

SCHOOL BOARD GOVERNANCE AND OPERATIONS

File: BBB SCHOOL BOARD SELECTION

The School Board of the Charlottesville City School Division shall be selected as provided by law.

A. Election

Members of the Charlottesville City School Board shall be elected for service during a general election following the elections procedures set by the Electoral Board of Charlottesville City.

B. Term of Office/Limitations

Terms of office shall be for four (4) years.

Adopted: August 6, 1998

Revised: August 16, 2007

Revised: December 20, 2007

Reviewed: June 25, 2013

Reviewed:

Legal Reference: Charter of the City of Charlottesville, Code of Virginia, 1950, as
as amended, § 22.1-57.3

SCHOOL BOARD GOVERNANCE AND OPERATIONS

File: BBBC

BOARD MEMBER OATH OF OFFICE

School Board members shall qualify by taking the oath prescribed for officers of the Commonwealth before January 1 following the election. School Board members fulfilling unexpired terms of office must take the oath of office before serving in the first School Board meeting. Failure to take the oath of office within the time allowed by law renders the office vacant.

Adopted: August 6, 1998

Revised: August 16, 2007

Revised: December 20, 2007

Revised: June 16, 2011

Reviewed: June 27, 2016

Reviewed:

Legal Reference: Code of Virginia, 1950, as amended, Sections 15.2-1522, 15.2-1524, 22.1-31, 24.2-228, 49-1,49-3

SCHOOL BOARD GOVERNANCE AND OPERATIONS

File: BCEB

JOINT SCHOOLS: CHARLOTTESVILLE/ALBEMARLE VOCATIONAL-TECHNICAL EDUCATION CENTER

A. Joint Committee for Control

The Charlottesville City School Board approves the creation of a Joint Committee for Control to develop, operate and manage the Charlottesville/Albemarle Vocational Technical Education Center pursuant to the regulations of the Board of Education of the Commonwealth of Virginia.

B. Board Representation

The Joint Committee for control shall consist of three (3) members selected by and from each of the two (2) School Boards; at the first election one (1) member from each Board shall be elected for a term of one (1) year; another member for a term of two (2) years and the third member for a term of three (3) years. Thereafter, one member shall be elected for a term of three (3) years. If, at any time, for any reason, any member of the joint committee shall cease to be a member of the Charlottesville City School Board, the vacancy so created shall be filled for the unexpired term by electing a new member from the Board.

Adopted: August 6, 1998
Revised: December 20, 2007
Reviewed: June 25, 2013
Reviewed:

Legal Reference: Agreement by and among the School Board of Albemarle County and the School Board of the City of Charlottesville, dated October 1, 1969.

SCHOOL BOARD GOVERNANCE AND OPERATIONS

File: BCED JOINT FACILITIES AND SERVICES

The Charlottesville City School Board endorses and supports the principle of sharing services for students with other school divisions and/or other agencies when such will result in improved educational services or savings in public funds.

Adopted: August 6, 1998

Revised: December 20, 2007

Reviewed: June 25, 2013

Reviewed:

Legal Reference: Code of Virginia, § 22.1-27. Contracts to furnish facilities and services.

SCHOOL BOARD GOVERNANCE AND OPERATIONS

File: BCG

SCHOOL BOARD ATTORNEY

The Board may retain an attorney for legal counsel and services. The attorney, upon request by the School Board, may attend meetings of the Board and its committees.

Adopted: August 6, 1998

Revised: December 20, 2007

Reviewed: June 25, 2013

Revised: June 30, 2015

Reviewed:

Legal Reference: Code of Virginia, 1950, as amended, section 22.1-82. © 5/15 VSBA

GENERAL SCHOOL ADMINISTRATION

File: CA

ADMINISTRATION GOALS

The Charlottesville City School Board places the primary responsibility and authority for the administration of the school division in the Superintendent. The Superintendent is responsible for the direction, leadership and coordination of students and staff in their efforts to reach educational goals adopted by the Charlottesville City School Board.

The Board expects the Superintendent to provide leadership in:

1. School Board Relations
2. Instructional Leadership
3. Personnel Management
4. Fiscal Responsibilities
5. Community/Public Relations

Adopted: April 3, 1998

Revised: December 20, 2007

Revised: July 5, 2012

Reviewed:

Legal Reference: Code of Virginia, 1950, as amended, sections 22.1-253.13:7, 22.1-70, 22.1-78.

Cross References: CBA Qualifications and Duties of the Superintendent
CBG Evaluation of the Superintendent

SCHOOL DIVISION ANNUAL REPORT CARD

1. Division Report Cards

The Charlottesville City School Board will annually prepare and disseminate a division report card. The report card will contain the following information:

- information, in the aggregate, on student achievement at each proficiency level on the Standards of Learning. The information will also be disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. Disaggregated information will not be provided if the number of students in a category is less than 10.
- information that provides a comparison between the actual achievement levels of economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency and Virginia's annual measurable objective for each such group of students on each of the Standards of Learning.
 - the percentage of students not tested (disaggregated by the same categories and subject to the same exception described in the first bullet above).
- the most recent 2-year trend in student achievement in each subject area, and for each grade level, for which Standards of Learning tests are required.
- aggregate information on any other indicators used by Virginia to determine the adequate yearly progress of students in achieving Virginia's academic achievement standards.
- graduation rates for secondary school students. The graduation rates reported will include graduation rates for public school students who graduate from secondary school with a regular diploma in the standard number of years.
- information on the performance of the division regarding making adequate yearly progress.
- the professional qualifications of teachers in the division, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the Division not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this provision, means schools in the top quartile of poverty and the bottom quartile of poverty in Virginia.
- the number and percentage of schools identified for school improvement. ● the length of time that schools identified for improvement have been so identified.
- information showing how students served by the division achieved on the Standards of Learning tests compared to students in the state as a whole.

Charlottesville City Public Schools
GENERAL ADMINISTRATION

File: CMA Page 2

The report card will also show, for each school in the division, whether the school has been identified for school improvement under the No Child Left Behind Act of 2001, and information that shows how the school's students' achievement on the Standards of Learning and other indicators of adequate yearly progress compared to students in the division and the state as a whole.

The Charlottesville City School Board will publicly disseminate the information in the annual report card to all schools in the division and to all parents of students attending those schools in an understandable and uniform format. To the extent practicable, the information will be provided in a language that the parents can understand. The Board will also make the information widely available through public means such as posting on the Internet, distribution to the media, and distribution through public agencies.

II. School Performance Report Cards

The Charlottesville City School Board shall ensure that every school in the division, regardless of whether or not that school receives funds under Title I, Part A, shall provide annually to the parents and the community a School Performance Report Card containing information for the most recent three-year period. Such information shall include but not be limited to:

- SOL test scores and scores on the literacy and numeracy tests required for the Modified Standard Diploma for the school, school division, and state.
- percentage of students tested, as well as the percentage of students not tested, to include a breakout of students with disabilities and limited English proficient students.
- percentage of students who are otherwise eligible, but do not take, the SOL tests due to enrollment in an alternative, or any other program not leading to a Standards Advanced Studies, Modified Standard, or International Baccalaureate Diploma.
- performance of students with disabilities or students with limited English proficiency on SOL tests and alternate assessments as appropriate.
- the accreditation rating awarded to the school.
- attendance rates for students.
- information related to schools safety to include, but not be limited to, incidents of physical violence (including fighting and other serious offenses), possession of firearms, and possession of other weapons.
- information related to qualifications and experience of the teaching staff including the percentage of the school's teachers endorsed in the area of their primary teaching assignment.

In additions, School Performance Report Cards for secondary schools shall include the following:

Charlottesville City Public Schools
GENERAL ADMINISTRATION

File: CMA Page 3

- Advanced Placement (AP) information to include percentage of students who take AP courses and percentage of those students who take AP tests.
- college-level course information to include percentage of students who take college-level courses.
 - percentage of (i) diplomas, (ii) certificates awarded to the senior class including high school equivalency credentials, and (iii) students who do not graduate.
- percentage of students in alternative programs that do not lead to a Standard, Advanced Studies, or Modified Standard Diploma.
- percentage of students in academic year Governor's Schools.
- percentage of drop-outs.
- the number of Board-approved industry certifications obtained, the number of state licensure examinations passed, the number of national occupational competency assessments passed, the number of Virginia workplace readiness skills assessments passed and the number of career and technical education completers that graduated. A "career and technical education completer" is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

- SAT scores and AP scores

Adopted: August 16, 2007

Revised: December 20, 2007

Revised: June 17, 2010

Revised: June 26, 2014

Reviewed:

Legal Ref.: 20 U.S.C. § 6311

Code of Virginia, 1950, as amended, § 22.1-253.13:4

Virginia Board of Education Consolidated State Application Amended Accountability Workbook (as revised September 10, 2004)

8 VAC 20-131-270

SUPPORT SERVICES

File: ECB

BUILDINGS AND GROUNDS MAINTENANCE

A program of preventive maintenance is a requirement for efficient, economic building operation. The Superintendent is directed to maintain a program of preventive maintenance.

School buildings and grounds will be maintained in a safe and attractive condition. The principal of each school will be responsible for the operation, supervision, care and maintenance of the school plant.

Adopted: May 15, 2008

Reviewed:

Legal Reference: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-79(3),
22.1-134, 22.1-135, 22.1-293(D).

MANAGEMENT OF SCHOOL DIVISION WEBSITE

The Charlottesville City Schools (CCS) Web site – www.ccs.k12.va.us (a.k.a. www.charlottesvilleschools.org) – serves to provide information about the school division to multiple constituencies: parents, students, staff, families relocating to the area, prospective employees, Charlottesville residents, other interested citizens, and educators nationally and internationally.

