

REVISED POLICIES FOR REVIEW (VSBA Policy Updates - February 2023) Action - April 13, 2023 School Board Meeting					
VSBA Revised Policies for Review (Redline Copy - February 2023)	Policy Title	Explanation of Revisions	Assigned to (ELT)	Date last approved	Revisions since March 18, 2023 School Board Advance
<u>BDDG</u>	Minutes	Legal References updated.	N/A	<u>August 4, 2022</u>	
<u>CBG</u>	Evaluation of the Superintendent	Policy updated to reflect requirement of HB 1904/SB 1196 (2021). Legal Reference updated.	N/A	<u>June 17, 2021</u>	
<u>DA</u>	Management of Funds	Policy updated.	Renee Hoover	<u>June 19, 2018</u>	
<u>DGC</u>	School Activity Funds	Policy revised to reflect content of Legal References. Legal Reference updated to correct typographical error. Cross References updated.	Renee Hoover	<u>August 1, 2019</u>	
<u>ECAB</u>	Vandalism	Vandalism	Kim Powell	<u>August 1, 2019</u>	
<u>EEAB</u>	School Bus Scheduling and Routing	CCS suggested revision reflecting current practices about reviewing pedestrian/bus safety plan at schools.	Kim Powell	<u>June 19, 2018</u>	
<u>GAB/IIBEA</u>	Acceptable Computer System Use	Policy and Cross References updated. Legal References updated to reflect enactment of Va. Code § 22.1-23.3 by HB 145/SB 161 (2020) Please note: Va. Code § 22.1-70.2 requires every school board to review, amend if necessary, and approve this policy every two years. Superintendents should be sure that the Technology Use Guidelines required by the policy are also reviewed and updated on a schedule that complies with that requirement.	Pat Cuomo	<u>June 17, 2021</u>	
<u>GCBEB</u>	Military Leave and Benefits	Policy updated to reflect amendment of Va. Code § 44-93 by HB 231.	Maria Lewis	<u>August 6, 2020</u>	
<u>GCI</u>	Professional Staff Assignments and Transfers	Policy updated. Revision requires each school board to set a date by which transfer requests for the next school year must be received.	Maria Lewis	<u>June 17, 2021</u>	
<u>GCPB</u>	Resignation of Staff Members	Policy updated to reflect content of Legal Reference.	Maria Lewis	<u>June 19, 2018</u>	
<u>IIBD</u>	School Libraries/Media Centers	Policy, Legal References, and Cross References updated.	Dr. Otey	<u>June 19, 2018</u>	

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IIBEA/GAB	Acceptable Computer System Use	<p>Policy and Cross References updated. Legal References updated to reflect enactment of Va. Code § 22.1-23.3 by HB 145/SB 161 (2020)</p> <p>Please note: Va. Code § 22.1-70.2 requires every school board to review, amend if necessary, and approve this policy every two years. Superintendents should be sure that the Technology Use Guidelines required by the policy are also reviewed and updated on a schedule that complies with that requirement.</p>	Dr. Otey & Pat Cuomo	June 17, 2021	
IJD	College and Career Readiness	Legal Reference updated to reflect codification of HB1299/SB738 by the Code Commission.	Dr. Otey	August 4, 2022	
IKFD Optional policy	Alternative Paths to Attaining Standard Units of Credit	<p>Policy and Cross References updated.</p> <p>Please note: the policy requires the superintendent to develop processes to implement this policy.</p>	Dr. Otey	June 19, 2018	
JN	Student Fees, Fines and Charges	Policy updated.	Dr. Otey	June 19, 2018	
LA	Education Agency Relations Goals	Cross References updated to remove reference to deleted policy.	Carolyn Swift & Dr. Otey	August 6, 2020	
LI	Relations with Educational Accreditation Agencies	Policy updated to reflect contents of Legal References.	Carolyn Swift & Dr. Otey	June 17, 2021	
Policies Reviewed but not Revised (Policy links direct to CCS Policy Manual)					
Google Docs	Policy Title	Comments		Date last approved	
AA	School Division Legal Status		n/a	June 19, 2018	
CBD	Superintendent's Contract, Compensation and Benefits	Superintendent's Contract, Compensation and Benefits	n/a	June 19, 2018	
DJG	Vendor Relations			August 4, 2022	
EA	Support Services		Kim Powell	June 19, 2018	
GCB	Professional Staff Contracts		Maria Lewis	June 19, 2018	
GCBB	Supplementary Pay		Renee Hoover	June 19, 2018	Corrected typographical errors
IGBE	Remedial and Summer Instruction		Dr. Otey	June 19, 2018	Corrected typographical errors

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IIAE	Innovative or Experimental Programs		Carlyn Swift	June 19, 2018	
JJAC	Student-Athlete Concussions	<i>Please note: Va. Code § 22.1-271.5 requires that both this policy and the procedures developed by the superintendent as required by the policy be updated biennially. Superintendents should be sure that the division's procedures are reviewed and updated on a schedule that complies with that requirement.</i>	Dr. Otey	August 6, 2020	
JM	Seclusion and Restraint of Students	<i>Please note: 8 VAC 20-750-70 requires that both this policy and the procedures developed by the superintendent as required by the policy be reviewed annually. Superintendents should be sure that the division's procedures are reviewed and updated on a schedule that</i>	Dr. Otey	August 4, 2022	

MINUTES

Minutes are taken at all open meetings, approved by the School Board in regular session, signed by the clerk and chair of the Board,, and kept and stored in accordance with the provisions of the Code of Virginia.

Minutes of open School Board meetings are posted on the school division's website within seven working days of their final approval.

Draft minutes and all other records of open meetings, including audio or audio/visual records, are public records open pursuant to the Virginia Freedom of Information Act as described in Policy KBA Requests for Public Records and Regulation KBA-R Requests for Public Records.

Minutes may be taken during closed meetings of the School Board, but are not required. Such minutes are not subject to mandatory public disclosure.

Minutes are not required to be taken at deliberations of study commissions or study committees, or any other committees or subcommittees appointed by the School Board except where the membership of any such commission, committee or subcommittee includes a majority of the School Board. If minutes are required, they are posted on the school division's website within seven working days of their final approval.

Minutes are in writing and include, but are not limited to:

- the date, time, and location of the meeting;
- the members of the School Board recorded as present and absent;
- a summary of the discussion on matters proposed, deliberated or decided; and
- a record of any votes taken.

Adopted: August 6, 1998
Revised: October 16 2003
Revised: December 20, 2007
Reviewed: June 19, 2008
Revised: June 25, 2013
Revised: June 20, 2017
Revised: August 1, 2019
Revised: August 4, 2022
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3704, 2.2-3707, 2.2-3707.2, 2.2-3712, 22.1-74.

Cross Refs.: BDC Closed Meetings
BDD Electronic Participation in Meetings from Remote Locations

SCHOOL BOARD GOVERNANCE AND OPERATIONS

File: BDDG
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KBA	Requests for Public Records
KBA-R	Requests for Public Records

EVALUATION OF THE SUPERINTENDENT

It is the responsibility of the School Board to maintain and improve the quality of administration and instruction. One of the primary methods used in carrying out this responsibility is to work with the superintendent in improving the superintendent's effectiveness.

Annually, the superintendent provides the School Board with a work plan designed to implement the goals set for the division by the School Board. The School Board evaluates the superintendent annually. The School Board develops the instrument to evaluate the superintendent after consulting the uniform performance standards and criteria developed by the Board of Education and the superintendent. The superintendent's evaluations include ~~student academic progress as a significant component and an overall summative rating. Evaluations include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.~~

- Student academic progress as a significant component
- An overall summative rating
- Identification of areas of individual strengths and weaknesses
- Recommendations for appropriate professional activities
- An evaluation of cultural competency

Informal evaluations may also take place as the Board deems appropriate, provided that specific criteria for such appraisals be communicated to the superintendent.

Each Board member is involved in assessing the superintendent's job performance on a continuing basis and by completing the annual evaluation instrument. Upon conclusion of the annual performance appraisal, the evaluation is reviewed with the superintendent by the Board or its designees.

Adopted: April 3, 1999
Revised: October 21, 1999
Revised: May 4, 2006
Revised: December 20, 2007
Revised: June 16, 2011
Revised: June 25, 2013
Revised: June 19, 2018
Revised: June 17, 2021
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-60.1, 22.1-253.13:5.

Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents (Virginia Board of Education, ~~as revised on November 13, 2019~~), as approved on March 17, 2022).

Cross Ref.: CBA Qualifications and Duties for the Superintendent
© ~~5/21~~ 2/23 VSBA

FISCAL MANAGEMENT

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MANAGEMENT OF FUNDS

The School Board manages and controls the funds made available to it for the public schools and incurs costs and expenses.

The superintendent or superintendent's designee is responsible for administering the division budget in accordance with Board policies and applicable state and federal regulations and laws. The superintendent or superintendent's designee uses appropriate fiscal planning and management methods, modeled after the best accepted business practices and directed toward the educational goals of the division.

If the appropriating body appropriates funds to the School Board by total amount (also referred to as lump sums), funds may be transferred by the School Board from one major classification to another. If funds are appropriated to the School Board by major classifications, no funds are expended by the School Board except in accordance with such classifications without the consent of the appropriating body.

The superintendent ~~may be authorized by the School Board~~ is authorized to make line item transfers within a major ~~classification.~~ classification.

~~The School Board manages and controls the funds made available to it for the public schools and incurs costs and expenses.~~

Adopted: June 19, 2008
Reviewed: June 25, 2013
Revised: June 26, 2014
Revised: June 19, 2018
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-89, 22.1-94, 22.1-115.

Cross Refs.:	DB	Annual Budget
	DG	Custody and Disbursement of School Funds
	DI	Financial Accounting and Reporting
	DJ	Small Purchasing
	DJA	Purchasing Authority
	DJF	Purchasing Procedures
	DK	Payment Procedures
	DL	Payroll Procedures

FISCAL MANAGEMENT

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SCHOOL ACTIVITY FUNDS

All funds derived from extracurricular school activities, including, but not limited to, entertainment, athletic contests, cafeterias, facilities fees, club dues, vending machine proceeds that are not deposited in the school nutrition program account, and from any and all activities of the school involving personnel, students or property are considered school activity ~~funds~~. funds.

Each school keeps an accurate record of all receipts and disbursements of school activity funds so that a clear and concise statement of the condition of each fund may be determined at all times. It is the duty of each principal to see that such records are maintained in accordance with regulations of the Virginia Board of Education and the rules of the Charlottesville City School Board. The principal or principal's designee performs the duties of school finance officer. The school finance officer is bonded, and the ~~school board~~ School Board prescribes rules governing such bonds for employees who are responsible for school activity funds.

School activity funds are audited at least once a year by a ~~duly~~ qualified accountant or accounting firm approved by the ~~school board~~. School Board. A copy of the audit report is filed in the superintendent's office. Monthly reports of such funds are prepared and filed in the principal's office and annual reports are filed in the office of the principal or division superintendent. ~~The cost of such audits are a proper charge against the school activity funds.~~

Adopted: June 19, 2008
Revised: June 17, 2010
Revised: January 8, 2015
Revised: June 20, 2019
Revised: August 1, 2019
Revised:

Legal Refs.: Code of Virginia, 1950, as amended, § ~~22.1-17~~. 22.1-16.

8 VAC 20-240-10.

8 VAC 20-240-20.

8 VAC 20-240-40.

Cross Refs.: DG Custody and Disbursement of School Funds
DM Cash in School Buildings
JL Fund Raising and Solicitation

VANDALISM

The school board urges staff, students and the public to cooperate in the reduction of vandalism by reporting incidents of vandalism and the name of any person(s) believed to be responsible.

The school board may institute action and recover from the parents or either of them of any minor living with such parents or either of them up to \$2,500 for damages suffered by reason of the willful or malicious destruction of, or damage to, public property by such minor.

In addition, a student who damages or destroys public property is subject to whatever disciplinary action is deemed necessary and advisable by the school principal.

Adopted: April 3, 1998
Revised: February 19, 2004
Revised: May 15, 2008
Revised: June 18, 2009
Reviewed: June 25, 2013
Revised: August 1, 2019
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 8.01-43, 22.1-78, 22.1-253.13:7.

Cross Refs.: ECA Inventory and Reporting of Loss or Damage
IIBEA/GAB Acceptable Computer System Use
~~JFC-R Standards of Student Conduct~~

SCHOOL BUS SCHEDULING AND ROUTING

The operation of school buses is scheduled to maximize safety and efficiency.

School bus routes, school sites, and safety of students at designated school bus stops are reviewed at least once each year and as changes occur. Routes are reviewed for safety hazards, fuel conservation, and to assure the most efficient use of buses. School administrators ~~+~~ evaluate the safety of pupils at bus stops ~~periodically and, at the request of the school board~~ or community members, ~~report the results annually to the school board.~~

~~A written vehicular and pedestrian traffic control plan for each school is reviewed annually for safety hazards.~~ All new school site plans include provisions that promote vehicular and pedestrian safety. Vehicular and pedestrian traffic control plans are reviewed and revised whenever conditions change that may impact safety of established traffic patterns.

Adopted: April 3, 1998
Reviewed: May 15, 2008
Revised: June 18, 2009
Revised: June 25, 2013
Revised: June 19, 2018
Revised:

Legal References: Code of Virginia, 1950, as amended, sections 22.1-70, 22.1-78.
8VAC-20-70-150
8VAC 20-70-160

Cross References: EB School Crisis, Emergency Management, and Medical Emergency
Response Plan

ACCEPTABLE COMPUTER SYSTEM USE

The School Board provides a computer system, including the internet, to promote educational excellence by facilitating learning, resource sharing, innovation and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, display devices, printers, CD, DVD and other media devices, tape or flash drives, storage devices, servers, mainframe and personal computers (including Chrome OS devices), tablets, laptops, telephones, cell phones, cameras, projectors, interactive whiteboards/panels, audio-visual equipment, multimedia devices, workstations, remote network access, cloud services, the internet and other electronic services and internal or external networks. This includes any device that may be connected to or used to connect to the school division's network or electronically stored division material.

All use of the division's computer system must be (1) in support of education and/or research, or (2) for legitimate ~~school~~ division business. Use of the computer system is a privilege, not a right. Inappropriate use may result in cancellation of those privileges, disciplinary action, and/or legal action. Any communication or material generated using the computer system, including electronic mail, social media posts, instant or text messages, tweets, and other files, including communications and materials deleted from a user's account, may be monitored, read, and/or archived by division staff.

This policy applies to all users of the division's computer system. By using or accessing the computer system, the user agrees to abide by this policy and the Technology Use Guidelines established by the superintendent.

The superintendent is responsible for establishing Technology Use Guidelines, containing the appropriate uses, ethics and protocols for use of the computer system. The superintendent is also responsible for reviewing and updating, as necessary, the Guidelines at least every two years. It is the user's responsibility to know and follow this policy and the Technology Use Guidelines.

The Guidelines include:

1. a prohibition against use of the division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the internet;
2. provisions, including the selection and operation of a technology protection measure for the division's computers having internet access to filter or block internet access through such computers, that seek to prevent access to:
 - a. child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
 - b. obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and
 - c. material that the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;

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3. provisions establishing that the technology protection measure is enforced during any use of the division's computers;
4. provisions establishing that all usage of the computer system may be monitored;
5. provisions designed to educate students and employees about appropriate online behavior, including interacting with students and other individuals on social networking websites, blogs, in chat rooms, and cyberbullying awareness and response;
6. provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful online activities;
7. provisions requiring every user to protect the security of information necessary to access the computer system, such as usernames and passwords, and prohibiting the sharing of passwords;
8. provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and
9. a component of internet safety for students that is integrated in the division's instructional program.

Use of the school division's computer system must be consistent with the educational or instructional mission or administrative function of the division as well as the varied instructional needs, learning styles, abilities and developmental levels of students.

The division's computer system is not a public forum.

Users of the division's computer system have no expectation of privacy for use of the division's resources or electronic devices including non-division owned devices while connected to division networks or computer resources.

Software and/or services may not be installed or downloaded on the division's computer system without the prior approval of the superintendent or superintendent's designee.

The failure of any user to follow the terms of this policy or the Technology Use Guidelines may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action. Users of the system agree to indemnify the School Board for any losses, costs, or damages relating to or arising out of any violation of this policy or the Technology Use Guidelines.

