ACPS is committed to enabling students to attend their neighborhood-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 Sections I or II below.

**Modified Open Enrollment (MOE)/Capacity Reassignments**

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

**I. Rising 5th Grade Students**

Rising 5th grade students may choose to stay at their current school if they are re-zoned to a new boundary school, who have their assigned school changed from their existing school to a school within a new boundary may request to remain in their current school until the end of the following school year only. Any sibling of the a rising 5th grade student will also be allowed to remain at that school for the next following school year only. Alternatively, the parents/guardians of rising 5th grade students may opt to place one or all of their children in the newly assigned zoned 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 zoned school.

**II. Existing Transfers**

**Programmatic Transfers** Dual-Language Program, Modified Calendar, and K-8 Programs
Designated school programs in ACPS are the dual-language program, the K-8 program, and the modified calendar program.

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

Students currently enrolled in a dual-language program will be allowed to continue in the program until its completion. It is expected that most students entering the dual-language program will start at kindergarten, given the sequential nature of the program and its alignment with instructional program requirements. Given the sequential nature of the program and its alignment with instructional program requirements, students typically enter the dual-language program at kindergarten or first grade. Any student seeking admission to the dual-language program during grades 4-5 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-zoned school.

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

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

**Administrative Transfers**

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

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

Consistent with policy JC/JCD: Student Placement, transportation is not provided for administrative transfers. Exceptions will be made by the Superintendent in cases of student homelessness.
Citywide Programs for Students with Disabilities

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

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/JCD Student Placement 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