



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Teaching and Learning

Division of Specialized Instruction

Self-Contained Programs Realignment Plan

October 2021



Today's Objectives

- Review the three-year realignment plan for self-contained programs
- Share Phase II proposed changes

3-Year Plan Snapshot

- Realign all self-contained programs into predictable feeder patterns from PK to HS.
- Self-contained programs feeder patterns will be aligned to the 9 comprehensive high schools.
- Over three years, 50+ new program classrooms will open.
 - Year 1 (SY21-22): Focus on opening PK classrooms and aligning half of the MS classrooms
 - Year 2 (SY22-23): Focus on opening K-2 classrooms and aligning the remaining MS classrooms
 - Year 3 (SY23-24): Focus on opening 3-5 classrooms and completing remaining realignments

Realignment Plan Overview (Phase I) SY 2021-22

- In the first year of the realignment plan (SY 21-22), students transitioned to their boundary school as they entered the next grade band within their program type:
 - Pk4 to K
 - 2nd grade to 3rd grade
 - 5th grade to MS
 - 8th grade to HS
- Aligning our program locations with high school feeder patterns within DCPS provides students with disabilities access to programming closest to their home address as indicated in IDEA.
- The realignment plan ensures that a child with a disability is educated in the school that he or she would attend if nondisabled.

Notes

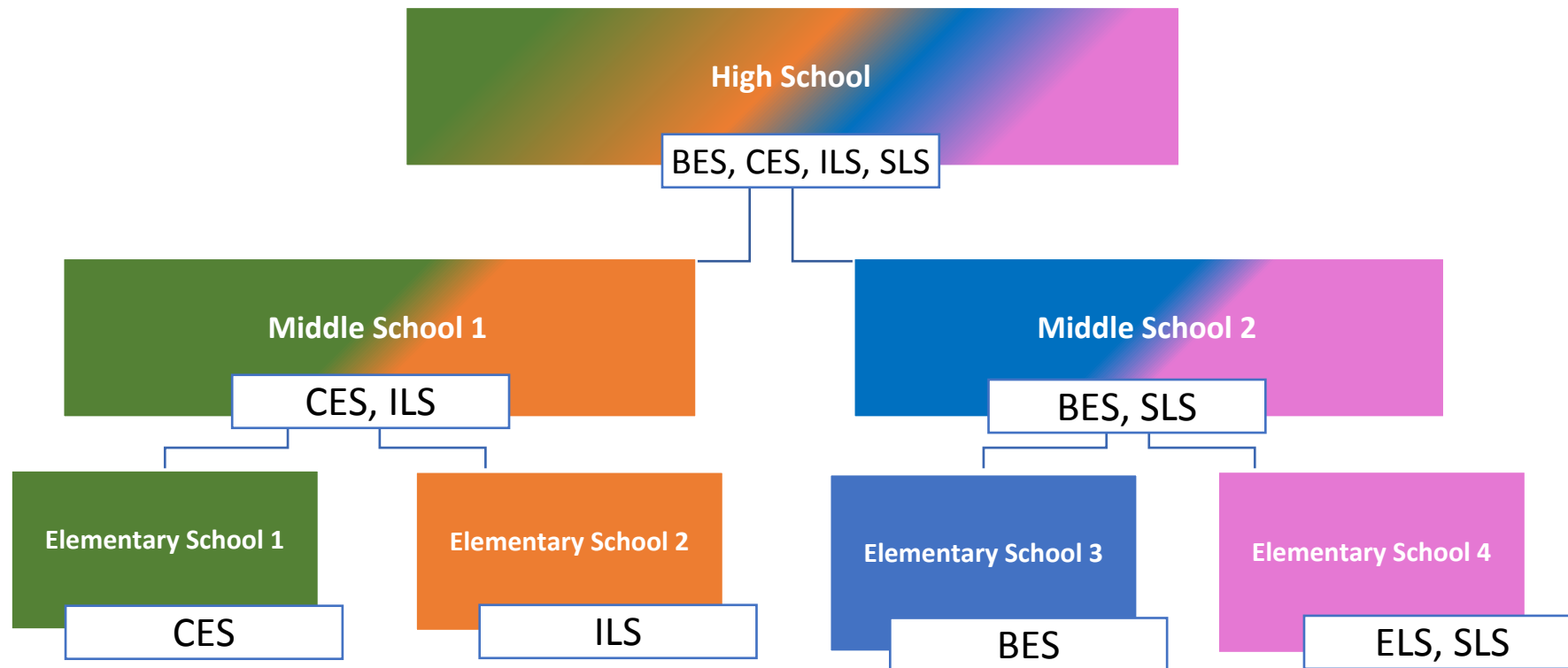
- As the lone middle schools in their high school feeder patterns, **Ida B. Wells** and **MacFarland** will be sister schools for programs in the **Coolidge HS** and **Roosevelt HS** feeder patterns.
- Because **Kelly Miller MS** is the lone middle school in the **Woodson HS** feeder pattern, **Eliot-Hine MS** will join as a sister school to balance capacity needs.
- Classroom projections are based on the number of students projected to self-contained programs who are in-boundary for each high school feeder pattern (e.g. students in self-contained programs whose neighborhood school is Key ES are counted in the Wilson HS feeder pattern, even if they currently attend school elsewhere).
 - Students included in the projection were enrolled in self-contained programs at the end of SY20-21 and aged up
 - Look at home address to determine neighborhood high school – calculate number of classrooms needed based on number of students who live in boundary for each neighborhood HS
 - ECE classroom projections account for number of Early Stages offers to ensure space is always available close to a student's home.
- Reason we determine where programs need to land so early is so that they can be included in total school enrollment projections – which impacts school funding for things like related arts teachers, supplies, etc.

In the new model for self-contained programs, students are served in geographically-aligned feeders to meet all four priority areas.

