

REVISED POLICIES FOR REVIEW
(VSBA Policy Updates - 2024-25)
Information - May 30, 2024 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
<p>WHAT THE UPDATE CONTAINS . . . The most recent revisions to the sample policies in the VSBA Policy Manual have been posted on the VSBA website (vsba.org). The revisions are provided in both final and strike-through (also called redline or RL) format. The strike-through format shows each change made to the policies (the changes are designated by underlining new language and striking through deleted language).</p> <p>HOW TO USE THE UPDATE . . . A brief explanation is given for each revision in this document. Each revision should be examined and then the school board should decide whether to adopt the revised policies. Some policies require local input before adoption.</p>					
AC	AC - RL	Nondiscrimination	Policy and Legal References updated to reflect amendment of Va. Code §§ 2.2-3900, et seq. by HB 18. - Added ethnic origin to protected class and updated legal references.	Maria Lewis, Carolyn Swift	August 4, 2022
AF	AF - RL	Comprehensive Plan	Policy updated to reflect Policy AG Literacy Plan and revised to avoid duplication with Policy AG. Cross References updated. Removed paragraph related to literacy plan and reading specialists. Moved to new policy AG	Carolyn Swift, Dr. Otey, Dr. Gurley	August 1, 2019
N/A - New	AG - RL	Literacy Plan	Policy created to comply with the Virginia Literacy Act established in 2022 by HB 319 and amended by HB 1526, HB 2137, and SB 1175 in 2023 and HB 647/SB 624 in 2024.	Dr. Otey	NEW
BBD	BBD - RL	Board Member Removal from Office	Legal References and Cross References updated.	Team	August 1, 2019
BCF	BCF - RL	Advisory Committees to the School Board	Policy and Legal References updated.	Team	June 27, 2023
BDD	BDD - RL	Electronic Participation in School Board Meetings From Remote Locations	Policy and Legal References updated to reflect amendment of Va. Code §§ 2.2-3701 and 2.2-3708.3 by HB 1040/SB 85.	Team	June 27, 2023
BDDH/KD	BDDH/KD - RL	Public Participation at School Board Meetings	Policy and Legal References updated to reflect amendment of Va. Code §§ 22.1-79(14) and 22.1-79(15) by HB 253.	Team	June 17, 2021
BDDL	BDDL - RL	Electronic Participation in Committee Meetings from Remote Locations	Policy and Legal References updated to reflect amendment of Va. Code §§ 2.2-3701 and 2.2-3708.3 by HB 894/SB 734 and HB 1040/SB 85.	Team	June 27, 2023
BG/GBD	BG/GBD - RL	Board-Staff Communications	Policy updated to recognize collective bargaining.	Team	August 1, 2019
CBE	CBE - RL	Severance Benefits	Cross References added.	Maria Lewis	August 1, 2019
CLA	CLA - RL	Reporting Acts of Violence and Substance Abuse	Policy and Legal References updated to reflect amendment of Va. Code § 22.1-279.9 by HB 719/SB 379.	Kim Powell, Dr. Otey, Rachel Rasnake, Carolyn Swift, Maria Lewis	August 4, 2022
DA	DA - RL	Management of Funds	Legal References updated to reflect amendment of Va. Code §§ 22.1-100 and 22.1-100.1 by HB 599. Cross References updated.	Renee Hoover	April 13, 2023

DG	DG - RL	Custody and Disbursement of School Funds	Legal References and Cross References updated to reflect amendment of Va. Code §§ 22.1-100 and 22.1-100.1 by HB 599.	Renee Hoover	August 6, 2020
DGD	DGD - RL	Funds for Instructional Materials and Office Supplies	Policy updated to reflect school board's designation of a second person to sign checks disbursing funds from specified accounts.	Renee Hoover, Dr. Otey	August 1, 2019
DJ	DJ - RL	Small Purchasing	Policy updated to reflect amendment of Va. Code § 2.2-4303 by HB 1116.	Renee Hoover	August 6, 2020
DJA	DJA - RL	Purchasing Authority	Policy reorganized for clarity. Cross References updated.	Renee Hoover	August 1, 2019
DJB	DJB - RL	Petty Cash Funds	Policy updated.	Renee Hoover	August 1, 2019
DK	DK - RL	Payment Procedures	Policy updated.	Renee Hoover	August 1, 2019
DO	DO - RL	Non-Locally Funded Programs	Footnote added for divisions which authorize superintendent to approve some grant proposals.	Renee Hoover	August 1, 2019
EB	EB - RL	School Crisis, Emergency Management and Medical Emergency Response Plan	Policy and Legal References updated to include enactment of Va. Code § 22.1-137.4 by HB 501. Each building evacuation plan must include provisions that seek to maximize the opportunity for students with mobility impairments to evacuate the building alongside non-mobility-impaired students.	Rachel Rasnake, Kim Powell	June 27, 2023
EBAA	EBAA - RL	Reporting of Hazards	Legal References updated.	Kim Powell	August 1, 2019
EBBA	EBBA - RL	Emergency First Aid, CPR and AED Certified Personnel	Policy updated.	Rachel Rasnake	August 1, 2019
EBCB	EBCB - RL	Safety Drills	Policy and Legal References updated to reflect amendment of Va. Code § 22.1-137 by HB 66.- The number of fire drills held each year now comes from the Statewide Fire Prevention Code.	Kim Powell	August 1, 2019
EBCD	EBCD - RL	School Closings	Policy and Cross References updated. Please note: The policy states that the superintendent may establish any regulations necessary to implement this policy.	Dr. Gurley	August 1, 2019
EC	EC - RL	Buildings and Grounds Management and Maintenance	Cross References updated.	Kim Powell	August 6, 2020
ECA	ECA - RL	Inventory and Reporting of Loss or Damage	Cross References updated.	Kim Powell, Pat Cuomo, Dr. Otey	August 1, 2019
EDC	EDC - RL	Authorized Use of School-Owned Facilities and Materials	Policy DELETED to avoid duplication with KG Community Use of School Facilities.	Kim Powell	August 6, 2020
ET	ET - RL	Educational Technology Foundations and Public School Foundations	Cross References updated.	Renee Hoover, Dr. Otey	August 1, 2019
FE	FE - RL	Playground Equipment	Policy, Legal References, and Cross References updated.	Kim Powell	August 1, 2019
FEA	FEA - RL	Educational Facilities Specifications	Legal References and Cross References updated.	Kim Powell	August 1, 2019
FECBA	FECBA - RL	Energy Efficient Construction	Policy DELETED because not legally required.	Kim Powell	August 1, 2019
FECBB	FECBB - RL	Accommodations for Individuals with Disabilities	Title, Policy and Cross References updated.	Rachel Rasnake	August 1, 2019
FF	FF - RL	Public Dedication of New Facilities	Policy deleted because it is not legally required.	(Policy deleted)	August 1, 2019
FFA	FFA - RL	Naming School Facilities	Title, Policy and Cross References updated. Footnote added for guidance.	Dr. Otey, Dr. T. Denise Johnson	December 7, 2023
FG	FG - RL	Retirement of Facilities	Policy, Legal References and Cross References updated.	Kim Powell	August 1, 2019

