

Student Placement Policies - Staff December 6, 2021 Staff Feedback

Policy	Focus Group Feedback
JECB- Admission of Nonpublic School Students	<ul style="list-style-type: none"> ● No comments.
JECA- Admission of Homeless Children	<ul style="list-style-type: none"> ● Change title to: "Students who are experiencing homelessness." ● Add: "in accordance with the McKinney-Vento Homeless Assistance Act." ● Is it possible to add examples of temporary shelter? (i.e. hotel, motel) ● McKinney-Vento criteria is case by case and cannot be guided by unclear policy definitions. (hotel vs. shelter vs. couch surfing) ● PreK is currently excluded. ● When no transportation was provided, families were negatively impacted. ● PreK should not be treated as an option when K-12 has legal protection. (transportation, etc.)
JEC-R- School Admission Regulations	<ul style="list-style-type: none"> ● We are not currently allowing tuition paying students into the division. How do we address that in this regulation? ● Does this policy include shared guardianship? Need clarity around the school division that is the child's residency if it is 50/50 split. ● Can the definition of residency be added for clarification? Physical presence of the parent in the residence of the child is required for enrollment in ACPS unless under kinship care. (medical bills, Department of Family Services, U.S. government issued documents or other county or agency correspondence) Maybe we should think about defining this a little better and think about where one lays their head in the definition of residency.
JEC- School Admission	<ul style="list-style-type: none"> ● Grounded in legalities that are beyond our control and create an inequitable placement. ● Families who fall on the lower end of the socioeconomic scale experience unintended consequences. ● Students with extreme residency concerns or experiencing trauma; could we have something in the policy that supports staying in their school to mitigate extreme levels of stress. What might that look like? ● Factors of legal guardianship. ● Why notify authorities? When do we do that? Are there steps to take prior to notification? This is worded as if it is an immediate action. ● Maybe add the refusal to provide...

	<ul style="list-style-type: none"> ● Maybe "May contact" versus "must?" ● Can this be considered in other areas like homeschool student placement? ● Build in an observation period ● Does this policy give the school flexibility to place students where they need to? Should there be criteria added for some level of consistency? ● This can be tricky depending on the situation (e.g. EL students). ● Who is this policy for and under what circumstances and how does it impact other student enrollment?
<p>JEB- Entrance Age Admission of Persons Not of School Age</p>	<ul style="list-style-type: none"> ● Equity issue for families with access to the criteria for early entrance. ● Not based on abilities, but to their access and resources. ● How can we provide additional information and support for knowledge and access? ● Maybe more robust early education programs? ● Providing the knowledge and access will take using our own resources. (human resources, brick and mortar) ● For families who rent, Sept. is the time that they move and may miss deadlines and access. ● Big impact of # students in PreK. ● Equity issue - how can we get more kids w/o ability to pay? ● Consider removing external agency assessments, they can be doctored. ● If law states age 5 by Sept 30, no testing should be considered at all. ● A child may be academically ready, but not socially/emotionally ready. The class size is impacted, more 4 year olds in the K classroom. ● I worry about this in that it advantages families who can access testing and early academically focused preK programs.
<p>JCJ- Classroom Assignments for Twins</p>	<ul style="list-style-type: none"> ● Impacts relationships/self esteem. ● Must be on a case by case basis, some kids need to build independence & self-esteem, other kids need their twins. ● Influences teacher dynamics. ● Parent communication is important, it should be the parent's decision. ● Is 3 days enough (5? 10?) ● 2 sets of teachers are difficult logistically when twins are separated.
<p>JCE-R- Redistricting Implementation Regulations</p>	<ul style="list-style-type: none"> ● We need a holistic look from soup to nuts from projections to enrollment to staffing to operations/facilities and how our philosophy impacts all those processes. ● Sometimes the intent of a policy supports our equity focus but comes with unintended consequences which impede our equity work. ● Important to better coordinate with Parks & Rec to ensure that space is reserved for students at a particular school to attend the rec center already located at their school. Currently, students are bused across town to another rec center after school because they didn't sign up early enough. This affects our transportation routes and separates children from their neighborhoods. This should be a policy requirement. ● I do not see a new policy as a solution with decisions that are made by RPCA. I concur, the enrollment of students attending a co-shared facility should be a priority. Without an equitable enrollment process for families at each rec center, transportation will discontinue service all together.

	<ul style="list-style-type: none"> ● This has an impact on the demographics of schools and socioeconomic status. ● Which exemptions should remain? Because of current use of pacing guides, the modified calendar exemption does not make sense to maintain. Real impact on student re: difference in timing of instruction is 2 wks. max. K-8 exemption should also be eliminated. Only DL should remain. Longevity of enrollment in a DL school should also be considered. ● Should it be reconsidered that a student who opts out of a DL into another school then gets to stay at that second school instead of being rezoned again? ● Sibling exemption reconsidered for siblings of 4th & 5th grade students? ● Use impact data from delayed implementation of the last 6 years to bolster staff recommendations re: a change in approach to redistricting exemptions this time. Use lessons learned data. ● Should we look at middle school redistricting and recalculating capacity at middle schools bec. of various programs that currently exist in middle schools? ● Should transportation continue to be provided to after school rec programs that are not located at the student's school? ● Important to maintain sibling exemption for siblings of students in citywide programs. Important for them to ride the bus together.
<p>JCE- Redistricting Implementation</p>	<ul style="list-style-type: none"> ● No comments.
<p>JCB- Transfers by Students in Persistently Dangerous Schools</p>	<ul style="list-style-type: none"> ● Since ACPS has no schools designated as persistently dangerous, this policy is optional and could be deleted.
<p>JCA- Transfer by Student Victims of Crime</p>	<ul style="list-style-type: none"> ● Where do you transfer to if already at ACHS (other programs may not be appropriate?(Satellite, CFC) ● How do we mitigate the victim? (no options for private school or out of district) ● We can place SpEd, but not for severe offenses? Depends on the offense (fight vs rape vs harassment vs gang vs drugs). ● Policy covers all is very broad (1 in agreement), policy is too broad and needs to be more specific. (1 in agreement) ● Anecdote of 1 family forced to move to another district (FFX) to ensure child's wellbeing. ● Can schools provide private placement based on severity of crime?