This document defines requirements and responsibilities regarding the management of CCS' Internet presence, and applies to all CCS schools, departments, programs. This policy also applies to CCS staff members when representing CCS online, regardless of the computer system used, unless a specific requirement or responsibility is explicitly qualified as being limited in scope, or an exception has been formally granted.

I. REQUIREMENTS

- A.** Web pages representing the Charlottesville City Schools – whether hosted internally or externally – must have an **informational purpose** that is related to a Charlottesville City Schools objective, initiative, assignment, job, or function and must carry information that is appropriate for viewing by a worldwide audience.
- B.** Web sites for CCS schools, departments, and programs must be **hosted** on servers maintained and supported by the CCS Technical Support Department (Tech Support). All exceptions must be approved by the Network Administrator.
- C.** Web sites for CCS schools, departments, and programs must use **domain names** that are approved by the Network Administrator.
- D.** Web pages for CCS schools, departments, and programs must use **templates** provided by the CCS webmaster to ensure consistency in user experience, functionality, navigation, format, branding, and design. Exceptions must be approved by the Network Administrator. Existing sites that do not comply with this requirement are subject to review by the Network Administrator. The Webmaster may work with departmental/program managers to develop custom-built templates that satisfy both CCS requirements and end-user needs. Appeals will be reviewed by an ad-hoc Web Committee (e.g., comprised of Associate Superintendent, Public Relations Specialist, Media Services Coordinator, Instructional Technology Coordinator, and Webmaster).
- E.** CCS web content will be integrated into the **site architecture** and site navigational devices as deemed appropriate by the CCS webmaster.
- F.** Web sites for CCS schools, departments, and programs must be built to comply with Web Standards and must be **compatible** with all major browsers.
- G.** CCS is committed to ensuring **accessibility** of the main CCS Web site for people

with disabilities. Web pages built using templates provided by the CCS webmaster

Charlottesville City Public Schools
SUPPORT SERVICES

File: EGAAAA Page 2

will conform to [W3C/WAI's Web Content Accessibility Guidelines 1.0, Conformance Level A](#), by August 31, 2007. CCS also encourages staff, teachers and students to conform to those guidelines in sites they produce.

- H. Neither staff nor students may set up a **web server** on any equipment within a school or office, without prior approval of the Network Administrator, if that web server will be accessible beyond an office, classroom, or laboratory.
- I. **Copyrighted material** shall not be placed on any part of a web page without full compliance with the terms of the copyright.
- J. A **copyright designation** is not appropriate on any CCS web pages unless CCS has registered a copyright for the material presented.
- K. **Logins and passwords** must not be required to access public information on the CCS web site. Links to content that is not intended for the general public must be annotated to indicate that access is restricted to, e.g., students, staff, or board: * Students only; password required
[Password-protected content may also be hosted under a separate domain or a privately distributed URL that disallows search engines, without being linked to from a public Web page.]
- L. **Photos and videos in which students are identifiable** may be used on CCS Web pages unless a student's parent or guardian has withheld consent by completing the Opt-Out Form for Promotional Activities. When photos or videos of students are used on a CCS Web page, however, student names must not be associated with those images unless permission, in writing, is granted by the student's parent or guardian. Student home addresses, phone numbers, and/or e-mail addresses shall not be posted on any CCS web page.
- M. Information may not be posted on the Internet if it violates the **privacy** of others, jeopardizes the health and safety of students, is obscene or libelous, causes disruption of school activities, or plagiarizes the work of others.
- N. Content requirements for **school web sites**:
 1. Templates (provided by the CCS Webmaster) for school home pages and secondary pages will include the CCS logo linked to the CCS home page (www.ccs.k12.va.us), aka (www.charlottesvilleschools.org) the primary navigation toolbar, the school-specific navigational sidebar, and the site-wide footer.
 2. Current **design requirements** for each school's home page include, in addition to the above: the name of the principal; the address and phone number for the school; a link to a web form for the generic school email account (e.g., chs@ccs.k12.va.us); a news and announcements section; and a calendar of school-specific and division-wide events.

Charlottesville City Public Schools
SUPPORT SERVICES

File: EGAAAA Page 3

3. School web sites must, at a minimum, provide the following information:

- a. An "About Us" page presenting the name of the principal, assistant principal, and other administrative staff members along with the main school phone number.
- b. A school-specific navigational sidebar containing links to:
 - the Staff Directory for the school
 - the VDOE School Report Card web site
 - current bus route and schedule information
 - a Map page with links for an interactive map showing the location of the school and driving directions; Yahoo maps are currently being used.
- a picture of the school
- calendar of school events that is linked to the division calendar c.

Navigational sidebars must also include the CCS Site Search form.

- d. Navigational sidebars for the elementaries, Walker and Buford must also contain a link to current lunch menus.
- e. Link for volunteer opportunities and contact information
- f. List of business partnerships and link for contact information.

O. Content requirements for department and program web pages:

1. Templates (provided by the CCS Webmaster) for department and program web pages will include the CCS logo linked to the CCS home page (www.ccs.k12.va.us), aka (www.charlottesvilleschools.org) the primary navigation toolbar, the department's or program's navigational sidebar, and the site-wide footer.
2. The **top-level page** for each department and program must include the address and phone number for the department or program, as well as the name, email addresses, and phone numbers of department director or program coordinator and key administrative staff.

P. Teacher Web sites (defined as sites intended primarily for students and parents in support of class work, as distinguished from sites that represent a CCS activity or program and are intended primarily for a public audience):

1. are exempt from the specific provisions concerning site hosting, domain names, and web page templates (Section I, items B–D, above)
2. must clearly identify and include links to the teacher's school and the CCS web site

– whether hosted internally or externally

Q. No Web site representing the Charlottesville City Schools – including externally hosted sites – may include **commercial or political advertising**.

Charlottesville City Public Schools
SUPPORT SERVICES

File: EGAAAA
Page 4

R. Links from CCS web pages to **external web sites** (sites not on the CCS servers) must be limited to those that have or support an educational objective and meet the standards for instructional materials used by the school system.

Care must be used when linking to a commercial web site or a page that contains advertising. Content managers must **review** such external pages twice a year, reloading the page 10 times or more to monitor the ads for inappropriate content. CCS pages with external links may also include the following standard disclaimer: Links to web pages outside the CCS web site do not necessarily constitute an endorsement of the information, products or services contained therein.

NOTE that this requirement pertains to Teacher web sites, whether hosted with other internet service providers or on CCS web servers.

S. The following disclaimer statement must appear on any web page that includes content provided by a **parent-teacher and partner organizations**: This page reflects the views of the [name of organization]. Charlottesville City Schools does not control or guarantee the accuracy, relevance, timeliness, or completeness of this information.

T. **All Web sites and pages representing Charlottesville City Schools**, including staff, teacher and student sites hosted internally or externally, are subject to the CCS Acceptable Use Policy for Technology and all other requirements of the Web Policy (Section I, item P, most importantly).

U. **Requests for exceptions** to any of the above policies must be submitted in writing to the CCS webmaster.

II. RESPONSIBILITIES

A. The **Network administrator** shall provide and administer CCS Internet services, Internet protocol (IP) addresses, and connectivity between the CCS network infrastructure and the Internet service provider and shall manage the CCS central **web servers**.

B. The **CCS Webmaster** is responsible for:

1. creating all templates, stylesheets, scripts, includes and web page graphics that are to be used on division, school, departmental and program web pages.
2. maintenance of web servers and applications

3. management of site functionality and architecture, including expansions and other structural changes making revisions as requested to the CCS home page and other pages and includes not assigned to or available to Web Content Managers
4. entering division-wide events into the CCS Interactive Calendar database

Charlottesville City Public Schools
SUPPORT SERVICES

File: EGAAAA Page 5

5. checking the ccs@ccs.k12.va.us email account daily, and either responding to messages or forwarding messages to the staff best qualified to respond. If a message is forwarded to another staff member to respond, the webmaster should request a copy of the response to be certain the message has been answered.
6. ensuring that emails sent to the generic school email accounts are answered during the summer when school Web Content Managers are away.

C. The Community Relations Specialist is responsible for:

1. establishing the accuracy and appropriateness of official CCS information posted on the CCS web site
2. posting news items to the CCS home page and creating related News web pages and PDFs as needed
3. disseminating school-specific news releases to school Web Content Managers for posting

D. School principals and departmental managers:

1. are responsible for the information posted on their section of the web site
2. must audit their site content at least twice per school year to ensure the content is current, accurate, and appropriate
3. may assign web maintenance duties to Web Content Managers
4. must regularly monitor their site content in order to assess the performance of appointed Web Content Managers with regard to the responsibilities outlined in II.E and II.F, below.
5. review web content revisions and additions before posting to the live web server.

E. School Web Content Managers are responsible for:

1. editing school web pages and creating new web pages as needed
2. posting school-specific news items to the school's news database and creating related pages as needed
3. entering school-specific events into the school's interactive calendar database and monitoring for current information and accuracy

4. checking the school's generic email account daily (during the school year), and either responding to messages or forwarding messages to the staff best qualified to respond
5. responding to requests to post news and announcements or to add new web pages to the school web site
6. obtaining the Principal's approval of such revisions and additions before posting

Charlottesville City Public Schools
SUPPORT SERVICES

File: EGAAAA Page 6

7. reviewing links to external web sites twice per school year to ensure functionality, appropriateness of content (including embedded ads; see I.P, above), and that the information presented continues to serve the intended educational objectives (see I.Q, above).

