

**Alexandria City Public Schools  
Redistricting Policies**

**† Policies for Redistricting**

**January 24, 2024**

**5-6pm**

Essential Questions	Current Policy	Challenges/Considerations	Recommendations
<p><b>School Assignment/Placement Questions:</b></p> <ol style="list-style-type: none"> <li>1. Do we want to begin transitioning away from hard capacity caps?</li> <li>2. Current policy states that capacity reassigned families must return to their home school if space is available, do we want to continue this new practice?</li> <li>3. What are the rules around how long a family may opt to stay in their existing school if they have been redistricted to another school?</li> <li>4. Do we want to transition the management of reassignments from the schools to the central offices? All reassignments (capacity, admin transfers, programmatic transfers)</li> </ol>	<p><a href="#">IHB - Class Size</a></p> <p><a href="#">IHB-R - Regulations Pertaining to Class Size</a></p> <p><a href="#">JC-R/JCD-R - ACPS Student Placement Regulations</a></p> <p><a href="#">JC-R2/JCD-R2 - ACPS Student Placement Regulations Implementation Schedule</a></p> <p><a href="#">JC/JCD - Student Placement</a></p> <p><a href="#">JCJ - Classroom Assignments for Twins</a></p>	<ul style="list-style-type: none"> <li>• Class caps create the need for capacity reassignments</li> <li>• Some classrooms are not large enough to add more students</li> <li>• Students can not attend their neighborhood school</li> <li>• Students become bus riders and may have longer rides with bus driver shortages and multiple routes</li> <li>• Sibling assignments have to be considered</li> <li>• Multiple moves for families if there is room to transition back to their neighborhood school</li> <li>• Students may have a hard time with transitioning academically and making friends</li> <li>• Staff and families differentiating between students who belong and those who don't especially when there are behavior issues, poor attendance or</li> </ul>	<ul style="list-style-type: none"> <li>• Consider removing class caps and/or including language that creates a flexible, school-by-school opportunity if it is feasible</li> <li>• Consider using assistants in classes that have more students when class sizes increase</li> <li>• Get feedback from families who have been capacity reassigned to learn about their experience and ask what they would've preferred</li> <li>• Pull data to see how additional enrollments of military families and students experiencing homelessness have affected a class, grade level, school or student achievement</li> <li>• Look to balance enrollments at the elementary level and redraw boundaries that would support that</li> <li>• Consider residency reverifications at specific</li> </ul>

<p>would have central office oversight and require central office approval.</p>		<p>achievement gaps</p> <ul style="list-style-type: none"> <li>• Registrars have to keep track of families that are out of boundary</li> <li>• There is currently central office oversight for transfers and reassignments. Costs associated with casual staff at central office to handle transfers and capacity reassignments</li> <li>• Notifications to families are sometimes challenging with changes in staffing</li> <li>• We allow class caps to be exceeded for military families and students experiencing homelessness</li> <li>• Some elementary schools are under enrolled and some are larger with current boundaries</li> <li>• Some families and students who do not speak English are still not connected to the various communication channels</li> </ul>	<p>grade levels (i.e., going from elementary, middle to high)</p> <ul style="list-style-type: none"> <li>• Communicate frequently with families in multiple languages. Invite their feedback. Include SST to do a home visit to a family we have a hard time reaching</li> </ul>
<p><b>Transportation Questions</b></p> <ol style="list-style-type: none"> <li>1. Do we want to adjust the current walk zone distances and parameters?</li> <li>2. Do we want to add more specificity around walk</li> </ol>	<p><a href="#">EEA - Student Transportation Services</a></p> <p><a href="#">EEA-R/EEAB-R -Student Transportation Services Regulations</a></p> <p><a href="#">EEAB - School Bus Scheduling</a></p>	<ul style="list-style-type: none"> <li>• Families have asked for ACPS to reimburse transportation costs when they chose to stay at a school different from their boundary school even though a bus could've been provided</li> </ul>	<ul style="list-style-type: none"> <li>• Remove class caps and/or require families to move back to their boundary school if/when space is available the following school year</li> <li>• Add language that clarifies that ACPS does</li> </ul>