The School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the internet. Furthermore, the School Board is not responsible for any unauthorized charges or fees resulting from access to the computer system.

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The School Board reviews and amends, if necessary, this policy every two years.

Adopted: October 21, 1999
Revised: July 19, 2007
Reviewed: March 20, 2008
Revised: June 17, 2010
Revised: September 1, 2011
Revised: June 25, 2013
Revised: August 1, 2019
Revised: June 17, 2021
Revised:

Legal Refs: 18 U.S.C. §§ 1460, 2256.
47 U.S.C. § 254.

Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-23.3,
22.1-70.2, and 22.1-78.

Cross Refs.:	<u>ECAB</u>	<u>Vandalism</u>
	EGAA	Reproduction and Use of Copyrighted Materials
	GBA/JHFA	Prohibition Against Harassment and Retaliation
	GCPD	Professional Staff Discipline
	GCQB	Staff Research and Publishing
	JFC	Student Conduct

MILITARY LEAVE AND BENEFITS

Leave

All employees of Charlottesville City School Board who are members of the state or federal military reserves are entitled to leaves of absence from their duties on all days during which they are engaged in federally funded military duty, including training duty, or when called forth by the Governor.

Immediately upon receipt of official notice to report for duty, the employee will notify the Director of Human Resources of the need for military leave. A copy of the official orders must accompany the leave request.

Pay/Paid Leave

All employees on military leave receive up to 21 days paid leave per federally funded tour of duty. When possible, military leave for employees on less than a 12 month contract should be arranged during non-duty hours.

An employee who is scheduled for a physical examination for military service during working hours, including but not limited to pre-induction physicals, receives paid leave.

In addition, full-time employees of the Charlottesville City School Division whose active duty service with the regular armed forces of the United States or the National Guard or other reserve component requires the employee's absence from employment receive supplemental pay in the amount of the difference between the military pay and pay as a Charlottesville City Schools employee if the employee's military compensation is less than the regular salary paid to the employee by the school division.

The employee will be permitted, upon request, to use any vacation, annual, or similar leave that had accrued at the time military leave began.

Except as outlined above, military leave is unpaid.

Benefits

Health Benefits

If the employee so desires, the employee and the employee's dependents may continue to participate in the division's group health plan for up to 24 months while the employee is on military leave. The employee must notify the Director of Human Resources if the employee wants to continue participation in the division's group health plan. Employees who elect to continue on the division's health plan will be responsible for the employee share of premium payments. Upon request, Human Resources will provide the monthly premium amount.

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Retirement Benefits

An employee reemployed after military leave will be treated as not having incurred a break in service. The period of military leave will be considered service to the division for purposes of vesting and benefit accrual. The division is responsible for its pension plan funding obligation. The division is not required to make its contribution until the employee is reemployed.

The employee is allowed, but not required, to make up the employee's contributions to a contributory plan. The employee may repay their ~~his or her~~ employee contributions for a period of up to three times the period of military service, but not to exceed five years. If the employee's retirement plan is contributory and the employee does not make up the employee's contributions, the employee will not receive the employer match or the accrued benefit attributable to the employee's contribution because the employer is required to make contributions that are contingent on the employee's contributions.

The employer and employee contribution will be calculated on the rate of pay the employee would have received but for the absence to serve military duty.

Reemployment

An employee who is entitled to military leave by reason of service in the federal military reserves is entitled to be reemployed by the School Board as long as the employee:

- has given advance notice of the need for military leave (unless notice is precluded by military necessity or is otherwise impossible or unreasonable);
- has not been absent from their ~~from his or her~~ job for more than five years; and
- returns to work as outlined below.

If the employee was absent from work for

- less than 31 days, the employee must report back to work by the beginning of the next regularly scheduled work period after a reasonable amount of time to arrive home, rest and report to work;
- more than 30 days but less than 181 days, the employee must submit an application for reemployment within 14 days after the completion of service;
- more than 180 days, the employee must submit an application for reemployment within 90 days after the completion of service.

Employees who are entitled to military leave due to service in the Virginia military reserves must make written application for reemployment within ~~(1) 14 days of release from duty or from hospitalization following release if the length of the employee's absence by reason of service in the uniformed services does not exceed 180 days or (2) 90 days of his release from duty or from hospitalization following release if the length of the employee's absence by reason of service in the uniformed services exceeds 180 days.~~

- 14 days of release from duty or from hospitalization following release if the length of the employee's absence by reason of service in the uniformed services does not exceed 180 days, or
- 90 days of release from duty or from hospitalization following release if the length of the employee's absence by reason of service in the uniformed services exceeds 180 days.

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Upon returning from duty, an employee will be restored to the same job ~~he~~ the employee held before leaving or to a comparable job. The School Board is not obligated to reemploy persons returning from military leave in certain unusual situations specified by state and federal law.

Termination after Reemployment

A person who is reemployed after returning from more than 30 days of military duty will not be discharged except for cause

- within one year after the date of reemployment, if the person's period of military service before the reemployment was more than 180 days; or
- within 180 days after the date of reemployment, if the person's period of military service before the reemployment was more than 30 days but less than 181 days.

Discrimination Against Members of Military Reserves Prohibited

Members of the military reserves will not be denied initial employment, reemployment, retention in employment, promotion, or any benefit of employment on the basis of that membership.

Adopted: February 18, 1998
Revised: March 4, 2004
Revised: March 20, 2008
Revised: June 17, 2010
Revised: June 30, 2015
Revised: August 6, 2020
Revised:

Legal Refs: 38 U.S.C. §§ 4312, 4313, 4316, 4317.

20 C.F.R. §§ 1002.259, 1002.261, 1002.262, 1002.267.

Code of Virginia, 1950, as amended, §§ 22.1-289.2, 44-93, 44-93.1, 44-93.3, 44-93.4, 44-102.1.

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PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

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

Upon recommendation of the superintendent, the Charlottesville City School Board ~~shall place~~ places all employees within the various schools and facilities located in the school division. 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 year to any school or facility within ~~such the~~ division, provided no change or reassignment during a school year ~~shall~~ will affect the salary of such employee for that school year. However, no one will be employed in 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: June 17, 2021
Revised:

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

Cross References: GCCB Employment of Family Members

RESIGNATION OF STAFF MEMBERS

The superintendent is authorized to approve resignations of employees. Any resignation must be in writing.

A teacher may resign after June 15 of any school year with the approval of the superintendent. The teacher shall request release from contract at least two weeks in advance of the intended date of resignation. Such requests shall be in writing and state the cause of the resignation. The teacher may, within one week, withdraw a request to resign. Upon the expiration of the one week period, the superintendent shall notify the School Board of the decision to accept or reject the resignation. The School Board, within two weeks, may reverse the decision of the superintendent. In the event that the Board or the superintendent declines to grant the request for release on the grounds of insufficient or unjustifiable cause, and the teacher breaches such contract, disciplinary action, which may include written reprimand, suspension, or revocation of the teacher's license, may be taken pursuant to regulations prescribed by the Board of Education.

Other employees who wish to terminate their employment must give notice at least ten school days prior to their desired separation date. Notice should be given to the employee's immediate supervisor, who will inform the superintendent. The superintendent will inform the School Board of the resignation at its next regular meeting.

Adopted: February 19, 1998
Revised: March 20, 2008
Revised: July 5, 2012
Revised: June 19, 2018
Revised: (date of board action/revision)

Legal References: Code of Virginia, 1950, as amended, § 22.1-304.

Cross References: GCPD Professional Staff Discipline
GDB Support Staff Employment Status

INSTRUCTION

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SCHOOL LIBRARIES/MEDIA CENTERS

Each school ~~shall maintain~~ maintains an organized library media center as the resource center of the school and ~~provide~~ provides a unified program of media services and activities for students and teachers before, during and after school. The library media center ~~shall contain~~ contains hard copy, electronic technological resources, materials, and equipment that are sufficient to meet research, inquiry, and reading requirements of the instructional program and general student interest.

Each school provides a variety of materials, resources and equipment to support the instructional program.

Adopted: July 16, 1998
Revised: April 17, 2008
Revised: June 25, 2013
Reviewed: June 20, 2017
Revised: June 19, 2018
Revised:

Legal References: Code of Virginia, 1950, as amended, § 22.1-253.13:3.
8 VAC 20-131-190.

