

REDISTRICTING IMPLEMENTATION REGULATIONS

Modified Open Enrollment (MOE)/Capacity Reassignments

Students who have been assigned and are currently attending a school other than their boundary school due to a capacity reassignment (previously referred to as MOE) will attend their newly zoned boundary school.

I. Rising 4th and 5th Grade Students

Rising 4th and 5th grade students may choose to stay at their current school if they are re-zoned to a new boundary school. who have their assigned school changed from their existing school to a school within a new boundary may request to remain in their current school until the end of the following school year only. Currently enrolled siblings of a rising 4th grade student will be allowed to remain at that school for the next two school years only. Currently enrolled siblings of a rising 5th grade student will also be allowed to remain at that school for the next following school year only. Alternatively, the parents/guardians of rising 4th and 5th grade students may opt to place one or all of their children in the newly assigned zoned school without delay. Families of rising 4th and 5th grade students must provide a Notice of Intent by March 15th should they choose to remain in their current school for the following school year or two years, as described above. Rising 4th and 5th grade students and their siblings will automatically be assigned to their new school unless a Notice of Intent is received by March 15th. According to this policy, students who are permitted to stay in their current school for the following ~~school~~ year or two years only will be eligible for school division transportation services until the end of the following year or two years only, when they will be transferred to their newly assigned zoned school.

II. Existing Transfers

Programmatic Transfers Dual Language Program, Modified Calendar, and K-8 Programs

Designated school programs are the dual-language program, the K-8 program, and the modified calendar program.

Students attending schools that offer dual-language programs who are not in that program will ~~follow the phasing process as specified by this policy.~~ attend their newly zoned boundary school.

Students currently enrolled in a dual-language program will be allowed to continue in the program until its completion. ~~It is expected that most students entering the dual language program will start at kindergarten, given the sequential nature of the program and its alignment with instructional program requirements.~~ Given the sequential nature of the program and its alignment with instructional program requirements, students typically enter the dual-language program at kindergarten or first grade. Any student seeking admission to the dual-language

program during grades ~~1~~2-5 will be reviewed on a case by case basis to ensure the student ~~has had the requisite preparation and experiences to~~ can fully access and participate in the appropriate grade level dual-language curriculum.

Students currently enrolled in a modified calendar or K-8 school that are re-zoned from their existing school to one within a new boundary, will be allowed to remain in their current school. However, parents/guardians may choose to place their student(s) in the newly ~~assigned-zoned~~ school.

Students who have opted out of ~~a school program~~ a dual-language or modified calendar program and are currently attending a traditional school outside of their attendance zone via programmatic transfer will be allowed to remain at their current school. For students whose newly zoned school remains entirely dual-language or modified calendar, transportation will be provided. If their newly zoned school is a traditional school but the student chooses to remain at his/her current school, transportation will not be provided.

Siblings of students who have received programmatic transfers will be allowed to attend the sibling's school even if class size caps are exceeded.

Administrative Transfers

Students with previously approved administrative transfers will be allowed to remain at their current school. after confirmation of the initial transfer approval. However, parents/guardians may choose to place their student(s) in their newly zoned school.

Siblings of students who have received administrative transfers will be allowed to attend the sibling's school even if class size caps are exceeded.

Consistent with policy JC/JCD: Student Placement, transportation is not provided for parent/guardian-requested administrative transfers. In rare circumstances, transportation may be provided after extensive review by the Superintendent or designee.

Exceptions will be made by the Superintendent in cases of student homelessness.

Citywide Programs for Students with Disabilities

Students enrolled in a citywide Specialized Instruction program resulting from IEP Team placement are not affected by this policy.

Military Children

In keeping with Regulation JCD-R, military children are not affected by this policy.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-79

Proposed Regulation JCE-R

Cross Refs.:	BBA	School Board Powers and Duties
	BCE	School Board Committees
	IGBA	Programs for Students with Disabilities
	IGBJ	Academic Excellence and Educational Equity
	IHB	Class Size
	IHB-R	Regulations Pertaining to Class Size
	JBA	Section 504 Nondiscrimination Policy and Hearings Procedures
	JBA-R	Procedures for Section 504 Impartial Hearings
	JC/JCD	<u>Student Placement</u>
	JC-R/JCD-R	Regulations Governing ACPS Student Placement Options
	JCA	Transfers by Student Victims of Crime
	JCB	Transfers by Students in Persistently Dangerous Schools
	JCE	<u>Redistricting Implementation</u>
	JCJ	Classroom Assignments for Twins
	JECA	Admission of Homeless Children
	KC	Community Involvement in Decision Making

