not currently enrolled in a DCPS or DC charter dual-language school/program. If a lottery applicant does not take and/or pass the Spanish-proficiency test, the applicant will not be eligible to enroll in a DCPS dual-language school/program. The student takes the assessment at the dual-language school they wish to attend.

Non-Dual-Language Alternatives

Many schools with dual-language programs also have English-only programs in the school that can serve as a non-dual-language alternative (e.g., Roosevelt High School). For families of compulsory-age students whose in-boundary school is a dual-language school without an English-only track, and where

the family does not wish to participate in a dual-language program or the student is not proficient in the second language, DCPS provides an alternative option for enrollment:

Dual-Language School/Program	Non-Dual-Language Alternative
Bancroft Elementary School (PK3-5)	Tubman Elementary School (PK3-5)
Bruce-Monroe Elementary School (PK3-5)	Raymond Education Campus (PK3-8)
Columbia Heights Education Campus (6-8)	Cardozo Education Campus (6-8)
Houston Elementary School (PK3-K, dual-language program growing grade by grade)	To be determined
Oyster-Adams Bilingual School (PK4-8)	School without Walls at Francis-Stevens (PK4-8)
Powell Elementary School (PK3-1, English-only program phasing out grade by grade)	To be determined

- See page 45 for a full list of dual-language schools and programs.

If an in-boundary student is not Spanish proficient in grades 2-5 and the family chooses to enroll the student in the dual language school/program and forego the non-dual language alternative school option, the parent must sign a consent and waiver acknowledging that they are enrolling their child in a dual language school/program without the necessary Spanish language proficiency and are aware of the academic challenges this may incur. Note: If one school finds the student does not meet the language requirements, they are ineligible for ALL dual language programs, if applicable.

Student Placement Office
 3535 V Street, NE
 Washington, DC 20018
 (202) 939-2004 or student.placement@dc.gov

Non-Dual Language Alternatives for PK3 and PK4

If an in-boundary student for the dual-language school or program is enrolling in grades PK3-PK4, the student should apply for a seat in the non-dual-language alternative school through the My School DC Lottery. The student may claim sibling preference if they will have a sibling attending the non-dual-language alternative school at the time of their enrollment.

Out-of-Boundary Students

For families who enroll out-of-boundary in a dual-language school without an English-only track, and in the case the family does not wish to participate in a dual-language program or the student is not proficient in the second language, the student should enroll in their in-boundary school or apply through the My School DC Lottery for other schools. Out-of-boundary students enrolled in a dual-language school or program that has a non-dual-language track (i.e. Roosevelt HS) may enroll in the non-dual language track if they wish to no longer attend the dual-language program.

Montessori School Enrollment Policies

Capitol Hill Montessori @ Logan, DCPS' only citywide Montessori school, recommends new PK3 and PK4 students to have previous Montessori experience. In grades K-8, the school *requires* new students to have previous, continuous Montessori experience. Families who apply for and enroll in these grades but do not have previous Montessori experience may be expected to participate in a school visit and interview to determine their enrollment eligibility in this specialized program. If the student is

determined to be ineligible to enroll, the family can contact the Enrollment Team at (202) 478-5738 or enroll@dc.gov for assistance.

- See page 45 for a list of Montessori schools and programs.

Athletic Student Enrollment

Participation in DCPS student athletics is contingent upon successful enrollment into a DCPS school/program. Until the student completes enrollment into the school, the student cannot participate in the school's athletic programs.

Withdrawals

Students may only be withdrawn from DCPS upon request of the parent/guardian who enrolled the student. Students should provide confirmation of enrollment into another school. Additionally, student information will not be released to the receiving school or unauthorized individuals until documentation required for the withdrawal is completed. For further information on withdrawals, refer to the Admission Withdrawal Policy Guide in ASPEN or reach out to the Withdrawal Team (dcps.withdraw@dc.gov).

Students with Special Enrollment Circumstances

Special Education

The My School DC lottery process is available to all DC residents.

For a child that requires *less than 20 hours* of specialized instruction outside of the general education setting, as outlined on the child's Individualized Education Program (IEP), all DCPS schools will be able to meet the child's IEP goals and

accommodations. Parents may contact the Division of Specialized Instruction if their child's IEP indicates *20 or more* hours of specialized instruction outside of the general education setting to ensure that a lottery-match school can accommodate their child's IEP. The Division of Specialized Instruction will make every effort to accommodate enrollment at the school selected through the lottery process. The Division of Specialized Instruction reserves one seat in each program classroom throughout the district for students who elect to participate in the My School DC Lottery. However, it is important to note that not every school has every type of program. Thus, a lottery outcome does not necessarily guarantee a seat for a student with an IEP that requires 20 or more hours of specialized instruction outside of the general education setting. If the enrolled school cannot implement the IEP, the Office of Specialized Instruction must notify the parent of a school the student may attend that can implement the IEP.

Special Education Questions

Contact the Office of Specialized Instruction
(202) 442-9929 or dcps.specialed@dc.gov

Newly-Eligible PK3 and PK4 Students

Children who have been newly found eligible for special education and have a new IEP developed will be offered a seat in a school, if either (1) they are not already enrolled or (2) their current DCPS school cannot implement the IEP. Whenever possible, the seat offered will be in the child's neighborhood school. If a seat is not available in the neighborhood school, the seat offered will be in the school next closest to the family's home at which the IEP can be implemented.

School Mental Health Support

The School Mental Health Team addresses barriers to optimal school progress for all students. They provide high quality services that promote the development of healthy relationships, sound decision making, and regulation of emotions and behavior. Each school has a mental health team which includes social workers and psychologists, and services are provided to students in both general education and special education programs.

School Mental Health Questions

Contact the Division of Student Wellness
(202) 442-5471 or
schoolmentalhealth@dc.gov

The School Mental Health Team approaches this work by:

- Assessing for critical areas of concern impacting education; and
- Supporting students and staff in addressing areas of concern.

For additional information on mental health services, please visit: <https://dcps.dc.gov/service/student-mental-health-support>.

Section 504 Program

Section 504 is part of the federal Rehabilitation Act of 1973, created to prevent discrimination against individuals with disabilities in

services, programs, and activities that receive federal funds. Section 504 plans provide accommodations and related services to eligible students with disabilities, who may not otherwise qualify for an IEP, so that they can access the general education curriculum, opportunities for learning, and school activities to the same extent as their non-disabled peers.

