



* FALL 2017 POLICY UPDATE *

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SUPPORT OPERATIONS E-POLICIES

Policy	Name	Summary	Principals	Teachers	Parents
EB	School Crisis & Emergency Management Plans	Each school shall develop a written school crisis, emergency management and medical emergency response plan, and conduct school facility safety audits.	<p>Principals must submit copies of their Crisis Plan for approval to the Superintendent <u>before August 31</u>. <u>Email plans to:</u> James.bartlett@acps.k12.va.us</p> <p>School Safety Audits must be performed and uploaded by <u>September 30</u> at: https://www.dcjs.virginia.gov/survey/support/schoolaudit/index.cfm</p>		
EBB & EBB-R	Threat Assessment Teams Updated	<p>Describes the roles of Division-wide and school-level threat assessment teams, or “safety teams.”</p> <p>Regulation EBB-R describes the procedures followed by the teams in assessing, intervening in and resolving threats.</p>	<p>Division Safety Team:</p> <ul style="list-style-type: none"> - Oversees Division-level threats and those pertaining to multiple facilities - Oversees individual Safety Teams located at each school - Includes Chief Student Services Officer, Student Services Support Team Leads, Chief Human Resources Officer, Assistant Director of Health, Safety & Risk Management, & other staff as appropriate - Ensures procedures are maintained for information sharing between school division, community mental 	<p>School Safety Teams:</p> <p>Include persons with expertise in counseling, instruction, school administration and law enforcement. The team leader will be the principal or other senior administrator for the school.</p> <ul style="list-style-type: none"> - <u>Meet once per semester</u> - Provide guidance to students and staff regarding recognition of threatening 	

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EBB & EBB-R, contd.	<u>Threat Assessment Teams</u> Updated		<p>health and law enforcement agencies</p> <ul style="list-style-type: none"> - Assesses effectiveness of threat assessment process throughout the school division - Recommends changes to policies and procedures to ensure effective threat assessment process reflecting known best practices <p>School Safety Teams: Include persons with expertise in counseling, instruction, school administration and law enforcement. <u>The team leader will be the principal or other senior administrator for the school.</u></p>	<p>behavior that may represent a threat</p> <ul style="list-style-type: none"> - Clearly identify members of the school community to whom threatening behavior should be reported - Implement School Board policies in an effective manner for the assessment of and intervention with individuals whose behavior poses (or may pose) a threat to the safety of school staff or students, including (where appropriate) referrals to community services boards or health care providers for 	

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EBB & EBB-R, contd.	Threat Assessment Teams Updated			evaluation or treatment.	
EBCA	Emergency Preparedness Drills To be updated Sept. 2017	Describes mandatory school safety drills.	<p>Each school must have:</p> <ul style="list-style-type: none"> • 2 fire drills during first 20 school days • Thereafter, 1 fire drill/month • 2 lock-down drills during first 20 school days • Thereafter, 2 more lock-down drills/year • 1 school bus emergency drill during first 90 school days • 1 tornado drill/year • 1 earthquake drill/year • Placards describing nearest exits posted in each room • Evacuation plan for students with physical disabilities 	<ul style="list-style-type: none"> • Placards describing nearest exits posted in each room • Evacuation plan for students with physical disabilities 	

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PERSONNEL

G-POLICIES

Policy	Name	Summary	Principals	Teachers	Parents
GA	Personnel Policies Goals Updated	Code of Virginia prohibits staff members from assisting other employees, contractors or agents of the School Board in obtaining a new job, apart from the routine transmission of administrative and personnel files, when the staff member knows or has probable cause to believe that the employee who is seeking a new job has engaged in sexual misconduct regarding a minor or student.	Code of Virginia prohibits staff members from assisting other employees, contractors or agents of the School Board in obtaining a new job, apart from the routine transmission of administrative and personnel files, when the staff member knows or has probable cause to believe that the employee who is seeking a new job has engaged in sexual misconduct regarding a minor or student.	Code of Virginia prohibits staff members from assisting other employees, contractors or agents of the School Board in obtaining a new job, apart from the routine transmission of administrative and personnel files, when the staff member knows or has probable cause to believe that the employee who is seeking a new job has engaged in sexual misconduct regarding a minor or student.	

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Policy	<u>Name</u>	Summary	Principals	Teachers	Parents
GAC & GAC-R	Employee Use of Social Media	Describes responsible and safe use of online social media technologies.	<p>Employees who utilize social media with students or in fulfilling ACPS responsibilities must disclose this annually at: https://acpsweb.wufoo.com/forms/w7w9w3/</p> <p>Online social media use for classroom instruction or school-sponsored activities/groups must be pre-approved by the Division.</p> <p>What governs appropriate conduct in the classroom applies online.</p>	<p>Supervisors must have access to site passwords and content.</p> <p><u>No personally identifiable student information/images</u> posted without appropriate consent.</p> <p>No <u>professional</u> accounts/resources may be used in the political process.</p>	<p>Parental consent required for student participation on social networks for classroom instruction or school-sponsored activities/groups.</p> <p>Parents should have access to online communications.</p>
GAH	School Employee Conflict of Interests Updated	Highlights mandatory application of the Virginia State and Local Government Conflict of Interests Act to all ACPS employees.	Highlights mandatory application of the Virginia State and Local Government Conflict of Interests Act to all ACPS employees.	Highlights mandatory application of the Virginia State and Local Government Conflict of Interests Act to all ACPS employees.	
GBA & GBA-R/ JFHA & JFHA-R	Prohibition Against Harassment & Retaliation To be updated Sept. 2017	<p>Sexual harassment of a student or personnel is prohibited, as is any harassment based on:</p> <ul style="list-style-type: none"> • Race • National origin • Disability • Religion • Gender • Gender Identity 	<p>Training to prevent harassment should be included in employee orientations, in-service training, <u>and</u> student orientations.</p> <p>This policy must:</p> <ul style="list-style-type: none"> • Be posted in prominent areas of each building in a location accessible to students, parents and school personnel • Be included in the Employee 	<p>Training to prevent harassment should be included in employee orientations, in-service training, <u>and</u> student orientations.</p>	<p>This policy must be sent to parents of all students within the <u>first 30 school days</u>.</p>

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Policy	<u>Name</u>	Summary	Principals	Teachers	Parents
GBA & GBA-R/JFHA & JFHA-R, contd.	Prohibition Against Harassment & Retaliation To be updated Sept. 2017	<ul style="list-style-type: none"> Gender Expression Sexual Orientation 	& Student Handbook <ul style="list-style-type: none"> Be sent to parents of all students within the <u>first 30 school days</u>. 		
GBAA	Sexual Misconduct	Personal contact between adults and students must be nonsexual, appropriate to the circumstances, and unambiguous in meaning. Adults should avoid the appearance of impropriety in their <u>in-person and electronic</u> interactions with students.	Sexual misconduct and abuse of students is prohibited and includes: <ul style="list-style-type: none"> Dating Making sexual advances Seeking romantic/sexual relationships Having conversations of a sexual nature not related to professional responsibilities Sexual contact Adults must restrict one-on-one, electronic communications with individual students to ACPS accounts, systems & platforms.	Employees <u>must</u> report any suspected violations of this policy to the principal.	Parents/guardians should have access to and supervise their children's social networking and digital communications.
GBG/KE	Staff Participation in Political Activities	School time and school property may not be used for partisan political purposes.	Employees may not suggest that ACPS supports/opposes any political candidate. Employees may not use ACPS resources to support/oppose a political candidate.	Employees may not distribute campaign material to students during school hours, unless in furtherance of curriculum objectives.	
GBL	Personnel Records Updated	Virginia Code broadens the category of employees' personnel records		Virginia Code broadens the category of employees' personnel records that they may access	

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GBL, contd.	Personnel Records Updated	<p>that they may access from “files and records” to “information.” In addition, it clarifies which data used to judge teacher performance may be disclosed, and that such data may not identify individual students or another teacher.</p>		<p>from “files and records” to “information.” In addition, it clarifies which data used to judge teacher performance may be disclosed, and that such data may not identify individual students or another teacher.</p>	

