

REVISED POLICIES FOR REVIEW
(VSBA Policy Updates - February 2025)
June 5, 2025
School Board Meeting

Current CCS Policy (on CCS Website)	VSBA Revised Policies for Review (Redline Copy)	Policy Title	Explanation of Revisions	Executive Leadership Team Member Responsible	Date of Last Approval
<u>JJAC</u>	<u>JJAC</u> -RL	Student-Athlete Concussions During Extracurricular Activities	Cross References updated. The underlined portion of this policy is a carry over from the previously approved JJAC policy (additional language specific to CCS)	Rasnake	4/13/2023
<u>BBBB</u>	<u>BBBB</u> -RL	Student Representative to the School Board	Policy updated. Footnote added. Please note: Revision requires the school board to establish procedures for student representatives. **Request to revise again on 5/15/25 -- change redlined regulation once approved.	Otey, Team	8/6/2020
<u>JFCMM</u> *Policy coding changed to JFCMM		Bullying	No Policy Language Changes; The current JFCM policy is a Local Policy and VSBA assigned the same indicator to a new policy (JFCM) for Cell Phones. Therefore, CCS will change the policy coding for the Bullying policy from JFCM to JFCMM.	N/A	6/17/2021

STUDENT-~~ATHLETE~~ CONCUSSIONS

Generally

In order to participate in any extracurricular physical activity, 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 materials describing the short- and long-term health effects of concussions, each student-athlete and the student-athlete's parent or guardian must sign a statement acknowledging receipt of such information, in a manner approved by the Board of Education.

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 Sports 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 Play Protocol

A student-athlete suspected by that student-athlete's coach, athletic trainer, or team physician of sustaining a concussion or brain injury in a practice or game is removed from the activity at that time. A student-athlete who has been removed from play, evaluated, and suspected to have a concussion or brain injury does not return to play that day or until the student-athlete is

- evaluated by an appropriate licensed health care provider as determined by the Board of Education and
- in receipt of written clearance to return to play from such licensed health care provider.

The licensed healthcare provider evaluating student-athletes suspected of having a concussion or brain injury may be a volunteer.

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 or other head injury. Temporary challenges may include:

- difficulty with concentration, organization, and long-term and short-term memory;
- sensitivity to bright lights and/or sounds;
- short-term problems with speech and language, reasoning, planning, and problem solving;
- difficulty with focus, concentration, processing more complex information, memory;
- 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 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. 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:

Table 1 Return-to-learn (RTL) strategy			
Step	Mental activity	Activity at each step	Goal
1	Daily activities that do not result in more than a mild exacerbation* of symptoms related to the current concussion	Typical activities during the day (eg, reading) while minimising screen time. Start with 5–15 min at a time and increase gradually.	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 schoolwork. May need to start with a partial school day or with greater access to rest breaks during the day.	Increase academic activities
4	Return to school full time	Gradually progress in school activities until a full day can be tolerated without more than mild* symptom exacerbation.	Return to full academic activities and catch up on missed work
Following an initial period of relative rest (24–48 hours following an injury at Step 1), athletes can begin a gradual and incremental increase in their cognitive load. Progression through the strategy for students should be slowed when there is more than a mild and brief symptom exacerbation. *Mild and brief exacerbation of symptoms is defined as an increase of no more than 2 points on a 0–10 point scale (with 0 representing no symptoms and 10 the worst symptoms imaginable) for less than an hour when compared with the baseline value reported prior to cognitive activity.			

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- 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 support 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 have 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 healthcare 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:

