



Alexandria City Public Schools

ELEMENTARY REDISTRICTING TRANSITION PLAN

2018-2019 SCHOOL YEAR

Every Student Succeeds

March 2017

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BACKGROUND

In *2015*, the Alexandria City School Board began the process of redistricting with the goal of implementing new elementary school boundaries. ACPS has not gone through a redistricting process since 1999. Redistricting is needed because the majority of elementary schools are at or over capacity and enrollment is projected to continue to grow over the next decade. The School Board gave direction to involve significant parent and community input throughout the process.

In *June 2015*, the Alexandria City School Board furthered the redistricting process to address capacity challenges across the school division by selecting an independent third party consultant, Reingold LINK. In collaboration with a Redistricting Steering Committee comprised of three School Board members and senior level staff, Reingold has provided guidance and facilitation for a Redistricting Review Committee of 35 parents and community members from across the Division.

From *October 2015 to January 2017*, the Redistricting Review Committee has worked to develop its recommendation for the School Board. During this time, a broad community outreach effort has been ongoing, including a series of community engagement meetings that have been held across the Division.

On *September 21, 2016*, Cropper GIS (part of the Reingold LINK consulting team), presented the Redistricting Review Committee with 3 preliminary baseline options (draft Options 1 – 3).

On *October 5, 2016*, Review Committee feedback was incorporated to create two additional draft options (Options 4 – 5). The Committee decided to move three of the five options forward (Options 3, 4, and 5) and provided feedback to create a new draft option for community feedback (Option 6). Feedback on draft Options 3-6 was provided at the *October 19 & 20, 2016* community meetings.

On *November 2, 2016*, the Redistricting Review Committee was presented with draft Options 7 and 8 based on committee member feedback and community input. The committee moved these two forward and created draft Option 9 for feedback at the *November 14 & 15, 2016* community meetings.

On *December 7, 2016*, the Redistricting Review Committee met and decided to eliminate draft Option 7 and move forward draft Options 8 and 9. Two other draft Options, 8a and 9a, were requested to incorporate minor changes. In addition, the first of two public hearings on redistricting was held on *December 8, 2016*.

On *January 4, 2017*, the Redistricting Review Committee voted to move Option 9a (with a minor adjustment) forward as its recommendation to the School Board. On *January 19, 2017*, the second public hearing on redistricting was held. The Board voted to approve Option 9a on *January 26, 2017*.

OVERVIEW OF THE TRANSITION PLANNING

One of the outcomes of the Transition Committee is to develop a transition plan for students who are projected to change schools during the 2018-19 school year based on the final decision made by the School Board at their *January 26th* meeting. All elementary schools will follow established procedures so parents receive timely communication and access to resources. The primary goal of transition activities and events is to ensure a smooth transition for the students and their parents.

TRANSITION PLANNING MEMBERS

Name	Title
Dr. Alvin Crawley	Superintendent of Schools
Dr. Julie Crawford	Chief of Student Services, Alternative Programs and Equity
Michael Herbstman	Chief Financial Officer
Dr. Elizabeth Hoover	Chief Technology Officer
Kurt Huffman	Director, Schools, Business and Community Partnerships
Helen Lloyd	Director, Communications
Joe Makolandra	Chief Human Resources Officer
Gerald Mann	Executive Director, Secondary Instruction
Dr. Terri Mazingo	Chief Academic Officer
Clinton Page	Chief Accountability Officer
Dr. Lisa Piehota	Executive Director, Elementary Instruction
David Rose	Director, Transportation
Clarence Stukes	Chief Operating Officer

KEY FACTORS IN THE TRANSITION PLANNING

Vision:

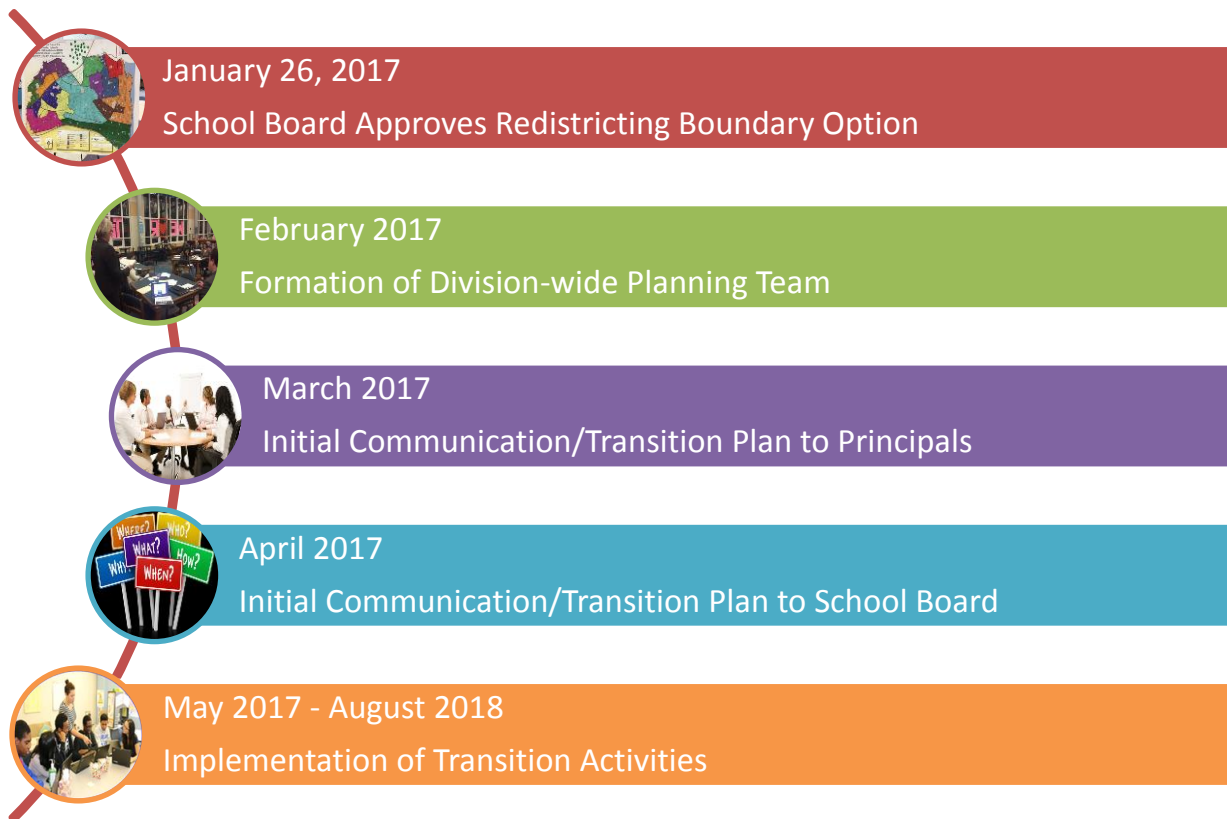
- The key to the process is to build a team of staff, parents, students, and community members to support our children.
- Assure the new school community with the belief that all students are resilient, competent learners and will thrive given high expectations, quality programs, stimulating curriculum, varied opportunities, and appropriate support.