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INSTRUCTION

I-POLICIES

Policy	Name	Summary	Principals	Teachers	Parents
IAA	Notification of Learning Objectives	Summarizes mandatory instruction-related notifications.	<p>At the <u>beginning</u> of the school year/course, each school must provide to students/parents:</p> <ul style="list-style-type: none"> • Learning objectives for each Elementary grade level • Syllabus for each middle & high school course a student is enrolled in • Copy of SOL applicable to the student’s grade/course, approximate date & impact of SOL testing • Notice of all diploma requirements to all students • A copy of Policy IKE & Regulation IKE-R: Academic Promotion & Retention <p>Parents of rising 11th & 12th grade students must be notified of:</p> <ul style="list-style-type: none"> • The number of standard & verified units of credit required for graduation • The remaining number of credits each student requires for graduation. 	<p>At the <u>beginning</u> of the school year/course, each school must provide to students:</p> <ul style="list-style-type: none"> • Learning objectives for each Elementary grade level • Syllabus for each middle & high school course a student is enrolled in • Copy of SOL applicable to the student’s grade/course, approximate date & impact of SOL testing • Notice of all diploma requirements to all students • A copy of Policy IKE & Reg. IKE-R: Academic Promotion & Retention 	

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Policy	Name	Summary	Principals	Teachers	Parents
IFA & IFA-R	Assessment and Evaluation	Student achievement will be evaluated across all grade-levels on an ongoing and consistent basis. Teachers will use multiple practices to evaluate student mastery of course content and skills.	Administrators shall put procedures & practices into place that fully implement Regulation IFA-R	<p style="color: blue;">Delivery of instruction shall ensure all students have access to standard curriculum <u>and</u> are rigorously challenged through <u>planned differentiation and instructional scaffolding</u>.</p> <p style="color: blue;">Syllabi must be distributed at the beginning of each <u>secondary</u> course that includes:</p> <ul style="list-style-type: none"> • A list of standards to be met • Explanation of ways that learning will be evaluated • Student expectations re: assignments, demonstrated skills & required resources • Teacher’s grading system 	<p>Syllabi must be distributed at the beginning of each <u>secondary</u> course that includes:</p> <ul style="list-style-type: none"> • A list of standards to be met • Explanation of ways that learning will be evaluated • Student expectations re: assignments, demonstrated skills & required resources • Teacher’s grading system

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Policy	Name	Summary	Principals	Teachers	Parents
IGAE/ IGAF	Health/Physical Education	Each school implements a health and physical education program.	<p>An average of at least 150 minutes of physical fitness per week will be made available to all students.</p> <p>May include:</p> <ul style="list-style-type: none"> • P.E. classes • Extracurricular activities • Other programs or activities 	<p>An average of at least 150 minutes of physical fitness/week will be available to all students.</p> <p>May include:</p> <ul style="list-style-type: none"> • P.E. classes • Extracurricular activities • Other programs or activities 	<p>An average of at least 150 minutes of physical fitness/week will be available to all students.</p> <p>May include:</p> <ul style="list-style-type: none"> • P.E. classes • Extracurricular activities • Other programs or activities
IGAH	Family Life Education (FLE) Updated	FLE is included in the curriculum.	A copy of the FLE curriculum shall be available in each school's library media center during a designated date & time.	<p>FLE curriculum now includes information on dating violence and the characteristics of abusive relationships, which are taught at least once in middle school and at least twice in high school.</p> <p>The high school FLE curriculum incorporates age-appropriate programs on the prevention of dating violence, domestic abuse, sexual harassment and sexual violence.</p>	<p>Parents may attend orientation sessions re: the FLE curriculum through the FACE Center, etc.</p> <p>Students may opt-out of the FLE program.</p> <p>Parents may review FLE curricula.</p> <p>Modified FLE instruction will be provided for students with IEPs when needed.</p>

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IGAH, contd.	Family Life Education (FLE) Updated			<p>No teacher may teach any portion of FLE unless he/she has completed “Sexuality Education for Teachers” course (or equivalent) <u>OR</u> has provided college transcript documenting completion of similar course.</p> <p>Teachers adapting FLE for students with disabilities shall complete specially designed professional development.</p> <p>Modified FLE instruction will be provided for students with IEPs when needed.</p>	
IGAJ	Driver Education Updated	ACPS provides a high school driver education program in the safe operation of motor vehicles and knowledge of rules, regulations and laws.	<p>Classroom instruction includes:</p> <ul style="list-style-type: none"> - alcohol and drug abuse awareness - aggressive driving - motorcycle awareness - distracted driving - organ and tissue donor awareness - fuel-efficient driving practices - traffic stops, including law-enforcement procedures for 		<p>Classroom instruction includes:</p> <ul style="list-style-type: none"> - alcohol and drug abuse awareness - aggressive driving - motorcycle awareness - distracted driving - organ and tissue donor awareness

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IGAJ, contd.	Driver Education Updated		traffic stops, appropriate actions to be taken by drivers during traffic stops and appropriate interactions with law-enforcement officers who initiate traffic stops.		<ul style="list-style-type: none"> - fuel-efficient driving practices - traffic stops, including law-enforcement procedures for traffic stops, appropriate actions to be taken by drivers during traffic stops and appropriate interactions with law-enforcement officers who initiate traffic stops.
IGBF	Limited English Proficient Students (LEP)	ACPS shall provide high-quality language instruction educational programs to improve the education of LEP students.	<p>Within the <u>first 30 school days</u> (or within 2 weeks of student being placed in LEP program), parents/guardians of each student identified for the LEP program shall be notified <u>in a language they can understand</u> of:</p> <ul style="list-style-type: none"> • Reasons for LEP identification • Student’s level of English proficiency, how it was assessed & status of academic achievement • Methods of instruction 		<p>Within the <u>first 30 school days</u> (or within 2 weeks of student being placed in LEP program), parents/guardians of each student identified for the LEP program shall be notified <u>in a language they can understand</u> of:</p> <ul style="list-style-type: none"> • Reasons for LEP identification

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IGBF, contd.	Limited English Proficient Students (LEP)		<ul style="list-style-type: none"> How the program will help the student meet achievement standards Exit requirements, and transition & graduation rates How the LEP program will help meet applicable IEP goals Right to have student removed from LEP program & to choose another program if offered. 		<ul style="list-style-type: none"> Student's level of English proficiency, how it was assessed & status of academic achievement Methods of instruction How the program will help the student meet achievement standards Exit requirements, and transition & graduation rates How the LEP program will help meet applicable IEP goals Right to have student removed from LEP program
IGDA	Student Organizations	<p>Describes operation of <u>secondary school</u> student organizations.</p> <p>Organizations shall not deny student membership based on:</p>	<p>Principal appoints one or more faculty members to sponsor & supervise each curriculum-related student organization.</p> <p>Non-curriculum related, student-initiated organizations do not have a</p>	<p>Faculty sponsors attend all meetings of the student organization.</p> <p>No employee is compelled to attend if the content of the</p>	

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IGDA, contd.	Student Organizations	<ul style="list-style-type: none"> Race Color National origin Religion Gender identity Gender expression Sexual orientation <p>Membership qualifications based on gender <u>are</u> permitted when:</p> <ul style="list-style-type: none"> Organization based on competitive athletic skill <p>Activity involved is a contact sport</p>	<p>faculty sponsor, but are responsible for assuring a staff member presence at all meetings for general supervision. If religious worship is involved, the staff presence is non-participatory.</p> <p><u>All student organizations have the right to meet on school premises during non-instructional time as designated by the principal.</u></p> <p>The principal develops guidelines re: scheduling meetings & facilities use, and makes them available to all students.</p>	meeting is contrary to the employee’s beliefs.	
IICA & IICA-R	Field Trips	<p>Field trip requests are approved by the Superintendent & should demonstrate:</p> <ul style="list-style-type: none"> Value & relationship to class & curriculum being studied Distance travelled 	<p>By the <u>last Friday in October</u>, each principal submits a list of known field trips (& request forms) planned for the year to the Executive Director.</p> <p>Principals should consider:</p> <ul style="list-style-type: none"> Educational value of trip Availability of learning opportunities Distance, time & expense involved 	<p>No student is denied participation in a field trip due to lack of funds.</p> <p>No student under 18 may participate in a field trip without parental permission.</p> <p>No student shall be penalized for not participating in an</p>	<p>No student is denied participation in a field trip due to lack of funds.</p> <p>No student under 18 may participate in a field trip without parental permission.</p> <p>No student shall be penalized for not participating in an</p>