GBC	GBC-E2 - RL (optional)	Notice of How Employees Who Work Less Than 12 Months Are To Be Paid	(Optional) Exhibit updated. CCS is using the current policy, GBC, for staff compensation procedures.	Maria Lewis	
GBD/BG	GBD/BG - RL	Board-Staff Communications	Policy updated to recognize collective bargaining.	Dr. Gurley	August 1, 2019
GBEF	GBEF - RL	Lactation Support for Employees	Separated from policy JHCL. Policy, Legal References, and Cross References updated.	Rachel Rasnake	August 1, 2019
GBL	GBL - RL	Personnel Record	Policy and Legal References updated to reflect amendment of Va. Code § 22.1-296.5 by HB 355/SB 441. SB must respond within 10 working days to any request from another SB for employment verification of a former employee.	Maria Lewis	June 17, 2021
GC	GC - RL	Professional Staff	Policy updated to reflect amendment of Va. Code § 22.1-298.1 by HB 632/SB 352.	Maria Lewis	June 27, 2023
N/A - New	GCA - RL	Reading Specialists	Policy created to comply with provisions of the Virginia Literacy Act established in 2022 by HB 319 and amendment to Va. Code § 22.1-253.13:2 by SB1175 in 2023.	Dr. Otey, Maria Lewis	New policy
GCBB	GCBB - RL	Supplementary Pay	Policy updated to reflect content of Legal Reference	Renee Hoover, Maria Lewis	April 13, 2023
GCBEA	GCBEA - RL	Leave Without Pay	Leave Without Pay	Maria Lewis	August 1, 2019
GCCB	GCCB - RL	Employment of Family Members	Policy updated to revise gender pronouns.	Maria Lewis	August 1, 2019
GCL	GCL - RL	Professional Staff Development	Policy revised to reflect amendment of Va. Code §§ 22.1-253.13:4 by HB 1089/SB 220 and to remove an outdated deadline provision.	Dr. Otey, Maria Lewis, Rachel Rasnake	June 27, 2023
GCPD	GCPD - RL	Professional Staff Discipline	Policy updated.	Maria Lewis	August 6, 2020
GDB	GDB - RL	Support Staff Employment Status	Policy DELETED because not legally required.	Maria Lewis	June 17, 2021
GDI	GDI - RL	Support Staff Assignments and Transfers	Policy deleted because it is not legally required.	(Policy deleted)	August 1, 2019
IA	IA - RL	Instructional Goals and Objectives	Policy updated to reflect enactment of Va. Code §§ 22.1-237.1, et seq. by HB 1087/SB 627 and to comply with Virginia Literacy Act. Legal References and Cross References updated.	Dr. Otey	August 6, 2020
IAA	IAA - RL	Notification of Learning Objectives	Policy and Cross References updated.	Dr. Otey	August 1, 2019
IB	IB - RL	Academic Freedom	Cross References updated.	Dr. Otey	August 1, 2019
IC/ID	IC/ID - RL	School Year/School Day	Footnote updated to reflect updated website and incorporate additional statutory language.	Dr. Otey, Beth Cheuk	August 4, 2022
IGAD	IGAD - RL	Career and Technical Education	Policy updated to reflect amendment of Va. Code § 22.1-253.13:1 by HB 1345/SB 199 and revised to avoid duplication with Policy IJD. Legal References and Cross References updated.	Dr. Otey	August 1, 2019
IGAE/IGAF	IGAE/IGAF - RL	Health Education/Physical Education	Policy updated to reflect amendments of Va. Code §§ 22.1-207 and 22.1-253.13:1 by HB 1221, HB 98, and HB 379/SB 719. Cross References updated.	Dr. Otey	August 4, 2022
IGAG	IGAG - RL	Teaching About Drugs, Alcohol and Tobacco	Policy updated to reflect enactment of Va. Code § 22.1-206.01 by HB 1473. Cross References updated.	Rachel Rasnake	August 4, 2022
IGBA	IGBA - RL	Programs for Students with Disabilities	Policy updated to reflect amendments to Va. Code §§ 22.1-253.13:2 and 22.1-253.13:4 by HB 1089/SB 220. Legal References and Cross References updated.	Rachel Rasnake	August 4, 2022
IGBB	IGBB - RL	Programs for Gifted Students	Policy updated to better reflect current practice.	Dr. Otey	August 4, 2022
N/A - New	IGBD - RL	Programs for Students with Reading Deficiencies	Policy created based on the Virginia Literacy Act established in 2022 by HB 319 and amended by HB 1526 and SB 1175 in 2023 and HB 647/SB 624 in 2024.	Rachel Rasnake	New policy
IGBF	IGBF - RL	English Learners	Policy updated to reflect content of Legal References.	Dr. Otey	August 1, 2019

IGBGA	IGBGA - RL	Online Courses and Virtual School Programs	Legal References updated to include reference for definitions in sample policy.	Dr. Otey	August 1, 2019
IGBI	IGBI - RL	Advanced Placement Classes and Special Programs	Policy updated to reflect amendment of Va. Code § 22.1-253.13:1 by HB 1087/SB 627. Legal References and Cross References updated.	Dr. Otey	June 27, 2023
IJD	IJD - RL	College and Career Readiness	Policy updated to reflect enactment of Va. Code § 22.1-237.3 by HB 1087/SB 627 and revised to avoid duplication with Policy LEB. Legal References and Cross References updated.	Dr. Otey	April 13, 2023
IKA	IKA - RL	Parental Assistance with Instruction	Legal References and Cross References updated.	Dr. Otey	August 1, 2019
IKB	IKB - RL	Homework	Policy DELETED because not legally required.	Dr. Otey	August 1, 2019
IKF	IKF - RL	The Virginia Assessment Program and Graduation Requirements	Text of policy updated to correct typographical error. Footnote revised for clarity.	Carolyn Swift	June 27, 2023
IKFA	IKFA - RL	Locally Awarded Verified Credits	Policy updated to include that the decision of the review panel is final.	Carolyn Swift	August 1, 2019
IKH	IKH - RL	Retaking SOL Assessments	Policy updated to comply with Virginia Literacy Act provisions established by HB 319 in 2022. Legal References and Cross References updated.	Carolyn Swift, Dr. Otey	August 1, 2019
INDC	INDC - RL	Religion in the Schools	Cross Reference added.	Dr. Otey, Rachel Rasnake	August 1, 2019
JEC	JEC - RL	School Admission	Policy updated to reflect amendment of Va. Code §§ 22.1-3 and 22.1-3.4 by HB 777.	Dr. Otey, Rachel Rasnake	June 27, 2023
JFCF	JFCF - RL	Drugs in School	Legal references added to provide references for "Prevention and Intervention" section. Cross References updated.	Kim Powell, Rachel Rasnake, Dr. Otey	June 27, 2023
JFCJ	JFCJ - RL	Written Notification of Violation of School Policies by Students in Alternative Education Programs	Policy and Legal References updated.	Kim Powell	August 1, 2019
JFG	JFG - RL	Search and Seizure	Cross References updated.	Kim Powell	August 1, 2019
JGD	JGD - RL	Student Suspension/Expulsion	Revised to better align with current practice.	Dr. Otey	June 27, 2023
JGDB	JGDB - RL	Discipline of Students with Disabilities for Infliction of Serious Bodily Injury	Policy and Legal References updated.	Kim Powell	August 1, 2019
JHCL	JHCL - RL	Lactation Support for Students	Separated from policy GBEF. Policy and Cross References updated.	Rachel Rasnake	August 1, 2019
JJAF	JJAF - RL	Student-Athlete Sudden Cardiac Arrest	Policy updated. Please note: The policy requires the superintendent to develop, and biennially review, procedures to implement this policy.	Kim Powell, Rachel Rasnake	August 4, 2022
JM	JM - RL	Restraint and Seclusion of Students	Policy and Legal References updated. 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 complies with that requirement.	Kim Powell, Rachel Rasnake	August 4, 2022
JO	JO - RL	Student Records	Policy, Legal References and Cross References updated to reflect 8 VAC 20-81-170 and amendments to Va. Code § 22.1-289 by HB1089/SB 220 and Va. Code §16.1-305.1 by HB1317/SB443.	Dr. Otey, Rachel Rasnake	August 6, 2020
JOB	JOB - RL	Administration of Surveys and Questionnaires	Policy formatting changed to reflect content of Legal References.	Kim Powell, Rachel Rasnake	August 1, 2019
JP	JP - RL	Student Publications	Policy updated to include explanatory footnote. Cross References updated.	Dr. Otey	August 1, 2019