Support for Families and Children:

- Develop opportunities for students to visit their new schools in May and June, as well as throughout the summer months and next school year.
- Clear communication about all aspects of school programs (e.g. website, newsletters, school handbook, letters to parents and children).
- Included in all summer mailing/correspondence
- Establish a school-based transition team that will consist of the Principal, School Counselor, Nurse and PTA Representative.
- Welcome/orientation packets to new families

Transition activities will commence during the month of May 2017 and will continue through August 2018 under the direction of the transition planning team and building principals.

KEY PLANNING DATES



Redistricting Implementation Communications Plan

Objectives:

- Smooth transition of students required to move
- Clear communications around who has to move, where and when
- Ensure all households across Alexandria are informed of the changes whether they have students in ACPS or not

Primary Target Audiences:

- ACPS Parents
- ACPS prospective parents
- Homeowners across Alexandria

Key Messages:

- The impact will be minimal (474 students will be required to move) and will see an increase in the number of walkers overall for the school division
- For those required to move, we will make the transition as seamless as possible
- Our schools are open and ready to welcome any student who has to move as part of the process

Other Messages:

Redistricting was needed to help resolve capacity issues, but will only go part way toward solving capacity issues

- The School Board established a criteria and the new boundaries focused on ensuring those criteria were met in a balanced way
- New boundaries retain the diversity of our schools
- New boundaries will create better space, which will have a direct impact on the delivery of instruction and the use of core spaces
- Policy changes including grandfathering/phasing in

Types of Messages:

- ✓ Letters to families being rezoned
- ✓ PTA president outreach
- ✓ PTA meetings
- ✓ Press release
- ✓ Twitter/Facebook
- ✓ Slide on the homepage of the ACPS website
- ✓ Talking points for School Board, Staff, Principals
- ✓ Open houses/tours at schools
- ✓ Principals addressing PTA meetings at current schools
- ✓ Social workers informed which students will move and contact parents

- ✓ Community Outreach Specialist to work with Parent liaisons to communicate changes to families who do not have English as a first language
- ✓ Outreach to community groups – Casa Chirilagua, Tenants and Workers, Community Lodgings
- ✓ Frequently Asked Questions
- ✓ Discussion at Conversations with Superintendent
- ✓ School Board reps talk at PTA meetings
- ✓ Briefing of Redistricting Review Committee representatives
- ✓ Civic association outreach – email/in person
- ✓ Adverts in local newspapers
- ✓ Mail-out to all Alexandria homeowners – school boundaries have changed – find out if you are affected/here is where to find more info
- ✓ ACPS Express posts
- ✓ Link via City website to Alexandria mail-out info

*All messaging will be done in four languages (English, Spanish, Arabic, Amharic)

DEPARTMENT PLANNING - KEY ACTIVITIES

<i>Department</i>	<i>Tasks/Activities</i>	<i>Timeline</i>
Curriculum & Instruction	<ul style="list-style-type: none"> • Collaborate with Facilities Office to ensure appropriate transition of assistive technology for students with disabilities 	Within the first ten days of the school year
	<ul style="list-style-type: none"> • Distribute textbooks and instructional resources 	First ten days of school year
	<ul style="list-style-type: none"> • Provide professional learning related to curriculum implementation 	Ongoing throughout the duration of the redistricting process in alignment with division schedule for PD days
	<ul style="list-style-type: none"> • Collaborate with Office of Communications to develop program documents 	June 2017 (Publication of elementary “What Can I Expect for My Child” brochures and ongoing focus on Program of Studies, secondary)
	<ul style="list-style-type: none"> • Provide translation services for families 	Ongoing throughout redistricting process
	<ul style="list-style-type: none"> • Conduct ongoing data analysis and interpretation to reinforce progress monitoring and achievement to support School Education Plan goals and targets 	Ongoing data analysis and summary reports (aligned with division testing calendar)