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IICA & IICA-R, contd.	Field Trips	<ul style="list-style-type: none"> Time away from regular instructional program Availability of transportation 	<ul style="list-style-type: none"> Potential conflicts with religious holidays, major school-wide events or early dismissal. <p>Principals submit instructional field trip forms to Transportation Dept. <u>two weeks prior</u> to trip.</p> <p>Walking field trips also require principal and parental permission.</p>	<p>instructional field trip.</p> <p>Walking field trips also require principal and parental permission.</p>	<p>instructional field trip.</p>
IKB & IKB-R	Course Assignments - Secondary	<p>Secondary students will play an active role in monitoring their own progress, including tracking formative and summative assessment data to understand their individual progress in achieving standards proficiency.</p> <p>Assignments, including reading assignments, shall serve a valid purpose and be clearly aligned to course skills and content standards.</p>	<p>Schools will develop common practices to ensure consistent assignment expectations within grade levels and/or teams and departments.</p> <p>Course assignment expectations will be communicated to parents and guardians early in the year at conferences and Back-to-School Nights, on school websites, and through newsletters.</p> <p>Schools will provide parents and guardians with suggested strategies for helping their children develop effective study skills and complete course assignments.</p>	<p>Course Assignments should be a meaningful extension of the student’s instructional program and should have a clear and meaningful connection to the curriculum being studied.</p> <p>They should have specific and clear directions that include a description of required products and performances aligned with specific <u>S.M.A.R.T. goal</u> outcomes (specific, measurable, attainable, realistic, and time-sensitive).</p>	<p>Course assignment expectations will be communicated to parents and guardians early in the year at conferences and Back-to-School Nights, on school websites, and through newsletters.</p> <p>Schools will provide parents and guardians with suggested strategies for helping their children develop effective study skills and complete course assignments, such as:</p> <ul style="list-style-type: none"> Provide space for doing assignments, as well as a specific

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Policy	Name	Summary	Principals	Teachers	Parents
IKB & IKB-R, contd.	Course Assignments - Secondary			<p>Assignments should be differentiated to match the needs of students.</p> <p>Teachers will provide students with timely feedback on all assignments.</p> <p>Mandatory assignments may not be assigned over long vacation breaks, including the two block days preceding a vacation break at the high school level.</p> <p>Significant long-term assignments may not be due earlier than five days upon return from long vacation breaks.</p> <p>Teachers will post all assignments within a course assignments tab online in a timely manner, i.e., the day the assignment is given or prior to when it is given.</p>	<p>time for study.</p> <ul style="list-style-type: none"> · Provide books and other opportunities for students to read independently. · Read to and with your child. · When feasible, enrich the content being studied with family field trips, library visits, museum visits, internet searches, etc. · Encourage students to write down questions that need further clarification from the teacher. · Maintain communication with teachers and counselors.

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Policy	Name	Summary	Principals	Teachers	Parents
IKB & IKB-R, contd.	Course Assignments - Secondary			<p>Teachers will work with students and parents to ensure that students complete missed course assignments or other make-up work when they return from absences.</p> <p>Teachers will communicate with parents when a student consistently has difficulty completing or attempting course assignments. Strategies will be developed to support the student's completion of assignments.</p> <p>Grades should not be used as a punitive measure.</p>	
IKC & IKC-R	Grading	The grading policy and regulation aim to systematize grading & assessment practices across the school division.	<p style="color: red;">Beginning with students entering 9th grade for SY 2016-17, students will be provided with a percentile ranking for class rank on their transcripts.</p> <p style="color: red;">Principals have the final authority to amend grades with teacher consultation.</p>	<p><u>Elem. & Secondary:</u> Students should earn at least 9 grades in a 9-week period.</p> <p>Grades shall use a combination of diagnostic (elementary only) & formative</p>	<p>During spring orientation or scheduling, parents/guardians of middle school and 9th grade students taking credit-bearing courses will be advised of the method used to calculate GPA and class rank.</p>

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IKC & IKC-R, contd.	Grading			<p>assessment feedback data & summative evaluation based upon standards-based tasks and assignments.</p> <p>A student’s progress toward meeting IEP goals & objectives will be updated quarterly.</p> <p><u>Elementary</u> teachers must maintain & regularly update records showing how grades were determined.</p> <p><u>Secondary</u> teachers must update grades at least every two weeks & post them in Power School.</p>	<p><u>Elementary</u> students will receive an outline of each content area they will be studying, including the grading criteria, description, content sequence & student responsibilities for each area at the beginning of the school year.</p> <p><u>Secondary</u> students will receive a formal syllabus at the beginning of each course they take, including course expectations, quarterly grading criteria, and a course sequence outline.</p>
IKD & IKD-R	Instructional Assignments-Elementary	<p>Elementary instructional assignments should:</p> <ul style="list-style-type: none"> • Be authentic, meaningful & engaging • Have a clearly articulated purpose, directions & evaluation 		<p><u>Out-of-Class Assignments:</u></p> <ul style="list-style-type: none"> • Identify which will be graded • Students should receive feedback • Teachers communicate with parents when a pattern 	<p><u>Out-of-Class Assignments:</u></p> <ul style="list-style-type: none"> • Identify which will be graded • Students should receive feedback • Teachers communicate with parents when a pattern of missed

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IKD & IKD-R, contd.	Instructional Assignments-Elementary	criteria		<p>of missed assignments occurs</p> <ul style="list-style-type: none"> • No mandatory assignments over long vacation breaks • Long-term projects assigned at least 2 weekends before due date <p>Out-of-Class Assignments:</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> • 0 maximum daily minutes • 15 minimum daily minutes reading /being read to <p>Out-of-Class Assignments:</p> <p>1st:</p> <ul style="list-style-type: none"> • 10 maximum daily minutes • 20 minimum daily minutes reading /being read to 	<p>assignments occurs</p> <ul style="list-style-type: none"> • No mandatory assignments over long vacation breaks • Long-term projects assigned at least 2 weekends before due date <p>Out-of-Class Assignments:</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> • 0 maximum daily minutes • 15 minimum daily minutes reading /being read to <p>Out-of-Class Assignments:</p> <p>1st:</p> <ul style="list-style-type: none"> • 10 maximum daily minutes • 20 minimum daily minutes reading /being read to

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IKD & IKD-R, contd.	Instructional Assignments-Elementary			<p>2nd:</p> <ul style="list-style-type: none"> • 20 maximum daily minutes • 20 minimum daily minutes reading /being read to <p>3rd:</p> <ul style="list-style-type: none"> • 30 maximum daily minutes • 20 minimum daily minutes reading practice <p>4th:</p> <ul style="list-style-type: none"> • 40 maximum. daily minutes • 20 minimum daily minutes reading practice <p>5th:</p> <ul style="list-style-type: none"> • 50 maximum daily minutes • 20 minimum daily minutes reading practice 	<p>2nd:</p> <ul style="list-style-type: none"> • 20 maximum daily minutes • 20 minimum daily minutes reading /being read to <p>3rd:</p> <ul style="list-style-type: none"> • 30 maximum daily minutes • 20 minimum daily minutes reading practice <p>4th:</p> <ul style="list-style-type: none"> • 40 maximum daily minutes • 20 minimum daily minutes reading practice <p>5th:</p> <ul style="list-style-type: none"> • 50 maximum daily minutes • 20 minimum daily minutes reading practice
IKE & IKE-R	Academic Promotion & Retention	ACPS shall not promote any student based solely on chronological age, but on demonstration of grade level proficiency in the core content areas.	<p>Final retention decisions are made by the principal, after having fully involved and informed parents/guardians throughout the decision making process.</p> <p><u>A student shall not be retained more than once.</u></p>	When a <u>secondary</u> student is experiencing academic difficulty, parents/guardians must be notified in writing as soon as possible.	When a <u>secondary</u> student is experiencing academic difficulty, parents/guardians must be notified in writing as soon as possible.