KB	KB - RL	Public Information Program	Policy and Legal References updated.	Beth Cheuk	August 1, 2019
KBE	KBE - RL	Internet Privacy	Policy updated. Please note: Va. Code § 2.2-3803 requires each public body, including school boards, that has a website to make its internet privacy policy available on the website in a conspicuous manner.	Pat Cuomo	August 1, 2019
KD/BDDH	KD/BDDH - RL	Public Participation at School Board Meetings (also BDDH)	Policy and Legal References updated to reflect amendment of Va. Code §§ 22.1-79(14) and 22.1-79(15) by HB253.	Dr. Gurley	June 17, 2021
KG	KG - RL	Community Use of School Facilities	Legal References and Cross References updated.	Kim Powell	August 1, 2019
KH	KH - RL	Public Gifts to the Schools	Policy and Cross References updated.	Renee Hoover	August 1, 2019
KJ	KJ - RL	Advertising in the Schools	Policy updated.	Beth Cheuk	August 1, 2019
KL	KL - RL	Public Complaints	Cross References updated.	Dr. Gurley, Dr. Otey	August 1, 2019
KLB	KLB - RL	Public Complaints About Learning Resources	Sample procedures for considering complaints regarding learning resources.	Dr. Otey	August 1, 2019
	KLB-E - RL	Request for Reconsideration of Learning Resources	Exhibit updated.	Dr. Otey	
KMA	KMA - RL	Relations with Parent Organizations	Legal References updated.	Dr. T. Denise Johnson	August 1, 2019
LC	LC - RL	Charter Schools	Policy and Legal References updated.	Rachel Rasnake, Dr. Otey	August 6, 2020
LEB	LEB - RL	Advanced/Alternative Courses for Credit	Policy updated to reflect amendment of Va. Code § 22.1-253.13:1 by HB 1087/SB 627 and HB 1345/SB 199 and revised to avoid duplication with Policy IGAD. Cross References updated.	Dr. Otey	June 27, 2023

**Policies Reviewed but not Revised
(Policy links direct to CCS Policy Manual)**

Policies Reviewed but not Revised	Policy Title	Comments	Date last approved
AF	Comprehensive Plan		June 27, 2023
AFA	Evaluation of School Board Operational Procedures		August 1, 2019
BHD	School Board Compensation and Benefits		August 1, 2019
BHE	School Board Member Liability Insurance		August 1, 2019
DL	Payroll Procedures		August 1, 2019
DLB	Salary Deductions		August 1, 2019
DM	Cash in School Buildings		August 1, 2019
EEAB	School Bus Scheduling and Routing		August 1, 2019
EI	Insurance Management		April 13, 2023
FEG	Construction Planning	Reviewed but not revised because policy is still in compliance	Kim Powell August 1, 2019
GA	Personnel Policies Goals	Reviewed but not revised because policy is still in compliance	Maria Lewis August 1, 2019
GAE/JHG	Child Abuse and Neglect Reporting	Reviewed but not revised because policy is still in compliance	Rachel Rasnake June 17, 2021
GBC	Staff Compensation Procedures (Options 1 & 2) (Optional Policies)		August 1, 2019
GBC-E1	Deferred Wage Payment Election Form (Optional)		None

IGAK		Alternatives to Animal Dissection			August 1, 2019
IKH		Retaking SOL Assessments			August 1, 2019
JEB		Entrance Age/Admission of Person Not of School Age	Reviewed but not revised because policy is still in compliance	Dr. Otey	August 1, 2019
JHCCA		Blood Borne Contagious or Infectious Diseases			August 1, 2019
JHCCA-E		Guidelines for School Attendance for Students with Human Immunodeficiency Virus			August 1, 2019
JHCF	JHCF (copy) - RL	Student Wellness	Updated wellness policy language to strengthen wording of existing policy regarding water consumption and promotion, as well as removed BMI language as it is no longer required and not best practice.	Dr. Otey, Jessica Brantley (edited)	June 27, 2023
KBA-F1		Request for Public Records		Beth Cheuk	August 1, 2019
HB / SB - Bills to be aware of but did not result in policy changes:					
		HB 149 / SB 632	Cannot discharge, discipline, or discriminate against an employee for lawful use of cannabis oil		
		HB 311	All local public bodies must provide an option to submit bids or proposals through eVa or other electronic means.		
		HB 617	Permitting student-athlete use of Name, Image, Likeness Includes permissible uses and restrictions.		
		HB 818 / SB 36	FOIA updates - important to read and know full definition		
		HB 937	Alternatives to transporting students to and from school		
		HB 1039	Glucagon - supply and administration - may adopt local policy if needed		
		HB 1076 / SB 272	BOE permits SBs to administer in 2024-2026 SYs alternative assessments aligned with SOLs for through-year growth assessment. (Such as the MAP assessment)		
		HB 1108 - Procurement	Amendments related to construction management and bids, including design-bid-build program.		
		HB 1247 / SB 272	State funding to support ratios of instructional positions to English language learner students, as established in Procurement Act.		
		HB 1361 and SB 260	Amendments to statutes relating to preference first for Virginia goods and Virginia residents and price-match in procurement.		
		SB 572	Changes maximum width of school buses from 100 inches to 102 inches.		
		SB 707	Public middle and high schools may establish career and technical education student organizations, regardless of the course offerings.		

NONDISCRIMINATION

The Charlottesville City School Board is committed to nondiscrimination with regard to sex, sexual orientation, gender, gender identity, race, color, ethnic or national origin, disability, religion, ancestry, age, marital status, pregnancy, childbirth or related medical conditions, military status, genetic information or any other characteristic protected by law. This commitment prevails in all of its policies and practices concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business.

- Adopted: July 16, 1998
- Revised: October 16, 2003
- Revised: December 20, 2007
- Revised: June 25, 2013
- Revised: June 19, 2018
- Revised: August 6, 2020
- Revised: June 17, 2021
- Revised: August 4, 2022
- Revised:

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- Legal Refs.: 20 U.S.C. §§ 1681-1688.
29 U.S.C. § 794.
42 U.S.C. §§ 2000d-2000d-7, 2000e-2000e-17, 2000ff-1.

34 C.F.R. 106.9.

Constitution of Virginia, article I, section 11.

