



Policy Revisions

School Board Work Session
May 5, 2022





Essential Questions

1. Do the revisions support Equity for All?

- Who is the policy intended to impact?
- Who does it impact?
- Who is adversely impacted?
- How do we mitigate the adverse impact?



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2. Do the revisions align with the Code of Virginia?

1. Do the revisions improve Systemic Alignment?



Topics

- **Next Equity Audit Policy Groups**
- **JC/JCD and JC/JCD-R Student Placement**
- **JCE & JCE-R Redistricting**



EQUITY-FOCUSED

Equity Audit of School Board Policies

ACPS Equity Audit of School Board Policies Process



EQUITY-FOCUSED





Policy Equity Audit

- **Maintain a running list of 3 groups of policies**
 - Improves Planning
 - Improves Scheduling
- **Expand use of the IDRA report**
 - Improves documentation, all feedback in one location
 - Leverage recommendations to drive discussions
 - Document responses to recommendations
- **Identify topics with longer horizons**
 - Grading



Policy Equity Audit Groups 3-5

Group #3 - 17 policies/regulations

- Mental Health
- Support Programs - Identified students (SpED, TAG, etc.)
- Whole Child

Group #4 - 16 policies/regulations

- Family & Community Engagement
- Support Programs - All students (Summer school, etc.)

Group #5 - 16 policies/regulations

- Curriculum Areas
- Curriculum Development
- Instructional Materials (Print, Electronic, Living)



Group #3 - Proposed

- [JHG - Child Abuse and Neglect Reporting \(also GAE\)](#)
- [JHG-R - Regulations on Child Abuse and Neglect Reporting \(also GAE-R\)](#)
- [JHH - Suicide Prevention](#)
- [JHH-R - Suicide Prevention/Intervention Guidelines](#)
- [JM - Management of Student Behaviors in Emergency Situations](#)
- [IGBA - Programs for Students with Disabilities](#)
- [IGBB - Programs for Gifted Students](#)
- [IGBC - Parent/Guardian and Family Engagement](#)
- [IGBC-R - Parent/Guardian and Family Engagement Regulations](#)
- [IGBE - Remedial Instruction Program](#)
- [IGBF - Limited English Proficient Students](#)
- [IGAG - Teaching About Drugs, Alcohol, and Tobacco](#)
- [IGAH - Family Life Education \(FLE\)](#)
- [IGAI - Character Education](#)
- [IGAJ - Driver Education](#)
- [INB - Teaching About Controversial Issues](#)
- [INDC - Religion in the Schools](#)



Group #4 - Proposed

- [IICB/IICC - Community Resource Persons/School Volunteers](#)
- [IKA - Parental Involvement with Student Learning](#)
- [IKA-R - Regulations for Parental Involvement with Student Learning](#)
- [KK - School Visitors](#)
- [KP - Parental Rights and Responsibilities](#)
- [IGAD - Career and Technical Education](#)
- [IGBD - Extended Day Opportunities](#)
- [IGBG - Homebound, Correspondence, and Alternative Means of Instruction](#)
- [IGBGA - Online Courses and Virtual School Programs](#)
- [IGBGA-R - ACPS Online Learning Program](#)
- [IGBH - Alternative School Programs](#)
- [IGBI - Advanced Placement and Dual Enrollment Classes](#)
- [IGCA - Summer School](#)
- [IGDA - Student Organizations, Co-Curricular Programs and Extracurricular Activities](#)
- [IGE - Adult Education](#)
- [IIAE - Innovative or Experimental Programs](#)



Group #5 - Proposed

- [IGAA - Writing Instruction](#)
- [IGAA-R - Regulations Governing Writing Instruction and Assessment Policy](#)
- [IGAE/IGAF - Health/Physical Education](#)
- [IF - Curriculum Development](#)
- [IFA - Assessment and Evaluation](#)
- [IFA-R - Regulations Governing the Assessment and Evaluation Policy](#)
- [IFD - Curriculum Adoption](#)
- [IFE - Curriculum Guides and Course Outlines](#)
- [DGD - Funds for Instructional Materials and Office Supplies](#)
- EGAA - Reproduction and Use of Copyrighted Materials (also IIAC)
- [IIA - Instructional Materials](#)
- [IIAA - Textbook Selection and Adoption](#)
- [IIAB - Supplementary Materials Selection and Adoption](#)
- IIAC - Reproduction and Use of Copyrighted Materials (also EGAA)
- [IIBD - School Libraries/Media Centers](#)
- [IIBEA-R2 - Telecommunications Use \(also GAB-R2\)](#)
- [IIBEA/GAB - Responsible Computer System Use](#)
- [IIBEB - Student Use of Social Media](#)
- [JHC-R - Animals in Schools](#)
- [JP - Student Publications](#)