Cross References: IIA Instructional Materials
IIAB Supplementary Materials Selection and Adoption

ACCEPTABLE COMPUTER SYSTEM USE

The School Board provides a computer system, including the internet, to promote educational excellence by facilitating learning, resource sharing, innovation and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, display devices, printers, CD, DVD and other media devices, tape or flash drives, storage devices, servers, mainframe and personal computers (including Chrome OS devices), tablets, laptops, telephones, cell phones, cameras, projectors, interactive whiteboards/panels, audio-visual equipment, multimedia devices, workstations, remote network access, cloud services, the internet and other electronic services and internal or external networks. This includes any device that may be connected to or used to connect to the school division's network or electronically stored division material.

All use of the division's computer system must be (1) in support of education and/or research, or (2) for legitimate ~~school~~ division business. Use of the computer system is a privilege, not a right. Inappropriate use may result in cancellation of those privileges, disciplinary action, and/or legal action. Any communication or material generated using the computer system, including electronic mail, social media posts, instant or text messages, tweets, and other files, including communications and materials deleted from a user's account, may be monitored, read, and/or archived by division staff.

This policy applies to all users of the division's computer system. By using or accessing the computer system, the user agrees to abide by this policy and the Technology Use Guidelines established by the superintendent.

The superintendent is responsible for establishing Technology Use Guidelines, containing the appropriate uses, ethics and protocols for use of the computer system. The superintendent is also responsible for reviewing and updating, as necessary, the Guidelines at least every two years. It is the user's responsibility to know and follow this policy and the Technology Use Guidelines.

The Guidelines include:

1. a prohibition against use by division employees and students of the division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the internet;
2. provisions, including the selection and operation of a technology protection measure for the division's computers having internet access to filter or block Internet access through such computers, that seek to prevent access to:
 - a. child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. §2256;
 - b. obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and
 - c. material that the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;

PERSONNEL and INSTRUCTION

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3. provisions establishing that the technology protection measure is enforced during any use of the division's computers;
4. provisions establishing that all usage of the computer system may be monitored;
5. provisions designed to educate students and employees about appropriate online behavior, including interacting with students and other individuals on social networking websites, blogs, in chat rooms, and cyberbullying awareness and response;
6. provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful online activities.;
7. provisions requiring every user to protect the security of information necessary to access the computer system, such as usernames and passwords, and prohibiting the sharing of passwords;
8. provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and
9. a component of internet safety for students that is integrated in the division's instructional program.

Use of the school division's computer system shall be consistent with the educational or instructional mission or administrative function of the division as well as the varied instructional needs, learning styles, abilities and developmental levels of students.

The division's computer system is not a public forum.

Users of the division's computer system have no expectation of privacy for use of the division's resources or electronic devices including non-division owned devices while connected to division networks or computer resources.

Software and/or services may not be installed or downloaded on the division's computer system without the prior approval of the superintendent or superintendent's designee.

The failure of any user to follow the terms of this policy or the Technology Use Guidelines may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action. Users of the system agree to indemnify the School Board for any losses, costs, or damages relating to or arising out of any violation of this policy or the Technology Use Guidelines.

The School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the Internet. Furthermore, the School Board is not responsible for any unauthorized charges or fees resulting from access to the computer system.

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The School Board reviews and amends, if necessary, this policy every two years.

Adopted: October 21, 1999
Revised: July 19, 2007
Reviewed: March 20, 2008
Revised: June 17, 2010
Revised: September 1, 2011
Revised: June 25, 2013
Revised: August 1, 2019
Revised: June 17, 2021
Revised:

Legal References: 18 U.S.C. §§ 1460, 2256.
47 U.S.C. § 254.
Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390,
22.1-23.3, 22.1-70.2, and 22.1-78.

Cross References:	<u>ECAB</u>	<u>Vandalism</u>
	EGAA	Reproduction and Use of Copyrighted Materials
	GBA/JHFA	Prohibition Against Harassment and Retaliation
	GCPD	Professional Staff Discipline
	GCQB	Staff Research and Publishing
	JFC	Student Conduct

COLLEGE AND CAREER READINESS

Each middle and secondary school provides for the early identification and enrollment of students in a program with a range of educational and academic experiences related to college and career readiness in and outside the classroom, including an emphasis on experiences that will motivate disadvantaged and minority students to prepare for a career or postsecondary education.

Each elementary, middle, and secondary school provides for the identification by all students of personal interests and abilities to support planning for postsecondary opportunities and career preparation. Such support includes provision of information concerning exploration of career cluster areas in elementary schools, and course information and planning for college preparation programs, opportunities for educational and academic experiences in and outside the classroom, including internships and work-based learning, and the multiple pathways to college and career readiness in middle and high school.

Beginning in the elementary school years, students explore the different occupations associated with career clusters and select an area or areas of interest. Students begin the development of an academic and career plan portfolio (ACPP) in elementary grades to include information about interests, values such as dependability and responsibility, and skills supporting decisions about their future interests and goals. The information contained in the ACPP serves as the foundation for creating the Academic and Career Plan (ACP) in grade 7.

In middle school, students complete a locally selected career interest inventory and select a career pathway. To support development of the ACP, students complete at least one course in career investigation selected from the career and technical education state-approved list, or a school division-provided alternative means of delivering the career investigation course content, provided that the alternative is equivalent in content and academic rigor.

The School Board may require such courses in career investigation at the high school level as it deems appropriate, subject to approval by the Board of Education. The School Board may require such courses in career investigation at the elementary school level as it deems appropriate.

All schools continue development of a personal ACP with each seventh-grade student with completion by the end of the fall semester of the student's eighth-grade year. The components of the ACP include the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. In high school, a career-related learning experience is chosen by the student and documented in the ACP.

The ACP is developed in accordance with guidelines established by the Board of Education and signed by the student, student's parent or guardian, and school official or officials designated by the principal.

The ACP is included in the student's record and is reviewed and updated annually. Lists, as compiled annually by the Department of Education and provided to the School Board, of 1) the top 100 professions in Virginia by median pay and the education, training and skills required for each such

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profession and 2) the top 10 degree programs at institutions of higher education in Virginia by median pay of program graduates are included as part of each student's ACP.

Beginning in the middle school years, students are 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 as described in Policy LEB Advanced/Alternative Courses for Credit. Such opportunities include access to at least three Advanced Placement (AP), International Baccalaureate (IB), or Cambridge courses or three college-level courses for degree credit pursuant to 8 VAC 20-131-100. Students taking advantage of such opportunities are not denied participation in school activities for which they are otherwise eligible. Wherever possible, students are encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment), under the following conditions:

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

Information that assists high school students in making informed decisions about their futures after graduating from high school and ensures that such students are aware of the costs and benefits of different educational and certificate programs, as collected and compiled by the Virginia Department of Education in consultation with the State Council of Higher Education for Virginia, is readily available to each high school student. The information is distributed to each high school student who expresses an interest in attending an institution of higher education or completing a training program.

Adopted: June 19, 2018
Revised: August 6, 2020
Revised: August 4, 2022
Revised:

Legal References: Code of Virginia, 1950, as amended, §§ 22.1-206.1, 22.1-206.2, 22.1-253.13:1, 22.1-253.13:3.
8 VAC 20-131-140.

Cross References: IGAD Career and Technical Education
IJ Guidance and Counseling Program
JO Student Records
LEB Advanced/Alternative Courses for Credit

ALTERNATIVE PATHS TO ATTAINING STANDARD UNITS OF CREDIT

~~Students who enroll in high school as freshmen before July 1, 2018, as sophomores before July 1, 2019, as juniors before July 1, 2020 or as seniors before July 1, 2021~~ In order to be awarded a diploma, secondary school students are required to earn standard and verified units of credit as specified in the regulations of the Board of Education. A “standard unit of credit” or “standard credit” is a credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. The Charlottesville City School Board recognizes that instruction, learning and outcomes equivalent to those achieved in 140 clock hours of instruction can be attained in a variety of ways. Therefore, the School Board waives the requirement that a student receive 140 clock hours of instruction to earn a standard unit of credit as provided below. The total number of standard credits that can be achieved via the waiver option is two. Students may earn fractional credits via waiver.