Section 504 Questions

Contact the Section 504 and Student Accommodations Team (202) 442-5471 or 504@dc.gov

Visit: <https://dcps.dc.gov/page/section-504>

Every DCPS school has a Section 504 Coordinator, designated by the school principal. The Section 504 Coordinator serves as the school's main point of contact for questions from students, parents, and school staff regarding accommodations and services under Section 504. Upon enrolling in a DCPS school, families should reach out to the school's Section 504 Coordinator if they believe that their student may qualify to receive services pursuant to a Section 504 plan.

Homelessness

Like all DCPS students, students who are homeless have a right to attend their in-boundary schools, which are based on the child's most stable address. A child's most stable address is determined by the guardian and the homeless liaison in collaboration with the Division of Youth Engagement. Additionally, students who are homeless have the right to continue to attend their school of origin, or the school at which the student last attended when permanently housed, even if that school is not the in-boundary school for the student's most stable address, for the duration of the student's homelessness.

For preschool (PK3) and prekindergarten (PK4) enrollment, families with homeless status must apply through the My School DC lottery and will benefit from an in-boundary preference to the school in-boundary to their most stable address. In K-12, if a homeless student wants to attend a school outside the boundary of the family's most stable address, or a school besides the school of origin, a My School DC lottery application must be submitted.

Homeless families are encouraged to contact the Homeless Children and Youth Program Specialist at (202) 442-4404 or (202) 329-2049 and the Student Placement Team at (202) 939-2004 or student.placement@dc.gov for assistance prior to submitting a My School DC application.

- For more information: <http://dcps.dc.gov/service/homeless-children-and-youth-services-dcps>

Opportunity Academies

Opportunity Academies are designed to ensure that all students in the district have a positive pathway to post-secondary success. Students who are not succeeding academically in their current high school may be referred for transfer to an Opportunity Academy (Washington Metropolitan, Luke C. Moore, Roosevelt STAY or Ballou STAY). Transfer priority will be determined based on how many credits a student has earned relative to his/her first ninth grade year,

Opportunity Academy Questions

Contact the Enrollment Team enroll@dc.gov or (202) 478-5738

the intensity of interventions attempted at the current high school and the student and parent/guardian’s preference for a transfer. Overage middle school students who are not promoted to high school will be referred to the eighth grade program at Washington Metropolitan. A student may also directly pursue enrollment at an Opportunity Academy and admission will be granted based on available space.

Non-Traditional and Transfer Student Placement

The DCPS Student Placement Office provides educational options for secondary students who have dropped out of school, are at-risk of dropping out, are new to the District of Columbia, transitioning from juvenile rehabilitation services or any grade level student requiring an involuntary or victim transfer to another school within DCPS.

Student Placement Office
 3535 V Street, NE
 Washington, DC 20018
 (202) 939-2004 or student.placement@dc.gov

The Student Placement Office provides services to students in Grades 3-12 with focus on youth who are:

- 15-22 years of age
- Behind in credits to graduate
- Teen parents
- Of military families
- Not experiencing success in their current school
- Returning to school from an extended absence due to a life circumstance
- At risk of disengaging from school or have interrupted enrollment in school three months or longer
- Struggling with chronic absenteeism or truancy
- Transitioning from incarceration or detention program
- New residents of the District of Columbia

Students in lower grades requiring victim transfers will be supported on a case by case basis. The Instructional Superintendent will have final approval on all transfers.

Placement Services Include:

- School choice options
- Career interest profile
- Transcript review (this service is provided to potential students and parents so that they may have a general understanding of graduation Carnegie Unit requirements in DC)
- Registration information and packets
- DCPS Health and Wellness information
- DCPS Mental Health Information
- Visiting instruction services (offered to students that are deemed physically or psychologically unable to attend school on a temporary basis by a medical doctor)
- Reengagement support to remove barriers preventing success in school - connections to agency, community-based and school resources as warranted
- Connections to community-based resources

- Student Success Monitoring: attendance, academic progress, individual graduation plans and behavior intervention

Military Families

DCPS recognizes that school-age children of military families face obstacles to educational success, such as frequent moves and the deployment of one or more of their parents. In order to help overcome these obstacles, and to accommodate the Council of the District of Columbia's passage of the Interstate Compact on Educational Opportunity for Military Children Establishment Act of 2012 (the "Compact"),¹¹ DCPS issued a Chancellor's Directive. This directive allows the children of military families who are of mandatory school age and reside on military facilities within the District of Columbia, namely Joint Base Anacostia-Bolling, Fort McNair, and the Marine Barracks Washington DC, to enroll in the DCPS school of their choice, at any point during the school year, pending classroom and/or program availability.

- Read the Chancellor's Directive on Enrollment and Placement of Military Families: <http://dcps.dc.gov/page/enrollment-students-military-families>

In addition to students residing in the above-referenced military facilities, DCPS assists all students of military families impacted by the Compact with enrollment and school location determinations. For military families in need of assistance with enrolling in DCPS, please contact the Student Placement Office at (202) 939-2004 or student.placement@dc.gov.

Discretionary Out-of-Boundary Transfer Policy

This policy clarifies situations under which the DCPS Chancellor may exercise his or her limited authority to grant discretionary out-of-boundary transfers to students pursuant to 5-E DCMR § 2106.6. Learn more at <https://dcps.dc.gov/node/1253426>.

State Department Families

State Department families residing in DC have a right to enroll in their in-boundary school. In the event that a family chooses to enroll in a school outside of their boundary, they will have to submit an application through the My School DC lottery and along the My School DC lottery timeline. Review the SY18-19 My School DC lottery timeline on page 10.

Embassy Families

Foreign dignitaries currently residing in DC have a right to enroll their children in their in-boundary school. If families are residing in embassy-sponsored housing within DC, they must provide an embassy letter that explains this, with the embassy seal affixed, as proof of DC residency.