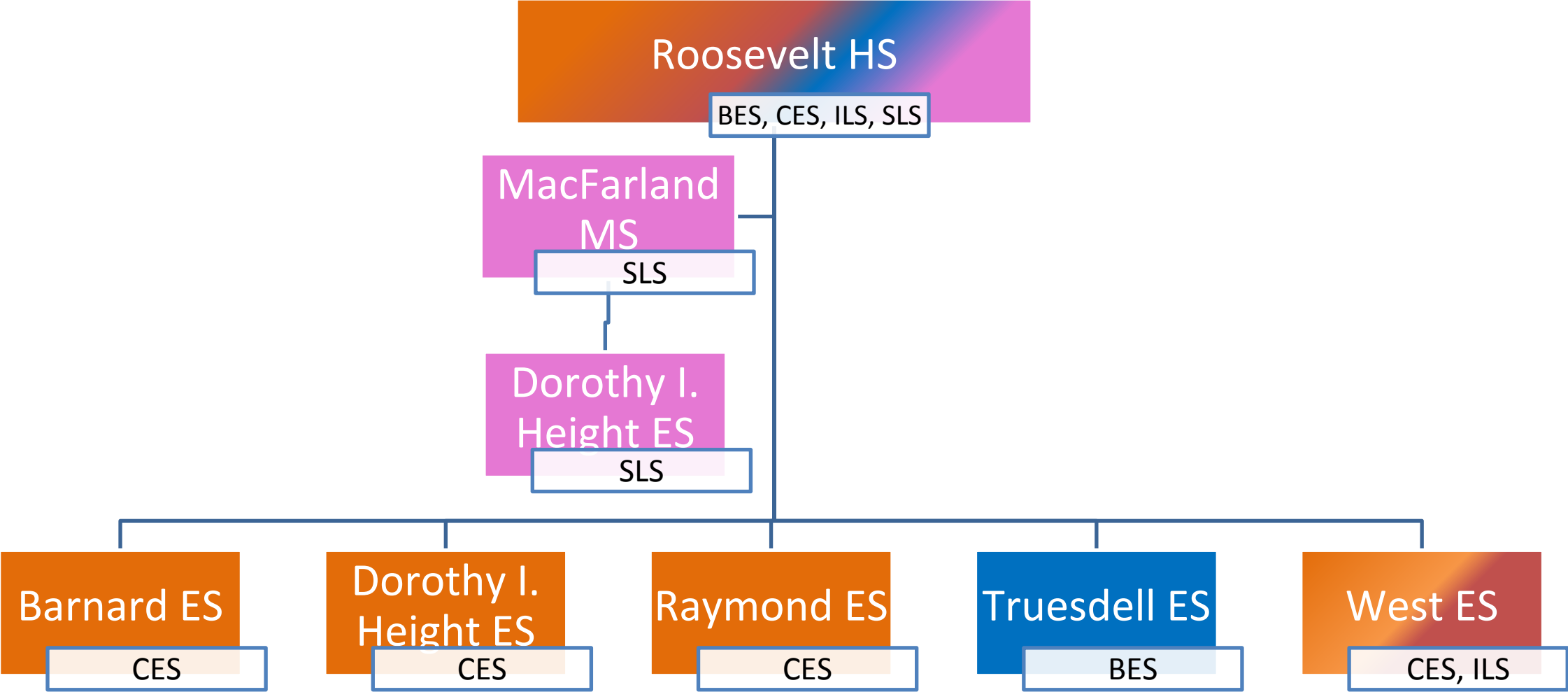
The new model realigns the current configuration of self-contained programs to identify at least one feeder for each geographic cluster. This means, e.g., that if Key ES hosts the BES programs for the Wilson HS feeder, any child in the Wilson feeder who needs a BES program would attend Key ES.

Priority Area	Status Quo	Geographically-Aligned Feeders
1. Predictable feeder patterns and minimal school disruptions due to transitions.		✓
2. Access to a self-contained program close to their home.		✓
3. Access to all the benefits of the school day.		✓
4. As students age-up within their feeder pattern students can establish social networks and friendships with non-disabled peers from PK to HS.		✓

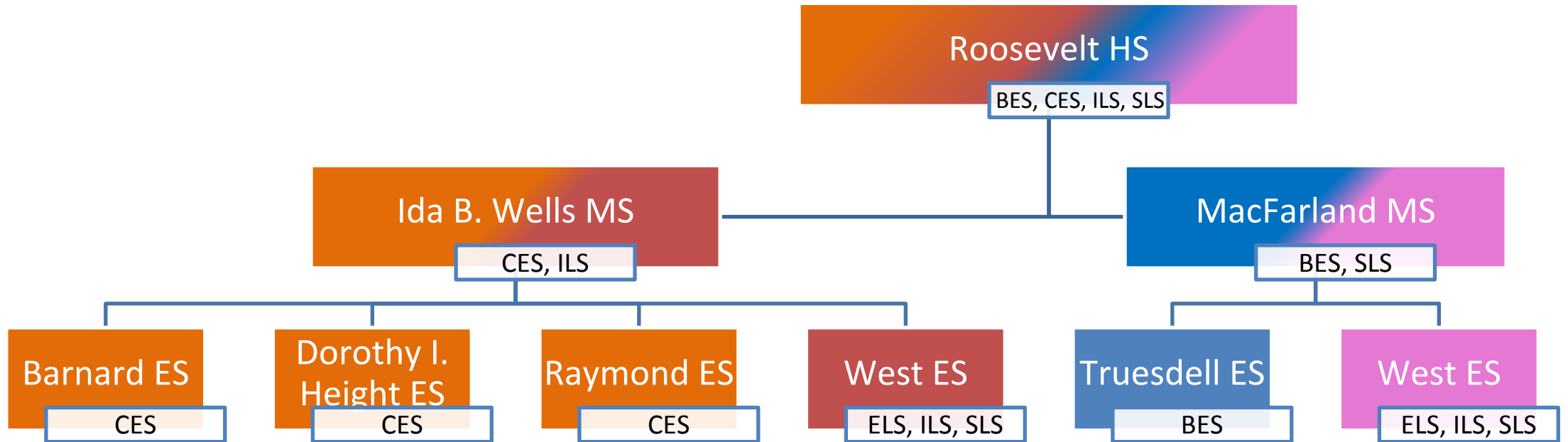
Realignment Plan Overview SY 2021-22



School Year 2020-2021



School Year 2021-2022





Realignment Plan - Phase II



In SY 20-21, **47.9%** of all students enrolled self-contained programs lived in **Wards 7 and 8**.

Distribution of students by home ward and school year

Home Ward	SY17-18			SY18-19			SY19-20			SY20-21		
	All DCPS Students	Students with IEPs	Students in SC Programs	All DCPS Students	Students with IEPs	Students in SC Programs	All DCPS Students	Students with IEPs	Students in SC Programs	All DCPS Students	Students with IEPs	Students in SC Programs
Ward 1	9.7%	9.2%	7.4%	9.6%	9.5%	7.3%	10.0%	9.8%	7.7%	9.9%	9.8%	7.9%
Ward 2	2.5%	1.6%	1.4%	2.4%	1.8%	1.5%	2.6%	1.9%	1.3%	2.6%	1.8%	1.2%
Ward 3	9.8%	4.6%	2.0%	10.3%	5.0%	2.0%	10.3%	5.0%	2.2%	10.4%	4.9%	2.6%
Ward 4	17.5%	14.4%	11.3%	17.5%	14.4%	11.5%	17.4%	13.8%	11.4%	17.0%	13.6%	11.4%
Ward 5	10.4%	11.0%	11.6%	10.9%	11.8%	11.9%	10.7%	11.6%	11.4%	10.5%	11.4%	12.5%
Ward 6	10.4%	9.5%	9.0%	10.7%	9.9%	9.3%	10.8%	10.5%	9.2%	11.4%	10.2%	8.0%
Ward 7	15.7%	19.5%	22.4%	15.3%	18.4%	22.0%	14.8%	17.9%	22.3%	18.5%	23.1%	21.1%
Ward 8	18.6%	24.9%	28.4%	18.8%	24.2%	29.1%	18.3%	23.0%	27.2%	18.5%	23.1%	26.8%
Unknown	5.2%	5.2%	6.4%	4.5%	5.1%	5.4%	5.1%	6.5%	7.3%	5.2%	7.8%	8.5%
Total Number of Students	48144	6802	1519	49056	7235	1621	51037	7868	1734	49890	7740	1869

Sources: Enrollment Audit and Child Count; Self-contained program rosters **Notes:** Does not include non-public students.