Waivers are available for all secondary courses including Board of Education approved courses, Career and Technical education courses and local elective courses. Elective courses must be approved by the School Board, be explicitly described in the division’s secondary course of study and have clearly defined and publicly available learning objectives commensurate in scope and detail with state learning standards and competencies.

In order to attain a standard unit of credit by means of a waiver of the 140 clock hour requirement

- the outcomes of the work for which standard credit is awarded must be equal to progress and learning achieved in 140 clock hours of instruction;
- upon completion of the assigned work for the course, a student must have demonstrated mastery by meeting specific objectives and performance requirements of the course that match or exceed the expectations of students who have received 140 clock hours of instruction with similar standards, competencies or objectives; and
- the evidence of mastery of the pertinent content and skills for a student receiving a waiver must be fully documented, retained securely by the school division and available for review by the Virginia Department of Education (VDOE) on request.

Procedures

Criteria for awarding a waiver of the 140 clock hour requirement for the course must be clear, objective and clearly communicated to the student and the student’s parents prior to a student embarking on the effort.

The consequences of standard credits achieved by waiver with regard to class rank, grade point average and extracurricular eligibility must also be clearly defined and communicated to students and parents before a student embarks on the effort.

A student must receive approval from the school principal before pursuing the work, task or assessment that is required to meet the waiver criteria.

Students who meet the following criteria are eligible to seek standard units of credit via waiver of the 140 clock hour requirement.

- Credit Recovery – Where a student has failed a credit-bearing course, they may use this option to repeat the course without having to satisfy the 140 clock-hour requirement.
- Online Courses – Students shall be permitted to satisfy the requirements of an online course without having to satisfy the 140 clock-hour requirement.
- Students with Disabilities – Students with disabilities who have not demonstrated success with long-term summative assessments and who do not qualify for the VAAP, may use this option if the student's IEP team determines that alternate seat time and assessment options are appropriate.
- English as a Second Language (ESOL) – ESOL students may elect to waive the 140 clock-hour requirement if the student enrolls after the 20th hour of instruction in any course.
- An Interruption that is Beyond a Student's Control – Students who have had their seat time interrupted by a situation that is beyond their control may request a waiver of the 140 clock-hour rule. This exception is not meant to include a short- or long term suspension or expulsion, unexcused absences, or other similar circumstances.

Miscellaneous

The superintendent will identify a process for developing accommodations for students with limited English proficiency.

Pursuit of credit by waiver by students with disabilities will be prescribed by the student's Individualized Education Program (IEP) or 504 Plan.

Students who attain credit by waiver of the 140 clock hour requirement ~~SELECT ONE (will receive a grade for the course) OR (will not receive a grade for the course. The course will be graded on a pass/fail basis).~~

The fact that a student has received credit via waiver ~~SELECT ONE (will) OR (will not)~~ be reflected on the student's transcript.

A student who is pursuing credit via waiver is enrolled in the relevant course for purposes of determining eligibility for extracurricular activities.

Waiver Pathway Options

Waivers are available by three pathways.

1. Courses that award a standard credit and have less than 140 clock hours of instruction

For students attaining standard units of credit by this waiver method, the school division maintains documentation based on this policy that defines its rationale for the reduction of instructional time and substantive evidence that it provides equivalent instruction with equivalent outcomes in the reduced clock hours.

2. Independent study, work sample portfolio, demonstrated performance and locally developed or Standards of Learning assessment

Evidence of the student's learning must encompass a comprehensive assemblage of media products, artifacts, and performance that demonstrates the student has mastered academically rigorous material and meets or exceeds approved learning standards, competencies or objectives for the course.

The required content and evaluative criteria for the products must be defined prior to the advent of student work and based on the same objectives as the standard course.

The assemblage of evidence and overall process must be managed by a licensed and endorsed teacher in the area of the coursework with a series of program checkpoints throughout a specified timeline for the study. The checkpoints and timeline must be clearly articulated and communicated to the student.

The managing teacher must determine whether the work is of commensurate depth and quality as work performed in the traditional secondary classroom and meets predefined evaluative criteria communicated to the student.

The student must meet a predefined performance level on a locally-developed assessment for the coursework. This may be an oral examination, performance (e.g., recital/concert), written test or some other objective tool or process developed by the school division. Applicable Standards of Learning assessments may also be used for this purpose.

3. Demonstrated achievement via national or international assessments

The assessment must:

- have a standardized administration;
- be determined to be valid and reliable by an external body;
- be used in other states or internationally; and
- be scored independently of the school division.

Before a waiver may be granted under this option, the division must have completed a rigorous review of the assessment, in accordance with this policy, and determined that it is aligned with the course objectives for which the waiver is being requested. The division determines a qualifying score for awarding a standard credit that equates with mastery of the course content and skills and communicates that score to the student.

The student must provide evidence to the school principal or the principal's designee through performance, product, interview and/or school staff professional judgment that the student has some command of the course content and should be allowed to demonstrate mastery-level performance for a standard credit.

The superintendent will develop a process for determining a qualifying score for awarding a standard credit that equates with mastery of the course content and skills.

A student may attempt to achieve the qualifying score two times per year.

If the division selects an assessment that has a monetary cost, it will ensure equitable access to this option for all students.

Appeal Process

The superintendent shall appoint a review panel comprised of at least three educators to resolve disputes regarding the attainment of standard units of credit via waivers in accordance with this policy. Different panels may be appointed for individual schools or groups of schools.

The panel may review whether a student was properly denied permission to seek a standard unit of credit via waiver and whether a student was properly denied a standard unit of credit after having been determined to be eligible to seek the standard unit of credit via waiver

Based on the evidence it reviews, the review panel may:

- award the standard credit
- deny the standard credit
- make additional assignments prior to determining whether to award the standard credit

The decision of the review panel will be final.

Continuing Role of State Assessments

While the division may use the Standards of Learning assessments for awarding a standard credit as outlined above, the Standards of Learning assessments will continue to be used in their traditional role as determiners of awarding verified credits.

Adopted: June 27, 2016

Revised: June 20, 2017

Revised: June 19, 2018

Revised:

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

8 VAC 20-131-110.

Guidelines for Graduation Requirements; Local Alternative Paths to Standard Units of Credit, Virginia Board of Education (Oct. 2015).

Cross References:	IAA	Notification of Learning Objectives
	IGBG	Homebound, Correspondence and Alternative Means of Instruction
	IGBGA	On Line Courses and Virtual School Programs

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IGBF	English Learners
IKEB	Acceleration
IKF	The Virginia Assessment Program and Graduation Requirements
IKFA	Locally Awarded Verified Credits
JO	Student Records
<u>LEB</u>	<u>Advance/Alternative Courses for Credit</u>

STUDENT SERVICES

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STUDENT FEES, FINES AND CHARGES

The School Board charges student fees and takes action to recover funds for the loss of or damage to School Board property in accordance with the state and federal law. No fee may be charged unless it has been approved by the School Board.

The School Board provides, free of charge, such textbooks as are required for courses of instruction for each child attending public schools. Consumable materials such as workbooks, writing books, and drawing books may be purchased by the School Board and either provided to students at no cost or sold to students at a retail price not to exceed seven percent added to the publisher's price. If sold, the School Board ~~shall ensure~~ ensures that workbooks, writing books, and drawing books are furnished to students who are unable to afford them at a reduced price or free of charge. Fees ~~will not be~~ are not charged to students for instructional materials, textbooks, or other materials used by a School Board employee that are not directly used by a public school student.

A comprehensive fee schedule is located on the Charlottesville City Schools website at <http://charlottesvilleschools.org/fee-schedule/>.

Fees may be charged for

1. optional services such as parking or locker rental;
2. student-selected extracurricular activities;
3. class ~~dues~~ dues;
4. field trips or educationally-related programs that are not required instructional activities;
5. fees for musical instruments, as long as the instruction in the use of musical instruments is not part of the required curriculum;
6. distance learning classes for enrichment which are not necessary to meet the requirements for a diploma;
7. summer school, unless the classes are required for remediation as prescribed by the Standards of Quality;
8. overdue or lost or damaged library books;
9. lost or damaged textbooks;
10. consumable materials such as workbooks, writing books, drawing books and fine arts materials and supplies; however, workbooks, writing books, drawing books and fine arts materials and supplies must be furnished to students who are unable to afford them at a reduced price or free of charge; fees may not be charged to students for instructional materials, textbooks, or other materials that are not directly used by a public school student;
11. the behind-the-wheel portion of the driver's education program;

STUDENT SERVICES

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12. a fee not to exceed a student's pro rata share of the cost of providing transportation for voluntary extracurricular activities; and
13. the preparation and distribution of official paper copies of student transcripts; a reasonable number of copies of official paper copies must be provided for free before a charge is levied for additional official copies; official electronic copies of student transcripts must be provided for free.