Department	Tasks/Activities	Timeline
	<ul style="list-style-type: none"> Collaborate with all Offices and Departments to support program enhancement and expansion (including opening of new school sites, input regarding program design and facilities specifications), and ongoing support through training and resources 	Ongoing cross-team support for all aspects of program development (in alignment with Operating and Capital Improvement budget deadlines)
Finance	Determine impact to FY 2019 Budget: <ul style="list-style-type: none"> Develop staffing allocations including any contractual changes (custodians, etc.). Calculate cost of staffing changes Calculate other costs in the schools (furniture & equipment, utilities, supplies, etc.) Calculate other system-wide costs (communication, etc.) 	October – November 2017
Human Resources	<ul style="list-style-type: none"> Hire New Administrator for New school 	Advertise March 2017 Hire Prior to July 2017
	<ul style="list-style-type: none"> Hire Administrative Assistant and registrar for new school 	Hire prior to July 2017 start date July 2017
	<ul style="list-style-type: none"> New School - Transfer Fair 	January 2018
	<ul style="list-style-type: none"> Hiring for remaining positions at New School 	April – July
	<ul style="list-style-type: none"> PH Transfer Fair for Grades 6-8 only 	January 2018
	<ul style="list-style-type: none"> Hiring for remaining positions at Patrick Henry 	April – July
	Teacher and Staff Transfer Process	
	<ul style="list-style-type: none"> Round I - opens for eligible licensed staff to begin submitting transfer applications online through the Licensed Transfer Process website 	October 2017
	<ul style="list-style-type: none"> Transfer Process Q&A for licensed non-licensed employees – HR lead 	October 2017
	<ul style="list-style-type: none"> Round I - applications due to the Department of Human Resources 	November 2017
	<ul style="list-style-type: none"> Teacher application portion of Round I ends 	December, 2017
	<ul style="list-style-type: none"> Round I for principals to review internal transfer applications 	December, 2017

Department	Tasks/Activities	Timeline
	<ul style="list-style-type: none"> Principals conduct interviews (transfer fair) with teachers interested in transferring to New School and PH 	January, 2018
	<ul style="list-style-type: none"> Principals complete interviews and submit results and recommendations for transfers HR 	February 1, 2018
	<ul style="list-style-type: none"> Voluntary Transfer requests and proposed Involuntary Reassignment names provided by principals to HR 	March 1, 2018
Operations With Technology	<ul style="list-style-type: none"> Provide boundary data to Edulog and update routing information 	Winter 2017-2018
Operations With Communications	<ul style="list-style-type: none"> Send notifications to students regarding their transportation status 	Fall 2017
Operations With Curriculum	<ul style="list-style-type: none"> Help principals identify space within buildings to accommodate student enrollment 	Spring/Summer 2017 Spring/Summer 2018
Operations	<ul style="list-style-type: none"> Project transportation need and incorporate any necessary funding into CIP for new buses 	Fall 2017
	<ul style="list-style-type: none"> Provide monthly update to SLT on 1701 project status 	Beginning June 2017
	<ul style="list-style-type: none"> Provide monthly update to SLT on Patrick Henry project status 	Beginning June 2017
	<ul style="list-style-type: none"> Provide monthly update to SLT on John Adams Pre-K Center project status 	Beginning June 2017
	<ul style="list-style-type: none"> Re-assess relocatable needs for the proposed 2019-2028 CIP 	Summer/Fall 2017
	<ul style="list-style-type: none"> Update the enrollment projection model to account for redistricting 	Summer/Fall 2017

<i>Department</i>	<i>Tasks/Activities</i>	<i>Timeline</i>
<p>School, Business and Community Partnerships</p>	<p>A. FAMILY, SCHOOL AND COMMUNITY SITES</p> <ul style="list-style-type: none"> • In collaboration with the ACPS Communications plan the Office of School, Business and Community Partnerships will disseminate messaging to ACPS families and our community sites (ARHA, Community Lodgings, etc.) • In collaboration with the ACPS Communications plan of information and update sharing, a series of planning sessions, training, and information guidance will be ongoing through the process to ensure accurate information is delivered from the Communications Department Community Outreach Specialist to the Parent Engagement Specialist. • FACE will support the continued training of Parent Liaisons on understanding and communicating of the implementation plan and create specific talking points for communicating the impact of the plan for building specific parents. • FACE will offer informational series sessions to parents and families 	<p>Information gathering and dissemination will be ongoing throughout the redistricting process.</p> <p>FACE informational series will occur throughout the 2017-2018 school year.</p>

Department	Tasks/Activities	Timeline
School, Business and Community Partnerships	B. PARTNERS <ul style="list-style-type: none"> Information will be shared through distribution of letter to partners. Summary overview, FAQ and contact information for additional questions. Updates and additional new information will also be pushed out through digital opportunities (partnership webpage that links to communications updates). Information will be shared informally through various meetings and discussions. Question/Answer sessions will be available for partners that have specific questions about the impact of changes that could impact their individual building services that they are providing (for example- data, scope, agreement changes). 	<p>Letter will be created and distributed beginning 2017-2018. Available as needed to new partners.</p> <p>Partnership webpage will be updated in beginning 2017-2018 school year to include latest information links to ACPS redistricting updates and information.</p> <p>Informal sharing of information and updates is ongoing through the process.</p>
	C. TEAM/INDIVIDUAL <ul style="list-style-type: none"> Information will be shared with team on a consistent monthly basis to answer questions and/or provide clarification. Team will discuss at full team meetings information and questions that they have gathered from Parent Liaisons and other team members and collaborate with the ACPS Communications team to provide answers and clarification. 	<p>The information sharing will be ongoing until implementation and then continued after implementation as needed.</p>
Student Services	Policy and regulations <ul style="list-style-type: none"> Meeting with the elementary principals monthly for spring 2017 and periodically for SY 17-18 to ensure understanding and implementation of the regulations. Work with FACE to provide offering to parents/guardians if needed. 	Ongoing

