

UNEXPIRED TERM FULFILLMENT

All vacancies occurring by expiration of term of office shall be filled by general election procedures as set by the Electoral Board of the City of Charlottesville. For vacancies occurring other than by expiration of the term of office, the vacancies shall be filled for the unexpired term in accordance with Va. Code Sections 24.2-226 and 24.2-228.

Adopted: August 6, 1998

Revised: August 16, 2007

Revised: December 20, 2007

Revised: June 25, 2013

Revised: June 30, 2015

Revised: June 20, 2017

Reviewed:

Legal References: Code of Virginia, 1950, as amended, §§ 2.2-2802, 15.2-410, 15.2-531, 15.2-837, 15.2-627, 22.1-39, 22.1-40, 22.1-44, 22.1-47, 22.1-50, 22.1-53, 22.1-57.3, 24.2-226, 24.2-228. Charlottesville City Code of 2976, section 2-109

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:

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

Cross Ref.: GAH School Employee Conflict of Interests

EXPENSE REIMBURSEMENTS

The Charlottesville City School Board encourages attendance and participation of school personnel in professional development activities in order to improve work skills and to maintain high morale. Requests for reimbursement from Charlottesville City School Board funds will be honored only for trips activities approved in advance by the superintendent or superintendent's designee and for which a statement of travel, with supporting documents, is submitted at the conclusion of the activity.

Adopted: April 3, 1998

Revised: June 19, 2008

Revised: June 25, 2013

Reviewed: June 20, 2017

Reviewed:

Legal References: Code of Virginia, 1950, as amended, §§22.1-78, 22.1-253.13:5, 22.1- 296

Cross References: GCL Professional Staff Development

SCHOOL EMPLOYEE CONFLICT OF INTERESTS

A. Purpose

The State and Local Government Conflict of Interests Act (the Act), applies to public school employees and officials. The Act creates uniform standards of conduct for all public employees and officials. The Act also defines and prohibits inappropriate conflicts of interest and requires disclosure of economic interests in some circumstances. The purpose of this policy is to provide an introduction to the Act for employees. Additional information regarding the Act may be obtained from Policy BBFA Conflict of Interests and Disclosure of Economic Interests and from the Virginia Conflict of Interest and Ethics Advisory Council (the Ethics Council) which assists with compliance with the Act.

B. Compliance

School board employees are required to read and be familiar with the Act. The superintendent provides employees with information regarding how to access the Act and how to contact the Ethics Council. The Act's provisions are complex and their application is fact-specific. A violation of the Act could result in civil or criminal penalties. Therefore, if an employee has any question whether an interest the employee has in a contract or transaction involving the school division is prohibited under the Act, the employee should contact the superintendent's office or the Ethics Council for assistance.

C. Areas of Regulation

The Act prohibits school employees from having a "personal interest," as that term is defined by the Act, in certain contracts and transactions that involve the division and from engaging in other specified conduct related to the schools. The prohibited personal interest also may be that of the school employee's immediate family (a spouse or any other person who resides in the same household as the employee and who is a dependent of the employee).

Under the Act, an employee may be considered to have a prohibited conflict arising from:

- a personal interest in a contract;
- a personal interest in a transaction;

- business opportunities tied to official acts; • misuse of confidential information; or
- receipt or solicitation of certain gifts.

Examples of prohibited conduct include:

- soliciting or accepting money or other thing of value for services performed within the scope of the employee's official duties, except for the employee's compensation, expenses or other remuneration paid by the division;
- using for the employee's own economic benefit or that of another party, confidential information that the employee has acquired by reason of the employee's public position and which is not available to the public;
 - accepting any money, loan, gift, favor, service or business or professional opportunity that reasonably tends to influence the employee in the performance of the employee's official duties;
- accepting any business or professional opportunity when the employee knows that there is a reasonable likelihood that the opportunity is being afforded to influence the employee in the performance of the employee's official duties;
- entering into contracts with the school division under certain circumstances;
- accepting a gift from a person who has interests that may be substantially affected by the performance of the employee's official duties under circumstances where the timing and nature of the gift would cause a reasonable person to question the employee's impartiality in the matter affecting the donor; and
- accepting gifts from sources on a basis so frequent as to raise an appearance of the use of the employee's position for private gain.

D. Awards to Employees for Exceptional Service

The Act does not prohibit or apply to the acceptance by a teacher or other employee of Charlottesville City School Board of an award or payment in honor of meritorious or exceptional services performed by the teacher or employee and made by an organization exempt from federal income taxation pursuant to the provisions of Section 501(c)(3) of the Internal Revenue Code.