F. Departmental and program Web Content Managers are responsible for:

1. editing assigned web pages and creating new web pages as needed
2. obtaining approval for such revisions and additions from the departmental administrator or program coordinator before posting
3. reviewing links to external web sites twice per school year to ensure functionality, appropriateness of content (including embedded ads; see III.P, above), and that the information presented continues to serve the intended educational objectives (see I.Q, above).

G. Requests to post news and announcements to the CCS home page, or to revise or add pages to the main CCS web site, must be referred to the CCS Webmaster. The Webmaster can make decisions regarding routine requests. In cases where there is some question about the appropriateness or positioning of requested additions or revisions, the Webmaster will consult with the Network Administrator, the Community Relations Specialist, Division Administrators, and/or departmental and program managers as needed.

H. Requests to post news and announcements or to add new web pages to school web sites must be referred first to School Web Content Managers, who will present any and all reasonable and appropriate requests to the Principal for approval.

I. Requests to revise or add content to departmental or program web sites must be made directly to the departmental manager. The manager will then delegate approved content revisions to the Content Manager, or to the CCS Webmaster if no departmental Content Manager has been designated.

J. Content managers must consult the CCS webmaster for assistance with questions regarding technical requirements, information architecture, navigation, graphic design, information design and usability.

K. Non-CCS employees, including volunteers and students, can maintain web pages, or upload files to the CCS web servers only with prior approval from the Network Administrator, and only under direct supervision by the staff member responsible for the web site or pages concerned.

Charlottesville City Public Schools
SUPPORT SERVICES

File: EGAAAA Page 7

L. Web pages and Web sites created by students for CCS classes, activities, programs or departments – whether hosted internally or externally – must contain only educationally relevant material and must adhere to all applicable school division guidelines, policies, and regulations. Students may only post information to Web pages under the direct supervision of a staff member. Student Web pages shall be removed at the end of the school year unless special arrangements are made.

III. Web Privacy Statement

The Charlottesville City Schools, through its web site:

1. Collects no personal information other than that which is provided by the user when submitting requests via web forms. This information is only used to assist us in providing the requested information to the user.
2. Collects standard web traffic statistics regarding the number of views for web pages, but does not track user domain names, IP addresses, or any information on individual visitors or their movement through the website.
3. Uses "cookies" to set user preferences throughout the site. These cookies are not required, are set only if your browser permits cookies, and are used only for the user's convenience.

IV. Limitation of Liability

Under no circumstances will Charlottesville City Schools be liable for any direct, incidental, consequential, indirect, special or punitive damages whatsoever (including without limitation, costs and expenses of any type incurred, lost profits, lost data or programs, and business interruption) arising out of access to, use of, inability to use or the results of use of the site or any web sites linked to the site.

Adopted: August 16, 2007

Revised: May 15, 2008

Reviewed: June 25, 2013

Reviewed:

Legal References: Code of Virginia, 1950, as amended, § 22.1-70.2

Cross References: CCS Acceptable Use Policy for Technology

Charlottesville City Public Schools

SUPPORT SERVICES

File: EJ

ENVIRONMENTAL MANAGEMENT

It shall be the philosophy of the Charlottesville City School Division to pursue environmental management and sustainability. The Division shall pursue these goals in a manner that is consistent with and in collaboration with the City of Charlottesville.

It shall be the policy of the Charlottesville City School Board to protect human health and the environment, through:

1. Compliance with regulatory and voluntary requirements (including but not limited to chemical management, hazardous and solid waste management, indoor air quality, and sustainable building practices),
2. Institution of pollution prevention initiatives where practicable and feasible; 3. A commitment to continually improving environmental management and performance; and
4. Designation of resources, roles, and responsibilities.

Tools, such as development of a formal Environmental Management System (EMS) to institutionalize this philosophy and commitment, will be examined to ensure that it becomes a standard of operation. Review of operations and related environmental aspects and impacts, training, communication, documentation, and establishment of improvement objectives and targets will be key elements of the Division's Environmental Management Program.

This environmental management policy shall be communicated to all employees of Charlottesville City School Division, and shall be made available to the public upon request.

Adopted: June 19, 2008

Reviewed: June 25, 2013

Reviewed:

PERSONNEL

File: GBAA

SEXUAL HARASSMENT

It is the policy of the Charlottesville City School Board to maintain a working and learning environment which provides for fair and equitable treatment, including freedom from sexual harassment, for all its employees and students.

Sexual harassment includes any unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, electronic, or physical conduct of a sexual nature that creates an intimidating, hostile, or offensive environment. No student or employee shall sexually harass another student or any school employee, volunteer, student teacher or any other person present in school facilities or at school functions.

It is prohibited for any student or employee, male or female, to harass another student or employee by making unwelcome sexual advances or requests for sexual favors, or engaging in other verbal, written, electronic, or physical conduct of a sexual nature. Conditions may include, but are not limited to:

- (1) submission to or rejection of such conduct is used as a basis for academic decisions affecting the student,
- (2) such conduct creates an intimidating, hostile or offensive working or learning environment, or
- (3) submission to such conduct is made either explicitly or implicitly a term or condition of the individual's employment or participation in school programs.

Examples of activities which could constitute sexual harassment/inappropriate sexual behavior include, but are not limited to:

- (1) unwelcome leering, sexual flirtations or propositions,
- (2) unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions,
- (3) graphic comments about an individual's body, or overly personal conversation, (4) sexual jokes, stories, drawings, pictures, or gestures,
- (5) spreading sexual rumors,
- (6) inappropriate or suggestive sexual gesture,
- (7) touching an individual's body or clothes in a sexual way,

Charlottesville City Public Schools
PERSONNEL

File: GBAA Page 2

- (8) cornering or blocking of normal movements,
- (9) displaying sexually suggestive objects in an educational environment, or (10)
displaying sexually explicit behavior.

Any student or employee who believes that he or she has been subjected to sexual harassment should file immediately a complaint of the alleged act with the principal or supervisor. The principal or supervisor shall request that the complaint be in writing. The principal or supervisor shall investigate the complaint and work towards a resolution of the matter. The principal or supervisor must immediately report the complaint of the alleged incident to the Division Compliance Officer. For employees, the compliance officer is the Director of Human Resources. For students, the compliance officer is the Director of Student Services and Achievement. Information regarding the process is included in the accompanying regulations. If the complaint is against the principal or supervisor, the student or employee shall file the complaint with the Compliance Office who will contact the Director of Human Resources. The student or employee may make direct contact with the instructional director if he/she is uncomfortable going to the Compliance Officer. Refusal to put the complaint in writing shall not preclude an investigation of the complaint. The complaint should state in detail the basis for the complaint, the names of the persons involved, and the dates of any specific incidents. A thorough investigation of all reported incidents to determine the nature and extent of any alleged sexual harassment will be undertaken.

False charges of sexual harassment shall be treated as a serious offense, and those persons making false charges shall be subject to disciplinary action.

The question of whether a particular action or incident is prohibited behavior requires a determination based on all the available facts in the matter. A written report summarizing the investigation and stating any conclusions or recommendations shall be filed with the Superintendent at the conclusion of any investigation of sexual harassment regardless of the outcome of that investigation.

Any student or employee who has knowledge of the occurrence of sexual harassment of a student by an adult should contact the principal. Any employee with knowledge of the occurrence of sexual harassment involving one or more students should notify the principal or the Director of Human Resources. The principal must immediately report the complaint of the alleged incident to the Compliance Officer.

Any administrator, teacher, other employee or student who is found after an investigation to have engaged in sexual harassment of another employee or student will be subject to disciplinary action appropriate to the offense from a warning up to expulsion or dismissal.

Adopted: July 5, 2012

Reviewed:

Charlottesville City Public Schools
PERSONNEL

File: GBAA Page 3

Legal References: 20 U.S.C. §§ 1681-1688
29 U.S.C. § 794
42 U.S.C. §§ 2000d-2000d-7
42 U.S.C. §§ 2000e-2000e-17
34 C.F.R. part 106

Cross References: AC Nondiscrimination
AD Educational Philosophy
GB Equal Employment Opportunity/Nondiscrimination JB Equal Employment
Opportunities/Nondiscrimination JFC Student Conduct
JFC-R Standards of Student Conduct
GCPD Professional Staff Members: Contract Status and Discipline
GDPD Support Staff Members: Contract Status and Discipline GAE/JFG Child Abuse and
Neglect Reporting KKA Service Animals in Public Schools

PERSONNEL

File GBO

VIRGINIA RETIREMENT SYSTEM

All eligible employees must be members of the Virginia Retirement System. Employee retirement benefits are governed by the rules and regulations established by the Virginia Retirement System.

Adopted: February 19, 1998

Reviewed: March 20, 2008

Revised: July 5, 2012

Reviewed:

Legal Reference: Code of Virginia, 1950 as amended, sections 22.1-78, 51.1-135

Cross Reference: GBR Voluntary Retirement Savings Program

PERSONNEL

File: GC

PROFESSIONAL STAFF

No teacher shall be regularly employed by a school board or paid from public funds unless such teacher holds a local teacher license or a license or provisional license issued by the Virginia Board of Education. If a teacher employees under a provisional license is activated or deployed for military service within a school year (July 1-June 30), an additional year will be added to the teacher's provisional license for each school year or portion thereof the teacher is activated or deployed. The additional year or years shall be granted the following year or years after the return of the teacher form deployment of activation.