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IKE & IKE-R, contd.	Academic Promotion & Retention	<p>ACPS shall implement the Multi-Tiered System of Support (MTSS), providing academic & behavioral success interventions to students as needed.</p> <p>Students will be retained only when the student has not demonstrated appropriate grade level competencies <u>and</u> it is in the best academic interest of the student.</p>	<p>Parents/guardians shall be notified in writing and offered the opportunity for a conference as soon as it is determined a student is at risk for retention.</p> <p>All retention decisions, including for LEP students & students with IEPs, will be made according to the processes & procedures in Regulation IKE-R.</p> <p>The principal must review the retention plan and monitor the student's progress during the retention year.</p> <p>A copy of the retention plan shall be attached to the progress report and placed in the student's cumulative folder.</p> <p>Final Determination: The decision to retain shall be made during the fourth quarter, with plans for summer school or other interventions shared with the parent.</p> <p>Written permission from the parents for retention is not required; however, parents must be notified of the specific reasons for retention.</p>	<p>In addition to the Report Card, parents/guardians of students who are <u>failing any high school course</u> shall be notified in writing at the end of the second quarter. Teachers should arrange conferences with the parents/guardians as well.</p> <p>Staff will develop an intervention plan to avert retention after a thorough assessment of the student's performance and input from parents.</p> <p>A student who has been retained must have an intervention plan in place at the beginning of the following school year.</p> <p>All retention decisions, including for LEP students & students with IEPs, will be made according to the processes & procedures</p>	<p>In addition to the Report Card, parents/guardians of students who are <u>failing any high school course</u> shall be notified in writing at the end of the second quarter. Teachers should arrange conferences with the parents/guardians as well.</p> <p>Initial Notification: Parents/guardians shall be notified in writing and offered the opportunity for a conference as soon as it is determined a student is at risk for retention.</p> <p>If, at the end of the third quarter, the student is still at risk of being retained, the information must be stated in the narrative portion of the progress report.</p> <p>Final Determination: The decision to retain shall be made during the fourth quarter, with plans for</p>

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Policy	Name	Summary	Principals	Teachers	Parents
IKE & IKE-R, contd.	Academic Promotion & Retention		<p>Final notification must be made in writing and a meeting will be scheduled with the student's parents/ guardians at least 30 working days prior to the close of school. In addition, the process for appeals must be included in the retention determination letter.</p>	<p>in Regulation IKE-R.</p> <p>A copy of the retention plan shall be attached to the progress report and placed in the student's cumulative folder.</p> <p>Initial Notification: Parents/guardians shall be notified in writing and offered the opportunity for a conference as soon as it is determined a student is at risk for retention.</p> <p>If, at the end of the third quarter, the student is still at risk of being retained, the information must be stated in the narrative portion of the progress report.</p>	<p>summer school or other interventions shared with the parent. Written permission from the parents for retention is not required; however, parents must be notified of the specific reasons for retention.</p> <p>Final notification must be made in writing and a meeting will be scheduled with the student's parents/ guardians at least 30 working days prior to the close of school. In addition, the process for appeals must be included in the retention determination letter.</p>
IKEB & IKEB-R	NEW Acceleration	<p><u>Elementary acceleration options:</u></p> <ul style="list-style-type: none"> - Grade-skipping - Single-subject acceleration - Underage entrance to 	<p>Decisions concerning acceleration will be team-based & include the:</p> <ul style="list-style-type: none"> - principal - TAG Program Coordinator - Parents/Guardians - Educational Team 	<p>Teachers will be part of the decision-making process, including:</p> <ul style="list-style-type: none"> (1) providing feedback and data as required; (2) serving on acceleration decision- 	<p>Parents/guardians must:</p> <ul style="list-style-type: none"> (1) complete the ACPS registration form; (2) provide appropriate documentation; (3) serve as part of the team-based decision-

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Policy	Name	Summary	Principals	Teachers	Parents
IKEB & IKEB-R, contd.	NEW Acceleration	<p>first grade (child must be 5 yrs. old by September 30th)</p> <p><u>Secondary acceleration options:</u></p> <ul style="list-style-type: none"> - Grade-skipping - Single-subject acceleration <p>These options may lead to:</p> <ul style="list-style-type: none"> - Early graduation - Concurrent/ Dual Enrollment - Advanced Placement 	<p>Decisions will be based on the acceleration determination factors listed in Regulation IKEB-R.</p> <p>Educational Team:</p> <ul style="list-style-type: none"> - Current teacher - Receiving teacher from next grade - TAG educator - School psychologist - School counselor - SPED specialist (if applicable) - EL specialist (if applicable) <p>The principal will:</p> <ol style="list-style-type: none"> (1) assemble the team; (2) arrange for informal testing; (3) review all gathered information; (4) interview and observe the child; (5) review information with the school team; and (6) contact parent/guardian regarding decision. 	<p>making teams; and (3) being aware of the acceleration options for each student.</p> <p>Decisions will be based on the acceleration determination factors listed in Regulation IKEB-R.</p>	<p>making process; and (4) be aware of the 30-day monitored transition process if a student is allowed to accelerate.</p> <p>Decisions will be based on the acceleration determination factors listed in Regulation IKEB-R.</p>
IKH	Retaking SOL Assessments	<p>Students in grades 3-8 are not required to retake SOLs unless they are retained in a grade and have not previously passed the SOL.</p>	<p>VBOE Criteria for Expedited Retakes</p> <p>Students must:</p> <ol style="list-style-type: none"> 1. Have passed the course associated with the SOL, and 2. One of the following: <ul style="list-style-type: none"> • Failed the assessment by a narrow margin (scaled score of 375-399); or 		<p>For grade 3-8 SOL assessments:</p> <ul style="list-style-type: none"> • Parents/guardians of students shall be notified: (a) of the opportunity to retake the assessment(s); (b) that a decision not to

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Policy	Name	Summary	Principals	Teachers	Parents
IKH, contd.	Retaking SOL Assessments	<p>High school students are not required to retake end-of-course SOLs unless they have previously failed the course and the SOL and are re-enrolled in the course, or the student needs to pass the SOL to earn verified credit for graduation.</p> <p>ACPS offers expedited “retakes” of grade 3-8 and end-of-course SOLs for reading, mathematics, science, and history to students who meet VBOE criteria.</p>	<ul style="list-style-type: none"> • Failed the assessment by any margin and have “extenuating circumstances” (determined by Superintendent) that would warrant retesting; or • Did not sit for the regularly scheduled assessment for “legitimate reasons” (determined by Superintendent). 		<p>retake any or all of the assessment(s) will not impact their child’s grade or academic record; and (c) of the opt-in requirement.</p> <ul style="list-style-type: none"> • Prior to any additional testing, ACPS will obtain and maintain documentation of affirmative parental consent.
INDC	Religion in the Schools	<p>ACPS approaches religion from an objective, curriculum-related perspective, encouraging all students & staff to be aware of the diversity of beliefs, & to be respectful of each other’s religious and/or non-religious beliefs.</p>	<p>Students & staff may be excused from participating in activities that are contrary to their religious beliefs.</p>	<p>Students & staff may be excused from participating in activities that are contrary to their religious beliefs.</p>	<p>Students may be excused from participating in activities that are contrary to their religious beliefs.</p>

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STUDENTS

J-POLICIES

Policy	Name	Summary	Principals	Teachers	Parents
JC/JCD & JC-R/ JCD-R	Student Placement	Students shall attend the school in the attendance zone in which they reside and/or to which they are assigned, unless special permission is granted by the Superintendent or designee.	<p><u>Capacity Transfers:</u> The Superintendent may reassign students for a particular school or grade level based on capacity. When this occurs, the student will be reassigned to the school closest to the student’s residence where there is capacity. Transportation will be provided.</p> <p><u>Programmatic Transfers:</u> Parents may request a student transfer based on the following designated school programs:</p> <ul style="list-style-type: none"> • Dual-language • K-8 • Modified calendar <p>Transportation will be provided.</p> <p><u>Administrative Transfers:</u> Parents may request a transfer in exceptional situations due to:</p> <ul style="list-style-type: none"> • Safety • Health • Housing change <p><u>Transportation will not be provided.</u></p>		<p><u>Capacity Transfers:</u> The Superintendent may reassign students for a particular school or grade level based on capacity. When this occurs, the student will be reassigned to the school closest to the student’s residence where there is capacity. Transportation will be provided.</p> <p><u>Programmatic Transfers:</u> Parents may request a student transfer based on the following designated school programs:</p> <ul style="list-style-type: none"> • Dual-language • K-8 • Modified calendar <p>Transportation will be provided.</p>