Identify One's In-Boundary School

Visit: <http://dcatlas.dcgis.dc.gov/schools/>
Contact the Enrollment Team
enroll@dc.gov or (202) 478-5738

International Families

The enrollment process for students coming from international institutions is supported by the Language Acquisition Division (LAD). The Welcome Center within the LAD facilitates the My School DC

¹¹ D.C. Official Code § 49-1101 *et. seq.*

application or enrollment into a student's in-boundary school. The Welcome Center screens students to determine English as a Second Language (ESL) eligibility and placement, provides orientation to linguistically and culturally diverse families, provides referrals to community-based resources and evaluates foreign transcripts for the purpose of awarding high school credits.

Foreign Transcript Evaluation

Foreign Transcript Evaluation allows students who have completed secondary level courses outside the U.S. to obtain comparable credits toward graduation in DCPS. Students seeking credits to be awarded should contact LAD's Welcome Center to schedule an appointment. Students will need to present original foreign transcripts and/or report cards along with official translations for each completed grade level. For more information, contact Ivy Chaine at ivy.chaine@dc.gov or (202) 671-0750.

Foreign Exchange Students Seeking Visa Sponsorship

DC Public Schools does not sponsor foreign exchange students seeking visa sponsorship. For more information please visit the following link from the Department of Homeland Security's website:

https://studyinthestates.dhs.gov/school-search?field_school_name_value=&field_location_city_value=&field_location_state_value=54&field_education_level_value=2

Grade Placement

LAD's Welcome Center provides grade placement recommendations for students who previously attended school outside the U.S. based on the student's age and last completed grade level. During the intake process, students' previous schooling history is reviewed to help identify special circumstances such as Limited or Interrupted Formal education, which may require targeted instructional support. The Welcome Center makes appropriate grade and program recommendations that best suit the student's academic needs considering age-appropriate grade placement. The principal or authorized designee may ultimately have discretion to decide the grade placement of the incoming student.¹²

Mid-Year Application Process

Led by My School DC, the Mid-Year Application Process is the application for students in grades PK3-12 who move into the District or who seek to transfer from their current school to another DC public school. During SY17-18, this period extends from October 6, 2017 – March 26, 2018. All students must complete a mid-year application, and applications can be completed by calling the My School DC hotline: (202) 888-6336.

- For more information: <http://www.myschooldc.org/faq/faqs#midyear>

Non-DC Residents

Non-resident families must submit a My School DC lottery application for a DCPS school. Enrollment of non-resident students into DCPS, though rare, is permitted. Non-resident families and students should keep in mind that a seat will only be granted if there are no DC residents on the school's waitlist.

For Non-Resident Questions
 Contact the Enrollment Team
 (202) 478-5738 or enroll@dc.gov

¹² 5-E DCMR § 2002.25.

Additionally, non-resident families must pay tuition in order to attend.¹³ OSSE oversees the non-resident tuition payment process. The tuition cost is based on the annual Uniform Per Student Funding Formula (UPSFF) cost for a given grade, which averages approximately \$11,000 annually (although subject to change each year). Additional costs may be incurred based on a student's educational needs. No discount, waiver or scholarships are available for non-resident tuition.

- For information regarding OSSE tuition collection: <http://osse.dc.gov/publication/tuition-collection>
-

¹³ 5-E DCMR § 2006.7

Attendance Policies

Students enrolled in DCPS are expected to regularly attend the school in which they are enrolled.¹⁴ Regular school attendance is critical for academic success. Our goal is to ensure that every student attends school regularly and on time. Daily presence in school has a huge impact on a student's academic success, starting in kindergarten and continuing through high school.

- Learn more about DCPS attendance policies and protocol: <http://dcps.dc.gov/attendance>

Attendance Policies for Lottery Students

Preschool (PK3) and Prekindergarten (PK4) Students

Although PK3 and PK4 are non-compulsory grades, DCPS strongly believes that regular attendance for early childhood students is just as important as it is for students in grades K-12.

DCPS will collaborate with the families of PK3 and PK4 students experiencing issues with regular attendance to develop a written attendance intervention plan. Those students who continue to exhibit chronic absenteeism despite the intervention plan may be withdrawn from the PK3 or PK4 program. In addition, such students may be prohibited from re-enrolling at the school for the following school year, provided that the school staff has followed all DCPS policies regarding their attendance in a timely manner.

K-12 Out-of-Boundary Students

Students who attend schools outside of their boundary should be aware that the continued availability of the seat at that school for the following year is contingent upon attendance. This policy aims to reduce the rates of truancy for out-of-boundary students, and also provide principals with recourse for out-of-boundary students with the most severe attendance issues that do not respond to attendance improvement interventions.

The DCPS Out-of-Boundary Attendance Policy states that K-12 out-of-boundary students with *more than* 10 unexcused absences or 20 unexcused tardies may be asked to return to their neighborhood schools at the end of the school year, provided the out-of-boundary school has implemented and documented all of the required DCPS attendance interventions. No student may be asked to transfer midyear, but students with chronic attendance issues can be prohibited from re-enrolling at the school for the following school year, if the student does not comply with the DCPS Out-of-Boundary Attendance Policy.

School principals will have discretion in enforcing this policy. The principal will base her or his decision on whether the student's attendance problem is due in significant part to the distance the student travels to school.

- Read the Out-of-Boundary Attendance Policy: <http://dcps.dc.gov/page/dcps-policies>
- For more information on DCPS attendance policies and protocol: <http://dcps.dc.gov/attendance>

¹⁴ 5-E DCMR § 2101.1.

New Student Assignment and School Boundary Policies

School Boundary Phase-In Policies

In 2014, the District undertook a comprehensive review of its student assignment policies, including school attendance boundaries and feeder patterns, for the first time in over three decades. New policies went into effect in SY15-16, which included phase-in policies and grandfathering clauses. The boundary and feeder changes were phased in for families and schools to ensure adequate transition times for both. This section describes the policies implemented in SY15-16 and their implications for SY18-19.

According to the school boundaries phase-in policies, students who attended their in-boundary school for SY14-15 had the right to continue to attend their SY14-15 in-boundary school or their newly zoned school, and therefore did not need to apply to those schools through the My School DC lottery.

