

BOARD MEMO

Date: April 11, 2024

For ACTION _____

For INFORMATION X

FROM: Matt Smith, Policy Services Consultant

THROUGH: Melanie Kay-Wyatt, Ed.D., Superintendent of Schools

TO: The Honorable Michelle Rief, Chair, and
Members of the Alexandria City School Board

TOPIC: Proposed Policy Revisions

ACPS 2025 STRATEGIC PLAN GOAL:

- Goal 1: Systemic Alignment
- Goal 2: Instructional Excellence
- Goal 3: Student Accessibility and Support
- Goal 4: Strategic Resource Allocation
- Goal 5: Family and Community Engagement

SY 2023-2024 FOCUS AREA:

N/A

FY 2024 BUDGET PRIORITY:

- Full Implementation of Students with Disabilities Action Plan
- Reduce Class Sizes
- K-4 Literacy
- Target Chronic Absenteeism
- Restorative Practices Supports
- Increase Support for Social and Emotional Learning

SUMMARY:

Staff are proposing the revision of several policies and regulations. Summaries of the revision, including links to code changes where appropriate, are presented in the Details section. Red-line changes and comments are included in the draft policies. These policies have been reviewed for code alignment and VSBA model policy alignment, audited for equity, edited by a team of staff members, and reviewed by the SLT and the Board Policy Subcommittee.

These revisions are proposed for adoption at the April 25, 2024, School Board Meeting.

DETAILS:

The following summarizes the proposed revisions, details are in the track-changes of the draft policies.

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GAH - School Employee Conflict of Interests

- 5 year review
- Standard changes

GBM - Licensed Staff Grievances

GBMA - Support Staff Grievances

GBM-R - Licensed Staff Grievances Regulations

GBMA-R - Support Staff Grievances Regulations

- 5-year review
- VSBA model policy alignment
- Standard changes
- Merged regulations GBM-R and GBMA-R
- Updated the regulation to provide breadcrumbs to the VAC rather than replicating the VAC.
- Clarified that the procedures are the same for all staff

GBN - Application for Positions

- 5-year review
- VSBA model policy alignment
- Standard changes
- Added that the Superintendent will develop procedures to fill vacancies
- Minor rewording to improve readability
- Added that forms are digital

GC - Licensed Staff

- Code change (2023)
- Added that teachers who have met qualifications and are awaiting VBOE licensure approval are eligible to teach
- Updated to clarify that the teacher only needs to receive a satisfactory evaluation on their provisional license if they are employed, per the amendment of Va. Code § 22.1-299 by HB 2375 and [SB 1052](#).
 - **Advisory Board on Teacher Education and Licensure; teacher licensure, recruitment, and retention.** Directs the Advisory Board on Teacher Education and Licensure to advise the Board of Education and submit recommendations on policies related to helping school divisions more effectively recruit and retain licensed teachers. The bill also requires the Board of Education to extend for at least one additional year, but for no more than two additional years, a teacher's three-year provisional license upon receiving from the division superintendent (i)

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a recommendation for such extension and (ii) satisfactory performance evaluations for such teacher for each year during the original three-year provisional license for which such teacher was actually employed and received a filed performance evaluation. Current law requires satisfactory performance evaluations for such teacher for each year of the original three-year provisional license in order to be eligible for such an extension.

GCDA - Effect of Criminal Conviction or Founded Complaint of Child Abuse or Neglect

- Code Change (2023)
- Standard changes
- Added a statement that the Board does not employ individuals who have a pattern of criminal convictions related to their position
- Updated to include the solicitation of sexual offenses per the amendment of Va. Code § 22.1-296.1 by [HB 1822](#).
 - **Public school employees; offense involving solicitation of sexual molestation, physical or sexual abuse, or rape of a child; penalty.** Provides that the convictions that bar employment and contract work that requires direct contact with students on school property during school hours or school-sponsored activities in public schools include any offense involving the solicitation of sexual molestation, physical or sexual abuse, or rape of a child. Current law prohibits any school board from employing or contracting with anyone who has been convicted of a violent felony set forth in the definition of barrier crime or any offense involving sexual molestation, physical or sexual abuse, or rape of a child, but does not specify that this includes any offense involving the solicitation of any such offense.

GCE - Part Time and Substitute Licensed Staff Employment

- Code change (2023)
- Title changed to Substitute Teachers
- Relocated information about Homebound, Part-time, Substitute Teachers to GCF
- Relocated information about student teachers and interns to LEA
- Policy updated to reflect enactment of Acts 2023, c. 641, derived from [HB 2457](#), and to reflect content of Legal References.
 - **Public elementary and secondary school teachers; frequency of certain training activities; length of temporary teacher employment.** Prohibits any public elementary or secondary school teacher from being required to participate more frequently than once every five years in certain training relating to the appropriate management of student conduct and student offenses in violation of school board policies or relating to secure mandatory test violations. The bill also

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permits, during the 2023-2024 and 2024-2025 school years, any school board to employ a temporarily employed teacher to fill a vacancy for a period of time not to exceed 180 days during one school year, with certain conditions and limitations.