<p>zones, to how bus stop locations are determined, etc. as part of the redistricting process?</p>	<p><a href="#">and Routing</a></p>	<ul style="list-style-type: none"> <li>• Some students who live in the same apartment complex have different school placements (i.e., live across from Hammond but attend GW)</li> <li>• When a student is suspended from transportation and they are capacity reassigned, can create a hardship for families and may contribute to increase in chronic absenteeism data</li> <li>• Bus driver shortages creating multiple runs for drivers</li> <li>• Communication with families can be challenging even with Parent Square and other methods</li> </ul>	<p>not reimburse families if they choose to transport their student to school when they choose to stay out of boundary</p>
<p><b>Staff Placement Questions</b></p> <p>1. If redistricting requires staffing changes, how will we handle those changes (job fair, simple reassignments, etc.)</p>	<p><a href="#">GCI - Licensed Staff Assignments and Transfers</a></p> <p><a href="#">GCI-R - Licensed Staff Assignments and Transfers Regulations</a></p> <p><a href="#">GDI - Support Staff Assignments and Transfers</a></p>	<ul style="list-style-type: none"> <li>• Some staff make decisions about their school based on personal factors (i.e., limited commute, convenience, childcare, caring for an ill family member) that may be impacted should they have to move</li> <li>• ACPS may lose staff if the process is not done with transparency and ample communication</li> <li>• Equitable teacher workloads that could</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for volunteers first and then work with HR to follow outlined ACPS process for teacher transitions</li> <li>• Make sure language in contracts and communications to staff reflect the need to remain flexible as enrollment drives staff</li> <li>• Hold sessions in advance to educate staff on the process of selecting who moves</li> </ul>

		<p>support staff morale</p> <ul style="list-style-type: none"> <li>• Principals may have a preference for certain teachers</li> <li>• Competitive versus cooperative culture among principals</li> <li>• Equitable process for placing staff that balances seasoned teachers with newer teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate frequently and include staff in the decision-making where possible</li> <li>• Offer incentives for a period of time for staff to move (i.e., parking space, stipend, leave, flexible scheduling, favorite things, etc.)</li> <li>• Create opportunities for staff to shadow at their new school assignment prior to moving</li> </ul>
<p><b>Redistricting Design Questions</b></p> <ol style="list-style-type: none"> <li>1. What are our priorities for redistricting (diversity, walkability, etc)?</li> <li>2. Do we want to prioritize our priorities? For example, if keeping schools walkable reduces the diversity of the schools, what would we do?</li> <li>3. Do we want to consider physical plant changes (interior reconfigurations, relocatables, etc.) as part of the design?</li> </ol>	<p><a href="#"><u>JCE - Redistricting Implementation</u></a></p> <p><a href="#"><u>JCE-R - Redistricting Implementation Regulations</u></a></p>	<ul style="list-style-type: none"> <li>• Define the scope of work to support selecting the right vendor</li> <li>• Resistance from staff and families to change</li> <li>• Equity decisions in determining the priorities that alleviate the problems but are not popular with some stakeholders</li> <li>• Loudest voices being heard while marginalized voices are muted</li> <li>• Not just going through the motions but truly considering all sides of this process</li> <li>• Acting in the best interest of children even if it affects your own children and family</li> <li>• The right data and good</li> </ul>	<ul style="list-style-type: none"> <li>• Select a vendor who is not adverse to dealing with equity issues and has expertise in this area</li> <li>• Include equity in the scope of work not just with language but with clearly defining what participation we expect from our diverse families</li> <li>• Include students in the process and with developing options for the Board to consider</li> <li>• Make balancing enrollment at the elementary level a priority</li> <li>• Make returning students to their boundary school the priority</li> <li>• Develop a communications plan and remain flexible with</li> </ul>

		<p>data that will help us make informed decisions</p> <ul style="list-style-type: none"><li>• Competing priorities (i.e., TSHP, K-8 Analysis)</li><li>• Shifts in the School Board and other City and national politics (i.e., Mayor, presidential election)</li><li>• Mandates and changes coming from VDOE</li></ul>	