Department	Tasks/Activities	Timeline
Student Services	<p>Transfer process- ongoing</p> <ul style="list-style-type: none"> - Receiving and responding to transfer requests - Responding to existing transfer questions as POC - Revising transfer forms <ul style="list-style-type: none"> o Redistricting implementation transfer o Admin transfer o Sibling o Opt-in/Opt-out o Nonresident employee <p>Collaboration with other departments- ongoing</p> <ul style="list-style-type: none"> - Communications <ul style="list-style-type: none"> o Letters to families being rezoned - Elementary principals <p>New school-</p> <ul style="list-style-type: none"> - SST staffing 	Ongoing
Technology	<ul style="list-style-type: none"> • New/re-registration processes • Student record transfer process • Support Transportation as new routes are developed 	TBD

DIVISION-LEVEL TRANSITION ACTIVITIES AND EVENTS

January 2018

Boundary maps posted on division website and in each building

Notifications sent to families indicating their children's designated school for September 2018

Principals receive lists of students transitioning into their schools

February 2018

Principals send personalized letters to families transitioning in to welcome them to their new school

SST provides informational sessions on "Helping Children handle Change", "Resiliency", and "Building New Relationships"

School based transition team consisting of representatives from all stakeholder schools established

New students assigned peer buddies/pen pals to begin communicating through email/conventional mail

March 2018

Kindergarten registration and orientation begins

Redistricted families invited to attend PTA meetings at new school for April/May/June 2018

April 2018

Welcome night held at each elementary school for families to share information and promote familiarity with their new school

Welcome/orientation packets provided to new families

May 2018

Opportunities provided for students to visit their new schools in May and June 2018



June 2018

Class lists established to ensure that new students are placed with, when possible, students who are from their former school



July 2018

Schools will finalize plans for August activities



August 2018

Elementary School Meet and Greet/Picnics/Socials

Class placements and bus routes established and published

K-Prep

ADDITIONAL TRANSITIONAL ACTIVITIES FOR SCHOOL BASED TEAMS

Establish transition teams at each building to include Principal, Teacher Representative, School Counselor, Nurse and PTA Representative.

Add new families to contact distribution list to be included in all future school and PTA/Home and School newsletters and correspondence.

Provide students and parents with information necessary to allow them to email or call new school with questions/concerns.

Consider placing students from sending schools together in the same classroom to help with transition.

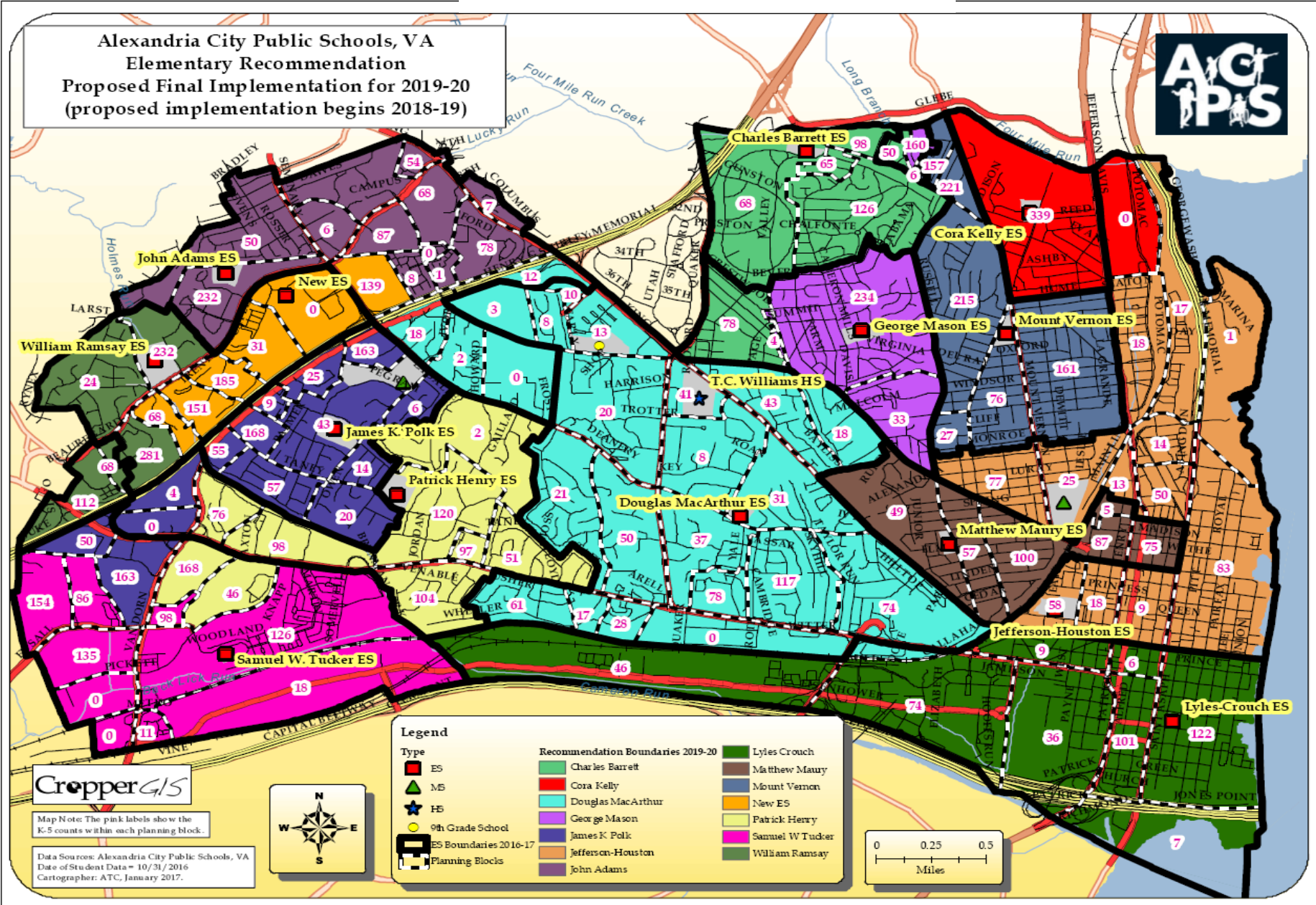
Develop quick tips for new parents on school procedures.