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Policy	<u>Name</u>	Summary	Principals	Teachers	Parents
JC/JCD & JC-R/JCD-R, contd.	<u>Student Placement</u>		<p><u>Military Families</u> Children of military families may enroll at schools previously attended by the student prior to a change of station or in the boundary school where the military family may reside, even if class size caps are exceeded.</p> <p>Children of military families shall have 30 days from the date of enrollment to obtain any required immunization(s).</p> <p><u>The Sibling Rule</u> Siblings of current students will be allowed to enroll in the school that their sibling attends even if class size caps are exceeded.</p>		<p><u>Administrative Transfers:</u> Parents may request a transfer in exceptional situations due to:</p> <ul style="list-style-type: none"> • Safety • Health • Housing change <p><u>Transportation will not be provided.</u></p> <p><u>Military Families</u> Children of military families may enroll at schools previously attended by the student prior to a change of station or in the boundary school where the military family may reside, even if class size caps are exceeded.</p> <p>Military children have 30 days from the date of enrollment to obtain immunization(s).</p> <p><u>The Sibling Rule</u> Siblings of current students will be allowed to enroll in the school that their sibling attends even if class size caps are</p>

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Policy	Name	Summary	Principals	Teachers	Parents
JCE & JCE-R	NEW Redistricting Implementation	Upon School Board approval of newly established elementary attendance zones, students will attend their newly zoned boundary school unless they meet the exemptions outlined in Regulation JCE-R.	<p>4th & 5th Grade Student Exemption: 4th & 5th grade students and their siblings who are rezoned to another boundary school may stay at their current school. Affected siblings may only stay until the older sibling graduates from that school. Transportation is provided.</p> <p>Programmatic Exemptions:</p> <ul style="list-style-type: none"> - Dual-language program - K-8 program - Modified calendar program - Transportation is provided <p>Administrative Transfers: Rezoned students with previously approved administrative transfers and their siblings will be allowed to remain at their current school. Transportation is <u>not</u> provided.</p> <p>Redistricting Implementation Transfer: For SY 2017-18, redistricting implementation 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 approved based on available capacity at that grade level. Transportation</p>		<p>exceeded.</p> <p>4th & 5th Grade Student Exemption: 4th & 5th grade students and their siblings who are rezoned to another boundary school may stay at their current school. Affected siblings may only stay until the older sibling graduates from that school. Transportation is provided.</p> <p>Programmatic Exemptions:</p> <ul style="list-style-type: none"> - Dual-language program - K-8 program - Modified calendar program - Transportation is provided <p>Administrative Transfers: Rezoned students with previously approved administrative transfers and their siblings will be allowed to remain at</p>

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Policy	Name	Summary	Principals	Teachers	Parents
JCE & JCE-R, contd.	NEW Redistricting Implementation		<p>will be provided in accordance with Policy EEA.</p> <p><u>Citywide Programs for Students with Disabilities:</u> Students enrolled in a citywide Specialized Instruction program resulting from IEP Team placement are not affected by redistricting.</p> <p><u>Children of Military Families:</u> Placements for military children are not subject to redistricting.</p>		<p>their current school. Transportation is <u>not</u> provided.</p> <p><u>Redistricting Implementation Transfer:</u> For SY 2017-18, redistricting implementation 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 approved based on available capacity at that grade level. Transportation will be provided in accordance with Policy EEA.</p> <p><u>Citywide Programs for Students with Disabilities:</u> Students enrolled in a citywide Specialized Instruction program resulting from IEP Team placement are not</p>

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Policy	Name	Summary	Principals	Teachers	Parents
JCE & JCE-R, contd.	NEW Redistricting Implementation				<p>affected by redistricting.</p> <p>Children of Military Families: Placements for military children are not subject to redistricting.</p>
JFCA	Teacher Removal of Students from Class	<p>ACPS is implementing Positive Behavior Intervention Supports (PBIS) as part of promoting safe and supportive learning environments.</p> <p>Effective strategies to deescalate behaviors that interfere with classroom learning will be utilized.</p> <p>When these strategies are not effective and behavior disruptive to the learning of others cannot be managed, teachers have the authority to remove students from class due to disruptive behavior.</p>	<p>Disruptive behavior is the violation of School Board regulations governing student conduct that interrupts or obstructs the learning environment.</p> <p><u>Guidelines for Alternative Assignment & Instruction of Removed Students</u> The principal determines the appropriate placement of the student. Options include:</p> <ul style="list-style-type: none"> • Assigning the student to an alternative program • Assigning the student to another class • Sending the student to the principal's office or study hall • Suspending or expelling the student • Returning the student to class 	<p><u>Criteria for Removal</u> For a teacher to remove a student from class, <u>all</u> of the following criteria must be met:</p> <ol style="list-style-type: none"> 1. The student's behavior is disruptive as defined above. 2. Removal of the student from the class is necessary to restore a learning environment free from interruptions and obstructions caused by the student's behavior. 3. Teacher and/or administrative interventions have been attempted and failed to end the student's disruptive behavior. 4. Notice of the student's disruptive 	<p><u>Procedures for Written Notification to Student and Parents/Guardians</u></p> <p>The teacher provides copies within 24 hours of the incident report and Student Removal Form to the student and his or her parents/guardians and notifies them of the opportunity for a meeting.</p> <p>The teacher documents all attempts to request a meeting with the parents/guardians.</p> <p>Once the decision has been made to return the student to class, the teacher & principal develop a plan to address future disruptive behavior.</p>

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Policy	<u>Name</u>	Summary	Principals	Teachers	Parents
JFCA, contd.	<u>Teacher Removal of Students from Class</u>		<p><u>Procedures for the Student's Return to Class</u> After consulting the teacher, the principal determines the duration of the student's removal from class. If the teacher & principal disagree, they will follow the procedures in Policy JFCA.</p> <p>Once the decision has been made to return the student to class, the teacher and principal will develop a plan to address future disruptive behavior. Parents/guardians are invited to participate in the development of the behavior plan & sign the finalized plan.</p>	<p>behavior and the opportunity to meet with the teacher and/or school administrators have been provided to the student's parents/guardians.</p> <p><u>Requirements for Incident Reports</u> No removal shall occur unless <u>two prior written incident reports</u> have been filed with school administrators.</p> <p>Upon removal, the teacher files a <u>Student Removal Form</u> & any other documentation including the previous two incident reports.</p> <p>The teacher provides copies within <u>24 hours</u> of the incident report and Student Removal Form to the student & parents/guardians & invites them to meet.</p> <p>The teacher documents all attempts to request a meeting with parents</p>	<p>Parents/guardians are invited to participate in the development of the behavior plan & sign the finalized plan.</p>

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Policy	<u>Name</u>	Summary	Principals	Teachers	Parents
JGDA	Disciplining Students with Disabilities	Summarizes procedures for disciplining students with disabilities	<p>Change in Placement Occurs for:</p> <ul style="list-style-type: none"> • Long-term suspensions • Expulsions • Short-term suspensions that constitute a pattern <p>Parent/guardian must be notified in writing the same day as recommendation made for discipline and sent a copy of procedural safeguards.</p> <p>Short-term suspensions ≤ 10 consecutive days</p> <p>After 10 days of removal in a school year, ACPS must provide <u>educational services</u> to the student while removed.</p> <p>Manifestation determination review conducted when change of placement being considered and:</p> <ul style="list-style-type: none"> • Within 10 school days after disciplinary decision is made <p>If behavior is determined to be manifestation of disability, IEP team must conduct/review/ modify Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP)</p>		<p>Parent/guardian must be notified in writing the same day as recommendation made for discipline and sent a copy of procedural safeguards.</p> <p>Short-term suspensions ≤ 10 consecutive days</p> <p>After 10 days of removal in a school year, ACPS must provide <u>educational services</u> to the student while removed.</p> <p>Manifestation determination review conducted when change of placement being considered and:</p> <ul style="list-style-type: none"> • Within 10 school days after disciplinary decision is made

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Policy	<u>Name</u>	Summary	Principals	Teachers	Parents
JGDA, contd.	Disciplining Students with Disabilities		<p>If manifestation determined:</p> <ul style="list-style-type: none"> • Student may not be disciplined except to extent removal permitted by law <p>If <u>no</u> manifestation determined:</p> <ul style="list-style-type: none"> • Student may be disciplined in same manner as non-disabled student <p>Student may be placed in <u>alternative education setting for up to 45 days</u> whether or not manifestation exists for:</p> <ul style="list-style-type: none"> • Weapon s • Drugs • Infliction of serious bodily injury • Fulfillment of order by hearing officer <p>*Students identified as disabled solely under §504 are disciplined the same as non-disabled students for drug & alcohol offenses.</p> <p><u>Appeals</u> Placement during appeal is made in accordance with State regulations.</p> <p>Students not yet identified as disabled are disciplined the same as non-disabled students if ACPS did not have knowledge of a disability prior to the behavior.</p>		<p>Student may be placed in <u>alternative education setting for up to 45 days</u> whether or not manifestation exists for:</p> <ul style="list-style-type: none"> • Weapon s • Drugs • Infliction of serious bodily injury • Fulfillment of order by hearing officer <p>*Students identified as disabled solely under §504 are disciplined the same as non-disabled students for drug & alcohol offenses.</p> <p>Students not yet identified as disabled are disciplined the same as non-disabled students if ACPS did not have knowledge of a disability prior to the behavior.</p>