Fees may not be charged

1. as a condition of school enrollment, except for students who are not of school age or who do not reside within the jurisdiction;
2. for instructional programs and activities, or materials required for instruction, except as specified in by 8 VAC 20-720-80.H;
3. for textbooks or textbook deposits; however, a reasonable fee or charge for lost or damaged textbooks may be charged;
4. for pupil transportation to and from school;
5. for summer school programs or other forms of remediation required by the Standards of Quality.

Fees are reduced or waived for economically disadvantaged students and students whose families are undergoing economic hardships and are financially unable to pay them, including but not limited to, families receiving unemployment benefits or public assistance, including Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI) or Medicaid; foster families caring for children in foster care; and families that are homeless.

Each time a fee is charged, notice ~~will be~~ is given that a fee waiver may be requested. The notice ~~will include~~ includes directions as to how to apply for a waiver.

This policy ~~will be~~ is provided to parents annually and posted on the division's website.

Based on CCS community values, financial need will not be a barrier to access experiences or educational materials.

No student's report card, diploma or class schedule ~~will be~~ is withheld because of nonpayment of fees or charges. No student ~~will be~~ is suspended or expelled for nonpayment of fees or charges.

The School Board upon recommendation of the superintendent may take action against a pupil or the pupil's parent for any actual loss, breakage, or destruction of or failure to return property owned by or under the control of the School Board, caused or committed by such pupil in pursuit of ~~his~~ the pupil's studies. Such action may include seeking reimbursement from a pupil or pupil's parent for any such loss, breakage, or destruction of or failure to return school property.

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Adopted: July 16, 1998
Revised: June 19, 2008
Revised: September 18, 2008
Revised: June 17, 2010
Revised: June 25, 2013
Reviewed: June 19, 2018
Revised:

Legal References: Code of Virginia, 1950, as amended, §§ 8.01-43, 22.1-6, 22.1-243, 22.1-280.4.
8 VAC 20-720-80.

Cross References: ECAB Vandalism
IIA Instructional Materials

EDUCATION AGENCY RELATIONS

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EDUCATION AGENCY RELATIONS GOALS

The Charlottesville City School Board supports the endeavors of other educational institutions whose goals are compatible with those of the division.

To the extent appropriate, the school division utilizes the resources of other educational institutions for the benefit of its students and the development of its staff.

The school division cooperates with educational institutions and agencies in selected areas of research and experimentation which have the potential to increase the effectiveness of teacher preparation or staff development and/or which directly improve the local instructional program. To protect students and teachers from unnecessary intrusions that may disrupt instruction and regular school activities, requests for college students and professors to observe classes or otherwise interact with students or division personnel must be submitted directly to the superintendent or superintendent's designee.

The school division strives to improve the climate for education, particularly with reference to expanding the fiscal base, providing for efficient expenditure of funds, and bringing about state or federal legislation which improves education or contributes to division goals.

The school division cooperates with professional educational organizations whose goals are compatible with those of the division.

Adopted: August 6, 1998
Revised: June 19, 2008
Revised: July 5, 2012
Revised: August 6, 2020
Revised:

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

Cross References: EGAA Reproduction and Use of Copyrighted Materials
GCQB Staff Research and Publishing
JHDA Human Research
JOB Administration of Surveys and Questionnaires
~~LEA~~ ~~Student Teachers~~

RELATIONS WITH EDUCATIONAL ACCREDITATION AGENCIES

All Charlottesville City Schools are accredited according to standards developed by the Board 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 recognizes individual schools under the ~~Virginia Index of Performance (VIP) program~~ Exemplar School Recognition 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~~ exceed requirements established by the Board of Education or show continuous improvement on academic and school quality indicators and schools that implement effective, innovative practices 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~~ for Accreditation. 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~~ chair 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~~ chair 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: June 17, 2021
Revised:

Legal References: Code of Virginia, 1950, as amended, §§ 22.1-253.13:3, 22.1-253.13:9.



Policies Reviewed but not Revised

SCHOOL DIVISION LEGAL STATUS

The Constitution of Virginia provides that the General Assembly establish a system of free public elementary and secondary schools for all children of school age throughout the state, and ensure that an educational program of high quality is continually maintained. The General Assembly requires that such an educational system be maintained and administered by the Board of Education, the Superintendent of Public Instruction, superintendents and school boards. The Board of Education divides the Commonwealth into school divisions of such geographical area and school-age population as will promote the realization of the standards of quality and will periodically review the adequacy of existing school divisions for this purpose. The supervision of schools in Charlottesville City Schools school division is vested in Charlottesville City Schools School Board.

Adopted: July 16, 1998
Revised: December 20, 2007
Revised: June 25, 2013
Revised: June 19, 2018
Reviewed:

Legal References: Constitution of Virginia, Art. VIII, §§:1,5,7 Code of Virginia, 1950, as amended, Sections §§ 22.1-2, 22.1-28, .

Cross References: BB School Board Legal Status
BBAA Board Member Authority

SUPERINTENDENT'S CONTRACT COMPENSATION AND BENEFITS

The Superintendent's contract sets forth the superintendent's compensation and benefit package. The Superintendent's contract is available to the public pursuant to the Virginia Freedom of Information Act.

The School Board shall not renegotiate a superintendent's contract during the period following the election or appointment of new members and the date such members are qualified and assume office.

When the Superintendent's contract is being renegotiated, each member of the School Board will be notified at least 30 days in advance of any meeting at which a vote is planned on the renegotiated contract unless the members agree unanimously to take the vote without the 30 days notice. Each member's vote on the renegotiated contract will be recorded in the minutes of the meeting.

Adopted: April 3, 1998
Revised: December 11, 2003
Revised: December 20, 2007
Revised: June 25, 2013
Revised: June 19, 2018
Reviewed:

Legal Reference: Code of Virginia, 1950, as amended, §§, 22.1-60,

Cross Reference: CBB Appointment and Term of the Division

VENDOR RELATIONS

Access to School Premises

No vendor agent, or sales representative enters the schools to advertise or sell goods or services to employees or students except as provided herein. Anyone found soliciting goods or services to students or employees in the schools or on school property during school hours without authorization is subject to legal action.

Vendors are not permitted to make appointments with individual Charlottesville City School Board employees without the permission of the principal, the superintendent or the superintendent's designee. No vendor is permitted to sell, arrange demonstrations of products or services or take orders for goods or services without prior authorization from the principal, or superintendent or the superintendent's designee.

This does not prevent authorized representatives of firms regularly supplying goods and services to the school division from having access to the schools in the course of their routine business duties.

Prohibition on Solicitation or Acceptance of Gifts

No employee with responsibility for a procurement transaction may request, accept, or agree to accept from a bidder, offeror, contractor or subcontractor anything of more than minimal value unless consideration of substantially equal or greater value is exchanged.

Disclosure of Subsequent Employment

No employee or former employee with official responsibility for procurement transactions may accept employment with any bidder, offeror or contractor with whom the employee or former employee dealt in an official capacity concerning procurement transactions for a period of one year from the end of employment by the school division unless the employee or former employee provides written notification to the division prior to commencement of employment by that bidder, offeror or contractor.

Adopted: August 3, 1998
Reviewed: June 19, 2008
Revised: July 5, 2012
Revised: July 13, 2017
Revised: June 20, 2017
Reviewed: August 4, 2022
Reviewed:

Legal Reference: Code of Virginia, 1950, as amended, §§ 2.2-4370, 2.2-4371, 22.1-78, 22.1-293.

Cross Reference: GAH School Employee Conflict of Interests

SUPPORT SERVICES

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SUPPORT SERVICES

The non-instructional operations of the School Division are an important component of the educational process and support the instructional program.

Therefore, the School Board will ensure the operation, maintenance, and management of school buildings, grounds, vehicles, equipment, and other necessary support for the efficient and cost effective operation of its schools.