The Virginia Board of Education shall, by regulation, prescribe the requirements for certification of teachers and other school personnel.

Adopted: February 19, 1998
Revised: March 4, 2004
Revised: March 20, 2008
Revised: June 19, 2008
Revised: June 30, 2015
Reviewed:

Legal References: Code of Virginia, 1950, as amended, sections 22.1-298 and 22.1-299

PERSONNEL

File: GCA

LOCAL LICENSES FOR TEACHERS

The Charlottesville City School Board recognizes that some high-quality teachers may not meet the requirements for a state-issued, Board of Education collegiate or postgraduate professional license. Therefore, to ensure the placement of high-quality teachers, the School Board will offer a three-year nonrenewable local teacher license to qualified individuals who meet the requirements of this policy. If a teacher employed under a local teacher license is activated or deployed for military service within a school year (July 1-June 30), the School Board may provide an additional year to the teacher's local teacher license for each school year or portion thereof the teacher is activated or deployed. The additional year or years shall be granted the following year or years after the return of the teacher from deployment or activation.

Qualifications

To be eligible for a local teaching license, an individual must have the following qualifications:

- a baccalaureate degree from an accredited college or university
- appropriate experience or training in a relevant subject or content area. No

local teacher license will be issued to teachers providing instruction in:

- special education
- courses that represent core academic areas as defined by the federal No Child Left Behind Act of 2001, which currently include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, history, and geography.

Individuals eligible for a collegiate professional or postgraduate professional license issued by the state Board of Education shall not be eligible for a local teacher license.

Conditions/Requirements

Teachers employed under a local license shall be considered probationary teachers and shall not be eligible for continuing contract status. During the three-year local license period, teachers shall complete any training specified by the division Superintendent, School Board or the state Board of Education. Such training shall include curriculum and instruction, education technology, reading and other specific course content relating to the Standards of Learning, differentiation of instruction, classroom/behavior management and human growth and development.

The Board of Education shall issue a collegiate professional or postgraduate professional license to teachers employed under a local license if the following conditions are satisfied:

Charlottesville City Public Schools
PERSONNEL

File: GCA Page 2

- the Superintendent and School Board recommend the teacher for state licensure.
- the teacher completes three successful years of teaching experience under a local license. The success must be certified by the Superintendent and School Board.
- the teacher earns a satisfactory score on the professional teacher's examination required by the state Board of Education.
- the teacher completes other standards as may be prescribed by the state Board of Education.

Locally licensed teachers who obtain a state collegiate professional or postgraduate professional license must serve a three year probationary period after attaining such license before being eligible for continuing contract status.

No more than ten percent of teachers employed by the school Board may hold a local license. This figure shall be determined based on the number of teachers employed during the preceding year. The local license shall be valid only in the school division that issues the license.

Application Process

Any classroom teacher candidate may apply in writing to the Superintendent for a local teaching license. Application for a local license shall include evidence of satisfying the eligibility criteria above. The Superintendent or designee shall review each application and decide whether to recommend to the School Board that the applicant be granted a local license. Upon recommendation of the Superintendent, the school board may issue a local license to satisfactory applicants.

Reporting

The School Board shall report information about teachers employed under a local license to the Board of Education.

Adopted: March 20, 2008

Revised: June 19, 2008

Reviewed: June 25, 2013

Reviewed:

Code of Virginia, as amended, §§ 22.1-298, 22.1-299 and 22.1-299.3.

Charlottesville City Public Schools
PERSONNEL

File: GCA Page 3

Cross References: GC Professional Staff
GCG Professional Staff Probation and Continuing Contract GCPD Professional Staff
Members: Contract Status and Discipline

PERSONNEL

File: GCBD STAFF LEAVES AND ABSENCES

The Charlottesville City School Board shall endeavor to keep attendance of employees at a maximum and absences at a minimum. The Board recognizes that some absences are unavoidable and, therefore, allows certain absences and absence payments. The Board will establish policies which are meant to maintain the highest possible efficiency.

All employee leaves and absences shall be subject to Charlottesville City School Board policy and regulations. The Superintendent shall establish any regulations necessary for the application of the division's policies regarding leaves and absences.

Adopted: February 19, 1998

Reviewed: March 20, 2008

Revised: July 5, 2012

Reviewed:

Legal References: Code of Virginia, 1950, as amended, § 22.1-78

Cross References: GCBE Family and Medical Leave

GCBEA Leave Without Pay

GCBEB Military Leave and Benefits

GCQA Nonschool Employment by Staff Members

PERSONNEL

File: GCI PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

Principals and other supervisor personnel may submit recommendations to the Superintendent for the appointment, assignment, promotion, transfer and dismissal of all personnel assigned to their supervision.

On the recommendation of the Superintendent, the Charlottesville City School Board shall employ teachers and other personnel as may be needed for the effective operation of the schools. The Superintendent has the authority to assign such employees to their respective positions within the school or facility wherein they have been placed by the School Board.

The Superintendent may also reassign any such employee for that school to any school or facility within such division, provided no change or reassignment during a school year shall affect the salary of such employee for that school year. However, no one will be employed or reassigned to a situation where a family member, as defined in Policy GCCB-Employment of Family Members is directly responsible for that employee's supervision.

Any employee seeking a transfer of assignment to another work location for the next school year must make a request in writing to the Superintendent or the Superintendent's designee, with copies to the current supervisor, not later than April 1. This type of request, if granted, will be considered a voluntary transfer. A change of assignment within an immediate work station is the responsibility of the immediate supervisor.

Adopted: February 19, 1998

Revised: April 17, 2008

Revised: June 25, 2013

Reviewed:

Legal References: Code of Virginia, 1950, as amended §§ 22.1-293, 22.1-295, 22.1-297

Cross Reference: GCCB Employment of Family Members

PERSONNEL

File: GD

SUPPORT STAFF

Support staff personnel are those employees who need not hold a license issued by the Virginia Board of Education in order to obtain their positions. This category includes, but is not limited to non-licensed administrative, clerical, maintenance, transportation, food services, and paraprofessional positions.

Adopted: March 20, 2008

Revised: July 5, 2012

Reviewed:

Legal Reference: Code of Virginia, 1950, as amended, § 22.1-78

Cross References: GCDA Effect of Criminal Conviction or Founded Complaint of
Child Abuse or Neglect
GCPB Resignation of Staff Members
GCPF Suspension of Staff Members
GDB Support Staff Employment Status

PERSONNEL

File: GDB SUPPORT STAFF EMPLOYMENT STATUS

Support staff are not issued written contracts unless such contracts are required by law.

The School division employees three types of support staff.

- Temporary employees who are hired for short-term needs on a daily basis: These employees do not receive benefits and are paid only for hours worked.
- Probationary employees who are fully qualified new employees assigned to authorized positions: These employees are eligible for salary increases and receive benefits.
- Regular employees who have successfully completed the prescribed probationary period: Regular employees receive all employment benefits available under School Board policy. The employment of support personnel may be terminated with fifteen calendar days' notice. Support personnel may also be subject to immediate dismissal for just cause.

Support personnel who are removed from employment for just cause shall be ineligible thereafter for employment by Charlottesville City School Board.

Employees of Charlottesville City School Board may be suspended as provided in Policy GCPF- Suspension of Staff Members.

Adopted: March 20, 2008

Revised: July 5, 2012

Revised: June 27, 2016

Reviewed:

Legal Reference: Code of Virginia, 1950, as amended, § 22.1-78

Cross References: GCDA Effect of Criminal Conviction or Founded Complaint of Child Abuse or Neglect

GDG Support Staff Probationary Period

GBMA Support Staff Grievances

GCPF Suspension of Staff Members

PERSONNEL

File: GDG

SUPPORT STAFF PROBATIONARY PERIOD

The probationary period for all support staff shall be eighteen (18) months.

Employees who have successfully completed the probationary period for one position will serve another probationary period if they move to another position.

Adopted: February 19, 1998

Revised: March 20, 2008

Revised: July 5, 2012

Revised: June 27, 2016

Reviewed:

Legal References: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-79.6

Cross References: GBMA Support Staff Grievances

GD Support Staff

GDB Support Staff Employment Status

GDPD Support Staff Members: Contract Status and Discipline

INSTRUCTION

File: I

PURPOSE AND MISSION STATEMENT

The Charlottesville City Schools shall implement an educational program that is in compliance with the Regulations Establishing Standards for Accrediting Public Schools in Virginia enacted by the Virginia Board of Education and with the Standards of Quality enacted by the Virginia General Assembly.

The Charlottesville City Public Schools' core purpose is to establish a community of learners and learning through rigor, relevance, and relationships, one student at a time.¹ The division is committed to nurturing a climate that promotes trust, idea sharing, and sensitivity to student needs and ensures a healthy environment for intellectual development for all children.

MISSION STATEMENT

The mission of the Charlottesville City Schools is "Personal and Academic Excellence Inspired by a Collaborative and Innovative Learning Experience". All students will be expected to master a challenging set of academic standards. They will be taught to find and use information, read, speak and write effectively, make responsible decisions, and work to achieve personal goals. Students will learn to appreciate history, diversity and the achievements of humankind. They will learn to make contributions to the well-being of the community. Upon graduation, students will be prepared to secure employment, continue their education, and adapt skillfully to a changing technological society.

Adopted: July 16, 1998
Revised: March 18, 2004
Revised: April 17, 2008
Reviewed: June 25, 2013
Reviewed:

Legal Reference: Code of Virginia, § 22.1-253.13:3.

Regulations Establishing Standards for Accrediting Public Schools in
Virginia 8 VAC 20-131-10.