Summary of Changes for SY2022-23 by ward.

Ward	Net Change
1	+5
2	+0
3	+6
4	+5
5	+3
6	+0
7	+5
8	+9

In SY20-21, **62.5%** of students enrolled in self-contained programs were enrolled in grades 3 to 5, MS, and HS.

Distribution of students with IEPs who are enrolled in self-contained programs, by program grade band

Grade Band	SY17-18		SY18-19		SY19-20		SY20-21	
	Number of Students in SC Programs	Percent of Students in SC Programs	Number of Students in SC Programs	Percent of Students in SC Programs	Number of Students in SC Programs	Percent of Students in SC Programs	Number of Students in SC Programs	Percent of Students in SC Programs
PS/PK	172	11.3%	147	9.1%	168	9.7%	191	10.2%
K to 2/1 to 3	322	21.2%	366	22.6%	399	23.0%	408	21.8%
3 to 5/2 to 4	333	21.9%	386	23.8%	408	23.5%	383	20.5%
MS	238	15.7%	294	18.1%	347	20.0%	412	22.0%
HS	429	28.2%	397	24.5%	376	21.7%	369	19.7%
3 to 12	25	1.6%	31	1.9%	36	2.1%	106	5.7%
Total Number of Students	1519		1621		1734		1869	

Sources: Enrollment Audit and Child Count; Self-contained program rosters

Summary of Changes for SY2022-23 by grade band.

Grade Band	Net Change
PS/PK	+4
K-2	+2
1-3	-6
3-5	+8
MS	+6
HS	+19

In SY20-21, while over one-third of students enrolled in self-contained programs (36.5%) were in the CES program, the percentage of students in a **BES program dropped to 10.7%.**

Distribution of students with IEPs who are enrolled in self-contained programs, by program type

Program Type	SY17-18		SY18-19		SY19-20		SY20-21	
	Number of Students in SC Programs	Percent of Students in SC Programs	Number of Students in SC Programs	Percent of Students in SC Programs	Number of Students in SC Programs	Percent of Students in SC Programs	Number of Students in SC Programs	Percent of Students in SC Programs
Behavior & Education Support	242	15.9%	244	15.1%	214	12.3%	200	10.7%
Communication & Education Support	501	33.0%	522	32.2%	621	35.8%	681	36.4%
Early Learning Support	195	12.8%	228	14.1%	235	13.6%	236	12.6%
Independence & Learning Support	280	18.4%	273	16.8%	310	17.9%	352	18.8%
Specific Learning Support	267	17.6%	300	18.5%	310	17.9%	341	18.2%
Other	34	2.2%	54	3.3%	44	2.5%	59	3.2%
Total Number of Students	1519		1621		1734		1869	

Between 2017 and 2020, the total number of students in enrolled in self-contained classrooms increased by **350**.

Sources: Enrollment Audit and Child Count; Self-contained program rosters

District-Wide Program Breakdown: 35 new programs will be added in Phase II.

SY 2021-22

Program	Grade Band	Number of Programs
BES	1 to 3	6
	3 to 5	6
	MS	9
	HS	11
CES	PS/PK	30
	K to 2	28
	3 to 5	28
	MS	15
	HS	13
ELS	PS/PK	23
	K to 2	23
ILS	3 to 5	14
	MS	11
	HS	14
SLS	3 to 5	17
	MS	14
	HS	12
TOTAL		274

SY 2022-23

Program	Grade Band	Number of Programs
BES	1 to 3	0
	3 to 5	9
	MS	11
	HS	15
CES	PS/PK	35
	K to 2	33
	3 to 5	33
	MS	15
	HS	19
ELS	PS/PK	23
	K to 2	20
ILS	3 to 5	14
	MS	14
	HS	19
SLS	3 to 5	16
	MS	15
	HS	15
TOTAL		306

Curricular Pathways to Inclusion for ELS, SLS, and BES Programs

- ESSER investments to improve instructional focus
- **K-8 scope and sequence for all self-contained programs**
- Ensuring interventions align with scope and sequence
- Identifying diagnostic and curriculum assessments that align with curriculum
- **Develop instructional on-ramps to LRE B and inclusion**
- **Build teacher knowledge and skills in AP classrooms**

SY2022-23 Program Breakdown by High School Feeder Pattern

Program	Grade Band	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	Roosevelt	Wilson	Woodson
BES	1 to 3	0	0 (-1)	0 (-1)	0 (-1)	0 (-1)	0 (-1)	0 (-1)	0	0
	3 to 5	1 (+1)	1	1	1	1	1	1	1 (+1)	1 (+1)
	MS	2 (+1)	2	1	-	1	1	1	1 (+1)	2
	HS	2	2	2 (+1)	1	1	2 (+1)	1	1 (+1)	2 (+1)
CES	PS/PK	4	5 (+1)	3 (+1)	3	5	4 (+1)	3	2	4 (+2)
	K to 2	4	5 (+1)	3 (+1)	3	5	4 (+1)	3 (-1)	2 (+1)	4 (+2)
	3 to 5	4	5 (+2)	3	3	5	4 (+1)	3	2	4 (+2)
	MS	2	2	2 (+1)	2	2 (-1)	1	-	2	2
	HS	2	2 (+1)	2	2 (+1)	2 (+1)	3 (+1)	2	2 (+1)	2 (+1)
ELS	PS/PK	4	1	2	1	2	2	1	3 (+1)	3 (-2)
	K to 2	4 (+1)	1	2 (-1)	2 (+1)	2	2 (-2)	1	3	3 (-2)
ILS	3 to 5	2 (+1)	1	1	1	1	2 (-1)	1	2	3
	MS	2	2	1	2 (+1)	2 (+1)	1	-	2 (+1)	2
	HS	2	2	3 (+1)	1	1	3 (+1)	2 (+1)	1	3 (+1)
SLS	3 to 5	3	1 (+1)	2 (+1)	1 (+1)	2 (+1)	2 (-2)	1	3	2 (-2)
	MS	2 (-1)	2	2	-	2 (+1)	2	2 (+1)	1	2
	HS	2	2 (+1)	2 (+1)	1	1	2	1	1	2 (+1)
TOTAL		42 (+3)	36 (+6)	32 (+3)	24 (+3)	35 (+2)	36	23	29 (+7)	41 (+5)

Anacostia Feeder Pattern – SY 21-22

HS	Anacostia									
	BES	BES	CES	CES	ILS	ILS	SLS	SLS		
MS										
	Excel*		Kramer				Sousa			
			BES	SLS	SLS	SLS	CES	CES	ILS	ILS
3 to 5										
	Beers	Boone	Excel	Ketcham	Kimball	Moten	Plummer	Randle	Savoy	Stanton
	CES	CES	SLS				CES		SLS	SLS
	CES								ILS	
K to 2										
	Beers	Boone	Excel	Ketcham	Kimball	Moten	Plummer	Randle	Savoy	Stanton
	CES	CES	ELS				CES		ELS	ELS
	CES									
PS/PK										
	Beers	Boone	Excel	Ketcham	Kimball	Moten	Plummer	Randle	Savoy	Stanton
	CES	CES	ELS			ELS	CES		ELS	ELS
	CES									