Starting SY15-16:

- Students who were enrolled in their SY14-15 in-boundary school but had been re-zoned to another school will maintain in-boundary rights at their SY14-15 in-boundary school until they complete the terminal grade at that school.
- Siblings of the students described above also maintained their SY14-15 in-boundary rights if they had a sibling attending the SY14-15 in-boundary school at the time of their entry to that school. This policy does not apply to siblings who are alumni of the school. The sibling must be attending at the time of the student's entry.
- Students who attended their in-boundary school for SY14-15 and have been rezoned to another school also had the right to attend their newly zoned school.
- All new students who enroll in DCPS starting in or after SY15-16 will be assigned to the newly zoned school. New students are defined as:
 - Students who move into an area that has been assigned to a different school;
 - Charter school students or out-of-boundary DCPS students who wish to return to their DCPS neighborhood school from their charter school or out-of-boundary DCPS school; or
 - Students who are attending a school for the first time (e.g., at the entry grade) who live in an area that has been rezoned and who do not have siblings currently attending the former assigned school.

Identify One's SY18-19 In-Boundary School

Visit: <http://dcatlas.dcgis.dc.gov/schools/>

Contact the Enrollment Team

enroll@dc.gov or (202) 478-5738

- Review SY18-19 school boundary maps by school level on pages 36-38.

School Feeder Pattern Phase-In Policies

DCPS implemented phase-in policies for students whose feeder pattern was revised. See below for a description of the phase-in provisions first implemented in SY2015-16.

- Students who were enrolled in 5th grade as of March 31, 2017 for SY16-17 at an elementary school whose feeder pattern changed retained the right to continue to their former destination school OR to their newly designated destination school. This was the last year of this phase-in

provision; all students transitioning from 5th to 6th grade now have feeder rights to their elementary school's current destination school.

- Students who were enrolled in 8th grade as of March 31, 2017 for SY16-17 at a school whose high school feeder pattern changed retained the right to continue to their former destination school or the newly designated destination school. SY16-17 was the last year of this phase-in provision; all students transitioning from 8th to 9th grade now have feeder rights to their middle school's current destination school.
- Students whose new feeder pattern relies on the opening of a new school will retain their SY14-15 DCPS feeder pattern and geographic rights until the new school is open.

➤ Current SY18-19 school feeder patterns are referenced on page 39.

MacFarland Middle School Phased Opening

MacFarland Middle School is a DCPS middle school with dual-language and comprehensive programs. Both programs will open on a phased, grade-by-grade schedule:

Comprehensive Middle Grades Program

MacFarland Middle School will open as an in-boundary comprehensive middle school starting with a 6th grade in SY18-19. In-boundary students entering 6th grade will have the right to attend MacFarland in SY18-19. In-boundary students entering 7th or 8th grade will retain rights to their in-boundary education campus for SY18-19.

In SY18-19, MacFarland Middle School will also serve as a by-right geographic feeder middle school for rising 6th grade students residing in areas serving Barnard, Bruce-Monroe, Dorothy Height, and Powell Elementary Schools as well as Truesdell, Raymond, and West Education Campuses. In SY18-19, these Education Campuses will begin phasing out their middle grades. They will serve grades PK3-5 and grades 7-8 in SY18-19.

The MacFarland Middle School Comprehensive Middle School program will grow grade-by-grade through SY19-20 and SY20-21 until it offers grades 6-8. This program will be just 6th grade for SY18-19.

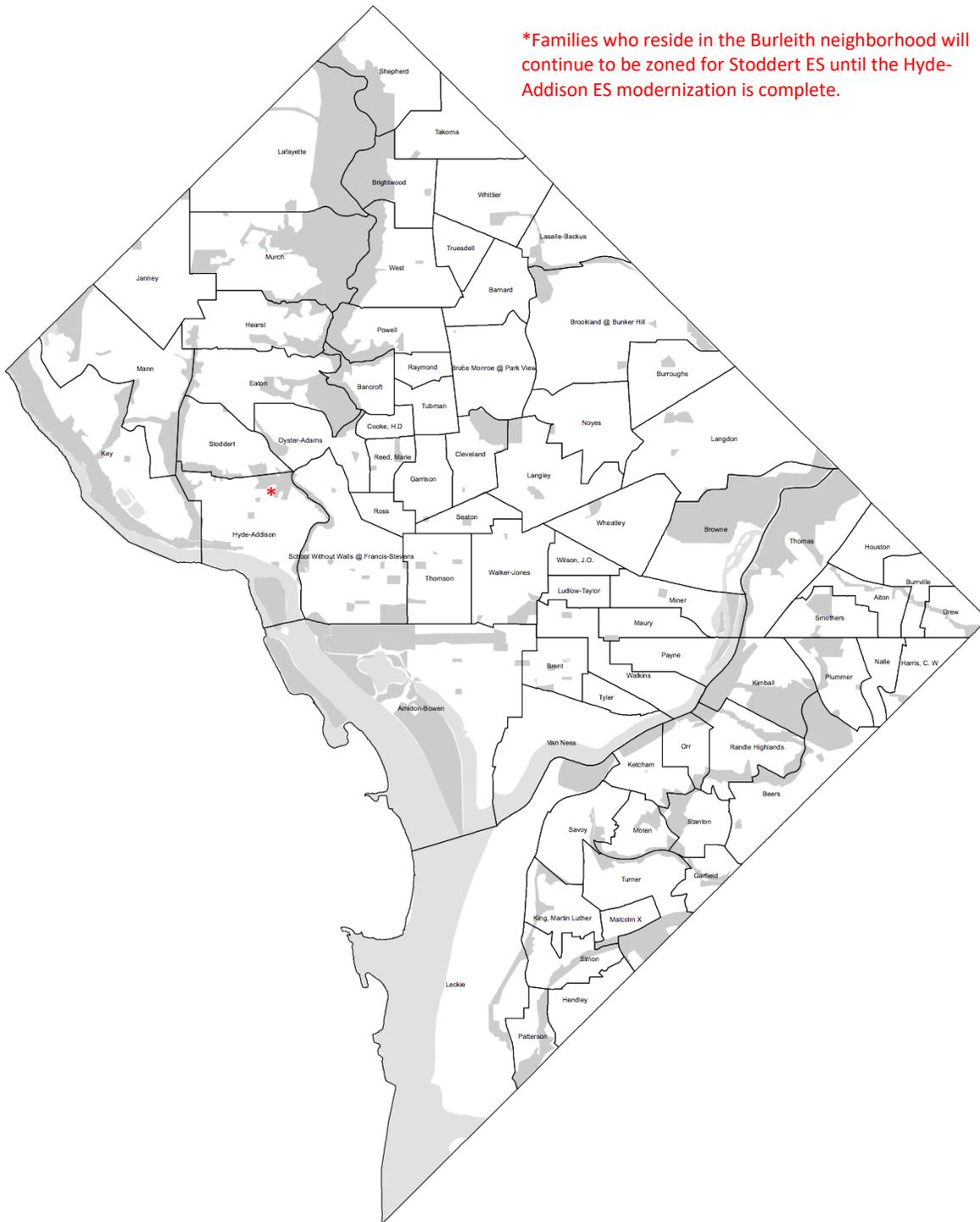
Dual-Language

MacFarland Middle School Dual-Language program opened with a 6th grade in SY2016-17. The program added 7th grade in SY2017-18 and will add 8th grade in SY2018-19. See page 33 for more information on enrollment information for MacFarland Middle School Dual-language Program.