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Policy	<u>Name</u>	Summary	Principals	Teachers	Parents
JHCF & JHCF-R	Student Wellness Updated	<p>ACPS strives to develop lifelong wellness practices through nutrition promotion and education, physical activity, and other school-based activities.</p> <p>Physical Activity Program Goal: At least 220 minutes per week on average for K-10 students:</p> <p><u>Elementary:</u> avg. of 60-90 minutes of P.E. /week, plus 20 minutes of recess per day. In addition to the 160-190 minutes of physical activity, teachers are also encouraged to incorporate two 3-5 minute classroom reboots or “energizers” per day.</p> <p><u>Middle School:</u> minimum of 210 minutes/week of health/P.E.</p> <p><u>High school:</u> Avg. of 180 minutes of health/P.E./week.</p>	<p><u>Student Wellness Team:</u> the Instructional Specialist for Health & Physical Education, the Director of Nutrition Services and the Health Services Coordinator.</p> <ul style="list-style-type: none"> - The team is responsible for overseeing implementation of the policy, will assist every ACPS school including assisting every school to form a Wellness Committee, and developing indicators that will be used to measure its success. - The team will conduct a triennial wellness policy implementation assessment, including the extent to which schools are in compliance. <p><u>Food/Meals:</u> Students must be provided adequate time to eat meals. This requires students to be seated with their meal for a minimum of 10 minutes for breakfast and 20 minutes for lunch.</p> <p>Due to allergy and sanitation concerns, consumption of food in the classroom and throughout school facilities is to be discouraged unless part of a school-sponsored meal</p>	<p><u>Food/Meals:</u> ACPS forbids the use of food as a reward/incentive or consequence for misbehavior.</p> <p>Due to allergy and sanitation concerns, consumption of food in the classroom and throughout school facilities is to be discouraged unless part of a school-sponsored meal program; eating surfaces must be cleaned after consumption.</p> <p>Celebrations with food are to be limited and discouraged pursuant to the ACPS Food Allergy Guidelines.</p> <p>Kindergarten snacks will make a positive contribution to children’s diets and health, with fruits and vegetables as the primary snacks and</p>	<p><u>Food/Meals:</u> ACPS forbids the use of food as a reward/incentive or consequence for misbehavior.</p> <p>Due to allergy and sanitation concerns, consumption of food in the classroom and throughout school facilities is to be discouraged unless part of a school-sponsored meal program; eating surfaces must be cleaned after consumption.</p> <p>Celebrations with food are to be limited and discouraged pursuant to the ACPS Food Allergy Guidelines.</p> <p><u>Physical Activity:</u> If a student is unable to participate fully in P.E. class on a particular day due to illness, injury, or religious practices, a note from the parent or</p>

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Policy	<u>Name</u>	Summary	Principals	Teachers	Parents
JHCF & JHCF-R, contd.	<u>Student Wellness Updated</u>	<p>Teachers are also encouraged to incorporate classroom reboots or “energizers”.</p> <p>Food/Meals: Students must be provided adequate time to eat meals. This requires students to be seated with their meal for a minimum of 10 minutes for breakfast and 20 minutes for lunch.</p> <p>Due to allergy and sanitation concerns, consumption of food in the classroom and throughout school facilities is to be discouraged unless part of a school-sponsored meal program; eating surfaces must be cleaned after consumption.</p> <p>Celebrations with food are to be limited and discouraged pursuant to the ACPS Food Allergy Guidelines.</p>	<p>program; eating surfaces must be cleaned after consumption.</p> <p>Celebrations with food are to be limited and discouraged pursuant to the ACPS Food Allergy Guidelines.</p> <p>All school-sponsored fundraising groups are to be encouraged to choose non-food items to sell.</p> <p>If fundraising activities include the sale of food for consumption on school property, the purchase of healthy food options must also be available. Such fundraisers must comply with the “Competitive Foods” requirements in Regulation JHCH-R, and must follow food safety handling and storage guidelines.</p> <p>Physical Activity: School administrators will provide staff development opportunities that include “active learning” strategies.</p> <p>If a student is unable to participate fully in P.E. class on a particular day due to illness, injury, or religious practices, a note from the parent or guardian is required for up to three (3) consecutive days. For more than (3) consecutive days, a physician's</p>	<p>water as the primary beverage.</p> <p>Physical Activity: School administrators will provide staff development opportunities that include “active learning” strategies.</p> <p>If a student is unable to participate fully in P.E. class on a particular day due to illness, injury, or religious practices, a note from the parent or guardian is required for up to three (3) consecutive days. For more than (3) consecutive days, a physician's statement is required.</p> <p>Elementary recess periods will be given prior to lunch time whenever possible. Elementary recess must be at least 20 minutes in length. Another 15 minutes each day</p>	<p>guardian is required for up to three (3) consecutive days. For more than (3) consecutive days, a physician's statement is required.</p> <p>Elementary recess periods will be given prior to lunch time whenever possible. Elementary recess must be at least 20 minutes in length. Another 15 minutes each day should include “active learning” time where movement enhances academic learning in the classroom.</p> <p>Outdoor recess is mandatory. Recess may not be withheld from an individual student or any group of students as punishment, or to conduct academic or extracurricular activities. Parent requests for exclusion from recess based on a unique circumstance will be</p>

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Policy	<u>Name</u>	Summary	Principals	Teachers	Parents
JHCF & JHCF-R, contd.	Student Wellness Updated		<p>statement is required.</p> <p>Elementary recess periods will be given prior to lunch time whenever possible. Elementary recess must be at least 20 minutes in length. Another 15 minutes each day should include “active learning” time where movement enhances academic learning in the classroom.</p> <p>Outdoor recess is mandatory. Recess may not be withheld from an individual student or any group of students as punishment, or to conduct academic or extracurricular activities. Parent requests for exclusion from recess based on a unique circumstance will be considered on a case by case basis.</p> <p>Administrators may hold indoor recess during National Weather Service-issued weather advisories, or when the air quality index is at “red” or higher. Students with asthma and other respiratory conditions will be provided the option for indoor recess as recommended by health officials. When weather conditions prohibit outdoor recess, indoor activities should provide opportunities for</p>	<p>should include “active learning” time where movement enhances academic learning in the classroom.</p> <p>Outdoor recess is mandatory. Recess may not be withheld from an individual student or any group of students as punishment, or to conduct academic or extracurricular activities. Parent requests for exclusion from recess based on a unique circumstance will be considered on a case by case basis.</p> <p>Administrators may hold indoor recess during National Weather Service-issued weather advisories, or when the air quality index is at “red” or higher. Students with asthma and other respiratory conditions will be provided the option for indoor recess as</p>	<p>considered on a case by case basis.</p> <p>Administrators may hold indoor recess during National Weather Service-issued weather advisories, or when the air quality index is at “red” or higher. Students with asthma and other respiratory conditions will be provided the option for indoor recess as recommended by health officials. When weather conditions prohibit outdoor recess, indoor activities should provide opportunities for movement.</p> <p>From kindergarten through grade 12, students will receive consistent substance abuse prevention programming.</p>

