

Memorandum

TO: ACPS School Board Policy Committee
FROM: Matt Smith, Policy Services Consultant
DATE: March 14, 2024
SUBJECT: Proposed Policy Revisions

Staff are proposing revisions to the following policies:

- CBG - Evaluation of the Superintendent
- GAH - School Employee Conflict of Interests
- GBM - Licensed Staff Grievances
- GBM-R - Licensed Staff Grievance Regulations
- GBMA - Support Staff Grievances
- GBMA-R - Support Staff Grievance Regulations
- GBN - Application for Positions
- GC - Licensed Staff
- GCDA - Effect of Criminal Conviction or Founded Complaint of Child Abuse or Neglect
- GCE - Part-Time and Substitute Licensed Staff Employment
- GCF - Part-Time Licensed Staff Employment
- GCL - Professional Staff Development
- GCPF - Suspension of Staff Members
- GCQB - Staff Research and Publishing
- GD - Support Staff
- GDB - Support Staff Employment Status
- GDG - Support Staff Probationary Period
- IGAE/IGAF - Health/Physical Education
- IGBD - Extended Day Opportunities
- JM - Management of Student Behaviors in Emergency Situations
- JM-R - Regulations For The Management of Student Behaviors in Emergency Situations

These policies have been revised to align with the ACPS Policy Style Guide, aligned with the VSBA model policy and the Code of Virginia, and reviewed by the Equity Audit Team, ACPS staff members, and the Senior Leadership Team

Revision Summaries

[CBG - Evaluation of the Superintendent](#)

- Code change
- Added element about ongoing two-way dialog
- Policy updated to reflect requirement of HB 1904/SB 1196 (2021).
 - **Teachers and other licensed school board employees; cultural competency.**
The bill requires teacher, principal, and division superintendent evaluations to include an evaluation of cultural competency. The bill requires every person

seeking initial licensure or renewal of a license from the Board of Education (i) to complete instruction or training in cultural competency and (ii) with an endorsement in history and social sciences to complete instruction in African American history, as prescribed by the Board. The bill also requires each school board to adopt and implement policies that require each teacher and any other school board employee holding a license issued by the Board to complete cultural competency training, in accordance with guidance issued by the Board, at least every two years.

- Legal Reference updated.

[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) 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.

GCD - 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 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 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 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

IGAE/IGAF - Health/Physical Education

- Requested review
- Added a clarification that the right to opt out of Family Life Education does not extend to the rest of the Health and PE curriculum.

IGBD - Extended Day Opportunities

- 5-year review
- Standard changes
- Added a definition of Extended Instructional Day to clarify the intent of the policy
- Changed references and policy title to Extended Instructional Day

JM - Managing Student Behaviors in Emergency Situations

JM-R - Regulations for the Management of Student Behavior in Emergency Situations

- Required annual review
- Standard Changes
- Moved the content of the current policy into a new regulation. Replaced the policy content with the VSBA model policy
- Generalized SROs into Alexandria Police Department staff to broaden the scope
- Removed training of the SROs as they are not permitted to be involved in these interventions