SY18-19 School Boundary Maps

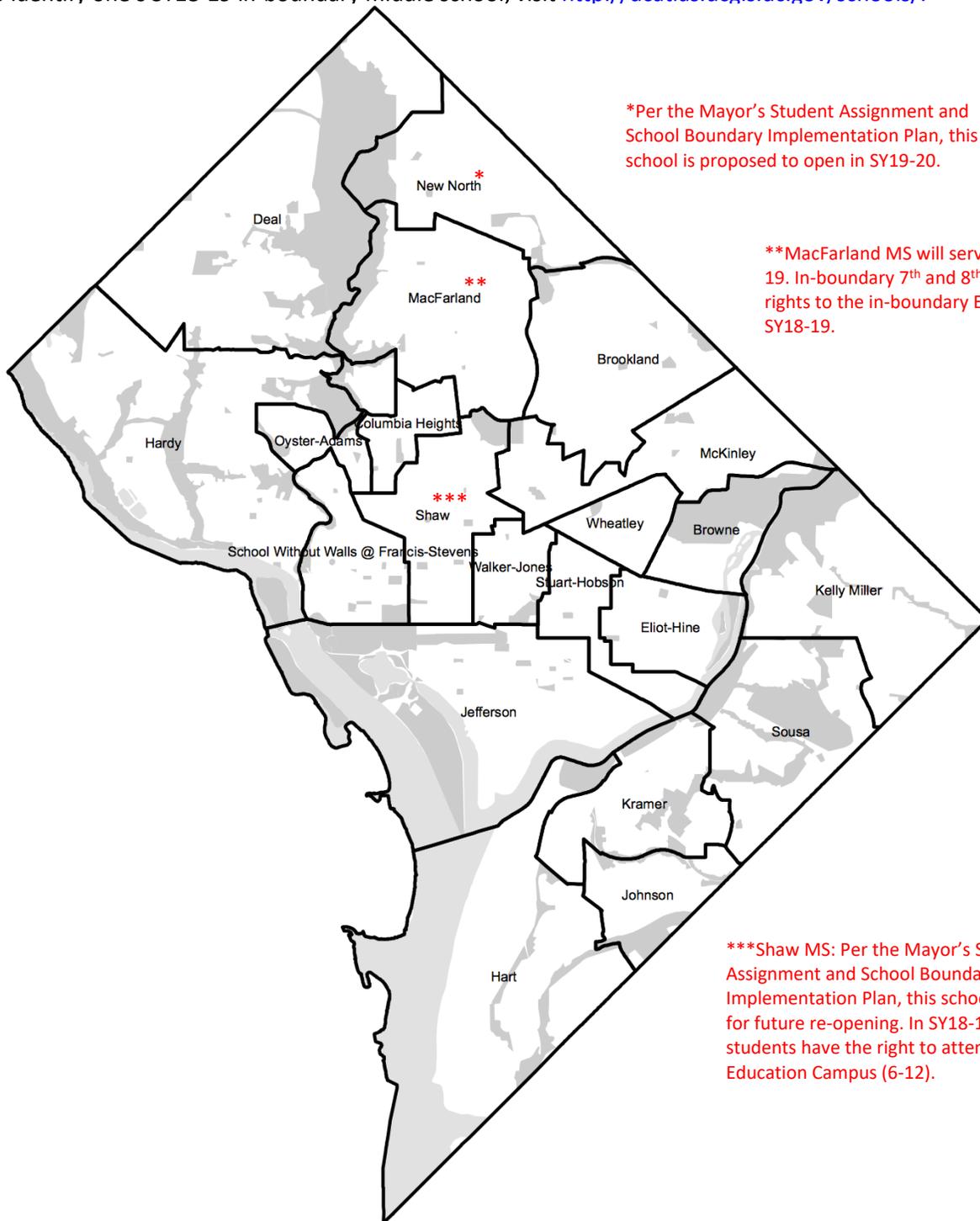
SY18-19 Elementary School Boundary Map

To identify one's SY18-19 in-boundary elementary school, visit <http://dcatlas.dcgis.dc.gov/schools/>.



SY18-19 Middle School Boundary Map

To identify one's SY18-19 in-boundary middle school, visit <http://dcatlas.dcgis.dc.gov/schools/>.