Code of Virginia, 1950, as amended, §§ 2.2-3900, 2.2-3901, 2.2-3902, 2.2-3904, 2.2-3905, 2.2-3095.1, 22.1-23.3, 22.1-26.2, 22.1-295.2.

- Cross Refs.: FECBB Accommodations for Individuals with Disabilities
GB Equal Employment Opportunity/Nondiscrimination
GBA/JFHA Prohibition Against Harassment and Retaliation
JB Equal Educational Opportunities/Nondiscrimination

COMPREHENSIVE PLAN

The Charlottesville City School Board adopts a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan is developed with staff and community involvement and includes, or is consistent with, all other divisionwide plans required by state and federal laws and regulations. The school board reviews the plan biennially and adopts any necessary revisions. Prior to the adoption of the plan or revisions thereto, the school board posts the plan or revisions on the division's Internet website if practicable and makes a hard copy of the plan or revisions available for public inspection and copying and conducts at least one public hearing to solicit public comment on the plan or revisions.

The divisionwide comprehensive plan includes

- (i) the objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at risk students, then maintaining high levels of student achievement;
- (ii) an assessment of the extent to which these objectives are being achieved;
- (iii) a forecast of enrollment changes;
- (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations;
- (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions;
- (vi) a plan for implementing such regional programs and services when appropriate;
- (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the division's career and technical education programs, consistent with or as part of the comprehensive technology plan for Virginia adopted by the Board of Education;
- (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan;
- (ix) any corrective action plan required pursuant to Va. Code § 22.1-253.13:3; and
- (x) a plan for parent and family involvement to include building successful school and parent partnerships that will be developed with staff and community involvement, including participation by parents.

Effective with the 2024-2025 school year, the divisionwide comprehensive plan ~~will also include~~ includes a divisionwide literacy plan for pre-kindergarten through grade eight in accordance with Virginia law and as identified in Policy AG Literacy Plan. ~~and~~

- ~~the School Board will post, maintain, and update as necessary on its website a copy of its divisionwide literacy plan and the job description and contact information for any reading specialist employed by the division pursuant to subsection G of Va. Code § 22.1-253.13:2 and for any dyslexia specialist it employs.~~

The school board presents a report to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met during the previous two school years.

Each school prepares a comprehensive, unified, long-range plan, which the school board considers in the development of the divisionwide comprehensive plan.

Adopted August 16, 2007

Reviewed: December 20, 2007

Reviewed: June 25, 2013

Reviewed: June 26, 2014

Revised: August 1, 2019

Revised:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-253.13:6.

Cross Ref.: AG Literacy Plan

LITERACY PLAN

The Charlottesville City School Board adopts a divisionwide literacy plan for grade levels pre-kindergarten through grade eight as part of its divisionwide comprehensive plan identified in Policy AF Comprehensive Plan. The School Board uses programs from the lists developed by the Virginia Department of Education (the Department) or seeks approval from the Department for the use of alternative programs that consist of evidence-based literacy instruction and align with science-based reading research.

The School Board posts, maintains, and updates as necessary on the School Board's website a copy of its divisionwide literacy plan and the job description and contact information for any reading specialist employed by the division pursuant to Virginia Code § 22.1-253.13:2(G) and for any dyslexia specialist employed by such school division. The School Board submits its divisionwide literacy plan to the Department.

The divisionwide literacy plan includes:

- a program of literacy instruction that is aligned with science-based reading research and provides evidenced-based literacy instruction to students in kindergarten through grade eight;
- the School Board's alignment with (a) literacy professional development, (b) core reading and literacy curriculum for students in kindergarten through grade five, and (c) screening, supplemental instruction, and interventions for students through grade eight with evidence-based literacy instruction practices aligned with science-based reading research;
- how the School Board supports parents in their support of the literacy development of their children;
- reading intervention services provided to students in kindergarten through grade eight who demonstrate substantial deficiencies based on their individual performance on the Standards of Learning reading assessment or a literacy screener provided by the Department; and
- identification of which core literacy curricula, supplemental instructional practices and programs, and intervention programs from the list developed by the Department or alternative programs approved by the Department that consist of evidence-based literacy instruction and align with science-based reading research are used in each grade level, kindergarten through 12, at each of the schools within the division.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-1, 22.1-253.13:1, 22.1-253.13:2, and 22.1-253.13:6.

<u>Cross Ref.:</u>	<u>AF</u>	<u>Comprehensive Plan</u>
	<u>GCA</u>	<u>Reading Specialists</u>
	<u>GCL</u>	<u>Professional Staff Development</u>
	<u>IA</u>	<u>Instructional Goals and Objectives</u>
	<u>IGBD</u>	<u>Programs for Students with Reading Deficiencies</u>
	<u>IKH</u>	<u>Retaking SOL Assessments</u>

BOARD MEMBER REMOVAL FROM OFFICE

Any School Board member may be removed from office in accordance with the provisions of sections 24.2-230 through 24.2-238 of the Code of Virginia.

Adopted: August 6, 1998
Revised: October 16, 2003
Revised: December 20, 2007
Reviewed: June 25, 2013
Reviewed: August 1, 2019
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 24.2-230, 24.2-231, 24.2-232, 24.2-233, 24.2-234, 24.2-234.1, 24.2-235, 24.2-236, 24.2-237, through 24.2-238.

Cross Ref.: BBE Unexpired Term Fulfillment

ADVISORY COMMITTEES TO THE SCHOOL BOARD

The School Board may appoint advisory councils or committees of citizens of the school division for consultation with reference to specific matters pertaining to local schools. In addition, pursuant to Board of Education regulations, the School Board establishes advisory committees for the following programs: special education and career and technical education. ~~These committees serve without compensation for one-year terms.~~

In addition, the School Board establishes the following advisory bodies:

- Gifted Education Advisory Committee
- School Health Advisory Board (SHAB)
- CTE Advisory Committee
- Special Education Advisory Committee
- Title I, II, III, IV Advisory Committee
- Mentor Teacher Advisory Committee
- Virginia Preschool Initiative (VPI) Steering Committee

Adopted: August 6, 1998
Revised: October 16, 2003
Revised: December 20, 2007
Revised: June 17, 2010
Revised: June 16, 2011
Revised: July 5, 2012
Revised: June 25, 2013
Revised: June 30, 2015
Revised: August 6, 2020
Adopted: June 27, 2023
Revised:

Legal Refs.: ~~20 U.S.C. §§ 5964, 6318.~~

Code of Virginia, 1950, as amended, §§ 22.1-16, 22.1-18.1, 22.1-86, ~~22.1-214,~~
~~22.1-227, 22.1-275.1.~~

~~8 VAC 20-40-60.~~

8 VAC 20-81-230.

8 VAC 20-120-50.

Cross Ref.: BCE School Board Committees
BDD Electronic Participation in School Board Meetings from Remote Locations

BDDL (Optional)	Electronic Participation in Committee Meetings from Remote Locations
EB	School Crisis, Emergency Management, and Medical Emergency Response Plan
EBB	Threat Assessment Teams
IC/ID	School Year/School Day
IGBB	Programs for Gifted Students
KC	Community Involvement in Decision Making

ELECTRONIC PARTICIPATION IN SCHOOL BOARD MEETINGS FROM REMOTE LOCATIONS

Generally

Except as provided hereafter, or as otherwise permitted by law, the School Board does not conduct any meeting wherein the public business is discussed or transacted through telephonic, video, electronic or other electronic communication means where the members are not physically assembled.¹ This policy is applied strictly and uniformly, without exception, to the entire membership of the School Board and without regard to the identity of the member requesting remote participation or the matters that will be considered or voted on at the meeting.