Anacostia Feeder Pattern – SY 22-23

HS	Anacostia									
	BES	BES	CES	CES	ILS	ILS	SLS	SLS		
MS	Excel*		Kramer				Sousa			
			BES	BES	SLS	SLS	CES	CES	ILS	ILS
3 to 5	Beers	Boone	Excel	Ketcham	Kimball	Moten	Plummer	Randall	Savoy	Stanton
	CES	CES	SLS				CES	BES	SLS	SLS
	CES								ILS	ILS
K to 2	Beers	Boone	Excel	Ketcham	Kimball	Moten	Plummer	Randall	Savoy	Stanton
	CES	CES	ELS			ELS	CES		ELS	ELS
	CES									
PS/PK	Beers	Boone	Excel	Ketcham	Kimball	Moten	Plummer	Randall	Savoy	Stanton
	CES	CES	ELS			ELS	CES	ELS	ELS	ELS
	CES									

Changes in the Anacostia HS Feeder Pattern

Program	Grade Band	SY21-22	SY22-23
BES	1 to 3	0	0
	3 to 5	0	1
	MS	1	2
	HS	2	2
	TOTAL	3	5
CES	PS/PK	4	4
	K to 2	4	4
	3 to 5	4	4
	MS	2	2
	HS	2	2
	TOTAL	16	16
ELS	PS/PK	4	4
	K to 2	3	4
	TOTAL	7	8
ILS	3 to 5	1	2
	MS	2	2
	HS	2	2
	TOTAL	5	6
SLS	3 to 5	3	3
	MS	3	2
	HS	2	2
	TOTAL	8	7
TOTAL		39	42

Anacostia Feeder Pattern – DSI's Recommended Changes for Consideration

Year 2 Net Change = +3 Classrooms

Grade Band	DSI Recommendations for SY22-23
PS/PK	<ul style="list-style-type: none">• Open 1 ELS at Randle Highlands to start ELS to BES feeder
K-2/1-3	<ul style="list-style-type: none">• Open 1 ELS at Moten to build out ELS to ILS/SLS feeder pattern
3-5	<ul style="list-style-type: none">• Open 1 BES at Randle Highlands• Open 1 ILS at Stanton to complete ELS to ILS/SLS feeder pattern
MS	<ul style="list-style-type: none">• Convert 1 SLS classroom to BES at Kramer
HS	<ul style="list-style-type: none">• No changes

Ballou Feeder Pattern – SY21-22

HS	Ballou							
	BES	BES	CES	ILS	ILS	SLS		
MS	Hart				Johnson			
	BES	BES	SLS	SLS	CES	CES	ILS	ILS
3 to 5	Garfield	Hendley	King	Leckie	Malcolm X	Patterson	Simon	Turner
	CES		CES	ILS	BES	CES		
K to 2	Garfield	Hendley	King	Leckie	Malcolm X	Patterson	Simon	Turner
	CES		CES		BES	CES	CES	MES
						ELS		
PS/PK	Garfield	Hendley	King	Leckie	Malcolm X	Patterson	Simon	Turner
	CES		CES	ELS		CES	CES	MES

Ballou Feeder Pattern – SY22-23

HS	Ballou							
	BES	BES	CES	CES	ILS	ILS	SLS	SLS
MS	Hart				Johnson			
	BES	BES	SLS	SLS	CES	CES	ILS	ILS
3 to 5	Garfield	Hendley	King	Leckie	Malcolm X	Patterson	Simon	Turner
	CES	SLS	CES	ILS	BES	CES	CES	CES
K to 2	Garfield	Hendley	King	Leckie	Malcolm X	Patterson	Simon	Turner
	CES		CES	ELS		CES	CES	MES
								CES
PS/PK	Garfield	Hendley	King	Leckie	Malcolm X	Patterson	Simon	Turner
	CES		CES	ELS		CES	CES	MES
								CES

Changes in the Ballou HS Feeder Pattern

Program	Grade Band	SY21-22	SY22-23
BES	1 to 3	1	0
	3 to 5	1	1
	MS	2	2
	HS	2	2
	TOTAL	6	5
CES	PS/PK	4	5
	K to 2	4	5
	3 to 5	3	5
	MS	2	2
	HS	1	2
	TOTAL	14	19
ELS	PS/PK	1	1
	K to 2	1	1
	TOTAL	2	2
ILS	3 to 5	1	1
	MS	2	2
	HS	2	2
	TOTAL	5	5
SLS	3 to 5	0	1
	MS	2	2
	HS	1	2
	TOTAL	3	5
TOTAL		30	36

Ballou Feeder Pattern – DSI's Recommended Changes for Consideration
Year 1 Net Change = +6 classrooms

Grade Band	DSI Recommendations for SY22-23
PS/PK	<ul style="list-style-type: none">• Open 1 CES at Turner for new feeder
K-2/1-3	<ul style="list-style-type: none">• Close 1 BES at Malcolm X• Open 1 CES at Turner for new feeder• Relocate 1 ELS at Patterson to Leckie
3-5	<ul style="list-style-type: none">• Open 1 CES at Turner for new feeder• Open 1 CES at Simon to complete feeder• Open 1 SLS at Hendley to start new ELS to SLS/ILS feeder
MS	<ul style="list-style-type: none">• No Changes
HS	<ul style="list-style-type: none">• Open 1 CES at Ballou• Open 1 SLS at Ballou

Cardozo Feeder Pattern – SY21-22

HS	Cardozo								
	BES	CES	CES	ILS	SLS				
MS	Cardozo			CHEC*			SWW @ FS*		
	BES	CES	ILS				CES - HFA	CES - HFA	
	SLS	SLS							
3 to 5	Cleveland	Cooke	Garrison	Marie Reed	Ross	Seaton	SWW @ FS*	Thomson	Tubman
		SLS	CES	BES		CES	ILS		
						CES			
K to 2	Cleveland	Cooke	Garrison	Marie Reed	Ross	Seaton	SWW @ FS*	Thomson	Tubman
		ELS	CES	BES*		CES			ELS
									ELS
PS/PK	Cleveland	Cooke	Garrison	Marie Reed	Ross	Seaton	SWW @ FS*	Thomson	Tubman
		ELS	CES			CES			ELS

Cardozo Feeder Pattern – SY22-23

HS	Cardozo							
	BES	BES	CES	CES	ILS	ILS	SLS	SLS
MS	Cardozo			CHEC*			SWW @ FS*	
	BES	CES	CES				CES - HFA	CES - HFA
	ILS	SLS	SLS					
3 to 5	Cleveland	Cooke	Garrison	Marie Reed	Ross	Seaton	SWW @ FS*	Thomson
		SLS	CES	BES		CES		SLS
						CES		ILS
K to 2	Cleveland	Cooke	Garrison	Marie Reed	Ross	Seaton	SWW @ FS*	Thomson
	CES	ELS	CES			CES		ELS
PS/PK	Cleveland	Cooke	Garrison	Marie Reed	Ross	Seaton	SWW @ FS*	Thomson
	CES	ELS	CES			CES		ELS