E. Advisory Opinions

Employees may seek written opinions regarding application of the Act from the local Commonwealth's Attorney, the local city attorney or the Ethics Council. Good faith

reliance on a written opinion of the Commonwealth's Attorney or a formal opinion or written informal advice of the Ethics Council made in response to a written request for such opinion or advice regardless of whether such opinion or advice is later withdrawn, provided that the alleged violation occurred prior to the withdrawal of the opinion or advice, bars prosecution for a knowing violation of the Act provided the opinion or advice was made after a full disclosure of the facts. If the employee relies on written informal advice given by the Ethics Council in a prosecution for a knowing violation of the Act, the record of the request and the written informal advice given shall be a public record and released upon request. An opinion of the local city attorney may be introduced at trial as evidence that the employee did not knowingly violate the Act.

Adopted: June 20, 2017

Reviewed:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 2.2-3101, 2.2-3102, 2.2-3103, 2.2- 3103.2, 2.2-3104.1, 2.2-3109, 2.2-3110, 2.2-3112, 2.2-3121, 2.2-3124 and 30- 356.

Cross Ref.: BBFA Conflict of Interests and Disclosure Requirements
CBCA Disclosure Statement Required of Superintendent
DJG Vendor Relations
GCCB Employment of Family Members
GCQA Nonschool Employment by Staff Members
KGA Sales and Solicitations in Schools
KJ Advertising in the Schools

STAFF RESEARCH AND PUBLISHING

Charlottesville City School Board encourages employee innovation in creating and developing high-quality materials to improve student achievement and the efficiency of division operations. The Superintendent shall establish regulations pursuant to which the ownership rights to works produced by employees with the scope of their employment may be assigned.

Employees who develop materials, including instructional materials and computer programs, outside the scope of their employment that have a connection to or are related to the division shall inform the Superintendent in writing of their intent to develop such materials prior to commencing work.

Ownership of Materials

The Board adopts the “work for hire doctrine,” and shall have the copyright of all employees’ work produced at the instance and expense of the Board and/or any of its administrative staff.

Works authored by employees on their own time, without expense to the Board, and without instruction, direction, or control of the employees’ superiors are the copyright of the employees.

Waiver and Assignment of Proprietary Rights

Copyrights of the Board may be waived in favor of or assigned to the author by the Board upon application submitted to the Board through the Superintendent.

The Board authorized\ the Superintendent to review materials prepared by employees for which the Board has no copyright, and to waive or assign all or part of any interest or proprietary rights therein which is alleged the Board may have, in favor of the employees producing such works.

Any materials copyrights under this section shall be made available to Charlottesville City Public Schools at no charge to the system.

Work made for hire is defined as materials prepared by an employee in connection with his or her job duties, and it includes instructional texts, tests, answer

sheets, and materials specifically commissioned.

Adopted: March 20, 2008

Revised: July 5, 2012

Reviewed: June 20, 2017

Revised:

Legal References: 17 U.S.C. §§ 101, 102, and 201 Code of Virginia, 1950, as amended,
§ 22.1-78

Cross References: EGAA Reproduction of Copyrighted Materials
GCQA Non-school Employment by Staff Members

PARENT AND FAMILY ENGAGEMENT

Generally The Charlottesville City School Board recognizes that the education of each student is a responsibility shared by the school and the student's family. The Charlottesville City School Board endorses the parent and family engagement goals of Title I (20 U.S.C. § 6318)) and encourages the regular participation by parents and family members of all children including those eligible for Title I and English learner programs in all aspects of those programs.

In keeping with these beliefs, the Charlottesville City School Board cultivates and supports active parent and family engagement in student learning. The Charlottesville City School Board :

- provides activities that educate parents regarding the intellectual and developmental needs of their children. These activities promote cooperation between the division and other agencies or school/community groups to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development
- implements strategies to involve parents in the educational process, including:
 - o keeping families informed of opportunities for involvement and encouraging participation in various programs
 - o providing access to educational resources for parents and families to use with their children
 - o keeping families informed of the objectives of division educational programs as well as of their child's participation and progress with these programs
- enables families to participate in the education of their children in a variety of ways.
- provides professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies
- performs regular evaluations of parent involvement at each school and in the division
- provides access, upon request, to any instructional material used as part of the educational curriculum
- if practicable, provides information in a language understandable to parents
- Inform parents of students eligible for English Learners programs of how they can be active participants in assisting their children
- to learn English;

- to achieve at high levels in core academic subjects; and
- to meet the same challenging academic content and student academic achievement standards as all children are expected to meet.

Parental Involvement in Title I Plan

The Charlottesville City School Board encourages parents of children eligible to participate in Title I, Part A, programs to participate in the development of the Division's Title I plan through the division's advisory council for Title I, Part A.

Parental Involvement in School Review and Improvement

The Charlottesville City School Division encourages parents of children eligible to participate in Title I, Part A, and English learner programs to participate in the process of school review and, if applicable, the development of support and improvement plans under 20 U.S.C. § 6311(d)(1) and (2).

Division Responsibilities

The Charlottesville City School Division, and each school which receives Title I, Part A, funds:

- provides assistance to parents of children served by the school or division, as applicable, in understanding topics such as Virginia's challenging academic standards, state and local academic assessments and how to monitor a child's progress and work with educators to improve the achievement of their children;
- provides materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school;
- to the extent feasible and appropriate, coordinates and integrates parental involvement programs and activities with other federal, state and local

programs, including public preschool , other programs that encourage and support parents in participating in the education of their children

- ensures that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand
- provides such other reasonable support for parental involvement activities as parents may request.