The minutes of meetings conducted in accordance with this policy include (i) the identity of the members of the School Board who participated in the meeting through electronic communication means, (ii) the identity of the School Board members who were physically assembled at one physical location, and (iii) the identity of the members of the School Board who were not present at the location identified in (ii) but who monitored such meeting through electronic communication means.

If the School Board creates committees, subcommittees, or other entities however designated to perform delegated functions of the Board or to advise the Board, it may adopt a policy on behalf of its committees, subcommittees, or other entities that applies to the committees', subcommittees', or other entities' use of individual remote participation and all-virtual public meetings.

Definitions

"All-virtual public meeting" means a public meeting (i) conducted by the School Board using electronic communication means, (ii) during which all members of the Board who participate do so remotely rather than being assembled in one physical location, and (iii) to which public access is provided through electronic communication means.

"Caregiver" means an adult who provides care for a person with a disability as defined in Va. Code § 51.5-40.1. A caregiver must be either related by blood, marriage, or adoption to

¹FOOTNOTE IS FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

The Virginia Freedom of Information Act requires school boards to adopt a policy allowing for and governing the participation of its members by electronic communication means in order for such participation to occur. This policy satisfies that requirement.

No policy permitting remote participation may prohibit or restrict a member of the school board from voting on matters before the board.

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File: BDD - RL

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or the legally appointed guardian of the person with a disability for whom the caregiver is caring.

“Electronic communication” means the use of technology having electrical, digital, magnetic, wireless, optical, electromagnetic, or similar capabilities to transmit or receive information.

“Remote participation” means participation by an individual member of the School Board by electronic communication means in a public meeting where a quorum of the School Board is otherwise physically assembled.

Quorum Physically Assembled (Individual Remote Participation)

Members of the School Board may use remote participation instead of attending a meeting in person if, in advance of the meeting, each member seeking to use remote participation notifies the chair that:

- the member has a temporary or permanent disability or other medical condition that prevents the member's physical attendance; for purposes of determining whether a quorum is physically assembled, a member of the School Board who is a person with a disability as defined in Va. Code § 51.5-40.1 and uses remote participation counts toward the quorum as if the member was physically present;
- ~~a medical condition of a member of the member's family requires the member to provide care that prevents the member's physical attendance; attendance or the member is a caregiver who must provide care for a person with a disability at the time the meeting is being held thereby preventing the member's physical attendance; for purposes of determining whether a quorum is physically assembled, a member of the School Board who is a caregiver for a person with a disability and uses remote participation counts toward the quorum as if the member was physically present;~~
- the member's principal residence is more than 60 miles from the meeting location identified in the required notice for such meeting; or
- the member is unable to attend the meeting due to a personal matter and identifies with specificity the nature of the personal matter. However, the member may not use remote participation due to personal matters more than _____.²

~~The chair reports such requests, if any, to the Board at the beginning of each meeting. Those members of the Board assembled at the primary meeting location must consider the requests for remote participation from each member seeking to use remote participation prior to the member participating in the meeting. The requests, as reported by the chair, and the votes on each member's request are recorded in the minutes.~~

Individual participation from a remote location will be approved unless such participation would violate this policy or the Virginia Freedom of Information Act, Va. Code § 2.2-3700 et

²FOOTNOTE IS FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

Each school board must fix the number of times each member may use remote participation for personal matters, not to exceed two meetings per calendar year or 25 percent of the meetings held per calendar year rounded up to the next whole number, whichever is greater.

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seq. If a member's participation from a remote location is challenged, the School Board will vote whether to allow such participation. If the School Board votes to disapprove of the member's participation because such participation would violate this policy, such disapproval will be recorded in the minutes with specificity.

If participation by a member through electronic communication means is approved, the School Board records in its minutes the remote location from which the member participated. The remote location need not be open to the public and may be identified in the minutes by a general description.

If participation is approved based on a temporary or permanent disability or other medical condition of the member or a member of the member's family, the School Board includes in its minutes the fact that the member participated through electronic communication means due to a (i) temporary or permanent disability or other medical condition that prevented the member's physical attendance or (ii) a family member's medical condition that required the member to provide care for such family member, thereby preventing the member's physical attendance.

If participation is approved because the member's principal residence is more than 60 miles from the meeting location, the School Board includes in its minutes the fact that the member participated through electronic communication means due to the distance between the member's principal residence and the meeting location.

If participation is approved because of a personal matter, the School Board includes in its minutes the specific nature of the personal matter cited by the member.

If a member's participation from a remote location is disapproved, such disapproval is recorded in the minutes with specificity.

Quorum Not Physically Assembled (All-Virtual Public Meetings)

The School Board may meet by electronic communication means without a quorum physically assembled at one location when the Governor has declared a state of emergency in accordance with Va. Code § 44-146.17, or the locality in which the School Board is located has declared a local state of emergency pursuant to Va. Code § 44-146.21, provided

- the catastrophic nature of the declared emergency makes it impracticable or unsafe to assemble a quorum in a single location, and
- the purpose of the meeting is to provide for the continuity of operations of the School Board or the discharge of its lawful purposes, duties, and responsibilities.

If it holds a meeting pursuant to this section, the School Board

- gives public notice using the best available method given the nature of the emergency contemporaneously with the notice provided members of the School Board;
- makes arrangements for public access to the meeting through electronic communications means, including videoconferencing if already used by the School Board;
- provides the public with the opportunity to comment at those meetings when public comment is customarily received; and

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- otherwise complies with the provisions of the Virginia Freedom of Information Act.

For any meeting conducted pursuant to this section, the nature of the emergency, the fact that the meeting was held by electronic communication means and the type of electronic communication means by which the meeting was held are stated in the minutes of the meeting.

The provisions of this section are applicable only for the duration of the declared emergency.

Adopted: August 16, 2007
 Revised: December 20, 2007
 Revised: June 19, 2008
 Revised: June 25, 2013
 Revised: June 26, 2014
 Revised: June 20, 2017
 Revised: August 6, 2020
 Revised: June 17, 2021
 Revised: August 4, 2022
 Revised: June 27, 2023
 Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3701, 2.2-3707, 2.2-3708.2, 2.2-3708.3, ~~2.2-3710~~, 2.2-3710, and 51.5-40.1.

Cross Ref.:	BCE	School Board Committees
	BCEA (optional)	Disciplinary Committee
	BCF	Advisory Committees to the School Board
	BDDA	Notification of Meetings
	BDDG	Minutes
	BDDL (optional)	Electronic Participation in Committee Meetings from Remote Locations

PUBLIC PARTICIPATION AT SCHOOL BOARD MEETINGS

Members of the community, including students enrolled in the division, are invited and encouraged to attend meetings of the Charlottesville City School Board to observe its deliberations. Any member of the community may address the School Board on matters related to the Charlottesville City public schools at any regular meeting as follows:

1. The Clerk or Deputy Clerk will place a sign-up sheet at the podium prior to each regular meeting of the School Board. Those attending via Zoom will also be allowed an opportunity to provide public comment.
2. Any member of the public wishing to speak will sign-in on the sheet or by raising their “hand” in the Zoom meeting space.
3. At the specified time on the agenda for “Comments from the Community”, the Board Chairperson will call each person to the podium for comments.
4. The Chairperson will describe the procedure and the amount of time each member will have for comments.
5. Generally, each community member will have three (3) minutes for comments.
6. If the community member is still speaking at the end of the allotted time, the Chairperson will explain that the time is over and that the comment period will end.