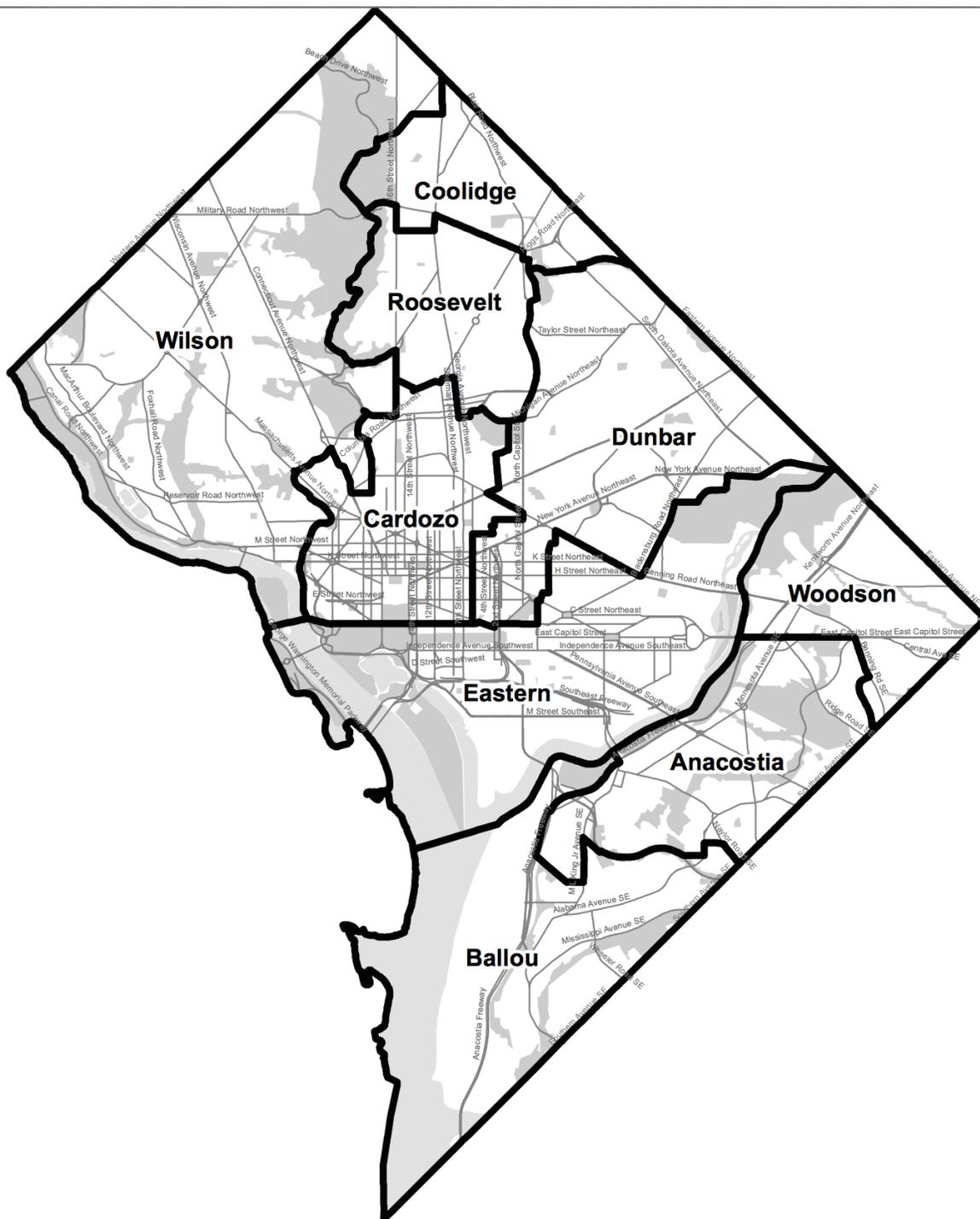
*Per the Mayor's Student Assignment and School Boundary Implementation Plan, this school is proposed to open in SY19-20.

**MacFarland MS will serve 6th grade in SY18-19. In-boundary 7th and 8th graders will retain rights to the in-boundary Education Campus in SY18-19.

***Shaw MS: Per the Mayor's Student Assignment and School Boundary Implementation Plan, this school is proposed for future re-opening. In SY18-19, in-boundary students have the right to attend Cardozo Education Campus (6-12).

SY18-19 High School Boundary Map

To identify one's SY18-19 in-boundary high school, visit <http://dcatlas.dcgis.dc.gov/schools/>.



SY18-19 School Feeder Patterns

Note: Feeder patterns are subject to evolve as new student assignment boundary phase-in policies and grandfathering clauses take effect. The feeder patterns reflected below are active for students transitioning grades between SY17-18 and SY18-19. For information about MacFarland Middle School and dual-language school and program feeder patterns, see page 42.

Elementary School	Middle School	High School	
Ketcham ES (PK3-5)	Kramer MS (6-8)	Anacostia HS (9-12)	
Moten ES (PK3-5)			
Orr ES (PK3-5)			
Savoy ES (PK3-5)			
Stanton ES (PK3-5)			
Beers ES (PK3-5)	Sousa MS (6-8)		
Kimball ES (PK3-5)			
Plummer ES (PK3-5)			
Randle Highlands ES (PK3-5)			
Hendley ES (PK3-5)			Hart MS (6-8)
King ES (PK3-5)			
Patterson (PK3-5)			
Simon ES (PK3-5)			
Garfield ES (PK3-5)			
Malcolm X ES (PK3-5)	Johnson MS (6-8)		
Turner ES (PK3-5)			
Leckie EC (PK3-8)			
Cleveland ES (PK3-5) (also DL programmatic feeder into MacFarland MS and CHEC MS)	Cardozo EC (6-12)	Cardozo EC (6-12)	
Garrison ES (PK3-5)			
Ross ES (PK3-5) (Also feeds into SWW @ Francis Stevens 6-8)			
Seaton ES (PK3-5)			
H.D. Cooke ES (PK3-5)			
Marie Reed ES (PK3-5) (also DL programmatic feeder into MacFarland MS)	Columbia Heights Education Campus (6-8)		
Tubman ES (PK3-5)			
School Without Walls @ Francis Stevens (PK3-8)			
Brightwood EC (PK3-8)	Coolidge HS (9-12)		
LaSalle-Backus EC (PK3-8)			
Takoma EC (PK3-8)			
Whittier EC (PK3-8)			
Bunker Hill ES (PK3-5)	Brookland MS (6-8)	Dunbar HS (9-12)	
Burroughs ES (PK3-5)			
Noyes ES (PK3-5)			
Langdon ES (PK3-5)	McKinley MS (6-8) (Also, STEM programmatic feeder to Woodson HS)		
Langley ES (PK3-5)			
Walker Jones EC (PK3-8)	Eastern HS (9-12)		
Wheatley EC (PK3-8)			
Maury ES (PK3-5)	Eliot-Hine MS (6-8)		Eastern HS (9-12)