Adopted: April 3, 1998
Revised: February 19, 2004
Reviewed: May 15, 2008
Revised: June 18, 2009
Revised: June 25, 2013
Revised: June 19, 2018
Reviewed:

Legal References: Code of Virginia, 1950, as amended , sections 22.1-78, 22.1-79, 22.1- 253.13:2.

Cross References: EC Buildings and Grounds Management and Maintenance

PERSONNEL

File: GCB
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PROFESSIONAL STAFF CONTRACTS

The School Board enters into written contracts with teachers, principals, assistant principals, and supervisors as defined in 8 VAC 20-441-10 before such employees assume their duties except as noted below. Contracts are in the form permitted by the Board of Education, with special covenants added by the School Board as appropriate. Contracts are signed in duplicate with a copy furnished to each party.

Written contracts are not required with persons who are temporarily employed. A temporarily employed teacher, is 1) one who is employed to substitute for a contracted teacher for a temporary period of time during the contracted teacher's absence, or 2) one who is employed to fill a teacher vacancy for a period of time, but for no longer than 90 teacher days in such vacancy, unless otherwise approved by the Superintendent of Public Instruction on a case- by-case basis, during one school year.

Coaching contracts and contracts for extracurricular activity sponsorship assignments where a monetary supplement is paid are separate from the employee's primary contract. Such contracts are in a form permitted by the Board of Education. Termination of the separate contract shall not constitute cause for the termination of the primary contract.

For purposes of this policy, "extracurricular activity sponsorship" means an assignment for which a monetary supplement is received requiring responsibility for any student organizations, clubs, or groups such as service clubs, academic clubs and teams, cheerleading squads, student publications and literary groups and visual and performing arts organizations except those that are conducted in conjunction with regular classroom, curriculum, or instructional programs.

Adopted: March 20, 2008
Revised: July 5, 2012
Revised: June 25, 2013
Revised: June 19, 2018
Reviewed:

Legal References: Code of Virginia, 1950, as amended §§ 22.1-78, 22.1-302 8 VAC 20-441-10.
8VAC 20-441-40.

Cross References: GCBG Supplementary Pay
GCDA Effect of Criminal Conviction or Founded Complaint of Child
Abuse or Neglect
GCE Part-Time and Substitute Professional Staff Employment
GCG Professional Staff Probationary Term and Continuing Contract
GCPB Resignation of Staff Members
GCPD Professional Staff Discipline
GCPF Suspension of Staff Members

PERSONNEL

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SUPPLEMENTARY PAY

The Charlottesville City School Board approves all athletic coaching and other extracurricular ~~activity~~ activity sponsorships for which supplemental pay is provided. The Board establishes the amount of compensation for employees who coach or supervise such activities.

A separate contract in a form permitted by the State Board of Education, is executed by the School Board with an employee who receives supplemental pay for any athletic coaching assignment or extracurricular activity sponsorship assignment. All such contracts will require a party intending to terminate the contract to give reasonable notice to the other party before termination thereof becomes effective.

For purposes of this policy, “extracurricular activity sponsorship” means an assignment requiring responsibility for any student organizations, clubs, or groups such as service clubs, academic clubs and teams, cheerleading squads, student publication and literary groups, and visual and performing arts organizations except those activities that are conducted in conjunction with regular classroom, curriculum, or instructional programs.

Adopted: February 19, 1998
Revised: March 20, 2008
Revised: July 5, 2012
Revised: June 25, 2013
Revised: June 19, 2018
Revised:

Legal Reference: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-302

Cross Reference: GCB Professional Staff Contracts

REMEDIAL AND SUMMER INSTRUCTION PROGRAM

Generally

The School Board develops and implements programs of prevention, intervention or remediation for students who are educationally at risk, including but not limited to those who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight, or who fail an end-of-course test required for the award of a verified unit of credit required for graduation. Such programs shall include components that are research based.

Any student who achieves a passing score on one or more, but not all of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program.

Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of course test required for the award of a verified unit of credit is required to attend a remediation program or to participate in another form of remediation. The superintendent requires such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs.

Remediation programs include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation are chosen by the superintendent to be appropriate to the academic needs of the student.

Students who are required to attend such summer school programs or to participate in another form of remediation are not charged tuition.

The requirement for remediation, may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation which has been selected by his parent, in consultation with the Superintendent or Superintendent's designee, and is either (i) conducted by an accredited private school or (ii) a special program which has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or special program are borne by the student's parent.

Targeted mathematics remediation and intervention are provided to students in grades six through eight who show computational deficiencies as demonstrated by their individual performance on any diagnostic test or grade-level Standards of Learning mathematics test that measures non calculator computational skills.

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The School Board annually evaluates and modifies, as appropriate, the remediation plan based on an analysis of the percentage of students meeting their remediation goals and consideration of the pass rate on the Standards of Learning assessments.

The courses offered and the quality of instruction in the summer school program shall be comparable to that offered during the regular school term. Students must meet the requirements for SOL testing if appropriate.

Summer school instruction at any level which is provided as part of a state-funded remedial program is designed to improve specific identified student deficiencies.

Compulsory Attendance

When a student is required to participate in a remediation program pursuant to this policy, the Superintendent may seek immediate compliance with the compulsory school attendance laws if a reasonable effort to seek the student's attendance, including direct notification of the parents of such student of the attendance requirements and failure of the parents to secure the student's attendance, have failed and the superintendent determines that remediation of the students' poor academic performance, passage of the Standards of Learning Assessment in grades three through eight, or promotion is related directly to the student's attendance in the remediation program.

Adopted: March 18, 2004
Revised: September 20, 2007
Revised: April 17, 2008
Revised: June 16, 2011
Revised: July 5, 2012
Revised: June 25, 2013
Revised: June 19, 2018
Reviewed:

Legal References: Code of Virginia, 1950, as amended, sections 22.1-253.13:1, 22.1- 253.13:3,
22.1-254, 22.1-254.01
8 VAC 20-131-120
8 VAC 20-630-40

Cross References: BCF Advisory Committees to the School Board
IKG Remediation Recovery Program

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INNOVATIVE OR EXPERIMENTAL PROJECTS

Experimental and innovative programs that are not consistent with accreditation standards or other regulations promulgated by the Board of Education are submitted to the Board of Education for approval prior to implementation.

Adopted: April 17, 2008
Revised: July 5, 2012
Revised: June 19, 2018
Reviewed:

Legal References: 20 U.S.C. §1232h. Code of Virginia, 1950, as amended, § 22.1-78 8 VAC 20-131-420.

Cross Reference: IKF The Virginia Assessment Program and `Graduation Requirements

STUDENT-ATHLETE CONCUSSIONS

Student Concussions

In the event a student sustains a concussion, the Charlottesville City Schools Division intends to support a safe return to academics and physical activity. The goal of this policy is to ensure (i) that students, school staff, volunteers, coaches, and parents/guardians are aware of the effects of concussions, (ii) that students with concussions are identified, removed from any situation of recurrent trauma, and referred appropriately, and (iii) that students with concussions are returned to the classroom only after receiving appropriate medical care, given adequate time to heal, and have minimal to no symptoms. Once the return to the classroom has been achieved successfully, the student may begin a graduated return to activity, if appropriate.

Concussion Education

A. School Personnel and Volunteers

All high school faculty, counselors, administration and instructional staff will receive annually, information including signs and symptoms associated with concussions, effects of a concussion on student's cognitive performance and the guidelines for safe return to learn.

Every Coach, Assistant Coach, School Staff, Adult Volunteer, or other person serving in a coaching or advisory role over student-athletes during games, competitions, or practices shall receive training in the signs and symptoms of sports-related concussions, strategies to reduce the risk of concussions, how to seek proper medical treatment for concussions, and the process by which a student-athlete with a concussion may safely return to practice or competition.

B. Student-Athletes and Parent/Guardian

In order to participate in any extracurricular physical activity, the Board of Education mandates that each student athlete and the student-athlete's parent or guardian must review, on an annual basis, information on concussions provided by the school division. After having reviewed the concussion education materials, each student-athlete and the student-athlete's parent or guardian must sign a statement acknowledging receipt of such information. This acknowledgment shall be valid for one academic year. In addition to concussion education, athletes who participate in high-risk sports for sport-related concussion will complete pre-injury computerized neurocognitive testing and the Sport Concussion Assessment Tool (5th iteration).