Table 2 Return-to-sport (RTS) strategy—each step typically takes a minimum of 24 hours			
Step	Exercise strategy	Activity at each step	Goal
1	Symptom-limited activity	Daily activities that do not exacerbate symptoms (eg, walking).	Gradual reintroduction of work/school
2	Aerobic exercise 2A—Light (up to approximately 55% maxHR) then 2B—Moderate (up to approximately 70% maxHR)	Stationary cycling or walking at slow to medium pace. May start light resistance training that does not result in more than mild and brief exacerbation* of concussion symptoms.	Increase heart rate
3	Individual sport-specific exercise Note: If sport-specific training involves any risk of inadvertent head impact, medical clearance should occur prior to Step 3	Sport-specific training away from the team environment (eg, running, change of direction and/or individual training drills away from the team environment). No activities at risk of head impact.	Add movement, change of direction
Steps 4–6 should begin after the resolution of any symptoms, abnormalities in cognitive function and any other clinical findings related to the current concussion, including with and after physical exertion.			
4	Non-contact training drills	Exercise to high intensity including more challenging training drills (eg, passing drills, multiplayer training) can integrate into a team environment.	Resume usual intensity of exercise, coordination and increased thinking
5	Full contact practice	Participate in normal training activities.	Restore confidence and assess functional skills by coaching staff
6	Return to sport	Normal game play.	
*Mild and brief exacerbation of symptoms (ie, an increase of no more than 2 points on a 0–10 point scale for less than an hour when compared with the baseline value reported prior to physical activity). Athletes may begin Step 1 (ie, symptom-limited activity) within 24 hours of injury, with progression through each subsequent step typically taking a minimum of 24 hours. If more than mild exacerbation of symptoms (ie, more than 2 points on a 0–10 scale) occurs during Steps 1–3, the athlete should stop and attempt to exercise the next day. Athletes experiencing concussion-related symptoms during Steps 4–6 should return to Step 3 to establish full resolution of symptoms with exertion before engaging in at-risk activities. Written determination of readiness to RTS should be provided by an HCP before unrestricted RTS as directed by local laws and/or sporting regulations. HCP, healthcare professional; maxHR, predicted maximal heart rate according to age (ie, 220-age).			

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At no time will an Against Medical Advice form be completed for any student who 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.

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Procedures

The superintendent is responsible for developing and biennially updating procedures regarding the identification and handling of suspected concussions in student-athletes.¹

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, ~~athletic trainer~~, 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: April 13, 2023
Revised:

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

Cross Refs.: JECB (Option 1) Admission of Nonpublic Students for Part-Time Enrollment
KG Community Use of School Facilities
KGB Public Conduct on School Property

¹FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

Va. Code § 22.1-271.5 requires that this policy also be updated biennially.

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Charlottesville City Schools

STUDENT REPRESENTATIVE TO THE SCHOOL BOARD

The opinions and concerns of the students in Charlottesville City Schools are important to the Charlottesville City School Board. Therefore, the School Board ~~selects a~~ may appoint student representation to the School Board. ~~representative.~~

~~The principal of each high school nominates two students from the school to serve as the student representative to the School Board. From these nominations, the Superintendent selects the student representative subject to final approval by the School Board. The student representative serves a one year term.~~

~~Any student representative to the School Board The student representative serves only in an advisory capacity, does not count toward quorum and does not vote. Each student shall serve a six-month term.~~

The School Board establishes the following procedures related to the appointment of student representatives from enrolled students in the division.

1. Beginning in April of each year, the faculty advisor of the Student Government Association, in collaboration with the Board Mentor, will coordinate with SGA members to advertise the opportunity and set a deadline for applications to serve as a student representative to the School Board.

Once applications are submitted, the Student Government Association (SGA) will review them and recommend candidates for interviews. A panel — composed of the SGA Staff Coordinator, one to two outgoing student representatives, the CHS Principal or Principal Designee, the Board Mentor, and the Chief Academic Officer — will then review the applications and conduct interviews. As part of the interview process, candidates will submit a short essay on the topic: “What is one policy change you would propose in Charlottesville City Schools?” and submit two letters of recommendation from CHS teachers and or staff members.

The panel will select three students who will work as a cohort— two representatives will sit on the dais and one alternate to sit when the need presents — to be recommended to the Superintendent.

Beginning in April of each year, the faculty advisor of the Student Government Association will coordinate with the members of the SGA to advertise and set a deadline for applications for consideration to serve as a student representative of the School Board. Once the applications are received, a panel of SGA members, advisors, principal, class presidents, and a School Board member will review the applications and interview candidates. A part of the interview process will be an essay. The topic will be “What is one policy change you would propose in Charlottesville City Schools?”