Distribute school directories to help establish connection between families.

Provide team building activities with staff and students.

Review staffing and instructional materials to ensure appropriate resources are in place.

Map of New Boundary Zones



REDISTRICTING IMPLEMENTATION

Alexandria City Public Schools is committed to enabling students to attend their boundary school with equitable access to instructional programs and services. The redistribution of elementary students to schools based on established boundaries is critical to achieving this goal. To the extent possible, the transition of students from one school to another shall be implemented in a manner that addresses capacity and provides a transition option to families.

Upon School Board approval of newly established elementary attendance zones, students will attend their newly zoned boundary school unless they meet the criteria outlined in Regulation JCE-R.

ACPS will engage in a boundary analysis every five years and/or when new schools, facilities, or programs are added that affect student assignment and capacity. As a part of this analysis, capacity, utilization and other factors will be reviewed.

Adopted: January 19, 2017

Legal Refs.: Code of Virginia, 1950, as amended, §§ [22.1-78](#), [22.1-79](#)

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 Student Placement

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-R Redistricting Implementation Regulations

JCJ Classroom Assignments for Twins

JECA Admission of Homeless Children

KC Community Involvement in Decision Making

REDISTRICTING IMPLEMENTATION REGULATIONS

I. Rising 4th and 5th Grade Student Exemption

Rising 4th and 5th grade students, including students who are currently attending a school other than their boundary school due to a capacity reassignment, may choose to stay at their current school if they are re-zoned to a new boundary school. 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 be allowed to remain at that school for the 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 zoned school without delay. Families wishing to take advantage of the exemption for rising 4th and 5th grade students and their siblings should notify their current school by January 15th, 2018. Rising 4th and 5th grade students and their siblings will be assigned to their new school unless a Notice of Intent to Return form is received by January 15th, 2018.

According to this policy, students who are permitted to stay in their current school for the following year or two years 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 zoned school.

II. Other Exemptions

A. Programmatic Exemption

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 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. 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 2-5 will be reviewed on a case by case basis to ensure the student can fully access and participate in the appropriate grade level dual-language curriculum.

Students currently enrolled in a modified calendar or K-8 school who 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 zoned school.

Students who have opted out of 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.

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

B. Administrative Transfers

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

III. Redistricting Implementation Transfer

For the 2017-18 school year, a redistricting implementation transfer application process will be available. These transfers are offered to families who have been rezoned and would like their child(ren) to begin attending the newly zoned school prior to full redistricting implementation. Transfers will be reviewed and approved based on available capacity at that grade level. For these transfers, transportation will be provided for students who meet the requirements for transportation, in accordance with Policy EEA.

IV. Capacity Reassignments/Modified Open Enrollment (MOE)

Students who are presently attending a school other than their boundary school due to a capacity reassignment, and who have not been identified in Section I above, will attend their newly zoned boundary school.

V. Citywide Programs for Students with Disabilities

In accordance with the Administrative Code of Virginia, IEP teams will determine placement for students with disabilities in conformity with the least restrictive environment provisions of 8VAC20-81-130. In addition, students enrolled in a citywide Specialized Instruction program

resulting from IEP Team placement are not affected by this policy. These include programs for students with emotional disabilities (ED), intellectual disabilities (ID), multiple disabilities (MD), programs for students with autism (AUT), and early childhood special education (ECSE) programs.

V. Military Children

In keeping with Regulation JCD-R, placements for military children are not subject to this policy.

Established: January 19, 2017

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-79
8VAC20-81-130

Cross Refs.: BBA School Board Powers and Duties
BCE School Board Committees
EEA Student Transportation Services
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 Student Placement
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 Redistricting Implementation
JCJ Classroom Assignments for Twins
JECA Admission of Homeless Children
KC Community Involvement in Decision Making

File: EEA

STUDENT TRANSPORTATION SERVICES

The School Board will provide free transportation for students in grades K-5 living outside a one-mile radius from their respective schools. The Board will provide free transportation in grades 6-12 for students living outside a one-and-one-half mile radius from their schools. Students obtaining administrative transfers out of their district must provide their own transportation. The administration is also authorized to grant free transportation to any student where a hazard, hardship, or disabling condition warrants.

All conditions regarding the transportation of students stipulated by the Code of Virginia, regulations of the Virginia Board of Education, and policies and regulations of the School Board shall be met.

Students may be suspended from using school transportation services for violations of the Student Code of Conduct or when the student endangers the health, safety, and welfare of other riders. In such cases the parent or guardian shall be responsible for transporting the student to school.

Adopted: October 24, 1996

Amended: September 8, 2005

Amended: October 15, 2015

Legal Ref.: Code of Virginia, §§ [22.1-78](#), [22.1-176](#), [22.1-221](#), [22.1-254](#)

Cross Ref.: EEAB School Bus Scheduling and Routing

EEAC School Bus Safety Program

IICA Field Trips

JCA Transfer Requests by Student Victims of Crime

JEC-R School Admission

JECA Admission of Children who are Homeless

JFCC Student Conduct on School Buses and at Bus Stops

JFC-R Standards of Student Conduct

Human Resources - Transfer Procedures due to Redistricting or Change of Enrollment

The procedure for transferring licensed employees is divided into two (2) rounds. Round 1 has two primary functions. The first function is to identify any employee who will be involuntarily reassigned from his/her current school due to actions including but not limited to boundary or enrollment changes or the opening of new schools. The second function is to allow eligible employees to submit applications to volunteer to be transferred to preferred schools (including new schools) or licensure areas. Round 2 follows Round 1 and is designed to fill vacant licensed positions at new and existing schools. Licensed employees who are involuntarily reassigned may also apply for a voluntary transfer to any openings posted in Round 2. Following the conclusion of Round 2, exceptions may be made to allow for voluntary transfers when certain approvals and criteria are met.