EQUITY-FOCUSED

JC/JCD Student Placements Policy Revisions



Standard Changes

All Policies and Regulations

- Removed gender affirming terms
- Replaced parent with parent/guardian
- Reduced the use of 'shall' per VSBA model policy changes
- Added breadcrumbs to other policies
- Rewording and reformatting to improve readability
- Aligned content with VSBA model policies and the Code of Virginia

Details of revisions are in the comments on the draft policies.



JC/JCD – Simplify Programmatic Transfers

Current Opt-In

Dual-Language

- Mount Vernon
- John Adams

K-8

- Jefferson-Houston

Modified Calendar

- Samuel Tucker

Proposed Opt-in

Dual Language

- Mount Vernon
- John Adams

Changes only apply to new students, student currently attending these schools are not impacted.



JC/JCD – Simplify Programmatic Transfers

Current Opt-out

Dual-Language

- Mount Vernon

K-8

- Jefferson-Houston
- Patrick Henry

Modified Calendar

- Samuel Tucker

Proposed Opt-out

Dual-Language

- Mount Vernon

6-8

- Jefferson-Houston
- Patrick Henry

Changes only apply to new students, student currently attending these schools are not impacted.



JC/JCD – Simplify Programmatic Transfers

Current Opt-Out Rule

Students opting out of an program school will attend the **school closest to the students residence** with space.

Proposed Opt-Out Rule

Students opting out of an program school will attend the **school closest to the program school** with space.

Changes only apply to new students, student currently attending these schools are not impacted.



JC/JCD – Simplify Programmatic Transfers

Current Sibling Rule

Younger siblings may enroll in the school their older sibling attends and remain at the school until the younger sibling transitions to the next level of schooling.

Proposed Sibling Rule

Younger siblings may enroll in the school their older sibling attends and will return to their attendance zone school when the older sibling transitions to the next level of schooling.

Changes only apply to new students, student currently attending these schools are not impacted.



JC/JCD – Clarifications – Students who move

- A student who moves within Alexandria after the start of the 2nd semester may remain at their current school for the remainder of the school year. They will be assigned to their new attendance zone school the next year.
- Students who move out of ACPS during their last quarter at the highest grade offered by the school may stay in ACPS through the remainder of the school year.
- 12th graders who move out of ACPS after the start of the 2nd semester may stay in ACPS through the remainder of the school year.

Changes only apply to new students, student currently attending these schools are not impacted.



JC/JCD – Capacity Clarifications

- Students who are capacity-reassigned will return to their attendance zone school if space becomes available. This occurs at two points, winter break and the start of the school year.
- Superintendent may temporarily increase or decrease capacity caps at the school, grade, or class level.

Changes only apply to new students, student currently attending these schools are not impacted.



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JCE - Redistricting



Discussion

What are the Board's **beliefs** that staff should use to develop redistricting options?



How would we know if the redistricting was **perfect**?

Do the revisions support **Equity for All**?

- Who are the revisions intended to impact?
- Who will they impact?
- Who is adversely impacted?
- How do we mitigate the adverse impacts?



Next Steps

May 19, 2022 Board Meeting

- Review [JC/JCD](#) and [JC/JCD-R](#)

June 2, 2022 Board Meeting

- Approve [JCE](#) & [JCE-R](#)





Questions?

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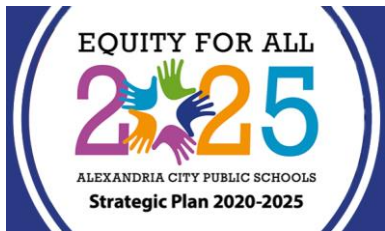
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INNOVATIVE

APPENDIX



Policy Equity Audit Team

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Policy Equity Audit

School Board Committee #2