

REDISTRICTING IMPLEMENTATION

ACPS is committed to enabling students to attend their neighborhood 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.

Rising 5th Grade Students

Rising 5th grade students 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. Any sibling of the rising 5th grade student will also be allowed to remain at that school for the next school year only. Alternatively, the parents/guardians of rising 5th grade students may opt to place one or all of their children in the newly assigned school without delay. Families of rising 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. Rising 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 only will be eligible for school division transportation services until the end of the following year, when they will be transferred to their newly assigned school.

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

Students attending schools that offer dual-language programs who are not in that program will follow the phasing process as specified by this policy.

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. Any student seeking admission to the dual-language program during grades 1-5 will be reviewed on a case by case basis to ensure the student has had the requisite preparation and experiences to 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 assigned school.

Students who have opted out of a school program and are currently attending a school outside of their attendance zone via programmatic transfer will be allowed to remain at their current school.

Citywide Programs

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

Adopted:

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	School Attendance Areas
	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
	JCD	Modified Open Enrollment for Elementary Schools
	JCJ	Classroom Assignments for Twins
	JECA	Admission of Homeless Children
	KC	Community Involvement in Decision Making