Persons wishing to address the School Board are requested to contact the superintendent, the School Board chair, or their designee for placement on the agenda.

The chair is responsible for the orderly conduct of the meeting and rules on such matters as the appropriateness of the subject being presented and length of time for such presentation. Upon recognition by the chair, the speaker shall address the chair and if, at the conclusion of the speaker’s remarks, any member of the School Board desires further information, the member addresses the speaker only with the permission of the chair. No one is allowed to make additional presentations until everyone who wishes to speak has an opportunity to make an initial presentation.

Student Participation

Students enrolled in a public elementary or secondary school in the division are allowed to address the School Board during any public comment or citizen participation portion of a School Board meeting. Such students must follow the same sign-up procedures and rules and restrictions relating to time, place, and manner of speaking that are adopted by the School Board and applicable to all public participants.

The School Board may require a student to provide identification in the form of a current student identification card or other school document, such as a report card or a personal school email address, before allowing the student to provide oral comments, in accordance with Virginia law.

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File: BDDH/KD - RL

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Adopted: August 6, 1998
Revised: December 20, 2007
Reviewed: June 25, 2013
Revised: June 26, 2014
Revised: June 27, 2016
Revised: June 17, 2021
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-79, 22.1-253.13:7.

ELECTRONIC PARTICIPATION IN COMMITTEE MEETINGS FROM REMOTE LOCATIONS

Generally

Except as provided hereafter, or as otherwise permitted by law, committees of the School Board and committees created to advise the School Board do not conduct any meeting wherein the public business is discussed or transacted through telephonic, video, electronic or other electronic communication means where the members are not physically assembled.¹ This policy is applied strictly and uniformly, without exception, to the entire membership of the committee and without regard to the identity of the committee member requesting remote participation or the matters that will be considered or voted on at the committee meeting.

The minutes of meetings conducted in accordance with this policy, if any,² include (i) the identity of the members of the committee who participated in the meeting through electronic communication means, (ii) the identity of the committee members who were physically assembled at one physical location, and (iii) the identity of the members of the committee who were not present at the location identified in (ii) but who monitored such meeting through electronic communication means.

Members of the School Board are permitted to attend any closed meeting held by any committee of the School Board or any committee created to advise the School Board. The minutes of the committee, if any, include the identity of any School Board member who attends a closed meeting of the committee.

Definitions

"All-virtual public meeting" means a public meeting (i) conducted by the committee using electronic communication means, (ii) during which all members of the committee who participate do so remotely rather than being assembled in one physical location, and (iii) to which public access is provided through electronic communication means.

¹FOOTNOTE IS FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

The Virginia Freedom of Information Act permits school boards to adopt a policy for committees regarding the committees' use of individual remote participation in committee meetings and the holding of all-virtual committee meetings. If a school board does not adopt a policy for committees it creates, those committees must adopt their own policies in order to permit individual remote participation of a committee member or the holding of all-virtual meetings. If the school board does not want to authorize electronic participation in committee meetings by individual committee members or all-virtual committee meetings, it should adopt a policy to that effect. No policy permitting remote participation may prohibit or restrict a committee member from voting on matters before the committee.

² FOIA establishes that minutes are not required for committee meetings. If a school board wants to require minutes for committee meetings, it may include that requirement in this policy.

"Caregiver" means an adult who provides care for a person with a disability as defined in Va. Code § 51.5-40.1. A caregiver must be either related by blood, marriage, or adoption to or the legally appointed guardian of the person with a disability for whom the caregiver is caring.

"Committee" means a committee, subcommittee, or other entity however designated of the School Board created to perform delegated functions of the School Board or to advise the School Board. It does not exclude any such committee, subcommittee, or entity because it has private sector or citizen members.

"Electronic communication" means the use of technology having electrical, digital, magnetic, wireless, optical, electromagnetic, or similar capabilities to transmit or receive information.

"Remote participation" means participation by an individual member of the committee by electronic communication means in a public meeting where a quorum of the committee is otherwise physically assembled.

Quorum Physically Assembled (Individual Remote Participation)

Members of the committee may use remote participation instead of attending a meeting in person if, in advance of the meeting, each committee member seeking to use remote participation notifies the committee chair that:

- the committee member has a temporary or permanent disability or other medical condition that prevents the committee member's physical attendance; for purposes of determining whether a quorum is physically assembled, a committee member is a person with a disability as defined in Va. Code § 51.5-40.1 and uses remote participation counts toward the quorum as if the member was physically present;
- a medical condition of a member of the committee member's family requires the committee member to provide care that prevents the committee member's physical attendance; attendance or the committee member is a caregiver who must provide care for a person with a disability at the time the meeting is being held thereby preventing the member's physical attendance; for purposes of determining whether a quorum is physically assembled, a member of the School Board who is a caregiver for a person with a disability and uses remote participation counts toward the quorum as if the member was physically present;
- the committee member's principal residence is more than 60 miles from the meeting location identified in the required notice for such meeting; or
- the member is unable to attend the meeting due to a personal matter and identifies with specificity the nature of the personal matter. However, the member may not use remote participation due to personal matters more than _____.³

³FOOTNOTE IS FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

~~The committee chair reports such requests, if any, to the committee at the beginning of each meeting. Those members of the committee assembled at the primary meeting location must consider the requests for remote participation from each committee member seeking to use remote participation prior to the committee member participating in the meeting. The requests, as reported by the committee chair, and the votes on each committee member's request are recorded in the minutes, if any.~~

Individual participation from a remote location will be approved unless such participation would violate this policy or the Virginia Freedom of Information Act, Va. Code § 2.2-3700 et seq. If a committee member's participation from a remote location is challenged, the committee will vote whether to allow such participation. If the committee votes to disapprove of the member's participation because such participation would violate this policy, such disapproval will be recorded in the minutes, if any, with specificity.

If participation by a committee member through electronic communication means is approved, the committee records in its minutes, if any, the remote location from which the committee member participated. The remote location need not be open to the public and may be identified in the minutes, if any, by a general description.

If participation is approved based on a temporary or permanent disability or other medical condition of the committee member or a member of the committee member's family, the committee includes in its minutes, if any, the fact that the committee member participated through electronic communication means due to a (i) temporary or permanent disability or other medical condition that prevented the committee member's physical attendance or (ii) a family member's medical condition that required the committee member to provide care for such family member, thereby preventing the committee member's physical attendance.

If participation is approved because the committee member's principal residence is more than 60 miles from the meeting location, the committee includes in its minutes, if any, the fact that the committee member participated through electronic communication means due to the distance between the committee member's principal residence and the meeting location.

If participation is approved because of a personal matter, the committee includes in its minutes, if any, the specific nature of the personal matter cited by the committee member.

If a committee member's participation from a remote location is disapproved, such disapproval is recorded in the minutes, if any, with specificity.