Miner ES (PK3-5)		
Payne ES (PK3-5)		
School-Within-School @ Goding (PK3-5) (citywide school with no boundary)		
Capitol Hill Montessori @ Logan (PK3-8) (citywide school with no boundary)		
Browne EC (PK3-8)	Jefferson MS Academy (6-8)	
Amidon-Bowen ES (PK3-5)		
Brent ES (PK3-5)		
Thomson ES (PK3-5) (Also feeds into SWW @ Francis Stevens 6-8)		
Tyler ES (PK3-5) (also DL programmatic feeder into MacFarland MS and CHEC MS)		
Van Ness ES (PK3-3) <i>For SY18-19, in-boundary students for Van Ness ES in grades 4-5 will attend Amidon-Bowen ES</i>		
J.O. Wilson ES (PK3-5)	Stuart-Hobson MS (6-8)	
Ludlow-Taylor ES (PK3-5)		
Peabody (PK3-K)/Watkins ES (1-5)		
Barnard ES (PK3-5)	MacFarland MS (Opening in SY18-19 with a 6 th grade comprehensive program; in-boundary students in 7-8 will attend middle grades at their in-boundary Education Campus)	Roosevelt (9-12)
Bruce-Monroe @ Park View ES (PK3-5) (also DL programmatic feeder into CHEC MS)		
Dorothy Height ES (PK3-5) (citywide school with no boundary)		
Raymond EC (PK3-5 7-8)		
Powell ES (PK3-5) (also DL programmatic feeder into CHEC MS)		
Truesdell EC (PK3-5 7-8)		
West EC (PK3-5 7-8)		
Bancroft ES (PK3-5) (also DL programmatic feeder into MacFarland MS and CHEC MS)	Deal MS (6-8)	Wilson HS (9-12)
Hearst ES (PK4-5)		
Janney ES (PK4-5)		
Lafayette ES (PK4-5)		
Murch ES (PK4-5)		
Shepherd ES (PK3-5)		
Eaton ES (PK4-5)	Hardy MS (6-8)	
Hyde Addison ES (PK3-5)		
Key ES (PK4-5)		
Mann ES (PK4-5)		
Stoddert ES (PK4-5)		
Oyster-Adams EC (PK4-8)		
Aiton ES (PK3-5)	Kelly Miller MS (6-8) (also feeds into Eastern HS)	Woodson HS (9-12)
Burrville ES (PK3-5)		
C.W. Harris ES (PK3-5)		
Drew ES (PK3-5)		
Houston ES (PK3-5)		
Nalle ES (PK3-5)		
Smothers ES (PK3-5)		
Thomas ES (PK3-5)		
Citywide Schools		
Capitol Hill Montessori @ Logan (PK3-8), <i>citywide Montessori program with no boundary; feeds to Eastern HS</i>		
Dorothy Height Elementary School (PK3-5), <i>citywide elementary school with no boundary; feeds to MacFarland MS</i>		

School-within-School @Goding (PK3-5), <i>citywide elementary school with no boundary; feeds to Eliot-Hine MS</i>
Ballou STAY High School (9-12/Adult), <i>citywide Opportunity Academy with no boundary</i>
Benjamin Banneker High School (9-12), <i>selective high school with application process</i>
Columbia Heights Education Campus (9-12), <i>selective high school with application process</i>
Duke Ellington School of the Arts (9-12), <i>selective high school with application process</i>
Luke C. Moore HS (9-12), <i>citywide Opportunity Academy with no boundary</i>
McKinley Technology High School (9-12), <i>selective high school with application process</i>
Phelps Architecture, Construction, and Engineering (ACE) High School (9-12), <i>selective high school with application process</i>
School Without Walls High School (9012), <i>selective high school with application process</i>
Ron Brown College Preparatory HS (9-11), <i>citywide school with no boundary</i>
Roosevelt STAY High School (9-12/Adult), <i>citywide Opportunity Academy with no boundary</i>
Washington Metropolitan High School (8-12), <i>citywide Opportunity Academy with no boundary</i>

For reference, below are previous feeder patterns:

- [SY17-18 School Feeder Patterns](#)
- [SY16-17 School Feeder Patterns](#)
- [SY15-16 School Feeder Patterns](#)
- [SY14-15 School Feeder Patterns](#)

Dual-Language Programmatic and Feeder Patterns

Dual-Language Feeder Patterns for Elementary to Middle Grades

DCPS dual-language elementary schools/programs are: Bancroft ES, Bruce-Monroe ES, Cleveland DL, Marie Reed DL, Powell DL and Tyler DL. Students at these schools/programs have the right to continue in DL for middle school at either the MacFarland MS DL program (growing to 6th-8th in SY18-19) or the CHEC middle school.

All DCPS DL 5th grade students have a programmatic feeder right to enroll in CHEC MS and/or the MacFarland MS DL program in 6th grade. Fifth graders from these schools may apply to the 6th grade at Oyster-Adams, but are not guaranteed admission. Oyster-Adams Bilingual School is a PK4-8 DL school.

Dual-Language Feeder Patterns for Middle to High Grades

DCPS middle grade programs are MacFarland MS DL (growing to 6th-8th grades in SY18-19), CHEC MS (6th-8th grades) and Oyster-Adams EC middle grades (6th-8th grades). 8th graders at these schools can receive a “guaranteed right” to continue in DL for high school at the Roosevelt HS DL program after submitting an application through the lottery to the Roosevelt HS DL program. CHEC EC also offers a DL program in grades 9-12. CHEC is a selective high school in which all students must apply for admission through the My School DC lottery.

Note: This narrative only discusses programmatic DL feeder options; these schools may have additional geographic, non-DL feeder options.

Below are the SY18-19 dual-language programmatic feeder patterns. For a list of SY18-19 dual-language schools/programs see page 45. For non-dual-language alternatives, see page 24.

Elementary Grades	Middle Grades	High Schools
Oyster-Adams EC (W)	MacFarland MS (S) or CHEC 6th-8th (W)	Roosevelt HS Dual-language Program (S) - Guaranteed; CHEC Selective School option (S), not guaranteed.
Bancroft ES (W)		
Bruce Monroe ES (W)		
Cleveland ES DL Program (S)		
Marie Reed ES DL Program (S)		
Powell ES DL Program (S)		
Tyler ES DL Program (S)		
Note: All DCPS DL 8th grade students <u>must</u> submit an application through the lottery to the Roosevelt HS DL Program to receive a "guaranteed right" of admission to this DL program for high school. CHEC EC also offers a DL program in grades 9-12. CHEC EC is a selective school in which all students must apply for admission through the lottery for this school.		

Key	W = Whole school model
	S = Strand program within the school
	G = Geographic feeder
	P = Programmatic feeder

DCPS Selective High School Admissions Requirements and Processes

Below are generally the application and admission requirements for each selective DCPS high school. The requirements listed should not be considered comprehensive and families should inquire with the schools directly for all requirements. Several selective high school application timelines have additional components beyond the general My School DC application timeline. Contact the Enrollment Team with questions at enroll@dc.gov or (202) 478-5738.