Changes in the Cardozo EC Feeder Pattern

Program	Grade Band	SY21-22	SY22-23
BES	1 to 3	1	0
	3 to 5	1	1
	MS	1	1
	HS	1	2
	TOTAL	4	4
CES	PS/PK	2	3
	K to 2	2	3
	3 to 5	3	3
	MS	1	2
	HS	2	2
	TOTAL	10	13
ELS	PS/PK	2	2
	K to 2	3	2
	TOTAL	5	4
ILS	3 to 5	1	1
	MS	1	1
	HS	2	3
	TOTAL	4	5
SLS	3 to 5	1	2
	MS	2	2
	HS	1	2
	TOTAL	4	6
TOTAL		27	32

Cardozo Feeder Pattern – DSI's Recommended Changes for Consideration
Year 1 Net Change = +3 Classroom

Grade Band	DSI Recommendations for SY22-23
PS/PK	<ul style="list-style-type: none">• Open 1 CES at Cleveland to start feeder
K-2/1-3	<ul style="list-style-type: none">• Close 1 BES at Marie Reed• Open 1 CES at Cleveland to start feeder• Convert 1 ELS at Tubman into 3 to 5 SLS
3-5	<ul style="list-style-type: none">• Open 1 SLS at Tubman (converted from ELS)• Relocate 1 ILS at SWW@FS to Tubman to complete feeder
MS	<ul style="list-style-type: none">• Open 1 new CES at Cardozo• Programs may shuffle between SWW@FS, Cardozo, and CHEC
HS	<ul style="list-style-type: none">• Open 1 BES at Cardozo• Open 1 ILS at Cardozo• Open 1 SLS at Cardozo

Coolidge Feeder Pattern – SY21-22

HS	Coolidge									
	BES	CES	ILS	SLS						
MS										
	Ida B. Wells					MacFarland (shown in Roosevelt feeder)				
	CES	CES	ILS							
3 to 5										
	Brightwood*	LaSalle*	Takoma*	Whittier*						
	CES	BES	CES	CES						
			CES - HFA	ILS						
K to 2										
	Brightwood*	LaSalle*	Takoma*	Whittier*						
	CES	BES*	CES	CES						
				ELS						
PS/PK										
	Brightwood*	LaSalle*	Takoma*	Whittier*						
	CES		CES	CES						
				ELS						

Coolidge Feeder Pattern – SY22-23

HS	Coolidge									
	BES	CES	CES	ILS	SLS					
MS	Ida B. Wells					MacFarland (shown in Roosevelt feeder)				
	CES	CES	ILS	ILS						
3 to 5	Brightwood	LaSalle	Takoma	Whittier						
	CES	BES	CES	CES						
		SLS	CES - HFA	ILS						
K to 2	Brightwood*	LaSalle*	Takoma*	Whittier*						
	CES	ELS	CES	CES						
				ELS						
PS/PK	Brightwood*	LaSalle*	Takoma*	Whittier*						
	CES		CES	CES						
				ELS						

Changes in the Coolidge HS Feeder Pattern

Program	Grade Band	SY21-22	SY22-23
BES	1 to 3	1	0
	3 to 5	1	1
	MS	-	-
	HS	1	1
	TOTAL	3	3
CES	PS/PK	3	3
	K to 2	3	3
	3 to 5	3	3
	MS	2	2
	HS	1	2
	TOTAL	12	13
ELS	PS/PK	1	1
	K to 2	1	2
	TOTAL	2	3
ILS	3 to 5	1	1
	MS	1	2
	HS	1	1
	TOTAL	3	4
SLS	3 to 5	0	1
	MS	-	-
	HS	1	1
	TOTAL	1	2
TOTAL		21	24

Coolidge Feeder Pattern – DSI's Recommended Changes for Consideration
Year 1 Net Change = +3 classrooms

Grade Band	DSI Recommendations for SY22-23
PS/PK	<ul style="list-style-type: none">• No Changes
K-2/1-3	<ul style="list-style-type: none">• Close 1 BES• Open 1 ELS at LaSalle-Backus
3-5	<ul style="list-style-type: none">• Open 1 SLS at LaSalle-Backus
MS	<ul style="list-style-type: none">• Open 1 ILS at Ida B. Wells
HS	<ul style="list-style-type: none">• Open 1 CES at Coolidge

Dunbar Feeder Pattern – SY21-22

HS	Dunbar							
	BES	CES	ILS	SLS				
MS								
	Brookland		McKinley		WJEC*		Wheatley*	
	CES	CES	BES	ILS	CES			
			SLS					
3 to 5								
	Bunker Hill	Burroughs	Langdon	Langley	Noyes	WJEC*	Wheatley*	
	CES	CES	CES	BES	SLS	CES		
				CES	ILS			
K to 2								
	Bunker Hill	Burroughs	Langdon	Langley	Noyes	WJEC*	Wheatley*	
	CES	CES	CES	BES*	ELS	CES	ELS	
				CES				
PS/PK								
	Bunker Hill	Burroughs	Langdon	Langley	Noyes	WJEC*	Wheatley*	
	CES	CES	CES	CES	ELS	CES	ELS	

Dunbar Feeder Pattern – SY22-23

HS	Dunbar						
	BES	CES	CES	LS	LS	SLS	
MS	Brookland		McKinley		WJEC*		Wheatley*
	CES	CES	BES	SLS	CES		
	LS	LS	SLS				
3 to 5	Bunker Hill	Burroughs	Langdon	Langley	Noyes	WJEC*	Wheatley*
	CES	CES	CES	BES	SLS	CES	SLS
				CES	LS		
K to 2	Bunker Hill	Burroughs	Langdon	Langley	Noyes	WJEC*	Wheatley*
	CES	CES	CES	CES	ELS	CES	ELS
PS/PK	Bunker Hill	Burroughs	Langdon	Langley	Noyes	WJEC*	Wheatley*
	CES	CES	CES	CES	ELS	CES	ELS

Changes in the Dunbar HS Feeder Pattern

Program	Grade Band	SY21-22	SY22-23
BES	1 to 3	1	0
	3 to 5	1	1
	MS	1	1
	HS	1	1
	TOTAL	4	3
CES	PS/PK	5	5
	K to 2	5	5
	3 to 5	5	5
	MS	3	2
	HS	1	2
	TOTAL	19	19
ELS	PS/PK	2	2
	K to 2	2	2
	TOTAL	4	4
ILS	3 to 5	1	1
	MS	1	2
	HS	1	1
	TOTAL	3	4
SLS	3 to 5	1	2
	MS	1	2
	HS	1	1
	TOTAL	3	5
TOTAL		33	35

Dunbar Feeder Pattern – DSI's Recommended Changes for Consideration
Year 1 Net Change = +2 classrooms

Grade Band	DSI Recommendations for SY22-23
PS/PK	<ul style="list-style-type: none">• No Changes
K-2/1-3	<ul style="list-style-type: none">• Close 1 BES at Langley
3-5	<ul style="list-style-type: none">• Open 1 SLS at Wheatley to continue build out of ELS – SLS/ILS feeder
MS	<ul style="list-style-type: none">• Close 1 CES at Walker-Jones• Open 1 ILS at Brookland• Relocate 1 ILS from McKinley to Brookland• Open 1 SLS at McKinley
HS	<ul style="list-style-type: none">• Open 1 ILS at Dunbar