GCF - Part Time Licensed Staff Employment

- New Policy
- Created to make it easier to find governance over part-time teachers
- Content relocated from GCE

GCL - Professional Staff Development

- Code change (2023)
- Standard changes
- Updated to use the term Professional Learning
- Added a requirement to align Professional Learning with national standards
- Updated enactment of Va. Code § 22.1-298.8 by [HB 2457](#) which provides limits on professional learning.
 - **Public elementary and secondary school teachers; frequency of certain training activities; length of temporary teacher employment.** Prohibits any public elementary or secondary school teacher from being required to participate more frequently than once every five years in certain training relating to the appropriate management of student conduct and student offenses in violation of school board policies or relating to secure mandatory test violations. The bill also permits, during the 2023-2024 and 2024-2025 school years, any school board to employ a temporarily employed teacher to fill a vacancy for a period of time not to exceed 180 days during one school year, with certain conditions and limitations.
- Policy updated to reflect the amendment of Va. Code § 22.1-253.13:5 by [HB 319](#)/SB 616 (2022)
 - **Virginia Literacy Act; early student literacy; evidence-based literacy instruction; science-based reading research.** Makes several changes relating to early student literacy, including requiring (i) each education preparation program offered by a public institution of higher education or private institution of higher education or alternative certification program that provides training for any individual seeking initial licensure with an endorsement in a certain area, including as a reading specialist, to demonstrate mastery of science-based reading research and evidence-based literacy instruction, as such terms are defined in the bill; (ii) the literacy assessment required of individuals seeking initial teacher licensure with endorsements in certain areas to include a rigorous test of science-based reading

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research and evidence-based literacy instruction; (iii) each local school board to establish a divisionwide literacy plan; (iv) each local school board to employ one reading specialist for each 550 students in kindergarten through grade three; and (v) each local school board to provide a program of literacy instruction whereby, among other things, (a) the program provides reading intervention services to students in kindergarten through grade three who demonstrate deficiencies based on their individual performance on the Standards of Learning reading assessment or an early literacy screener provided or approved by the Department of Education; (b) a reading specialist, in collaboration with the teacher of any student who receives such reading intervention services, develops, oversees implementation of, and monitors student progress on a student reading plan; and (c) each student who receives such reading intervention services is assessed utilizing either the early literacy screener provided or approved by the Department or the grade-level reading Standards of Learning assessment again at the end of that school year. The provisions of the bill become effective beginning with the 2024–2025 school year. This bill is identical to **SB 616**.

- Policy updated to reflect the amendment of Va. Code § 22.1-253.13:5 by [HB 1526](#) and SB 1175 (2023).
 - **Student literacy measures; scope; students in grades four through eight.**

Expands several provisions of the Virginia Literacy Act, enacted during the 2022 Regular Session of the General Assembly, effective with the 2024–2025 school year, and currently applicable to students in kindergarten through grade three, to students in grades four through eight, including (i) requiring each local school board to provide a program of literacy instruction to such students that is aligned with science-based reading research and provides evidenced-based literacy instruction; (ii) requiring each local school board to provide reading intervention services to such students who demonstrate substantial deficiencies based on their individual performance on the Standards of Learning reading assessment or a literacy screener provided or approved by the Department of Education; (iii) permitting the reading plan required for certain students in grades six through eight to include a literacy course, in addition to the course required by the Standards of Learning in English, that provides the specific evidence-based literacy instruction identified in such plan; (iv) requiring the Department to develop a list of core literacy curricula, supplemental instruction practices and programs, and intervention programs that consist of evidence-based literacy instruction aligned with science-based reading research for such students; (v) requiring each local school board to employ one reading specialist

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for each 550 students in kindergarten through grade eight; (vi) requiring the Board of Education to provide guidance on and each local school board to provide high-quality professional development and training in science-based reading research and evidence-based literacy instruction for certain middle school personnel; and (vii) requiring each divisionwide comprehensive plan to include a divisionwide literacy plan for such students.

GCPF - Suspension of Staff Members

- 5-year review
- Standard Changes

GCQB - Staff Research and Publishing

- 5-year review
- Standard Changes

GD - Support Staff

- 5-year review
- VSBA model policy alignment

GDB - Support Staff Employment Status

- 5-year review
- VSBA model policy alignment

GDG - Support Staff Probationary Period

- 5-year review
- VSBA model policy alignment

BACKGROUND:

The proposed revisions are part of the Board's ongoing work to provide ACPS with high-quality governance. ACPS has over 400 policies and regulations and has established the target of reviewing at least 100 policies and regulations each school year. Candidate policies for revision are drawn from code changes, changes in the VSBA model policies, the code requirement that policies are reviewed every 5 years, and policies and regulations that have been identified by the Board and/or staff for review.

Drafts of proposed revisions are available for public review as part of the Policy Subcommittee, Board Information, and Board Action processes.

RECOMMENDATION:

The Superintendent recommends that the School Board review the information about the proposed policy revisions.

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IMPACT:

By auditing policies for equity, code compliance, and appropriate guidance the School Board ensures that ACPS has high-quality governance.

ATTACHMENTS:

1. 240411_GAH - School Employee Conflict of Interests.pdf
2. 240411_GBM - Licensed Staff Grievances.pdf
3. 240411_GBM-R - Licensed Staff Grievances Regulations.pdf
4. 240411_GBMA - Support Staff Grievances.pdf
5. 240411_GBMA-R - Support Staff Grievances Regulation.pdf
6. 240411_GBN - Application for Positions.pdf
7. 240411_GC - Licensed Staff.pdf
8. 240411_GCDA - Effect of Criminal Conviction or Founded Complaint of Child Abuse or Neglect.pdf
9. 240411_GCE - Part Time and Substitute Licensed Staff Employment.pdf
10. 240411_GCF - Part Time Licensed Staff Employment.pdf
11. 240411_GCL - Professional Staff Development.pdf
12. 240411_GCPF - Suspension of Staff Members.pdf
13. 240411_GCQB - Staff Research and Publishing.pdf
14. 240411_GD - Support Staff.pdf
15. 240411_GDB - Support Staff Employment Status.pdf
16. 240411_GDG - Support Staff Probationary Period.pdf

REFERENCES:

1. March 14, 2024 SB Policy Subcommittee Meeting

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