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Policy	<u>Name</u>	Summary	Principals	Teachers	Parents
JHCF & JHCF-R, contd.	<u>Student Wellness</u> Updated		<p>movement.</p> <p>Substance Abuse: Secondary school health and physical education teachers will receive regular substance abuse training.</p> <p>From kindergarten through grade 12, students will receive consistent substance abuse prevention programming.</p>	<p>recommended by health officials. When weather conditions prohibit outdoor recess, indoor activities should provide opportunities for movement.</p> <p>Substance Abuse: Secondary school health and physical education teachers will receive regular substance abuse training.</p> <p>From kindergarten through grade 12, students will receive consistent substance abuse prevention programming.</p>	
JHCH & JHCH-R	<u>School Meals & Snacks</u> Updated	<p>Foods sold during regular school hours (on school premises) will follow the <u>Healthy, Hunger-Free Kids Act of 2010</u>. Additionally, snacks and fundraisers during regular school hours and on school premises will follow the USDA's <u>Smart Snacks in School standards</u>, unless</p>	<p>All fundraisers must be approved in advance by the school principal.</p> <p>Competitive Foods Exemption: Each school may conduct the following number of school-sponsored fundraisers during the school day per school year, during which food that does not meet the nutrition guidelines for competitive foods may be available for sale to students.</p>		<p>Students who do not have money on account or in hand to cover the cost of a meal at the time of service will be permitted to charge a full meal. Students will not be permitted to charge a la carte items.</p> <p>For students with a negative account</p>

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Policy	Name	Summary	Principals	Teachers	Parents
<p>JHCH & JHCH-R, contd.</p>	<p>School Meals & Snacks Updated</p>	<p>qualifying for a “competitive foods” (all food/drinks other than those provided by School Nutrition Svcs. available for sale to students on the school campus during the school day) exemption.</p> <p>ACPS eliminates any stigma attached to, and prevents public identification of, students who are eligible for free and reduced priced meals.</p> <p>Students who do not have money on account or in hand to cover the cost of a meal at the time of service will be permitted to charge a full meal. Students will not be permitted to charge a la carte items. Reasonable efforts will be used to avoid calling attention to a student’s inability to pay.</p>	<p><u>Elementary Schools: two (2) per school year</u></p> <p><u>Secondary Schools: one (1) per organization, not to exceed thirty (30) total per school per school year</u></p> <p>(Such fundraisers may not be held during breakfast or lunch periods.)</p> <p>Notification re: Unpaid Meals: <u>School nutrition services will notify the principal daily of any unpaid meal charges. For students with a negative account balance, the principal’s designee will notify the parent/ guardian in the parent’s/guardian’s preferred language weekly. After ten (10) meals have been charged, the principal will notify the parent/guardian by U.S. mail.</u></p> <p>Written notifications will include the amount of unpaid meal charges and information on replenishing the student’s meal accounts, as well as contact information for assistance registering for free and reduced meal benefits.</p> <p><u>The principal will designate a member of the school support team</u></p>		<p>balance, the principal’s designee will notify the parent/ guardian in the parent’s/guardian’s preferred language weekly. After ten (10) meals have been charged, the principal will notify the parent/guardian by U.S. mail.</p> <p>A member of the school support team to schedule a meeting with the parent/guardian to determine whether the student qualifies for free and reduced meal benefits. If outreach efforts are unsuccessful, further action may be taken.</p> <p>Throughout the school year, parents/guardians may request the transfer or refund of positive student meal account balances by contacting the Nutrition Services school manager. On June 30th of each year,</p>

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Policy	Name	Summary	Principals	Teachers	Parents
JHCH & JHCH-R, contd.	School Meals & Snacks Updated		<p>to schedule a meeting with the parent/guardian to determine whether the student qualifies for free and reduced meal benefits. If outreach efforts are unsuccessful, further action may be taken.</p> <p>ACPS' goal is to ensure the safety of all students. Therefore, ACPS may notify the Department of Social Services of suspected cases of child neglect.</p>		<p>accounts for all graduating seniors, as well as for students no longer enrolled in ACPS, will be deemed inactive.</p> <p>Parents/guardians have up to one year (the following June 30th) to request a transfer or refund of the balance by contacting Nutrition Services. After one year, the Department of Financial Services may treat remaining account balances as a donation to the Nutrition Services General Fund.</p>
JHH & JHH-R	Suicide Prevention/ Intervention Guidelines Updated	<p>Virginia Code requires all licensed staff who believe a student may be at risk for attempting suicide to immediately notify a qualified school professional (school counselor, school nurse, social worker, or psychologist) while ensuring the safety of the student.</p>	<p>All administrators who are notified that a student (while in the jurisdiction of the school) has attempted suicide or may attempt suicide will:</p> <ul style="list-style-type: none"> • Immediately call 911 and request police and ambulance response; • Ensure that a qualified school professional reports immediately to the scene where the student is located; • Notify the parents/guardians and request their presence at the school immediately; 	<p>Any non-administrative educational professional who discovers that a student (while in the jurisdiction of the school) has attempted or may attempt suicide will:</p> <ul style="list-style-type: none"> • Immediately notify the administrator(s) of the school; • Remain with the student until support personnel 	<p>Parents/guardians should be contacted by a qualified school professional concerning the situation and the status of the student.</p> <p>Parents should provide appropriate information concerning the student's mental health status and therapy history. They should also receive referral information for</p>

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Policy	<u>Name</u>	Summary	Principals	Teachers	Parents
JHH & JHH-R, contd.	<u>Suicide Prevention/ Intervention Guidelines Updated</u>		<ul style="list-style-type: none"> • Notify the Office of the Superintendent (703-619-8001); • If the suicide is not prevented, secure the area and debrief staff using outlined procedures in the ACPS Crisis Management Plan; • Ensure that counseling is provided and available for students and staff; and • Review the ACPS Crisis Intervention Manual. 	<p>have arrived, including but not limited to qualified school professionals;</p> <ul style="list-style-type: none"> • Evacuate any other students from the area, if appropriate; and • Attempt to calm the student and engage the student in conversation until help arrives. 	<p>counseling/evaluation resources.</p> <p>Parents must participate in required conferences and related support services when the student returns to school and support implementation of a Plan of Action related to the student's status.</p>
JJAC & JJAC-R	<u>Student Brain Injuries During Extracurricular Activities Updated</u>	<p>The ACPS Concussion Management Team (CMT) is responsible for disseminating the division-approved brain injuries protocol, including:</p> <ul style="list-style-type: none"> • required concussion training for school personnel and volunteers; • distribution of training materials; • procedures for removal of student from extracurricular physical activities; and 	<p>Principals are responsible for:</p> <ul style="list-style-type: none"> • ensuring that appropriate staff and volunteers are trained to address concussions • ensuring that required materials are distributed to student athletes and parents/guardians • ensuring that responsible individuals (e.g., coaches, extracurricular activity sponsors, volunteers) understand procedures for removal of students from physical activities, as well as return-to-play and return-to-learn protocols. 	<p>All staff and volunteers involved with athletics and/or extracurricular activities should participate in training to understand requirements for dealing with brain injuries resulting from those activities.</p> <p>Staff and volunteers should follow required procedures and protocols for ensuring appropriate care for the student, notification of parents/ guardians, and</p>	<p>Prior to participating in any athletic or extracurricular activity, the student and parent /guardian should review concussion training materials developed by the CMT and sign a statement acknowledging receipt of this information.</p> <p>Signed statements acknowledging receipt of concussion training materials are valid for one calendar year and satisfy the concussion</p>

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JJAC & JJAC-R, contd.	Student Brain Injuries During Extracurricular Activities Updated	<ul style="list-style-type: none"> return-to-play and return-to-learn protocols. <p>The policy and regulations also address helmet replacement and reconditioning.</p>		<p>facilitating students' return to play and learn.</p> <p>Staff and volunteers should know the policy related to helmet replacement and reconditioning.</p>	<p>training requirements for all of a student's extracurricular activities for a calendar year.</p>
JM	Management of Student Behaviors in Emergency Situations	<p><u>Corporal punishment is prohibited by law.</u></p> <p>When behaviors need special intervention, the use of physical & mechanical restraint & seclusion must be reasonable, conducted by trained & authorized staff, <u>& must strictly adhere to this policy.</u></p> <p><u>Physical restraint</u> is the use of physical force to restrict the free movement of all or part of a student's body.</p> <p><u>Mechanical restraint</u> is the use of any device/material attached to a student's body that restricts freedom of movement or normal</p>	<p>Staff must attempt to contact parents/guardians:</p> <ul style="list-style-type: none"> within 1 hour of incident by phone if physical injury occurs by COB in writing on the day of the incident if no injury occurs <p>Training will be provided to all staff who are likely to be in situations where seclusion or restraint may be required.</p> <p>When seclusion is used, <u>at least 2 trained staff members must closely monitor the student with visual and/or physical contact.</u></p> <p>The seclusion space must be appropriately lighted, ventilated, heated/cooled, and free from objects that could unreasonably cause harm.</p> <p>A student will be released from</p>	<p>The <u>Emergency Restraint Report Form</u> must be completed by the staff member utilizing restraint or seclusion & sent to the parent/guardian and the Office of Special Education Services.</p> <p>Training will be provided to all staff who are likely to be in situations where seclusion or restraint may be required.</p> <p>When seclusion is used, <u>at least 2 trained staff members must closely monitor the student with visual and/or physical contact.</u></p> <p>The seclusion space</p>	<p>Parent/guardian must be notified in writing on the day of the incident when any use of physical restraint; or seclusion resulting in observed physical injury to the student occurs.</p> <p>Staff must attempt to contact parents/guardians:</p> <ul style="list-style-type: none"> within 1 hour of incident by phone if physical injury occurs by COB in writing on the day of the incident if no injury occurs