Eastern Feeder Pattern – SY21-22

HS	Eastern													
	BES	CES	CES	ILS	ILS	SLS	SLS							
MS														
	Browne*		Cap Hill*					Jefferson		Stuart-Hobson				
								SLS	SLS	CES	ILS			
								BES						
3 to 5														
	Amidon	Brent	Browne*	Cap Hill*	JO Wilson	Ludlow	Maury	Miner	Payne	Peabody	SWS	Thomson	Tyler	Van Ness
	SLS		CES		ILS	CES		ILS	BES		CES - HFA*		CES	
					SLS	ILS		SLS	DHOH		MES		SLS	
K to 2														
	Amidon	Brent	Browne*	Cap Hill*	JO Wilson	Ludlow	Maury	Miner	Payne	Peabody	SWS	Thomson	Tyler	Van Ness
	ELS		CES		ELS	CES		ELS	BES*		CES - HFA*		CES	
						ELS			DHOH		MES			
PS/PK														
	Amidon	Brent	Browne*	Cap Hill*	JO Wilson	Ludlow	Maury	Miner	Payne	Peabody	SWS	Thomson	Tyler	Van Ness
			CES		ELS			ELS	DHOH		MES		CES	
											CES			

Eastern Feeder Pattern – SY22-23

HS	Eastern													
	BES	BES	CES	CES	CES	LS	ILS	LS	SLS	SLS				
MS														
	Browne			Cap Hill			Jefferson				Stuart-Hobson			
							SLS	SLS	BES		CES	ILS		
3 to 5														
	Amidon	Brent	Browne*	Cap Hill*	JO Wilson	Ludlow	Maury	Miner	Payne	Peabody	SWS	Thomson	Tyler	Van Ness
	CES		CES		ILS	CES		ILS	BES		CES - HFA*		CES	
					SLS			SLS	DHOH		MES			
K to 2														
	Amidon	Brent	Browne*	Cap Hill*	JO Wilson	Ludlow	Maury	Miner	Payne	Peabody	SWS	Thomson	Tyler	Van Ness
	CES		CES		ELS	CES		ELS	DHOH		CES - HFA*		CES	
											MES			
PS/PK														
	Amidon	Brent	Browne*	Cap Hill*	JO Wilson	Ludlow	Maury	Miner	Payne	Peabody	SWS	Thomson	Tyler	Van Ness
	CES		CES		ELS	CES		ELS	DHOH		MES		CES	

Changes in the Eastern HS Feeder Pattern

Program	Grade Band	SY21-22	SY22-23
BES	1 to 3	1	0
	3 to 5	1	1
	MS	1	1
	HS	1	2
	TOTAL	4	4
CES	PS/PK	3	4
	K to 2	3	4
	3 to 5	3	4
	MS	1	1
	HS	2	3
	TOTAL	12	16
ELS	PS/PK	2	2
	K to 2	4	2
	TOTAL	6	4
ILS	3 to 5	3	2
	MS	1	1
	HS	2	3
	TOTAL	6	6
SLS	3 to 5	4	2
	MS	2	2
	HS	2	2
	TOTAL	8	6
TOTAL		36	36

Eastern Feeder Pattern – DSI's Recommended Changes for Consideration

Year 1 Net Change = 0 Change

Grade Band	DSI Recommendations for SY22-23
PS/PK	<ul style="list-style-type: none"> Relocate 1 CES from SWS@Goding to Ludlow-Taylor Open 1 CES at Amidon-Bowen to create new feeder
K-2/1-3	<ul style="list-style-type: none"> Close 1 BES at Payne Close 1 ELS at Ludlow-Taylor Close 1 ELS at Amidon-Bowen Open 1 CES at Amidon-Bowen to create new feeder
3-5	<ul style="list-style-type: none"> Close 1 ILS at Ludlow-Taylor Close 1 SLS at Tyler Close 1 SLS at Amidon-Bowen Open 1 CES at Amidon-Bowen to create new feeder
MS	<ul style="list-style-type: none"> No Changes
HS	<ul style="list-style-type: none"> Open 1 BES at Eastern Open 1 CES at Eastern Open 1 ILS at Eastern

Roosevelt Feeder Pattern – SY21-22

HS	Roosevelt							
	BES	CES	CES	ILS	SLS			
MS	MacFarland				Ida B Wells (shown in Coolidge feeder)			
	BES	SLS						
3 to 5	Barnard	Bruce-Monroe	DHES	Powell	Raymond	Truesdell	West	
	CES		CES		CES	BES	ILS	
							SLS	
K to 2	Barnard	Bruce-Monroe	DHES	Powell	Raymond	Truesdell	West	
	CES		CES	CES	CES	BES	ELS	
PS/PK	Barnard	Bruce-Monroe	DHES	Powell	Raymond	Truesdell	West	
	CES		CES		CES		ELS	

Roosevelt Feeder Pattern – SY22-23

HS	Roosevelt							
	BES	CES	CES	ILS	ILS	SLS		
MS	MacFarland				Ida B Wells (shown in Coolidge feeder)			
	BES	SLS	SLS					
3 to 5	Barnard	Bruce-Monroe	DHES	Powell	Raymond	Truesdell	West	
	CES		CES		CES	BES	ILS	
							SLS	
K to 2	Barnard	Bruce-Monroe	DHES	Powell	Raymond	Truesdell	West	
	CES		CES		CES		ELS	
PS/PK	Barnard	Bruce-Monroe	DHES	Powell	Raymond	Truesdell	West	
	CES		CES		CES		ELS	

Changes in the Roosevelt HS Feeder Pattern

Program	Grade Band	SY21-22	SY22-23
BES	1 to 3	1	0
	3 to 5	1	1
	MS	1	1
	HS	1	1
	TOTAL	4	3
CES	PS/PK	3	3
	K to 2	4	3
	3 to 5	3	3
	MS	-	-
	HS	2	2
	TOTAL	12	11
ELS	PS/PK	1	1
	K to 2	1	1
	TOTAL	2	2
ILS	3 to 5	1	1
	MS	-	-
	HS	1	2
	TOTAL	2	3
SLS	3 to 5	1	1
	MS	1	2
	HS	1	1
	TOTAL	3	4
TOTAL		23	23

Roosevelt Feeder Pattern – DSI's Recommended Changes for Consideration
Year 1 Net Change = 0 Change

Grade Band	DSI Recommendations for SY22-23
PS/PK	<ul style="list-style-type: none">• No Changes
K-2/1-3	<ul style="list-style-type: none">• Close 1 BES at Truesdell• Close 1 CES at Powell
3-5	<ul style="list-style-type: none">• No Changes
MS	<ul style="list-style-type: none">• Open 1 SLS at MacFarland
HS	<ul style="list-style-type: none">• Open 1 ILS at Roosevelt

