

## Centralized Mid-Year Entry, Transfer, and Exit

### Process Feedback

#### Policy Proposal Goals and Purpose Feedback:

Which of the purposes and goals (slide 13) do you agree with? Which of the purposes and goals do you disagree with?

**Specific Areas for Feedback:** What is your reaction to and opinion of the following policy components?

#### Rating Key

1. Wholeheartedly Endorse
2. Minor points of contention but generally support
3. Major point(s) of contention and will not support unless it is resolved
4. Seriously disagree and would never support

#### Component I. Having a centralized process for mid-year entries and transfer students for school year 2017-2018

Rating: 1 2 3 4 (Circle one)

Please explain your rating of this component of the policy **only**. What are the benefits and challenges of this policy component?

→Going through a centralized mid-year transfer process for attending an in-boundary DCPS school if the student is new or transferring

Rating: 1 2 3 4 (Circle one)

Please explain your rating of this component of the policy **only**. What are the benefits and challenges of this policy component?

**Component II. Holding set-aside seats separate from the waitlist for currently enrolled students who are in crisis or experiencing special circumstances and need to transfer schools mid-year (i.e., hardship set asides)**

Rating: 1 2 3 4 (Circle one)

*Please explain your rating of this component of the policy **only**. What are the benefits and challenges of this policy component?*

**Component III. Holding set-aside seats separate from the waitlist for students entering from out-of-state mid-year (i.e., out-of-state set asides)**

Rating: 1 2 3 4 (Circle one)

*Please explain your rating of this component of the policy **only**. What are the benefits and challenges of this policy component?*

→Reducing waitlists after the school year has started    Eliminating waitlists after the school year has started

Rating: 1 2 3 4 (Circle one)

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*Please explain your rating of both of these components of the policy **only**. What are the benefits and challenges of this policy component?*