2003 Standards of Quality

¹The notion of one student at a time is quoted from Eliot Levine's book titled One Kid at a Time (2002).

INSTRUCTION

PILOT, RESEARCH, File: IFB OR EXPERIMENTAL PROJECTS

Right to Inspect Instructional Materials

In addition to any other rights with respect to the inspection of instructional materials, the parent or guardian of a child enrolled or engaged in any research or experimentation program or project which is funded by the United States Department of Education shall be entitled to inspect all instructional materials to be used in conjunction with such program or project.

Research

The term "research or experimentation program or project" means any systematic investigation which departs from the application of established and accepted methods used to meet the needs of the students and may result in physical or psychological injury to participants. The designation of any program or project as a research or experimentation program or project shall be made by the superintendent or designee.

Informed Consent

No research shall be conducted or authorized unless the student's parents or legally authorized representative or emancipated student signs a student consent form and has it witnessed. The form shall comply with the Code of Virginia, 1950, 32.1-162.18 as amended.

Any research involving students shall be approved and conducted under the review of a human research committee established by the school division.

If the subjects cannot be identified and the research falls within the exemptions of the Code of Virginia, 1950, as amended, the research is exempted from these requirements.

Any complaints arising under this policy shall be submitted under Policies (KL) or (KLB) as appropriate.

Pilot Programs

A pilot program is defined to mean a program which has been developed but has not been utilized in Charlottesville City Schools. The designation of any program as a pilot shall be made by the Superintendent/designee. All new pilot programs will be communicated to the Board and must be consistent with the mission, goals and priorities of the Board. Before a pilot program is adopted for system-wide implementation, the pilot will be evaluated to determine its effectiveness.

Adopted: July 16, 1998

Revised: April 17, 2008

Reviewed:

Charlottesville City Public Schools
INSTRUCTION

File: IFB
Page 2

Legal References: 20 U.S.C. § 1232h(a)

45 C.F.R. 46.101 et seq.

Code of Virginia, 1950, as amended, §§ 22.1-16.1, 22.1-78, 32.1-162, 16-162.20.

8 VAC 20-565-10 et seq.

Cross References: JHDA Human Research

KFB Administration of Surveys and Questionnaires

INSTRUCTION

File: IGBH ALTERNATIVE SCHOOL PROGRAMS

As special needs are determined, alternative programs may be established by the Charlottesville City School Board within existing schools or at separate sites that are within the jurisdiction of the Charlottesville City Schools. No person of school age meeting the residency requirements of Section 22.1-3 may be charged tuition for enrollment in an alternative program offered as a regional or divisionwide initiative by the School Board.

Proposals for alternative school programs shall be developed by the superintendent or his/her designee and will be submitted to the Charlottesville City School Board for review and endorsement prior to implementation. Proposals shall include:

1. A statement of justification for the alternative program explaining how it will meet the special needs or expectations of the target population and the community.
2. A plan which delineates the proposed organizational structure as it relates to staffing and the scope and structure of the total instructional program.
3. A statement of financial impact identifying all costs, including administration, staffing, equipping, supplying, transportation, support services, and maintaining the program.
4. A statement of related impact explaining how the proposed program will affect and interrelate with other programs and populations served in existing programs and facilities.
5. A statement of authentication verifying that all aspects of the program are in compliance with all appropriate federal, state, and local laws and regulations, and there is compliance with all applicable accreditation requirements.
6. If the proposal presents a potential conflict with existing regulations of the State Department of Education, special evidence of authorization from the State Department of Education must accompany the proposal.
7. A plan for evaluation that defines anticipated outcomes and establishes criteria and procedures for evaluating achieved outcomes.

Adopted: October 21, 1999

Reviewed: April 17, 2008

Reviewed: June 25, 2013

Reviewed:

Legal Reference: Code of Virginia, 1950, as amended, section 22.1-253.13:1. 8

VAC 20-30-10

© 5/99 VSBA

INSTRUCTION

File: IHA

GROUPING FOR INSTRUCTION

The principal is recognized as the instructional leader of the school and is responsible for effective school management. The grouping of students within individual schools for instructional purposes shall be based solely on:

1. the best interests and needs of the student,
2. the educational level
3. the availability of space,
4. the educational climate for learning
5. the student's best chance for success.
6. Standards of Learning test scores, where available, or other standardized test scores, and
7. the creation of groups that may be taught effectively.

Grouping will remain flexible in order to ensure the appropriate placement of each student and to take advantage of the best educational research available. Some students may be grouped together for one activity and then may be regrouped for a different activity. Students should not be permanently assigned to a group with no opportunity to move to another one. Groups will be created, modified, or disbanded to be responsive to student needs.

Adopted: July 16, 1998

Revised: April 17, 2008

Revised: July 5, 2012

Reviewed:

Legal Reference: Code of Virginia, 1950, as amended, sections 22.1-70, 22.1-78.

Cross Reference: IA Instructional Goals and Objectives

INSTRUCTION

File: IHB

CLASS SIZE

The Charlottesville City School Board recognizes that new forms of school organizations and innovations will govern the number of students assigned to a group. The basic concern of the Board is that the size of the class be educationally sound and suited the needs of the students. Other factors that may enter into determining class size are flexibility, available facilities, age of the students, grade level, and the subject to be taught.

The Charlottesville City School Board assigns licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that follow the staffing guidelines below:

K-4 Staffing Formula:

- Projected enrollment divided by targeted class size
- Maximum class sizes as established by the Virginia Department of Education Class Size Reduction Requirements for grades K-3 and set by Charlottesville City Schools for grade 4 (class size maximum of 24)

Staffing in grades 5 through 12 is based on the staffing formula plus established minimum and maximum class sizes in core content—English/Language Arts, Math, Science, Social Studies, and World Languages. Generally, in grades 5 through 12, the targeted minimum is 14 students and the targeted maximum is 25 students. English classes in grades 6-12 should have a class size maximum of 24.

After September 30 of any school year, anytime the number of students in a class exceeds the class size limit established by this policy, the school division will notify the parent of each student in such class of such fact no later than 10 days after the date on which the class exceeded the class size limit. The notification shall state the reason that the class size exceeds the class size limit and describe the measures that the school division will take to reduce the class size to comply with this policy.

In addition, the Charlottesville City School Board shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools.

When determining the assignment of instructional and other licensed personnel for purposes of this policy, full-time students of approved virtual school programs are not included.

File: IHB Page 2

CLASS SIZE

Average and maximum class sizes will be consistent with the accreditation requirements of the State Board of Education and within staffing formulas approved by the School Board during the annual budget process. School staffing formulas shall establish the number of classroom teaching positions based on school-wide ratios and other positions approved annually during the budget process. The formulas will reflect the needs of the students and the requirements of the instructional program.

Staffing Preschool – Grade 4

Preschool staffing will be based on requirements established by legislative guidelines.

Elementary classroom teaching positions will be determined by establishing building level class averages and maximum class sizes. The percent of disadvantaged students served in the school, as determined by the free and reduced lunch count, will be used in establishing targeted school wide ratios and support program staffing, such as Title I.

Other elementary positions will be assigned based on building, student and instructional needs.

Staffing Grades 5 - 12

Staffing for grades 5 – 12 will include a classroom teacher allotment based on school-wide class size averages and required staffing based on building, student and instructional needs. The total daily student load of the teacher will be considered in staffing.

Adopted: June 19, 2008

Revised: June 17, 2010

Revised: June 30, 2015

Revised: June 27, 2016

Reviewed:

INSTRUCTION

File: IIAA

TEXTBOOK SELECTION, ADOPTION, AND PURCHASE

Selection of Textbooks

The School Board may adopt textbooks, including print or electronic media for student use that serves as the primary curriculum basis for a grade-level subject or course from the list of textbooks approved by the Board of Education. The School Board may also adopt books which are not on the state-adopted list in accordance with the Board of Education relations.

In approving textbooks, the School Board

- appoints evaluation committees to review and evaluate textbooks, ● gives notice to parents that textbooks under consideration will be listed on the division's website and made available at designated locations for review by any interested citizens,
- creates opportunities for persons reviewing such textbooks to present their comments and observations to the School Board,
- creates procedures to ensure appropriate consideration of citizen comments and observations, and
- establishes and makes known selection criteria.

Textbooks Approved by the Board of Education

The Charlottesville City School Board may either enter into written term contracts or issue purchase orders with publishers of textbooks approved by the Board of Education. Such written contracts or purchase orders are exempt from the Virginia Public Procurement Act (Va. Code § 2.2-4300 et seq.) The contract price shall not exceed the lowest wholesale price at which the textbook or textbooks involved in the contract are currently bid under contract anywhere in the United States. If, subsequent to the date of any contract entered into by the School Board, the prices of textbooks named in the contract are reduced or the terms of the contract are made more favorable to purchase anywhere in the United States or a special or other edition of any book named in the contract is sold outside of Virginia at a lower price than contracted in Virginia, the publisher shall grant the same reduction or terms to the School Board and give the School Board the option of using such special or other edition adapted for use in Virginia and at the lowest price at which such special edition is sold elsewhere and the contract shall so state.

Contracts and purchase orders with publishers of textbooks approved by the Board of Education shall require the publisher to furnish an electronic file of the textbook in the National Instructional Materials Accessibility Standards (NIMAS) format that will then be deposited in the National Instructional Materials Access Center (NIMAC) from which accessible versions of the particular textbook may be produced for students with print disabilities, as defined in 20 U.S.C. § 1474. Publishers shall deliver the NIMAS file of the textbook on or before the date of delivery of the regular text version.