Wilson Feeder Pattern SY21-22

HS	Wilson											
	CES	ILS	SLS	CES - HFA	DHOH	Non-Cat						
MS	Deal				Hardy				Oyster-Adams*			
	CES	SLS	SLS		CES	ILS	DHOH					
3 to 5	Bancroft	Eaton	Hearst	Hyde	Janney	Key	Lafayette	Mann	Murch	Oyster-Adams*	Shepherd	Stoddert
	SLS	ILS	CES				ILS		SLS			
							SLS					
							CES					
K to 2	Bancroft	Eaton	Hearst	Hyde	Janney	Key	Lafayette	Mann	Murch	Oyster-Adams*	Shepherd	Stoddert
	ELS		CES				ELS		ELS			
PS/PK	Bancroft	Eaton	Hearst	Hyde	Janney	Key	Lafayette	Mann	Murch	Oyster-Adams*	Shepherd	Stoddert
	ELS		CES						ELS		CES	

Wilson Feeder Pattern SY22-23

HS	Wilson											
	BES	CES	CES	LS	SLS	CES – HFA	DHOH					
MS												
	Deal				Hardy				Oyster-Adams*			
	BES	SLS	SLS		CES	CES	LS	LS				
					DHOH							
3 to 5												
	Bancroft	Eaton	Hearst	Hyde	Janney	Key	Lafayette	Mann	Murch	Oyster-Adams*	Shepherd	Stoddert
	SLS	BES	CES				LS		SLS		CES	
							SLS		LS			
K to 2												
	Bancroft	Eaton	Hearst	Hyde	Janney	Key	Lafayette	Mann	Murch	Oyster-Adams*	Shepherd	Stoddert
	ELS		CES				ELS		ELS		CES	
PS/PK												
	Bancroft	Eaton	Hearst	Hyde	Janney	Key	Lafayette	Mann	Murch	Oyster-Adams*	Shepherd	Stoddert
	ELS		CES				ELS		ELS		CES	

Changes in the Wilson HS Feeder Pattern

Program	Grade Band	SY21-22	SY22-23
BES	1 to 3	0	0
	3 to 5	0	1
	MS	0	1
	HS	0	1
	TOTAL	0	3
CES	PS/PK	2	2
	K to 2	1	2
	3 to 5	2	2
	MS	2	2
	HS	1	2
	TOTAL	8	10
ELS	PS/PK	2	3
	K to 2	3	3
	TOTAL	5	6
ILS	3 to 5	2	2
	MS	1	2
	HS	1	1
	TOTAL	4	5
SLS	3 to 5	3	3
	MS	1	1
	HS	1	1
	TOTAL	5	5
TOTAL		22	29

Wilson Feeder Pattern – DSI's Recommended Changes for Consideration
Year 1 Net Change = +7 classrooms

Grade Band	DSI Recommendations for SY22-23
PS/PK	<ul style="list-style-type: none">• Open 1 ELS at Lafayette
K-2/1-3	<ul style="list-style-type: none">• Open 1 CES at Shepherd to continue feeder
3-5	<ul style="list-style-type: none">• Relocate 1 ILS at Eaton to Murch to complete feeder• Relocate 1 CES at Lafayette to Shepherd to complete feeder• Open 1 BES at Eaton
MS	<ul style="list-style-type: none">• Open 1 BES at Deal• Open 1 ILS at Hardy• Relocate 1 CES at Deal to hardy
HS	<ul style="list-style-type: none">• Open 1 CES at Wilson• Convert 1 Non-Categorical to BES at Wilson

Woodson Feeder Pattern – SY21-22

HS	Woodson							
	BES	CES	ILS	ILS	SLS			
MS	Kelly Miller**				Eliot-Hine**			
	BES	BES	SLS	SLS	CES	CES	ILS	ILS
3 to 5	Aiton	Burrville	CW Harris	Drew	Houston	Nalle	Smothers	Thomas
	SLS		ILS	SLS	CES	SLS	SLS	ILS
					CES			ILS
K to 2	Aiton	Burrville	CW Harris	Drew	Houston	Nalle	Smothers	Thomas
	ELS		ELS	ELS	CES		ELS	ELS
					CES			
PS/PK	Aiton	Burrville	CW Harris	Drew	Houston	Nalle	Smothers	Thomas
	ELS		ELS	ELS	CES		ELS	ELS
					CES			

Woodson Feeder Pattern – SY22-23

HS	Woodson							
	BES	BES	CES	CES	ILS	ILS	ILS	SLS
MS	Kelly Miller**				Eliot-Hine**			
	BES	BES	SLS	SLS	CES	CES	ILS	ILS
3 to 5	Aiton	Burrville	CW Harris	Drew	Houston	Nalle	Smothers	Thomas
	BES		ILS	CES	CES	CES	SLS	ILS
			SLS		CES		ILS	
K to 2	Aiton	Burrville	CW Harris	Drew	Houston	Nalle	Smothers	Thomas
			ELS	CES	CES	CES	ELS	ELS
					CES			
PS/PK	Aiton	Burrville	CW Harris	Drew	Houston	Nalle	Smothers	Thomas
			ELS	CES	CES	CES	ELS	ELS
					CES			

Changes in the Woodson HS Feeder Pattern

Program	Grade Band	SY21-22	SY22-23
BES	1 to 3	0	0
	3 to 5	0	1
	MS	2	2
	HS	1	2
	TOTAL	3	5
CES	PS/PK	2	4
	K to 2	2	4
	3 to 5	2	4
	MS	2	2
	HS	1	2
	TOTAL	9	16
ELS	PS/PK	5	3
	K to 2	5	3
	TOTAL	10	6
ILS	3 to 5	3	3
	MS	2	2
	HS	2	3
	TOTAL	7	8
SLS	3 to 5	4	2
	MS	2	2
	HS	1	2
	TOTAL	7	6
TOTAL		36	41

Woodson Feeder Pattern – DSI's Recommended Changes for Consideration

Year 1 Net Change = +5 classrooms

Grade Band	DSI Recommendations for SY22-23
PS/PK	<ul style="list-style-type: none">• Open 1 CES at Nalle to open new feeder• Close 1 ELS at Smothers• Convert 1 ELS to CES at Drew
K-2/1-3	<ul style="list-style-type: none">• Open 1 CES at Nalle to open new feeder• Close 1 ELS at Smothers• Convert 1 ELS to CES at Drew
3-5	<ul style="list-style-type: none">• Open 1 CES at Nalle to open new feeder• Convert 1 SLS to BES at Smothers• Convert 1 SLS to CES at Drew• Relocate 1 ILS from Thomas to Aiton• Relocate 1 SLS at Nalle to CW Harris
MS	<ul style="list-style-type: none">• No Changes
HS	<ul style="list-style-type: none">• Open 1 BES at Woodson• Open 1 CES at Woodson• Open 1 ILS at Woodson• Open 1 SLS at Woodson

Academic Programs – School Support Model

Level of Support	Frequency	Ranking Criteria
High	Weekly	Rise School <ul style="list-style-type: none"> • New program, first time in building • New program type, closed programs High Performing <ul style="list-style-type: none"> • New program, first time in building
Medium	2 – 4 Week Cycle	Rise School <ul style="list-style-type: none"> • Status quo High Performing <ul style="list-style-type: none"> • New program type, closed programs
Low	4 - 6 Week Cycle	High Performing <ul style="list-style-type: none"> • Status quo
* Rise School (1 and 2 Star) ** High Performing (3 to 5 Stars)		