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JM, contd.	Management of Student Behaviors in Emergency Situations	<p>access to any portion of the student’s body & that the student cannot easily remove.</p> <p><u>Seclusion</u> is the confinement of a student alone in a separate enclosed space in a manner that prevents the student from leaving.</p> <p>*Use of procedures, devices & materials documented in a student’s IEP or 504 Plan are excluded from these definitions.</p>	<p>seclusion:</p> <ul style="list-style-type: none"> • Once the behavior has ended • Once it is determined that the seclusion is ineffective • According to the IEP, 504 Plan, or BIP 	<p>must be appropriately lighted, ventilated, heated/cooled, and free from objects that could unreasonably cause harm.</p> <p>A student will be released from seclusion:</p> <ul style="list-style-type: none"> • Once the behavior has ended • Once it is determined that the seclusion is ineffective • According to the terms of the student’s IEP, 504 Plan, or BIP 	
JOA	NEW Student Transcripts	<p>Secondary school transcripts contain information as specified by the Virginia Board of Education.</p>	<p>Test Record Parents/guardians can request that the Director of Counseling at T.C. Williams High School exclude the student’s test record for college performance-related standardized tests from the transcript.</p> <p>For High School Credit-Bearing Courses Taken in Middle School, parents/guardians may request that</p>		<p>Test Record Parents/guardians can request that the Director of Counseling at T.C. Williams High School exclude the student’s test record for college performance-related standardized tests from the transcript.</p> <p>For High School Credit-</p>

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Policy	Name	Summary	Principals	Teachers	Parents
JOA, contd.	NEW Student Transcripts		<p>grades be omitted from the student's transcript and the student not earn high school credit for the course.</p> <p>Notice of this option, including the deadline and procedure for making a request, must be provided to parents.</p>		<p>Bearing Courses Taken in Middle School, parents /guardians may request that grades be omitted from the student's transcript and the student not earn high school credit for the course.</p> <p>Notice of this option, including the deadline and procedure for making a request, must be provided to parents.</p>

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COMMUNITY RELATIONS

K-POLICIES

Policy	Name	Summary	Principals	Teachers	Parents
KBC	Media and Public Relations	Summarizes information dissemination to the public about individual schools and the Division.	<p><u>All communications</u>, including all media interviews or approval for media interviews <u>during an emergency or crisis</u>, should be <u>coordinated through the Office of Communications</u>.</p> <p>In addition to various electronic communications, formal emergency or crisis communications concerning a school will be written on <u>school letterhead</u> and signed by the <u>principal</u>.</p> <p>Formal emergency or crisis communications concerning multiple schools or the Division as a whole will be written on <u>Division letterhead</u> and signed by the <u>Superintendent</u>.</p> <p>Information that has been put out by the Office of Communications can be freely disseminated.</p>		

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Policy	Name	Summary	Principals	Teachers	Parents
KF & KF-R	Distribution of Information/ Materials	Distribution of information or materials from sources other than the school division is permitted when such information or materials are prepared and/or sponsored in accordance with Regulation KF-R .	<p>Distribution requests from:</p> <ul style="list-style-type: none"> • Schools • parent-teacher organizations • booster clubs <p>must be approved by the <u>principal</u>.</p> <p>Any requests from organizations <u>other</u> than these, including the City of Alexandria, ACPS, & official ACPS partners, <u>must be reviewed and approved by the Office of Communications</u>.</p> <p>Activities described within such information or materials must be related to the educational mission of ACPS.</p> <p><u>Patriotic organizations listed in Regulation KG-R & youth groups may distribute</u> materials that encourage participation in such organizations and their activities, but may not conflict with instructional time. <u>Access</u> may also include after-school activities like “Back to School” events.</p> <p>Protocols for flier distribution will be posted on the ACPS website.</p>		

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KG & KG-R	Community Use of School Facilities Updated	Guidelines, including priority of use, application, & fee schedule for community use of school facilities included in Regulation KG-R	<p>Requests can be made to school principal or the Dept. of Educational Facilities at facilitiesuse@acps.k12.va.us</p> <p>External requests for the use of T.C. Williams Parker-Gray stadium shall be made to the Superintendent or the Superintendent's designee.</p>		
KH & KH-R	NEW Public Donations to Schools	ACPS welcomes donations from individuals, organizations, corporations, and community groups if their donation enhances the educational or extracurricular experiences of students. However, donations must include a review of items to ensure their safety and usability by the school division.	<p>Donation Acceptance Procedures: \$0-\$100 Small-Scale School Supplies/Property Donations:</p> <ul style="list-style-type: none"> • If donated to a school, the principal accepts the donation. • If donated to a specific department, the Department Head accepts the donation. • An ACPS online donation form is not required. <p>\$0-\$999 Monetary Donations:</p> <ul style="list-style-type: none"> • The donation must meet the standards of acceptance. • The principal or Department Head accepts the donation and submits the ACPS online donation form to the Office of School, Business, and Community Partnerships. 		

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Policy	Name	Summary	Principals	Teachers	Parents
KH & KH-R, contd.	NEW Public Donations to Schools		<ul style="list-style-type: none"> The Office of School, Business and Community Partnerships will acknowledge receipt to the donor. <p style="color: red;"><u>\$100-\$999 Property Donations:</u></p> <ul style="list-style-type: none"> The donation must meet the standards of acceptance. The principal or Department Head accepts the donation and submits the ACPS online donation form to the Office of School, Business, and Community Partnerships. The Office of School, Business and Community Partnerships will acknowledge receipt to the donor. 		
KK	School Visitors	<p>Visitors are welcome in the schools as long as their presence is not disruptive and they follow school procedures for visitation.</p> <p>Mutual respect, civility, and orderly conduct from all individuals on school property and at school events are required.</p>	<p style="color: red;">Visitors must report to the office when they first arrive.</p> <p style="color: red;">Unauthorized persons, including suspended students, will be requested to leave school grounds by the building administrator.</p> <p style="color: red;"><u>Registered sex offenders</u>, including parents, must consult & comply with policies KN and KNA before arriving on school property or at school-sponsored activities.</p>	<p style="color: blue;">Parents/guardians are encouraged to visit the schools on scheduled days for conferences with teachers, assemblies, PTA meetings, volunteer service, and other school programs.</p> <p style="color: blue;"><u>Non-custodial parents</u> shall <u>not</u> be denied, <u>solely</u> on the basis of their non-custodial</p>	<p style="color: green;">Parents/guardians are encouraged to visit the schools on scheduled days for conferences with teachers, assemblies, PTA meetings, volunteer service, and other school programs.</p> <p style="color: green;"><u>Non-custodial parents</u> shall <u>not</u> be denied, <u>solely</u> on the basis of</p>

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Policy	<u>Name</u>	Summary	Principals	Teachers	Parents
KK, contd.	School Visitors		<p>Law enforcement may be called to enforce this policy.</p> <p>Anyone, including students, who:</p> <ul style="list-style-type: none"> • enters a school at nighttime without consent • enters or remains on any school property, including school buses <p>in violation of:</p> <ul style="list-style-type: none"> • any direction to vacate the property by an authorized individual or • any notice posted at a place where it reasonably may be seen may be prosecuted. 	<p>status, the opportunity to participate in any of the student's school or day care activities in which participation is supported or encouraged.</p>	<p>their non-custodial status, the opportunity to participate in any of the student's school or day care activities in which participation is supported or encouraged.</p> <p>Registered sex offenders, including parents, must consult & comply with policies KN and KNA before arriving on school property or at school-sponsored activities.</p>