INSTRUCTION

File: IAA

Page 2

Contracts and purchase orders with publishers of textbooks approved by the Board of Education for use in grades 6-12 shall allow for the purchase of printed textbooks or electronic media for student use as recommended by the Textbook Adoption Committee, printed textbooks with electronic files, or electronic textbooks separate and apart from printed versions of the same textbook. The School Board may purchase an assortment of textbooks in any of the three forms listed above.

The School Board shall order directly from the respective publishers the books needed to supply the public schools in the school division. The publishers shall ship the books to the school board. The purchase price of such books shall be paid directly to the publishers by the school board.

Locally-Approved Textbooks

In approving textbooks that have not been approved by the Board of Education, the School Board will include a correlation of the content to the Virginia Standards of Learning in the content area and an analysis of strengths and weaknesses of the textbook in terms of instructional planning and support when the textbooks pertain to Virginia Standards of Learning subjects.

The publishers of such textbooks shall

- provide the School Board with certification that the content of the textbooks is accurate and
- sign an agreement with the School Board to correct all factual and editing errors found at its own expense.

The purpose of textbooks other than those approved by the Board of Education is not exempt from the Virginia Public Procurement Act.

Adopted: July 16, 1998

Revised: April 17, 2008

Revised: June 19, 2008

Revised: June 17, 2010

Revised: June 27, 2016

Reviewed:

Legal References: Code of Virginia, 1950, as amended, §§ 22.1-238,
22.1-241.

8 VAC 20-720-170

Charlottesville City Public Schools

INSTRUCTION

File : IIAA Page 3

Cross Reference: KQ Commercial, Promotional, and Corporate Sponsorships and
Partnerships
DJF Purchasing Procedures
IIA Instructional Materials

INSTRUCTION

File: IIBEDA STUDENT EXCHANGE/TRAVEL/STUDY PROGRAMS

The Charlottesville City Public Schools supports the concept of student participation in exchange/travel/study programs. The accompanying regulations and procedures are designed to promote an environment in which such programs can have the greatest possible educational benefit and to insure quality control and protection for the student family.

Adopted: June 19, 2008

Reviewed: June 25, 2013

Reviewed:

INSTRUCTION

File: IKEC PROMOTION AND RETENTION

Each student should learn the relevant grade level/course subject matter before promotion to the next grade. A set of multiple criteria will be used for determining the promotion or retention of students. The decision to retain a student in a grade rests with the principal and teacher(s), in consultation with the parent or guardian. Through grade eight, promotion and retention shall be based on an evaluation of the student's acquisition of skills and knowledge as well as other evidence of growth as determined by the student's teacher(s) and principal. Advancement to grades 10, 11 and 12 will be based on a specified number of credits earned. The decision on the number of credits qualifying students for promotion shall be made by the principal in consultation with the licensed staff.

Adopted: July 16, 1998

Revised: March 18, 2004

Revised: April 17, 2008

Reviewed: June 25, 2013

Reviewed:

Legal References: (1994) § 22.1-253.13:4

8VAC 20-131-30

8VAC 20-131-270

8VAC 20-131-280

INSTRUCTION

File: IM EVALUATION OF INSTRUCTIONAL PROGRAM

The Charlottesville City School Board is committed to the evaluation of the instructional program within the division. These evaluations are essential to the provision of high-quality educational services. The Board shall be regularly informed of such assessment results. The Board may also from time to time, request additional evaluations of the instruction program, independent of those routinely provided by the Superintendent and staff. In both instances, it is the responsibility of the Superintendent (i.e. administration) to report to the Board the needs identified, as well the progress made in providing educational opportunities designed to address the needs, interest and expectation of all students.

Furthermore, the administration is charged with involving on-site school staff in the ongoing evaluation of the instructional program. Periodically and in a manner mutually agreeable to both the Board and Superintendent, the administration shall also invite the community (via appointed community representatives) to work with school staff to review and evaluate the instructional program.

Evaluations and reports shall consist of but may not be limited to: reviewing the extent to which the school has met its goals and objectives, and analyzing student performance including data by grade level or academic department.

Adopted: March 18, 2004
Revised: April 18, 2008
Revised: June 19, 2008
Reviewed: June 25, 2013
Reviewed:

Legal References: Constitution of Virginia, Article VIII, section 1

Code of Virginia, 1950, as amended, § 22.1-253.13.6 8 VAC 20-131-10

et.seq

STUDENT SERVICES

File: JCC

SCHOOL CHOICE FOR STUDENTS ENROLLED IN SCHOOLS IDENTIFIED FOR IMPROVEMENT

Students enrolled in a school which does not make Adequate Yearly Progress (AYP) for two consecutive years in the same academic area after being identified for school improvement as defined by the federally mandated No Child Left Behind Act of 2001, not later than the first day of the school year following such identification, be given the option of transferring to a school within the division which has not been so identified. The Superintendent will determine the school(s) to which students may transfer.

A student who transfers to another school pursuant to this policy may remain at that school until the student completes the highest grade at that school. Transportation will be provided until the end of the school year in which the student's original school ceases to be identified for school improvement.

The Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other divisions in the area to allow the transfer of any student at a school under federally mandated school choice when there is no other district school to which the student may transfer.

Adopted: April 15, 2004

Reviewed: June 19, 2008

Reviewed: June 25, 2013

Reviewed:

Legal References: 20 U.S.C. § 6316

Cross reference: JC School Attendance Areas

STUDENT SERVICES

File: JECC ADMISSION OF NON-RESIDENT STUDENTS

In order to increase student enrollment and enhance utilization of school facilities, the Board will consider, when conditions so permit, the admission of students who are not legal residents of the City of Charlottesville. The enrollment of students from districts other than Charlottesville is not mandatory and will be considered only when a prospective student meets in full the admission standards for all students set by the Commonwealth of Virginia and the Board, and there is sufficient room to accommodate the student in the grade of the school requested without additional material costs to the division.

A. No Child Left Behind (Elementary and Secondary Education Act)

Federal No Child Left Behind (Elementary and Secondary Education Act) mandates shall supersede Board policies or regulations related to the admission of non-resident students into the Charlottesville City Schools. City residents who exercise their option of school choice due to NCLB mandates will be given priority over non-city residents for placement.

B. Request for Admission

Application for non-resident students shall be available after March 1 and will be located on our Charlottesville City Schools' website, at any of our schools and at the Central Administration Office. Once the application is completed, submit it to the principal of the school for approval who will then forward to the office of the Assistant Superintendent for Administrative Services. A request for admission as a non-resident student may be approved only when approval does not exceed the optimum student capacity, as determined by the superintendent, of the grade and school requested. Preference for consideration shall be given in the following priority order to:

- A. city residents
- B. children of school division employees
- C. children of City employees
- D. students who were in attendance on a tuition basis the previous year
- E. siblings of students who were in attendance on a tuition basis the previous year
- F. students who were resident students of the school the previous year, moved outside the city during the course of the previous school year, and wish to remain in attendance in the school on a tuition basis.

If applications received exceed the number of non-resident students who can be admitted under Board guidelines, requests will be considered and processed on the basis of the previously stated order of preference, and the initial submission date of the applications. A waiting list, if necessary, shall be established. The decision to approve or reject an application shall be made by the Assistant Superintendent for Administrative Services after consultation with the principal. The Assistant Superintendent for Administrative Services shall, in a timely manner, provide an applicant with written notification of the approval or denial of a request.

Approval for admission as a non-resident student is valid only for the school year in which it is issued, and a parent/guardian must apply in writing each school year for consideration. Falsification of any information stated on a request will be cause for immediate revocation of permission to attend as a non-resident student, and withdrawal of the student. No further applications shall be considered.

STUDENT SERVICES

File: JECC

Page 2

Approval for admission as a non-resident student can be revoked by the superintendent or his/her designee with written notification to the parent/legal guardian. Reasons for revocation include, but are not limited to, overcrowding, lack of an appropriate educational program, poor attendance, habitual tardiness, failure to provide safe and punctual transportation, Code of Conduct violations, and any action or behavior by the student or parent/legal guardian that is disruptive to and/or interferes with the educational process. In the event permission to attend city schools is withdrawn, the parent shall be entitled to a pro-rated refund of any tuition, charges, or fees paid. Termination of enrollment of a non-resident student may be made unilaterally by school authorities with no right to a hearing or any other appeal process by the non-resident parent or student.

When a person's custodial parent has been deployed outside the United States as a member of the Virginia National Guard or as a member of the United States Armed Forces and such person's custodial parent has executed a Special Power of Attorney under Title 10, United States Code, § 1044b providing for the care of the person of school age by an individual who is defined as a parent in Va. Code § 22.1-1 during the time of his deployment outside the United States. The person of school age shall be allowed to attend a school in the school division in which the individual providing for his/her care, pursuant to the Special Power of Attorney resides. Furthermore, when practicable, such persons of school age may continue to attend school in the Virginia school division they attended immediately prior to the deployment and shall not be charged tuition for attending such division.

C. Tuition Fees

Tuition fees shall be charged to non-residents other than those employed by the Charlottesville City School Division and the City of Charlottesville. A resident student who changes residence during the school year to a location outside the city of Charlottesville or children of Charlottesville City employees who leave employment with Charlottesville City during the school year may be permitted to complete the school year at no tuition in the school he/she originally attended with the approval of the Assistant Superintendent for Administrative Services and principal. Transportation to and from school will be the responsibility of the parent/guardian. Tuition fees shall be established by the School Board in advance of each school year and shall be paid in full on or before the first day of a student's enrollment in the school division. In setting annual tuition fees, the Board will take into consideration the prior year's consumer price index. Course or material fees normally charged city students will be applicable as well to non resident students. Should a student's program change during the school year, parents shall be responsible for paying any additional tuition, charges, and fees associated with the new program.