A. Eligibility for the Licensed Transfer Process

1. Licensed employees who are on Annual or Continuing contracts are eligible to enter the Licensed Transfer Process.
2. The following employees are not eligible to transfer:
 - a. Employees holding an “end of year” contract
 - b. Employees who received unsatisfactory ratings on the most recent summative evaluation during a previous year.
 - c. Employees who are currently on a plan of improvement.
3. An employee who has two or more Developing/Needs Improvement individual ratings on his/her completed performance review for the same school year (regardless of their overall final performance rating), may be impacted in his/her ability to transfer.
4. A licensed employee who has not been subject to an involuntary reassignment and who has accepted a voluntary transfer during round 1 will not be eligible in later rounds unless the subsequent transfer request is for a position that is considered a promotion or demotion from his/her current teaching assignment.

B. Description of Licensed Transfer Process and Procedures for Voluntary Transfers

1. During Round 1, licensed employees seeking a change of location or licensure area are invited to submit an online application in the Licensed Transfer Process during a set period of not less than 30 days. Employees requesting a transfer are asked to about themselves, as well as relevant work experience, and reasons for requesting a transfer. A transfer request is not complete unless the Application, and required application materials are submitted in their entirety.

2. When the Round 1 application period ends, principals are given information about those licensed employees who are seeking a transfer to their schools. The principals can choose to contact these individuals for an interview. Principals have up to 30 days to conduct interviews with transfer applicants. Principals recommend internal candidates to transfer to their schools/positions to the Department of Human Resources and Talent Development at the conclusion of Round 1.
3. Principals may be limited in the number of licensed staff members they may request from one school location. No more than 25% of current staff from one school should be requested; however, that percentage could be less depending on division needs.
4. At the direction of the superintendent, the Department of Human Resources then reviews the transfer requests from principals, and confirms each selected employee's eligibility for the voluntary transfer.
5. The Department of Human Resources then offers the voluntary transfer position to the selected employee, and confirms the voluntary transfer in writing.
6. If the employee accepts the voluntary transfer, he/she is not eligible to accept another voluntary transfer unless it is for a position that is considered a promotion or demotion from his/her current teaching assignment.
7. During Round 2 of the Licensed Transfer Process, all vacant licensed positions are posted internally and externally simultaneously, until filled.
8. Any licensed employee meeting the eligibility requirements, and who has not already accepted a voluntary transfer, can apply during Round 2 to positions of interest and for which he/she is qualified. Current employees should apply through the internal posting. Employees must complete and submit the required application documents in order to be considered an eligible candidate.
9. Principals and program supervisors may choose whom to interview for their posted positions (i.e., internal and/or external candidates), and recommend internal candidates to transfer (or external candidates to hire) to the Department of Human Resources.
10. At the direction of the superintendent, the Department of Human Resources then reviews the transfer request from the principal for an internal candidate and confirms the selected employee's eligibility for a voluntary transfer.

11. The Department of Human Resources then offers the voluntary transfer position to the selected employee, and confirms the voluntary transfer in writing.
12. If the employee accepts the voluntary transfer, he/she is not eligible to accept another voluntary transfer unless it is for a position that is considered a promotion or demotion from his/her current teaching assignment.
13. Round 2 of the Licensed Transfer Process ends on June 30 or the last business day of the month if June 30 falls on a weekend. In most cases, Round 2 internal applicants will be notified of a transfer by the conclusion of Round 2.
14. Following the conclusion of Round 2, a principal may request that a current eligible licensed employee be permitted to voluntarily transfer to a position at his/her school even though the Licensed Transfer Process has concluded. In those instances, the transfer must occur by the start date of the teacher contract for the upcoming school year, both the requesting and current principals must agree to the transfer, the Department of Human Resources must approve the transfer, and the transfer should not have an overall negative impact on the school division, such as creating a vacancy in a high need area that would be difficult to fill. Employees would need to apply through the external job posting to be considered eligible to transfer in these circumstances (since the Licensed Transfer Process has ended).
15. Exceptions following the conclusion of Round 2 are also intended to allow for an involuntarily reassigned employee to be returned to his/her original school if a position becomes available following the conclusion of the Licensed Transfer Process, and all the approval criteria is met.

C. Procedures for Principals to Select Employees for Involuntary Reassignment

1. Whenever a principal must make recommendations as to specific individuals to reassign from his/her school, the principal will first identify the pool of employees in the teaching assignment or endorsement areas designated for staff reallocation. The principal shall then ask for volunteers for reassignment from the pool. If there are no volunteers, the principal will then use an employee's length of service within the school division to identify the least senior employee(s) to be reassigned from the school.
2. Length of service within the school division is defined as the employee's effective date as a licensed employee beginning with the most recent term of continuing employment in a licensed position.
3. The least senior employee(s) may be eligible for certain exceptions to reassignment;

exceptions are made for organizational and programmatic needs of the school division. In those circumstances, the next least senior employee who does not qualify for an exception shall be reassigned. This process shall continue until staffing reallocation numbers have been met.

4. Consideration should be given to avoid circumstances where an employee will be subject to an involuntary reassignment multiple years in a row, although such circumstances will not preclude an employee from being selected for involuntary reassignment.
5. If more than one teacher has the same length of service and none of them qualify for an exception, they shall be ranked by date of employee signature on the contract offer that resulted in the most recent period of continuous teacher service.