The Charlottesville School Division, and each school which receives Title I, Part A, funds, MAY:

- involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- provide necessary literacy training from Title I funds if the division has exhausted all other reasonably available sources of funding for such training
- pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- train parents to enhance the involvement of other parents
- arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation
- adopt and implement model approaches to improving parental involvement
- establish a divisionwide parent advisory council to provide advice on all matters related to parental involvement in programs supported by Title I
- develop appropriate roles for community-based organizations and businesses in parental involvement activities

School Parent and Family Engagement Policies

Each school served under Title I, Part A, jointly develops with and distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that describes the means for carrying out the following:

- convening an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend, to inform parents of

their school's participation in Title I, Part A, and to explain the requirements of Title I, Part A, and the rights of parents to be involved

- offering a flexible number of meetings, such as meetings in the morning or evening.
- involving parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A, programs including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under 20 U.S.C. § 6314(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children
- providing parents of participating children timely information about Title I, Part A, programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible
- submitting any parent comments on the plan when the school makes the plan available to the Division if the schoolwide program plan under the No Child Behind Act of 2001, 20 U.S.C. § 6314(b) is not satisfactory to the parents of participating children.

Parent and Family Involvement in Allocation of Funding

Parents and family members of children receiving services under Title I, Part A, are involved in the decisions regarding how funds provided under Title I, Part A, are allotted for parental involvement activities.

Policy Review

The School Board conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all schools served under Title 1, Part A, including identifying

- barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background);
- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- strategies to support successful school and family interactions.

Adopted: September 4, 2003

Revised: April 17, 2008

Revised: June 25, 2013

Revised: June 20, 2017

Reviewed:

Legal Refs.: 20 U.S.C. §§ 6312, 6318. Code of Virginia, 1950, as amended, § 22.1-78.

Cross Refs.: AD Educational Philosophy

BCF Advisory Committees to the School Board

IAA Notification of Learning Objectives

IKA Parental Assistance with Instruction

STUDENT CONDUCT ON SCHOOL BUSES

The Board will require students to conduct themselves on the bus in a manner consistent with established standards for classroom behavior and under the Code of Student Conduct.

The school principal may suspend or revoke the riding privileges of students and/or take other disciplinary actions for students who are disciplinary problems on the bus. Parents (or guardians) of children whose behavior and misconduct on school buses violates the Student Code of Conduct or otherwise endangers the health, safety and welfare of other riders shall be notified that their child/children face the loss of school bus riding privileges and/or other disciplinary actions.

If a student's riding privileges are suspended or revoked, the student's parents are responsible for seeing that the student gets to and from school safely.

The bus driver is responsible for maintaining the orderly behavior of students on school buses and shall report misconduct to the student's principal and provide a copy of the report to the transportation office.

Adopted: July 16, 1996

Reviewed: June 19, 2008

Revised: June 18, 2009

Reviewed: June 26, 2014

Revised: June 20, 2017

Reviewed:

Legal References: Code of Virginia, 1950 as amended, §§ 22.1-78, 22.1-176, 22.1-293.

Cross References: CLA Reporting Acts of Violence and Substance Abuse

EEA Student Transportation Services

JFC Student Conduct

JFC-R Standards of Student Conduct

JFCD Weapons in School

JGD/JGE Student Suspension/Expulsion

JGDA Disciplining Students with Disabilities

KGC Use of Tobacco and Electronic Cigarettes on School Premises

STUDENT TEACHERS

The Charlottesville City School Board cooperates with accredited colleges and universities to provide opportunities for student teaching in accordance with the following guidelines. The conditions and policies that shall pertain in governing the administration of the student teaching program in the Charlottesville City Schools are as follows:

1. The first responsibility of the supervising teacher is the education of the students for whom he is responsible.
2. Student teachers will be under the administrative direction of the principal of the school to which they are assigned.
3. Teachers who serve as supervising teachers shall have a minimum of at least two years of teaching experience, one of these in the school to which the student teacher is assigned.
4. All teachers who serve as supervising teachers shall be recommended by the principal of the school to the superintendent for approval.
5. A class will have no more than one student teacher during the regular school year.
6. No supervising teacher will have a student teacher assigned to him/her for more than two quarters during the regular school year.
7. A principal may reject or terminate any student teacher who has a negative effect on instruction or welfare of students.
8. Information concerning students may be available to student teachers at the discretion of the principal. Student teachers will respect the confidential nature of information provided.
9. Student teachers will follow all the policies and regulations of the Charlottesville City School Board that apply to teachers.

Adopted: August 6, 1998

Revised: June 19, 2008

Revised: July 5, 2012

Reviewed:

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

Cross References: JO Student Records

KN Sex Offender Registry Notification