Approved: April 15, 2004

Revised: February 3, 2005

Revised: February 15, 2007

Revised: September 20, 2007

Reviewed: June 19, 2008

Revised: April 15, 2010

Revised: July 5, 2012

Reviewed:

Legal References: Code of Virginia, 1950, as amended, §§ 22.1-1, 22.1-3, 22.1-3.1, 22.1-3.2, 22.1-3.4, 22.1-5, 22.1-200.1, 22.1-255, 22.1-260, 22.1-270, 22.1-271.2,

22.1-276.01, 22.1-277, 22.1-277.2, 22.1-288.2, 32.1-46, 63.2-900 and 63.2-1200

Charlottesville City Public Schools

STUDENT SERVICES

File: JEG

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

The School Board shall excuse from attendance at school:

1. Any student who, together with his parents, by reason of bona fide religious training or belief, is conscientiously opposed to attendance at school.
2. On the recommendation of the juvenile and domestic relations court of the city or county in which the student resides, and for such period of time as the court determines appropriate, any student who, together with his parents, is opposed to attendance at a school by reason of concern for the student's health as verified by competent medical evidence, or by reason of such pupil's reasonable apprehension for personal safety when such concern or apprehension in that pupil's specific case is determined by the court, upon consideration of the recommendation of the principal and division Superintendent to be justified.

The School Board may excuse from attendance at school:

1. On recommendation of the principal and the division Superintendent and with the written consent of the parent or guardian, any student who the School Board determines, in accordance with the regulations of the Board of Education, cannot benefit from education at school; or
2. On recommendation of the juvenile and domestic relations district court of the city or county in which the student resides, any student who, in the judgment of the court, cannot benefit from education at school.

Any request for exemption from attendance shall be presented annually in writing to the Superintendent or his/her designee.

The compulsory attendance requirement does not apply to the following children:

1. Children suffering from contagious or infectious diseases
2. Children whose immunizations against communicable diseases have not been completed (see Policy JHCB)
3. Children under 10 years of age who live more than two miles from a public school unless public transportation is provided within one mile of the place where they live, and children between 10 and 17 years of age, inclusive, who live more than two and one-half miles from a public school, unless public transportation is provided within one and one-half miles of the place where the children live. Distances shall be measured or determined by the nearest practical routes usable for either walking or riding, from the entrance to the school grounds, or from the nearest school bus stop, to the residence of the children.

STUDENT SERVICES

File: JEG

Page 2

In addition, any child who will not have reached his sixth birthday on or before September 30 of each school year whose parents or guardian notifies the school board that he does not wish the child to attend school until the following year because the child, in the opinion of the parent or guardian, is not mentally, physically, or emotionally prepared to attend school, may delay the child's attendance for one year.

Adopted: October 21, 1999

Revised: June 19, 2008

Revised: June 16, 2011

Reviewed:

Legal Reference: Code of Virginia, 1950, as amended, § 22.1-254

Cross References: JEA Compulsory Attendance
JHCB Immunization of Students
JHCC Communicable Diseases
LBD Home Instruction

© 6/11 VSBA

STUDENT SERVICES

File: JFCM BULLYING

A student, either individually or as part of a group, shall not harass or bully others. Prohibited conduct includes, but is not limited to, physical, verbal, or written intimidation, taunting, name-calling, insults, exclusions, threatening body posture, and any combination of prohibited activities. Prohibited conduct includes verbal or written conduct consisting of comments regarding the race, ethnicity, physical abilities, physical or mental disabilities, physical characteristics, religion, national origin, gender, sexual orientation, gender identity or expression of any student or such harassment or bullying about any family members friends, or associates of the targeted person or group. Examples include, but not limited to:

A. Repeated, unwanted negative overtures and actions over time toward a person or persons are prohibited.

B. Bullying methods (repeated) such as verbal abuse, social exclusion or isolation, physical abuse, intimidation, lies, rumors, sexual inferences, robbery, damaged personal items, racial attacks, and bullying through electronic devices, will not be tolerated. C. Electronic bullying and/or cyberbullying-related activity of any nature, and which is obscene, pornographic, threatening, or otherwise inappropriate, including, but not limited to, email, instant messaging, web pages, and use of hardware and/or software which substantially disrupts or interferes with the safety and welfare of the school and its students, are strictly prohibited, even if such uses/actions take place off school property (i.e., home, business, private property, etc).

D. All aspects of the Acceptable use Policy/regulation apply to this section on bullying. E. Conveying by gestures, notes, or verbal comments with the intent to cause bodily/emotional injury or to deprive a student of his rights, is prohibited. F. The willful use of physical or verbal threats or physical abuse intended to result in an involuntary transfer of money or property to another student, is prohibited. G. Cursing, using abusive language, teasing, hazing, or other acts of intimidation, are prohibited. This includes, but is not limited to, any verbal, written, physical or mental teasing, threat of bodily injury or use of force directed toward and based upon a person's race, ethnicity, physical abilities, physical or mental disabilities, physical characteristics, religion, national origin, gender, sexual orientation, gender identity or expression of any student (employee) or such harassment or bullying about any family members, friends, or associates of the targeted person or group.

Bullying-A person is being bullied or victimized when he or she is exposed repeatedly and over time to negative actions on the part of one or more persons. The two main components of bullying are aggressive behavior that involves unwanted negative actions, and a pattern of behavior repeated over time and an imbalance of power or strength. The different forms of bullying are verbal, social exclusion or isolation, physical, lies and rumors, money or possessions taken or damaged, being threatened or forced to do things, racial bullying, sexual bullying, and cyberbullying via cell phone or internet. The person who inflicts such activity upon another or others is considered the bully and will be disciplined accordingly.

Reviewed:

Legal References: 20 U.S.C. §§ 1681-1688
29 U.S.C. § 794
42 U.S.C. §§ 2000d-2000d-7
42 U.S.C. §§ 2000e-2000e-17
34 C.F.R. part 106

Cross References: AC Nondiscrimination
AD Educational Philosophy
GB Equal Employment Opportunity/Nondiscrimination JB Equal Educational
Opportunities/Nondiscrimination JFC Student Conduct
JFC-R Standards of Student Conduct
JHG Child Abuse and Neglect Reporting
KKA Service Animals in Public Schools

STUDENT SERVICES

File: JFHAA SEXUAL HARASSMENT

It is the policy of the Charlottesville City School Board to maintain a working and learning environment which provides for fair and equitable treatment, including freedom from sexual harassment, for all its employees and students.

Sexual harassment includes any unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, electronic, or physical conduct of a sexual nature that creates an intimidating hostile, or offensive environment. A student shall not sexually harass another student or any school employee, volunteer, student teacher or any other person present in school facilities or at school functions.

It is prohibited for any students or employee, male or female, to harass another student or employee by making unwelcome sexual advances or requests for sexual favors, or engaging in other verbal, written, electronic, or physical conduct of a sexual nature. Conditions may include, but not limited to:

- (1) submission to or rejection of such conduct is used as a basis for academic decisions affecting the student,
- (2) such conduct creates an intimidating, hostile or offensive working or learning environment, or
- (3) submission to such conduct is made either explicitly or implicitly a term or condition of the individual's employment or participation in school programs.

Examples of activities which could constitute sexual harassment/inappropriate sexual behavior include, but are not limited to:

- (1) unwelcome leering, sexual flirtations or propositions,
- (2) unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions,
- (3) graphic comments about an individual's body, or overly person conversation, (4) sexual jokes, stories, drawings, pictures, or gestures,
- (5) spreading sexual rumors,
- (6) inappropriate or suggestive sexual gestures,
- (7) touching an individual's body or clothes in a sexual way,

STUDENT SERVICES

File: JFHAA Page 2

- (8) cornering or blocking of normal movements,
- (9) displaying sexually suggestive objects in an educational environment, or (10) displaying sexually explicit behavior.

Any student who believes that he or she has been subjected to sexual harassment should file immediately a complaint of the alleged act with the principal. The principal shall request that the complaint be in writing. The principal shall investigate the complaint and work towards a resolution to the Division Compliance Officer. Information regarding the process is included in the accompanying regulations. If the complaint is against the principal, the student shall file the complaint with the Compliance Officer who will contact the director of Human Resources. The student may make direct contact with the instructional director if he/she is uncomfortable going to the Compliance Officer. Refusal to put the complaint in writing shall not preclude an investigation of the complaint. The complaint should state in detail the basis for the complaint, the names of the persons involved, and the dates of any specific incidents. A thorough investigation of all reported incidents to determine the nature and extent of an alleged sexual harassment will be undertaken.

False charges of sexual harassment shall be treated as a serious offense, and those persons making false charges shall be subject to disciplinary action.

The question of whether a particular action or incident is prohibited behavior requires a determination based on all the available facts in the matter. A written report summarizing the investigation and stating any conclusions or recommendations shall be filed with the Superintendent at the conclusion of any investigation of sexual harassment regardless of the outcome of that investigation.

Any student who has knowledge of the occurrence of sexual harassment of a student by an adult should contact the principal. Any employee with knowledge of the occurrence of sexual harassment involving one or more students should notify the principal or the Director of Human Resources. The principal must immediately report the complaint of the alleged incident to the Compliance Officer.