All-Virtual Public Meetings

Committees of the School Board and committees appointed to advise the School Board may conduct all-virtual public meetings when

- the required notice of the meeting indicates whether the meeting will be in-person or all-virtual along with a statement notifying the public that the method by which the committee chooses to meet will not be changed unless the committee provides a new meeting notice in accordance with the provisions of Va. Code § 2.2-3707;

The policy must fix the number of times each member may use remote participation for personal matters, not to exceed two meetings per calendar year or 25 percent of the meetings held per calendar year rounded up to the next whole number, whichever is greater.

- public access to the all-virtual public meeting is provided via electronic communication means;
- the electronic communication means used allows the public to hear all members of the committee participating in the all-virtual public meeting and, when audio-visual technology is available, to see the members of the committee; when audio-visual technology is available, a committee member shall, for purposes of a quorum, be considered absent from any portion of the meeting during which visual communication with the member is voluntarily disconnected or otherwise fails or during which audio communication involuntarily fails;
- a phone number or other live contact information is provided to alert the committee if the audio or video transmission of the meeting provided by the committee fails, the committee monitors such designated means of communication during the meeting, and the committee takes a recess until public access is restored if the transmission fails for the public;
- a copy of the proposed agenda and all agenda packets and, unless exempt, all materials furnished to members of the committee for a meeting is made available to the public in electronic format at the same time that such materials are provided to members of the committee;
- the public is afforded the opportunity to comment through electronic means, including by way of written comments, at those public meetings when public comment is customarily received; and
- no more than two members of the committee are together in any one remote location unless that remote location is open to the public to physically access it.

If a closed session is held during an all-virtual public meeting, transmission of the meeting to the public resumes before the committee votes to certify the closed meeting as required by subsection D of Va. Code § 2.2-3712;

The committee does not convene an all-virtual public meeting (i) more than two times per calendar year or 25 percent of the meetings held per calendar year rounded up to the next whole number, whichever is greater, or (ii) consecutively with another all-virtual public meeting.

Adopted: June 27, 2023

Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3701, 2.2-3707, 2.2-3708.3, 2.2-3711, ~~2.2-3712~~, 2.2-3712, and 51.5-40.1.

Cross Ref.: BCE School Board Committees
BCEA (Optional) Disciplinary Committee
BCF Advisory Committees to the School Board
BDD Electronic Participation in School Board Meetings from Remote Locations

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File: BDDL - RL

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BDDA
BDDC
BDDG

Notification of Meetings
Calling and Certification of Closed Meetings
Minutes

BOARD-STAFF COMMUNICATIONS

The Charlottesville City School Board supports and encourages two-way communication between the ~~board~~ Board and ~~employees~~: employees.¹ The superintendent is the official representative of the ~~school board~~ School Board in its relations and communications with its employees.

Employees are encouraged to communicate their ideas and concerns in an orderly and constructive manner to the ~~school board~~ School Board and/or the superintendent or superintendent's designee.

The ~~school board~~ School Board desires to develop and maintain the best possible working relationship with the employees of the school division. The ~~school board~~ School Board welcomes the viewpoints of employees, and allows time at its meetings for employees to be heard.

The ~~school board~~ School Board does not discriminate against any employee because of membership in an employee organization, or participation in any lawful activities of the organization.

Adopted: August 6, 1998
Revised: December 20, 2007
Revised: June 19, 2008
Reviewed: June 25, 2013
Revised: June 26, 2014
Revised: August 1, 2019
Adopted:

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

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

School boards which have entered into collective bargaining agreements should revise this sample policy as necessary to reflect any relevant provisions of the collective bargaining agreements.

SEVERANCE BENEFITS

Any severance benefits provided to a departing Superintendent will be publicly announced prior to the Superintendent's departure.

Adopted: August 16, 2007
Reviewed: December 20, 2007
Reviewed: June 25, 2013
Reviewed: August 1, 2019
Reviewed:

Legal Ref.: Code of Virginia, 1950, as amended, § 15.2-1510.1.

Cross Ref.: CBB Appointment and Term of the Division Superintendent
CBD Superintendent's Contract, Compensation and Benefits

GENERAL SCHOOL ADMINISTRATION

File: CBE - RL
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REPORTING ACTS OF VIOLENCE AND SUBSTANCE ABUSE

I. Acts Reported to the Superintendent and Principal

- A. Reports are made to the superintendent and the principal or principal's designee on all incidents involving
1. alcohol, marijuana, a controlled substance, an imitation controlled substance, or an anabolic steroid on a school bus, on school property, or at a school-sponsored activity, including the theft or attempted theft of student prescription medications;
 2. the assault and battery that results in bodily injury, of any person on a school bus, on school property, or at a school-sponsored activity;
 3. the sexual assault, death, shooting, stabbing, cutting, or wounding of any person, abduction of any person as described in Va. Code § 18.2-47 or § 18.2-48, or stalking of any person as described in Va. Code § 18.2-60.3, on a school bus, on school property, or at a school-sponsored activity;
 4. any written threats against school personnel while on a school bus, on school property, or at a school-sponsored activity;
 5. the illegal carrying of a firearm, as defined in Va. Code § 22.1-277.07, onto school property;
 6. any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in Va. Code § 18.2-85, or explosive or incendiary devices, as defined in Va. Code § 18.2-433.1, or chemical bombs, as described in Va. Code § 18.2-87.1, on a school bus, on school property, or at a school-sponsored activity;
 7. any threats or false threats to bomb, as described in Va. Code § 18.2-83, made against school personnel or involving school property or school buses;
 8. the arrest of any student for an incident occurring on a school bus, on school property, or at a school-sponsored activity, including the charge therefor; or
 9. any illegal possession of weapons, alcohol, drugs or tobacco products.

The principal of each school collects and maintains information on the above listed acts which occur on school property, on a school bus or at a school-sponsored activity.

- B. The superintendent and the principal or principal's designee receive reports from local law-enforcement authorities on offenses, wherever committed, by students enrolled at the school if the offense would be a felony if committed by an adult or would be a violation of the Drug Control Act (Va. Code § 54.1-3400 et seq.) and occurred on a school bus, on school property or at a school-sponsored activity, or would be an adult misdemeanor involving any incidents described in clauses 1-8 of subsection A and whether the student is released to the custody of the student's parent or, if 18 years of age or more, is released on bond. The superintendent may request that the reports include information regarding terms of release from detention, court dates and terms of any disposition orders entered by the court. When the superintendent receives

notification that a juvenile has committed an act that would be a crime if committed by an adult pursuant to subsection G of Va. Code § 16.1-260, the superintendent reports such information to the principal of the school in which the juvenile is enrolled.

II. Reporting Duties of the Principal and Superintendent

Except as may otherwise be required by federal law, regulation, or jurisprudence, each principal:

- A. immediately reports to the local law-enforcement agency any incident described in clause I.A.1 of this policy that may constitute a felony offense;
- B. immediately reports to the local law-enforcement agency any incident described in clauses I.A.3 through 7 of this policy except that a principal is not required to but may report to the local law-enforcement agency any incident described in clause I.A.4 committed by a student who has a disability;
- C. may report to the local law-enforcement agency any other incident described in clauses I.A.1 through 8 of this policy that is not required to be reported by the previous two bullets; and
- D. immediately reports any act enumerated in clauses I.A.1 through 5 of this policy that may constitute a criminal offense to the parents of any minor student who is the specific object of such act. The principal also reports whether the incident has been reported to local law enforcement pursuant to this policy and, if the incident has been so reported, that the parents may contact local law enforcement for further information.