1. Benjamin Banneker Academic High School: <http://www.benjaminbanneker.org/>
2. Columbia Heights Education Campus (CHEC): <http://checdc.org/>
3. Duke Ellington School of the Arts: <http://www.ellingtonschool.org/>
4. McKinley Technology High School: <http://mckinleytech.org/>
5. Phelps Architecture, Construction and Engineering High School: <http://www.phelpshsdc.org/>
6. School Without Walls High School: <http://www.swwhs.org/>

SY18-19 Selective High School Admissions Requirements and Processes						
	Banneker	CHEC	Ellington	McKinley	Phelps	School Without Walls
Application Grades	9-10	9-12	9-12	9-11	9-11	9-12
Applicant Minimum Requirements	<ul style="list-style-type: none"> • Minimum 3.0 GPA • “Met” or “Exceeded Expectations” on any standardized test 	None	None	<ul style="list-style-type: none"> • Minimum 2.75 GPA in core subjects • “Met” or “Exceeded Expectations” on any standardized test 	<ul style="list-style-type: none"> • Minimum 2.4 GPA • “Approached” or “Met” expectations on any standardized test 	<ul style="list-style-type: none"> • Minimum 3.0 GPA in core subjects
Recommendation Letters	<ul style="list-style-type: none"> • English • Math • Counselor • Principal 	<ul style="list-style-type: none"> • English • Math • Counselor 	<ul style="list-style-type: none"> • English • Math • Art (or other) 	<ul style="list-style-type: none"> • English • Math • Counselor 	<ul style="list-style-type: none"> • English • Math 	None
Essay	Yes. <i>Discuss why you wish to attend Benjamin Banneker Academic High School.</i>	No. CHEC requires students to complete a student interest survey.	Yes. <i>Write a paragraph explaining why this art (selected in the application) is important to you.</i> <i>Most applicants audition for a single arts area, however you may also request an</i>	Yes. <i>Describe a time when you overcame an obstacle. What was the obstacle and what steps did you take to overcome it. How do you plan to channel that motivation here at McKinley?</i>	Yes. <i>Describe and evaluate one experience that significantly influenced your academic interests in Phelps.</i>	No.

			<i>audition for a 2nd arts area. Write a paragraph explaining why this art (selected in the application) is important to you.</i>			
Admissions Process	<ul style="list-style-type: none"> • Application review • Family interview 	<ul style="list-style-type: none"> • Application review • Group Interview 	<ul style="list-style-type: none"> • Application review • Audition • Admissions test • Family interview 	<ul style="list-style-type: none"> • Application review • Interview (invitation only) 	<ul style="list-style-type: none"> • Application review • Family interview 	<ul style="list-style-type: none"> • Application review • Admissions test • Student/Parent interview

Citywide, Dual-Language, Montessori and Extended Year Schools and Programs

Citywide Schools

1. Capitol Hill Montessori @ Logan (PK3-8)
2. Dorothy Height Elementary School (PK3-5)
3. School-Within-School @ Goding (PK3-5)
4. Ron Brown College Preparatory High School (9-11 only)

Dual-language Whole School Programs

1. Bancroft Elementary School (PK3-5)
2. Bruce-Monroe Elementary School (PK3-5)
3. Columbia Heights Education Campus (6-8)
4. Houston Elementary School (PK3-PK4 in SY18-19, growing to PK3-K in SY18-19)
5. Oyster-Adams Bilingual School (PK4-8)
6. MacFarland Middle School (6-8)

Dual-Language Strand Programs (Schools with English-only Options)

1. Cleveland Elementary School (PK3-5)
2. Marie Reed Elementary School (PK3-5)
3. Powell Elementary School (PK3-5)
4. Tyler Elementary School (PK3-5)
5. Roosevelt High School (9-11)

Montessori School

1. Capitol Hill Montessori @ Logan (PK3-8)

Schools with Montessori Programs

1. Langdon Elementary School (PK3-K only)
2. Nalle Elementary School (PK3-5)

Extended Year Schools

For SY18-19, the following DCPS schools will follow an Extended Year calendar that allows for a longer school year with more frequent breaks.

1. Garfield Elementary School (PK3-5)
2. H.D. Cooke Elementary School (PK3-5)
3. Hart Middle School (6-8)
4. Hendley Elementary School (PK3-5)
5. Johnson Middle School (6-8)
6. Kelly Miller Middle School (6-8)
7. Luke C. Moore Opportunity Academy (9-12)
8. M.L. King Elementary School (PK3-5)
9. Randle Highlands Elementary School (PK3-5)
10. Raymond Education Campus (PK3-8)

11. Roosevelt STAY Opportunity Academy (9-12)
12. Thomas Elementary School (PK3-5)
13. Turner Elementary School (PK3-5)

For questions about your child's enrollment in an extended year school, please contact the Student Placement Office.

Student Placement Office

3535 V Street, NE
Washington, DC 20018
(202) 939-2004 or student.placement@dc.gov

Note: This list is as of December 11, 2017 and is subject to change as new schools are added. Contact the Enrollment Team at (202) 478-5738 or enroll@dc.gov with any questions.

If a student is in-boundary for an Extended Year school and does not wish to enroll in the program, the parent should contact the DCPS Student Placement Team.

Out-of-Boundary Students

For families who enroll out-of-boundary in an Extended Year school, and in the case the family does not wish to participate in the Extended Year calendar, the student should enroll in their in-boundary school or apply through the My School DC Lottery for other schools.

Report a Grievance

A grievance is a complaint that is filed to report any improper treatment. Improper treatment can be based on a number of factors such as one's gender, disability, race, religion or nationality. Improper treatment can come from school staff, student or a third party. DCPS is dedicated to ensuring that individuals are treated fairly with respect and dignity. To report a grievance, use one of the following methods:

1. Complete the [Online Referral Form](#)
2. Send your concern via email to dcps.grievance@dc.gov
3. Call (202) 442-5405

To learn more about the Student/Parent/Visitor Grievance Policy and process, visit: <http://dcps.dc.gov/page/studentparentvisitor-grievance-process>