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~~The panel will select three two members and a possible fourth third as an alternate to be submitted to the Superintendent.~~

2. Term of Service: Two students will serve on the dais for alternating five-month terms: August through December and January through May. A third student will serve as an alternate and may be called upon throughout the year as needed. The two representatives and the alternate will function as a cohort, meeting monthly with the Board Mentor prior to each public School Board meeting to review the agenda, discuss student concerns, and prepare their reports.
3. Timing of Appointment: The Superintendent will present the recommended student representatives to the School Board at the June Board meeting. This will allow students to be introduced and onboarded in time for the first meeting in August and to establish a connection with the Board Mentor over the summer.

~~The Superintendent will recommend the student representatives to the School Board at the July or August Board meeting for approval by the Board.~~

4. Eligibility for Reappointment: Each student shall serve for the duration of one school year. Students may apply for a second term following the same application and interview process.

~~Each student shall serve a one-year term. Students may apply for a second term using the same procedure as stated above.~~

5. Following approval, the School Board clerk will notify the students of their approval. The Superintendent or designee will schedule a meeting to identify the monthly schedule for the students. The Superintendent or designee will also share information with the students regarding School Board protocol and operations.
6. The student representative does not attend closed meetings. The school division provides the meeting agenda and other public materials to the student representative in advance of each open meeting via the Electronic School Board website. The student representative does not have access to confidential information, including student or personnel records. The student representative is expected to attend all regular, open meetings and complete assignments for research and data collection when requested by the School Board.

Student representatives are expected to adhere to the rules established by the School Board to fulfill their role.

~~The student representative does not attend closed meetings. The school division provides the meeting agenda and other public materials to the student representative in advance of each open meeting. The student representative does not have access to confidential information, including student or personnel records. The student representative is expected to attend all regular, open meetings and complete assignments for research and data collection when requested by the School Board.~~

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Adopted: May 5, 2016
Reviewed: August 6, 2020
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-86.1.

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BULLYING

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

- A. Repeated, unwanted negative overtures and actions over time toward a person or persons are prohibited.
- B. Bullying methods (repeated) such as verbal abuse, social exclusion or isolation, physical abuse, intimidation, lies, rumors, sexual inferences, robbery, damaged personal items, racial attacks, and bullying through electronic devices, will not be tolerated.
- C. Electronic bullying and/or cyberbullying-related activity of any nature, and which is obscene, pornographic, threatening, or otherwise inappropriate, including, but not limited to, email, instant messaging, web pages, and use of hardware and/or software which substantially disrupts or interferes with the safety and welfare of the school and its students, are strictly prohibited, even if such uses/actions take place off school property (i.e., home, business, private property, etc).
- D. All aspects of the Acceptable use Policy/regulation apply to this section on bullying.
- E. Conveying by gestures, notes, or verbal comments with the intent to cause bodily/emotional injury or to deprive a student of his rights, is prohibited.
- F. The willful use of physical or verbal threats or physical abuse intended to result in an involuntary transfer of money or property to another student, is prohibited.
- G. Cursing, using abusive language, teasing, hazing, or other acts of intimidation, are prohibited. This includes, but is not limited to, any verbal, written, physical or mental teasing, threat of bodily injury or use of force directed toward and based upon a person's race, ethnicity, physical abilities, physical or mental disabilities, physical characteristics, religion, national origin, gender, sexual orientation, gender identity or expression of any student (employee) or such harassment or bullying about any family members, friends, or associates of the targeted person or group.

Bullying-A person is being bullied or victimized when he or she is exposed repeatedly and over time to negative actions on the part of one or more persons. The two main components of bullying are aggressive behavior that involves unwanted negative actions, and a pattern of behavior repeated over

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time and an imbalance of power or strength. The different forms of bullying are verbal, social exclusion or isolation, physical, lies and rumors, money or possessions taken or damaged, being threatened or forced to do things, racial bullying, sexual bullying, and cyberbullying via cell phone or internet. The person who inflicts such activity upon another or others is considered the bully and will be disciplined accordingly.

Adopted: July 5, 2012
Reviewed: June 17, 2021
Revised:

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

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