C. General Student

Education about concussions to the general student body will be given during freshman physical education classes.

Return to Learn Protocol

School personnel are alert to cognitive and academic issues that may be experienced by a student who has suffered a concussion. Temporary challenges may include:

- difficulty with focus concentration, processing more complex information, memory;
- sensitivity to bright lights and sounds;

- short-term problems with speech and language, reasoning, planning, and problem solving.

School personnel accommodate the gradual return to full participation in academic activities of a student who has suffered a concussion or other head injury as appropriate, based on the recommendation of the student's licensed health care provider as to the appropriate amount of time that such student needs to be away from the classroom.

Return to Learn Protocol

School personnel are alert to cognitive and academic issues that may be experienced by a student who has suffered a concussion. Temporary challenges may include:

- Difficulty with focus, concentration, processing more complex information, memory;
- Sensitivity to bright lights and/or sounds;
- Difficulty with balance and coordination;
- Sensitivity to movement, feelings of dizziness;
- Feeling more emotional;
- Fatigue; and
- Distracted by other symptoms such as headache and/or nausea

School personnel will accommodate the gradual return to full participation in academic activities of a student who has suffered a concussion or other head injury as appropriate, based on the recommendation of an appropriate licensed health care provider. As no two concussions are alike, academic adjustments may vary from student to student and needs may last for several days to weeks. School personnel will acknowledge that the absence of academic adjustments does not mean the student did not have a concussion and will adhere to direction from the appropriate licensed healthcare provider throughout the student's recovery.

Return to learn will follow the suggested phases as described below:

Consensus Statement			
Table 2 Graduated return-to-school strategy			
Stage	Aim	Activity	Goal of each step
1	Daily activities at home that do not give the child symptoms	Typical activities of the child during the day as long as they do not increase symptoms (eg, reading, texting, screen time). Start with 5-15 mins at a time and gradually build up	Gradual return to typical activities
2	School activities	Homework, reading or other cognitive activities outside of the classroom	Increase tolerance to cognitive work
3	Return to school part-time	Gradual introduction of school work. May need to start with a partial school day or with increase breaks during the day	Increase academic activities
4	Return to school full time	Gradually progress school activities until a full day can be tolerated	Return to full academic activities and catch up on missed work

(McCrory et al, 2017)

- To facilitate the return to academics at any stage, the following adjustments may be useful:
 - shortened days with built-in breaks;
 - modified environment (e.g., limiting time in hallway, identifying quiet and/or dark spaces);
 - limiting screen exposure;
 - modified PE tasks;
 - established learning priorities;

- exclusion from standardized and classroom testing;
- extra time, extra assistance, and/or modified assignments;
- rest and recovery once out of school;
- elimination or reduction of homework;
- limited formative and summative testing, exclusion from standardized testing; and
- instructional modification and supports in academically challenging subjects that require cognitive overexertion and stress.

(Virginia Department of Education, 2016)

While the student is healing from a concussion no grade of “0” will be entered for any assignment, until adequate time post symptoms has been allowed for make- up work to be completed. Exemption from repetitive practice work will be encouraged.

In the event that a student begins to regress or does not improve within one month, the concussion management team within the school will meet with the student’s parents/guardians, teachers, counselors, and any other personnel directly involved in the academics of the involved student. A determination will be made at that time as to accommodations and/or the need for a 504 plan.

Concussion Recognition and Management

A student suspected of sustaining a concussion in a practice, game, or other event will be removed from the activity and will not be allowed to return until:

- they are evaluated and have submitted written clearance by a designated licensed health care provider as determined by the state of Virginia;
- they have obtained clearance to progress through the return-to-play protocol per the school’s certified athletic trainer;
- Student-athletes who have had pre-season computerized neurocognitive testing must return to baseline values prior to unrestricted return to play; and
- The school’s certified athletic trainer will make the final return-to-play decision for an injured athlete per successful completion of the return to play protocol based.

Return to play will follow the suggested phases as described below:

Consensus Statement			
Table 1 Graduated return-to-sport (RTS) strategy			
Stage	Aim	Activity	Goal of each step
1	Symptom-limited activity	Daily activities that do not provoke symptoms	Gradual reintroduction of work/school activities
2	Light aerobic exercise	Walking or stationary cycling at slow to medium pace. No resistance training	Increase heart rate
3	Sport-specific exercise	Running or skating drills. No head impact activities	Add movement
4	Non-contact training drills	Harder training drills, eg, passing drills. May start progressive resistance training	Exercise, coordination and increased thinking
5	Full contact practice	Following medical clearance, participate in normal training activities	Restore confidence and assess functional skills by coaching staff
6	Return to sport	Normal game play	

(McCrory et al, 2017)

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At no time will an Against Medical Advice form be completed for any student that has been identified as having a concussion by a licensed healthcare provider.

Helmet Replacement and Reconditioning

All helmets used in school physical activities must conform to the National Operations Committee on Standards for Athletic Equipment (NOCSAE) and certified as conforming by the manufacturer at the time of purchase. Reconditioned helmets must be recertified as conforming to the NOCSAE by the reconditioner.

Procedures

The superintendent is responsible for designating a Concussion Management Team (CMT), which shall consist of, but not limited to the following: Director of Student Services, a school administrator, an athletic administrator, a licensed healthcare provider, a coach, a parent or guardian of a current student, a teacher, a student and a middle school representative. The CMT is responsible for developing, and biennially updating, education materials, procedures for identifying, reporting, and managing suspected concussions in students.

Athletic Activities Conducted by Non-School Organizations on School Property

The school division may provide this policy to organizations sponsoring athletic activity for student-athletes on school property. The school division does not enforce compliance with the policy by such organizations.

Adopted: June 16, 2011
Revised: June 26, 2014
Revised: June 30, 2015
Revised: June 27, 2016
Revised: August 1, 2019
Revised: August 6, 2020
Reviewed:

Legal References: Code of Virginia, 1950, as amended, § 22.1-271.5.

Cross References: KG Community Use of School Facilities
KGB Public Conduct on School Property

RESTRAINT AND SECLUSION OF STUDENTS

The School Board encourages the use of positive behavioral interventions and supports to reduce and prevent the need for the use of physical restraint and seclusion.

School personnel may implement physical restraint or seclusion only when other interventions are, or would be, in the reasonable judgment of the school personnel implementing physical restraint or seclusion in an emergency situation, ineffective and only to:

1. Prevent a student from inflicting serious physical harm or injury to self or others;
2. Quell a disturbance;
3. Remove a student from the scene of a disturbance in which the student's behavior or damage to property threatens serious physical harm or injury to persons;
4. Defend self or others from serious physical harm or injury; or
5. Obtain possession of controlled substances or paraphernalia or weapons or other dangerous objects that are upon the person of the student or within the student's control.

Physical restraint and seclusion shall be discontinued as soon as the imminent risk of serious physical harm or injury to self or others presented by the emergency situation has dissipated.

Nothing in this policy shall be construed to require school personnel to attempt to implement a less restrictive intervention before using physical restraint or seclusion where, in the reasonable judgment of the school personnel in an emergency situation, a less restrictive intervention would be ineffective.

The superintendent is responsible for developing procedures to address the requirements of the Virginia Board of Education Regulations regarding physical restraint and seclusion in public schools.

The School Board will review this policy at least annually and update it as needed.

Adopted: June 26, 2014
Revised: January 7, 2021
Revised: August 4, 2022
Reviewed:

Legal References: Code of Virginia, 1950, as amended, §§ 22.1-16, 22.1-78, 22.1-279.1, 22.1-279.1:1.
8 VAC 20-750-40.
8 VAC 20-750-50.
8 VAC 20-750-70.

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Cross References:	BF	Board Policy Manual
	CH	Policy Implementation
	EB	School Crisis, Emergency Management, and Medical Emergency Response Plan
	IGBA	Programs for Students with Disabilities
	JFC	Student Conduct
	JGA	Corporal Punishment
	JGDA	Disciplining Students with Disabilities
	JGDB	Discipline of Students with Disabilities for Infliction of Serious Bodily Injury
	KNAJ	Relations with Law Enforcement Authorities