Any administrator, teacher, other employee or student who is found after an investigation to have engaged in sexual harassment of another employee or student will be subject to disciplinary action appropriate to the offense from a warning up to expulsion or dismissal.

Adopted: July 5, 2012

Reviewed:

Charlottesville City Public Schools
STUDENT SERVICES

File: JFHAA Page 3

Legal References: 20 U.S.C. §§ 1681-1688
29 U.S.C. § 794
42 U.S.C. §§ 2000d-2000d-7
42 U.S.C. §§ 20003-20003-17
34 C.F.R Part 106

Cross References: AC Nondiscrimination
AD Educational Philosophy
GB Equal Employment Opportunity/Nondiscrimination JB Equal Educational
Opportunities/Nondiscrimination JFC Student Conduct
JFC-R Standards of Student Conduct
GCPD Professional Staff Members: Contract Status and Discipline GDPD Support Staff
members: Contract Status and Discipline JFG Child Abuse and Neglect Reporting
KKA Service Animals in Public Schools

STUDENT SERVICES

File: JGA CORPORAL PUNISHMENT

No teacher, principal or other person employed by the School Board shall subject a student to corporal punishment. This prohibition does not prohibit the use of incidental, minor or reasonable physical contact or other actions designed to maintain order and control or the use of reasonable and necessary force

- to quell a disturbance or remove a student from the scene of a disturbance which threatens physical injury to person or damage to property;
- to prevent a student from inflicting physical harm on himself;
- for self-defense or the defense of others; or
- to obtain possession of weapons or other dangerous objects or controlled substances or paraphernalia which are upon the person of the student or within his control.

For the purposes of this policy “corporal punishment” means the infliction of, or causing the infliction of, physical pain on a student as a means of discipline. “Corporal punishment” does not include physical pain, injury or discomfort caused by participation in practice or competition in an interscholastic sport, or participation in physical education or an extracurricular activity.

Adopted: July 16, 1998

Revised: June 19, 2008

Revised: July 5, 2012

Reviewed:

Legal Reference: Code of Virginia, 1950 as amended, §§ 22.1-78, 22.1-279.1 ©

VSBA 2/12

STUDENT SERVICES

File: JHC STUDENT HEALTH SERVICES AND REQUIREMENTS

The Charlottesville City School Board may employ school nurses, physicians, physical therapists, occupational therapists and speech therapists who meet such standards as may be determined by the Board of Education. The local health department may provide personnel for health services for the school division.

With the exception of school administrative personnel and employees who have the specific duty to deliver health-related services, no licensed instructional employee, instructional aide, or clerical employee shall be disciplined, placed on probation, or dismissed on the basis of such employee's refusal to (i) perform nonemergency health-related services for students or (ii) obtain training in the administration of insulin and glucagon. However, instructional aides and clerical employees may not refuse to dispense oral medications.

For the purposes of this policy, "health-related services" means those activities which, when performed in a health care facility, must be delivered by or under the supervision of a licensed or certified professional.

Contagious Disease

Students shall be excluded from school when suffering from contagious disease. (See Policy JHCC).

Treatment of Medical Emergencies

No treatment of injuries, except first aid, will be given in the schools. Exceptions are made to this policy only in cases of medical necessity. (See Policy JHCD).

Rights of Students

The religious beliefs and constitutional rights of students shall be respected within constraints of legal requirements for health instruction, examination, and treatment.

Adopted: July 16, 1998

Revised: June 19, 2008

Revised: June 16, 2011

Revised: July 5, 2012

Reviewed:

Legal Reference: Code of Virginia, 1950, as amended, § 22.1-274

Charlottesville City Public Schools
STUDENT SERVICES

File: JHC Page 2

Cross References: EBBA First Aid/CPR Certified Personnel GCPD
Professional Staff Discipline
GDPF Suspension of Staff members
JHCA Physical Examinations of Students JHCB Student
Immunizations
JHCC Communicable Diseases
JHCCA Blood Borne Contagious or Infectious Diseases JHCD Administering
Medicines to Students

STUDENT SERVICES

File: JHG/GAE

CHILD ABUSE AND NEGLECT REPORTING

Reporting Requirement

Every employee of Charlottesville City School Board who, in his professional or official capacity, has reason to suspect that a child is an abused or neglected child, in compliance with the Code of Virginia § 63.2-1509 et seq. shall immediately report the matter to

- the local department of social services where the child resides or where the abuse or neglect is believed to have occurred;
- to the Virginia Department of Social Services toll-free child abuse and neglect hotline; or
- to the person in charge of the school or department, or his designee, who shall make the report forthwith to the local or state agency. The person making the report to the local or state agency must notify the person making the initial report when the report of suspected abuse or neglect is made to the local or state agency and of the name of the individual receiving the report, and must forward any communication resulting from the report, including any information about any actions taken regarding the report to the person who made the initial report.

Notice of Reporting Requirement

The School Board posts in each school a notice that

- any teacher or other person employed there who has reason to suspect that a child is an abused or neglected child, including any child who may be abandoned, is required to report such suspected cases of child abuse or neglect to local or state social services agencies or the person in charge of the relevant school or his designee; and
- all persons required to report cases of suspected child abuse or neglect are immune from civil or criminal liability or administrative penalty or sanction on account of such reports unless such person has acted in bad faith or with malicious purpose. The notice shall also include the Virginia Department of Social Services' toll-free child abuse and neglect hotline.

Complaints of Abuse and Neglect

The School Board and the local department of social services have adopted a written interagency agreement as a protocol for investigating child abuse and neglect reports, including reports of sexual abuse of a student. The interagency agreement is based on recommended procedures for conducting investigations developed by the Departments of education and Social Services.

Charlottesville City Public Schools
STUDENT SERVICES

File: JHG/GAE Page 2

Adopted: June 26, 2014

Revised: June 30, 2015

Reviewed:

Legal References: Code of Virginia, 1950, as amended, §§ 22.1-253.13:7-A, 22.1-291.3,
63.2-1508, 63.2-1511

Cross References: JFHA/GBA Prohibition Against Harassment and Retaliation
GBLA Third Party Complaints Against Employees

EDUCATION AGENCY RELATIONS

File: LEB

ADVANCED/ALTERNATIVE COURSES FOR CREDIT

The Charlottesville City School Board will enter into an agreement for postsecondary degree attainment with a community college in the Commonwealth specifying the options for students to complete an associate's degree or one-year Uniform Certificate of General Studies from the community college concurrent with a high school diploma. The agreement will specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.

Beginning in the middle school years, students will be counseled on opportunities for beginning postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career and technical education field prior to high school graduation. Such opportunities will include access to at least three Advanced Placement courses or three college-level courses for degree credit. Students taking advantage of such opportunities shall not be denied participation in school activities for which they are otherwise eligible. Wherever possible, students will be encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment), under the following conditions:

- written approval of the high school principal prior to participation in dual enrollment must be obtained.
- the college must accept the student for admission to the course or courses
- The course or courses must be given by the college for degree credits (no remedial courses will be accepted).

Adopted: April 3, 1998
Revised: April 15, 1999
Revised: June 19, 2008
Revised: July 5, 2012
Reviewed:

Legal References: Code of Virginia, 1950, as amended, Section 22.1-78.

8 VAC 20-131-140

Cross References: IKF Graduation Requirements
IGBI Advanced Placement Classes and Special Programs

© 5/12 VSBA

EDUCATION AGENCY RELATIONS

File: LI

RELATIONS WITH EDUCATIONAL ACCREDITATION AGENCIES

All Charlottesville City Public Schools will be accredited according to standards developed by the Virginia Department of Education. The School Board reports the accreditation status of each school in the division annually in a public session of a board meeting.

The school board will recognize individual schools under the Virginia Index of Performance (VIP) program established by the Board of Education to recognize and reward fully accredited schools that make significant progress toward achieving advanced proficiency levels in reading, mathematics, science, and history and social science, and other indicators of school and student performance that are aligned with Virginia's goals for public education. The recognition may include public announcements, media releases, and other appropriate recognition.

The school board may ask the Board of Education for release from state regulations or, on behalf of one or more of its schools, for approval of an Individual School Accreditation Plan for the evaluation of the performance of one or more of its schools as authorized for certain other schools by the Standards of Accreditation pursuant to 8 VAC [20-131-280](#) C.A request for a waiver from state regulations that are not (i) mandated by state or federal law or (ii) designed to promote health or safety will be made by the superintendent and chairman of the School Board on behalf of the School Board. The waiver request will describe how release from state regulations is designed to increase the quality of instruction and improve the achievement of students in the affected school or schools.

The School Board, by the superintendent and chairman of the School Board, may also request that the Board of Education grant waivers of specific requirements in Va. Code § [22.1-253.13:2](#), permitting the School Board to assign instructional personnel to the schools with the greatest needs, so long as the school division employs a sufficient number of personnel divisionwide to meet the total number required by Va. Code § [22.1-253.13:2](#) and all pupil/teacher ratios and class size maximums set forth in subsection C of Va. Code § [22.1-253.13:2](#) are met. In its request, the School Board will demonstrate that the waivers from specific Standards of Quality staffing standards will increase the quality of instruction and improve the achievement of students in the affected school or schools.

Adopted: August 6, 1998
Revised: June 19, 2008
Revised: June 17, 2010
Revised: June 16, 2011
Revised: June 25, 2013
Revised: June 27, 2016
Reviewed:

File: LI

EDUCATION AGENCY RELATIONS

Page 2

Legal References: Code of Virginia, 1950, as amended, Sec. 22.1-253.13.3.
22.1-253.13:9

© 5/16VSBA