ELS Program

Program Manager: Megan Gregory
megan.gregory@k12.dc.gov, ph. 202-643-5640

Student Profile:

- 20+ hours of specialized instruction outside GE
- Developmental Delay or Other Health Impairment
- Some students may require a modified curriculum while others can access differentiated DCPS curriculum
- Student progress is monitored to determine appropriate program placement for 3rd grade (inclusion, ILS, SLS, BES)

Job Embedded Supports for Teachers:

- Supports teaching staff in their professional growth
- In-service professional development
- Supports principals in evaluation & performance of teachers
- Uses specialized expertise to improve classroom challenges
- Supports staff through collaborative consultation

Resources Provided for New CES Classrooms

Grade Level	Curriculum	Equipment
PK	STAR	N/A
K-2	Touch Math	N/A

Grade Level	Interventions	Assessments
PK	N/A	GOLD
K-2	Touch Math	Brigance IED III

CES Program

Program Manager: Megan Gregory
megan.gregory@k12.dc.gov, ph. 202-643-5640

Student Profile:

- 20+ hours of specialized instruction outside GE
- Autism Spectrum Disorder or Developmental Delay
- Requires a modified curriculum and pacing
- High School Achievement Certificate
- Most take the MSAA and DLM

Job Embedded Supports for Teachers:

- Supports teaching staff in their professional growth
- In-service professional development
- Supports principals in evaluation & performance of teachers
- Uses specialized expertise to improve classroom challenges
- Supports staff through collaborative consultation
- Train staff on behavioral supports for students in SCC

Resources Provided for New CES Classrooms

Grade Level	Curriculum	Equipment
PK	STAR	N/A
K-2	STAR	N/A
3-5	STAR and Attainment	N/A
6-8	Attainment	N/A
9-12	Unique Learning System	N/A

Grade Level	Interventions	Assessments
PK	N/A	VBMAPP
K-2	Edmark and Failure Free	VBMAPP
3-5	Edmark and Failure Free	VBMAPP and Brigance
6-8	Edmark and Failure Free	Brigance
9-12	Edmark and Failure Free	Brigance

ILS Program

Program Manager: Anna Chirighin
 anna.chirighin@k12.dc.gov ph. (202) 578-1281

Student Profile:

- 20+ hours of specialized instruction outside GE
- Moderate intellectual disability and adaptive functioning needs
- Requires a modified curriculum and pacing
- High School Achievement Certificate
- Most take the MSAA and DLM

Job Embedded Supports for Teachers:

- Supports teaching staff in their professional growth
- In-service professional development
- Supports principals in evaluation & performance of teachers
- Uses specialized expertise to improve classroom challenges
- Supports staff through collaborative consultation

Resources Provided for New ILS Classrooms

Grade Level	Curriculum	Equipment
3-5	Attainment Core Curriculum	2-3 iPads
6-8	Attainment Core Curriculum	2-3 iPads
9-12	Unique Learning System	2-3 iPads

Grade Level	Interventions	Assessments
3-5	Edmark Reading, Failure Free Reading	Curriculum-embedded, Brigance
6-8	Edmark Reading, Failure Free Reading	Curriculum-embedded, Brigance
9-12	Edmark Reading, Failure Free Reading	Curriculum-embedded, Brigance

SLS Program

Program Manager: Crystal Millington
 crystal.millington@k12.dc.gov, ph. (202) 731-5571

Student Profile:

- 20+ hours of Specialized Instruction outside GE
- Differentiated DCPS Curriculum
- Diploma track
- Range of disability classifications (OHI, ID, SLD, AUT, MD)
- Students with complex learning needs

Job Embedded Supports for Teachers:

- Evidenced Based Professional Development
- Guidance on best practices to support students
- Identify goals to build student engagement
- Supports teachers with professional growth
- Supports staff with collaboration opportunities

Resources Provided for New SLS Classrooms

Grade Level	Curriculum	Equipment
3-5	DCPS Scope and Sequence, Ed Helper	Desktop computers
6-8	DCPS Scope and Sequence, Ed Helper	Desktop computers
9-12	DCPS Scope and Sequence, Ed Helper	Desktop computers

Grade Level	Interventions	Assessments
3-5	LLI Kits	N/A
6-8	STARI, Do the Math	N/A
9-12	STARI, Do the Math	N/A

BES Program

Program Manager: Crystal Millington
 crystal.millington@k12.dc.gov, ph. (202) 731-5571

Student Profile:

- 20+ hours of specialized instruction outside of GE
- Diploma Track
- Differentiated DCPS Curriculum
- Emotional/behavioral disabilities or students who exhibit behaviors that significantly interfere with learning

Job Embedded Supports for Teachers:

- Direct support from Central Services Specialist
- Evidenced Based Professional Development
- Guidance on best practices to support students
- Identify goals to build student engagement
- Supports teachers with personal growth
- Supports staff with collaboration opportunities

Resources Provided for New BES Classrooms

Grade Level	Curriculum	Equipment
3-5	DCPS Scope and Sequence, Ed Helper	Desktop Computers
6-8	DCPS Scope and Sequence, Ed Helper	Desktop Computers
9-12	DCPS Scope and Sequence, Ed Helper	Desktop Commputers
Grade Level	Interventions	Assessments
3-5	LLI Kits	N/A
6-8	STARI, Do the Math	N/A
9-12	STARI, Do the Math	N/A

Appendix

# of New CES Programs by School Year				
Program	Grade Band	SY 20-21	SY 21-22	SY 22-23
CES	PS/PK	6	5	6
	K to 2	6	0	6
	3 to 5	9	0	6
	MS	1	6	2
	TOTAL	33	21	24

Self-Contained Staffing Allocations

Program Type	Primary Disabilities	Grade Bands	Student : Staff Ratio
Behavior & Education Support (BES)	Emotional Disturbance, Multiple Disabilities, or Other Health Impairment	1-3, 3-5, 6-8	10:3
		9-12	12:3
Communication & Education Support (CES)	Autism Spectrum Disorder or Developmental Delay	K-2, 3-5, 6-8, 9-12/C8	8:3
Communication & Education Support – HFA	Autism Spectrum Disorder or Developmental Delay	Non-banded	8:3
Early Childhood Communication & Education Support	Autism Spectrum Disorder or Developmental Delay	PK3-PK4	6:3
Early Learning Support (ELS)	Developmental Delay and Other Health Impairment	PK3-PK4, K-2	10:2
Independence & Learning Support (ILS)	Intellectual Disability and Other Health Impairment	3-5, 6-8, 9-12/C8	10:2
Medical & Education Support (MES)	Multiple Disabilities and Other Health Impairment	PK3-PK4, K-2	8:3
Sensory Support – Hearing (DHOH)	Deafness and Hearing Impairment	PK3-PK4, K-2, 3-5, 6-9, 9-12	12:2
Specific Learning Support (SLS)	Specific Learning Disability and Other Health Impairment	3-5, 6-8	12:2
		9-12	15:2