JC-R JCD-R-
Regulations
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Student
Placement
Options

- Refugees/unaccompanied minors most impacted can take 2 months to verify residency. It's difficult to obtain a bill in your name.
- Benefits those with means, those who can work the system, those who know technology.
- Newcomers might not know, might not be aware of the policy. Communication in own language, website, interpreters.
- Policy needs clarity/consistency, intent great, just not doable (transportation, capacity).
- Favors families who know how to play the game, play the system.
- Not implemented with consistency across the division.
- Many live with others, and don't have a lease to provide residency.
- If not a fed regulation, should be revised, as it impacts students/families, impacts transient students, those who have to move frequently to find affordable housing.
- On its face, it appears neutral, but it is not...what does the data say?
- When we get to the core and examine the policies, we find that they unintentionally affect black/brown students, students who live in certain areas.
- We are unable to control all of the mitigating factors, do the regulations add to that?
- Are certain areas w/in the division more impacted than others?
- How do these policies affect academic outcomes of students who are impacted?
- Should be written to provide continuity of learning. Students should be allowed to remain where they are if their attendance is good, for their entire elementary career. (provides stability)
- "Upfront" enrollment (those not already enrolled), who is impacted, where do they go? Shortest transportation from WRES may end up being school on the East Side of Alexandria.
- Flexibility/reasonableness needed by parents to make impact of schooling less harmful, parents should be allowed to make the best decisions for their children when experiencing hardships.
- Impacts student/family/schools b/c could be 15 min drive but if family takes the bus, could take 2 hours....could impact conferences, family involvement, emergency pickups, many implications.
- Do some families know how to game system/use loopholes, making it inequitable for all (i.e. older sib in program, younger sibs enrolled too)?
- Families who have to move mid-year are most impacted (reassigned most often).
- This causes a domino effect, leads to other challenges (struggling with engagement).
- Some parents opt to stay where they are assigned, aware they must provide their own transportation (equity issue).
- Implementation is unfair when parents given information prior to kickoff date, strongly encouraged to discontinue practice to ensure equity.
- Students who are grandfathered in to ease impact, ensure students remain in the school they started out in, ensure siblings can also attend.

<p>JC-JCD- Student Placement</p>	<ul style="list-style-type: none"> ● We don't have any military installations in Alexandria to my knowledge, do we? Do we need to update this to include that section that the General Assembly added about choosing the school if you live on an installation?
<p>IHB-R- Regulations Class Size</p>	<ul style="list-style-type: none"> ● How much of this is sustainable with the growth of the area? CO and West End areas specifically. ● Should look at the numbers and predictions when determining caps. ● Do these caps favor teachers or the student needs? Students who enroll later in the year end up being transferred across town; inequitable. ● Because FTD is online, adjusting class caps could meet the need at each school without so many capacity transfers. ● Schools w/1000 sq ft K classrooms have the same class size cap as schools w/600 sq ft classrooms. ● Would a cap increase also positively impact assignment of support positions? ● Does this create inequities? How do you balance the equity considerations? Capacity transferring a student across town vs. certain students having small class sizes vs. others having larger class sizes; the square footage is less relevant to the teacher than having to manage and instruct more or fewer students at a time. Do all students have access to the support they need? If so, then having a larger class may be less impactful. ● What is best for the student? To have more resources expended for the students in the classroom, or to have more resources available to bus students across town? ● This language could be updated to reflect the new VA Code definition & associated protections re: "military status." ● If we increase class size caps, we may still be under the state caps, but the needs of our children will be exceeding the ability of a teacher to serve those needs when classes end up 35:1. ● Title I schools (CK) can end up with low enrollment because students select the surrounding schools with programmatic options. If class sizes are increased, this could further exacerbate the problem. Possible options: differentiated class-size caps per school to balance enrollment; identify whether DL schools are so over capacity that the program should be expanded to more schools.
<p>IHB- Class Size</p>	<ul style="list-style-type: none"> ● PreK is not included in this document. The state VPI regulation is capacity of 18 for VPI. ACPS has capped it at 16. I support 16 but would like the flexibility to increase to 18 if a situation arises and we need to increase. ● An idea to consider student risk-factors and possibly MAP results. Schools serving children with high risk-factors need to be considered for lower class size capacity to address the needs of the students. ● Does the school need to open another classroom or hire another staff member because of the connection to the following policy? "Siblings of current students will be allowed to enroll in the school that their sibling attends even if class size caps are exceeded."

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