D. Procedures for Placing Employees Identified for Involuntary Reassignment

1. Principals shall submit to the Department of Human Resources their recommendations for involuntary reassignment from their schools. Upon receipt of the recommendations, the Department of Human Resources will ensure the correct employees have been identified using the length of service and exception criteria, and will approve or deny the recommendations.
2. The Department of Human Resources will then identify placements for the affected employees that are comparable to their current FTE assignment and by using the following criteria, in no prescribed order: the employee's endorsement areas, the employee's most recent teaching assignment, and if the employee has made a request for a particular placement location or assignment that can be granted.
3. The Department of Human Resources will then notify the affected employee of his/her placement for the upcoming school year, and confirm the involuntary reassignment placement in writing.
4. Licensed employees who are involuntarily reassigned will be eligible to apply for a voluntary transfer to another position more suited to their preferences, to include a transfer back to a position at their original schools, during Round 2 of the Licensed Transfer Process, or following Round 2 if all approvals are met.
5. A licensed employee who was involuntarily reassigned and who then accepted a voluntary transfer offer to another position may apply for a second voluntary transfer only if that transfer would take him/her back to his/her original school.
6. Once a voluntary transfer is accepted to a position returning an employee to his/her original school, the employee becomes ineligible for any additional voluntary

transfers unless it is for a position that is considered a promotion or demotion from his/her current teaching assignment.

7. If an involuntarily reassigned employee is requested by a principal for a voluntary transfer to his/her school, the procedures outlined in Section B of this document for offer approval and notification by the Department of Human Resources will apply.

Redistricting Implementation Transfer Dates

2017-2018

Enrollment Procedure (Superintendent projects enrollment for following school year (SY) by April 1)	Parent/Guardian Application Deadline by:	ACPS Lottery Held by:	ACPS Notification/Result to Parent/Guardian by:
Notification that Administrative Transfer will be Rescinded (for the following SY due to attendance/behavior violations)			May 1
Modified Calendar School (MCS) Program Lottery (if necessary)	June 1	June 15	July 1
Other Designated School Program Lotteries (if necessary)	June 15	July 1	August 1
MCS Kindergarten Lottery (Announced by June 1 if necessary)	N/A	June 15	July 1
TCS Kindergarten Lottery (Announced by June 15 if necessary)	N/A	July 1	July 15
Redistricting Implementation Transfer	June 15	July 1	July 15



(School) Transition Team 2017-2018

Principal	
Teacher Representative	
School Counselor	
PTA Representative	
Other	
Other	
Other	

Return to Lisa Piehota, Elementary Instruction, no later than January 15, 2018.

Every Student Succeeds



REQUEST FOR ELEMENTARY SCHOOL TRANSFER—REDISTRICTING IMPLEMENTATION

Please provide all the information requested below for the application to be considered.

Date of Application: _____

Student Information

Last Name First Name Middle Name Date of Birth
Student and Primary Parent/Guardian Address: Street _____
City: _____ State: _____ Zip: _____

Parent/Guardian Information

Last Name First Name Mother Father Guardian
Home Phone # _____ Cell Phone # _____ Email Address _____

I certify that all of the information on this Request for Elementary School Transfer—Redistricting Implementation is correct and true to the best of my knowledge.

Parent/Guardian Signature: _____ Date: _____

Transfer Request Information

Zoned School for School Year 17-18 Grade SY 17-18 Zoned School for School Year 18-19

Reason for request (Please attach a separate sheet of paper, if needed): _____

For Department Use Only

Transfer Request Received On: _____ Student ID Number: _____

Transfer Decision: Approved Denied Date: _____

Transportation Provided: Yes No

Notes: _____

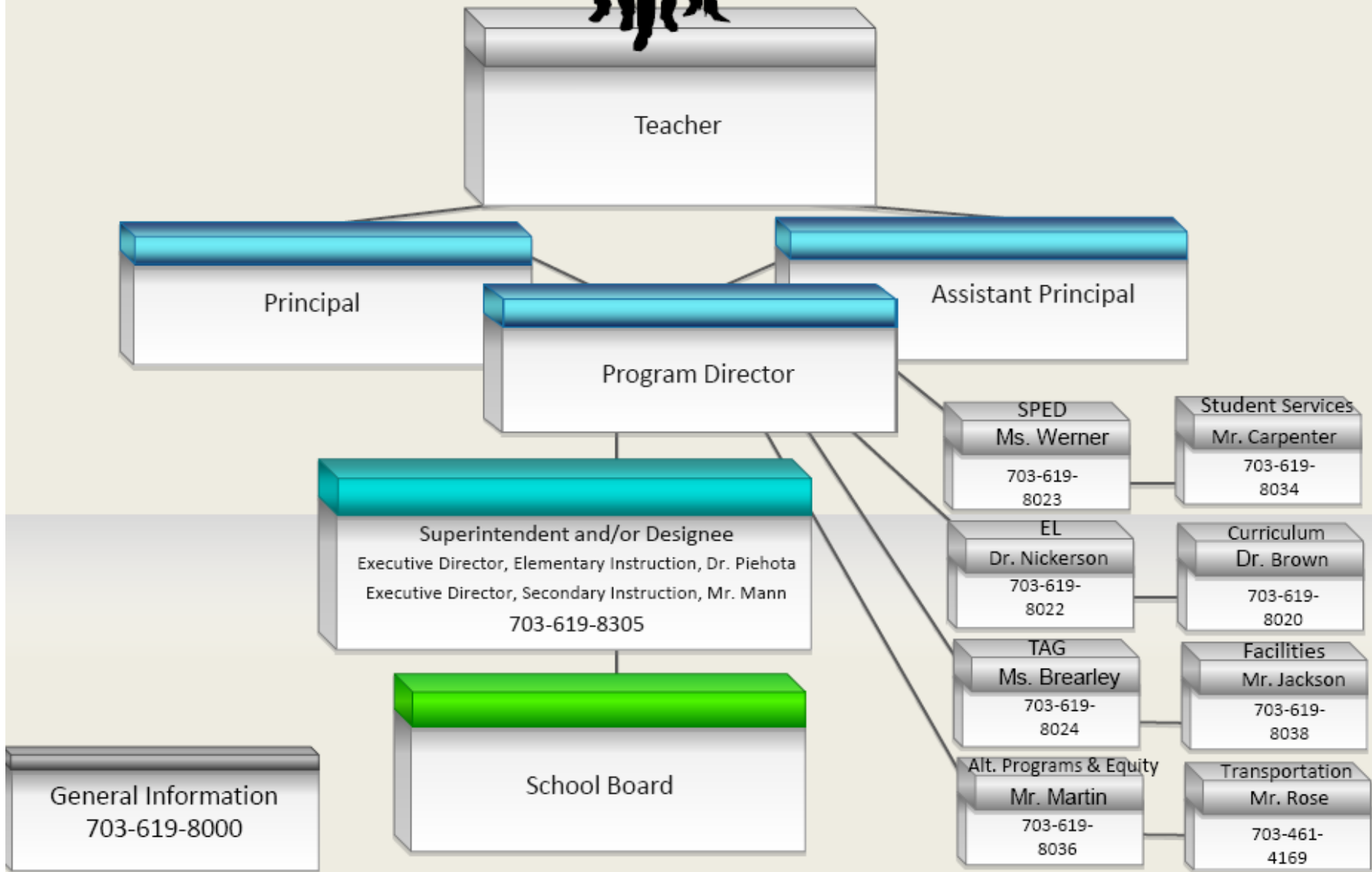
Please return this transfer request to the Department of Student Services, Alternative Programs and Equity, 1340 Braddock Place, 5th Floor Alexandria, VA 22314. The form can be e-mailed to student_services@acps.k12.va.us. If you have any questions, please call Dr. Linda Whitfield at 703-619-8034.



Elementary School Directory

Name of School	Address	Phone Number	Principal Name	Email
Charles Barrett Elementary School	1115 Martha Custis Drive Alexandria, VA 22302	703-824-6960	Seth Kennard	seth.kennard@acps.k12.va.us
Cora Kelly School for Math, Science and Technology	3600 Commonwealth Avenue Alexandria, VA 22305	703-706-4420	Dr. Seazante Williams Oliver	seazante.oliver@acps.k12.va.us
Douglas MacArthur Elementary School	1101 Janneys Lane Alexandria, VA 22302	703-461-4190	Rae Covey	rae.covey@acps.k12.va.us
George Mason Elementary School	2601 Cameron Mills Road Alexandria, VA 22302	703-706-4470	Brian Orrenmaa	brian.orrenmaa@acps.k12.va.us
James K. Polk Elementary School	5000 Polk Avenue Alexandria, VA 22304	703-461-4180	PreeAnn Johnson	pjohnson@acps.k12.va.us
Jefferson-Houston School (Grades PreK-8)	1501 Cameron Street Alexandria, VA 22314	703-706-4400	Dr. Christopher L. Phillips	christopher.phillips@acps.k12.va.us
John Adams Elementary School	5651 Rayburn Avenue Alexandria, VA 22311	703-824-6970	Jill Lee	jill.lee@acps.k12.va.us
Lyles-Crouch Elementary School	530 S. St. Asaph Street Alexandria, VA 22314	703-706-4430	Dr. Patricia Zissios	patricia.zissios@acps.k12.va.us
Matthew Maury Elementary School	600 Russell Road Alexandria, VA 22301	703-706-4440	Lucretia Jackson	lucretia.jackson@acps.k12.va.us
Mount Vernon Elementary School	2601 Commonwealth Avenue Alexandria, VA 22305	703-706-4460	Peter Balas	peter.balas@acps.k12.va.us
Patrick Henry Elementary School	4643 Taney Avenue Alexandria, VA 22304	703-461-4170	Ingrid Bynum	ingrid.bynum@acps.k12.va.us
William Ramsay Elementary School	5700 Sanger Avenue Alexandria, VA 22311	703-824-6950	Michael Routhouska	michael.routhouska@acps.k12.va.us
Samuel Tucker Elementary School	435 Ferdinand Day Drive Alexandria, VA 22304	703-933-6300	Rene Paschal	rene.paschal@acps.k12.va.us

Parent Communication/Problem Solving Protocol



Protocol for Parent/Guardian to Address Student Concerns

During the course of the school year, concerns may arise that require parents/guardians to contact certain Alexandria City Public Schools staff to reach a resolution.

Our goal is to be responsive and address concerns in a timely manner. In order to ensure good communication and efficient use of time, we have developed the following protocol for parents.

By encouraging proactive communication, we endeavor to increase collaboration and understanding with the ultimate goal of supporting what best meets the students' needs, while also balancing the needs of the school and the Division.

If there is a problem that involves a student's educational program or behavioral needs, it is recommended that parents/guardians should first contact the individual closest to the source of the questions. In most cases this will be the student's teacher. In the event that an issue cannot be resolved with the student's teacher, parents/guardians should seek assistance from the building Principal or Assistant Principal if further guidance is needed. Depending on the complexity of the issue, the Principal may seek additional guidance from other school or Central Office personnel with expertise in the area of concern.

The primary role of Central Office staff is to support the needs of schools. If a concern has not been addressed satisfactorily at the school level, the school administrator or parent/guardian should contact the appropriate Central Office department for assistance.

Issues that cannot be resolved at the school or department level are typically brought to the attention of the Superintendent for a final resolution. Parents as citizens always have the right to notify the School Board as an entity.

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