The principal or principal's designee reports all incidents required to be reported pursuant to clause I.A of this policy to the superintendent. The superintendent annually reports all such incidents to the Department of Education for the purpose of recording the frequency of such incidents on forms that are provided by the Department and makes such information available to the public.

In submitting reports of such incidents, principals and superintendents accurately indicate any offenses, arrests or charges as recorded by law-enforcement authorities and required to be reported by such authorities pursuant to subsection I.B. of this policy.

The principal or principal's designee notifies the parent of any student involved in an incident required to be reported pursuant to this policy, regardless of whether disciplinary action is taken against such student or the nature of the disciplinary action. Such notice relates to only the relevant student's involvement and does not include information regarding other students.

III. Prevention and Intervention Activities

Whenever any student commits any reportable incident as set forth in this policy, such student is required to participate in such prevention and intervention activities as deemed appropriate by the superintendent or superintendent's designee.

The School Board develops, in cooperation with the local law-enforcement agencies, juvenile and domestic relations court judges and personnel, parents, and the community at large, programs to prevent violence and crime on school property and at school-sponsored events, which include ~~prevention of~~ research-based hazing prevention. Activities designed to prevent the recurrence of violence and crime, including hazing, may include such interventions as education relating to Virginia's criminal law, school crime lines, peer mediation, conflict resolution, community service requirements and any program focused on demonstrating the consequences of violence and crime. The School Board may develop and use a network of volunteer services in implementing prevention activities.

IV. Purpose

The purpose of reporting acts of violence and substance abuse is to develop a program of prevention activities to provide a safe environment conducive to learning.

Adopted: April 3, 1998
Revised: December 11, 2003
Revised: December 20, 2007
Revised: June 16 2011
Revised: June 30, 2015
Revised: June 27, 2016
Revised: June 19, 2018
Revised: August 6, 2020
Revised: August 4, 2022
Revised:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 8.01-47, 22.1-279.3:1, 22.1-279.9.

8 VAC 20-560-10.

Cross Refs.: IGAE/IGAF Health Education/Physical Education

FISCAL MANAGEMENT

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 is authorized to make line item transfers within a major classification.¹

Adopted: June 19, 2008
Reviewed: June 25, 2013
Revised: June 26, 2014
Revised: June 19, 2018
Revised: April 13, 2023
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-89, 22.1-94, 22.1-115, 22.1-100, 22.1-100.1.

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

¹FOOTNOTE IS FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

Boards that do not authorize the superintendent to make such transfers should delete this sentence.

CUSTODY AND DISBURSEMENT OF SCHOOL FUNDS

All School Board funds except

- money generated by school activities, and classified "school activity fund accounts",
- petty cash funds and
- accounts established for the purchase of instructional materials and office supplies

are deposited with the Charlottesville treasurer, who is in charge of the receipts, custody and disbursement of School Board funds and who keeps such funds in an account or accounts separate and distinct from all other funds. Checks must be drawn on the School Board account by the Charlottesville treasurer, Charlottesville, Virginia.

Disbursement of School Board funds is approved as provided in Policy DK Payment Procedures.

Adopted: June 19, 2008
Revised: June 17, 2010
Revised: June 30, 2015
Reviewed: August 6, 2020
Revised:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-100, 22.1-100.1, 22.1-116, 22.1-122.1 and 22.1-123.

8 VAC 20-240-10.

Cross Refs:	<u>DA</u>	<u>Management of Funds</u>
	DGC	School Activity Funds
	DGD	Funds for Instructional Materials and Office Supplies
	DJB	Petty Cash Funds
	DK	Payment Procedures

FUNDS FOR INSTRUCTIONAL MATERIALS AND OFFICE SUPPLIES

The School Board may, by resolution and subject to the approval of the appropriating body, establish accounts in each of its departments and schools committed solely for the purchase of instructional materials and office supplies. The School Board may authorize the transfer of a percentage of the funds budgeted for a school or division department, not to exceed thirty-five percent of the allocation, into the account.

The account shall be managed by the principal of the school or head of the division department who shall file a monthly accounting of the funds with the superintendent. No additional funds shall be transferred into any such account unless the monthly accounting has been filed. The funds in the account may be disbursed for payment of obligations by issuing a negotiable check signed by the Superintendent, School Board Clerk and the City of Charlottesville Treasurer principal or head of the division department. ~~and a second person designated by the School Board.~~ _____¹

At the close of the fiscal year, all funds remaining in the accounts shall be returned to the School Board simultaneously with a full accounting of the disbursements. All such accounts shall be subject to an annual audit as prescribed by Va. Code § 15.2-2511 and to relevant provisions of the Virginia Public Procurement Act.

Adopted: June 26, 2014
Reviewed: August 1, 2019
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-122.1.

Cross Refs.:	DG	Custody and Disbursement of School Funds
	DJA	Purchasing Authority
	DJB	Petty Cash Funds
	DJF	Purchasing Procedures
	DJG	Vendor Relations
	DK	Payment Procedures

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

The school board should designate a second person to sign disbursement checks.

FISCAL MANAGEMENT

File: DGD - RL
Page: 2 of 2

SMALL PURCHASING

Pursuant to written procedures not requiring competitive sealed bids or competitive negotiation, the School Board may enter into single or term contracts for goods and ~~services~~ services, if the aggregate or the sum of all phases is not expected to exceed \$200,000, other than professional services and non transportation related construction if the aggregate or the sum of all phases is not expected to exceed ~~\$200,000~~ \$300,000 and transportation-related construction if the aggregate or sum of all phases is not expected to exceed \$25,000. However, such small purchase procedures shall provide for competition wherever practicable. Such small purchase procedures may allow for single or term contracts for professional services without requiring competitive negotiation, provided the aggregate or the sum of all phases is not expected to exceed \$80,000. Where small purchase procedures are adopted for construction, the procedures shall not waive compliance with the Uniform State Building Code.

Adopted: May 20, 2004
Revised: August 16, 2007
Revised: June 19, 2008
Revised: June 18, 2009
Revised: June 16, 2011
Revised: July 5, 2012
Revised: June 30, 2015
Revised: June 27, 2016
Revised: June 19, 2018
Revised: August 6, 2020
Revised:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 2.2-4303, 22.1-68, 22.1-78.

Cross Ref.: DJF Purchasing Procedures

PURCHASING AUTHORITY

Purchasing Agent

The superintendent with the School Board's formal approval may designate a qualified employee to serve as the purchasing agent for the Board. In this capacity, the agent for the Board may purchase or contract for all supplies, materials, equipment, and contractual services required by the school division subject to federal and state laws and regulations and School Board policies. All purchases made by the school division will be in accordance with the Virginia Public Procurement Act.

~~All personnel in the division who desire to purchase equipment and supplies shall follow the established procurement procedures within their departments or schools for the issuance of a requisition or purchase order. All purchase orders must be forwarded to the superintendent or superintendent's designee for approval and processing.~~

Internal Controls

The superintendent, or superintendent's designee, establishes appropriate procedures for internal accounting controls.

All personnel in the division who desire to purchase equipment and supplies shall follow the established procurement procedures within their departments or schools for the issuance of a requisition or purchase order. All purchase orders must be forwarded to the superintendent or superintendent's designee for approval and processing.

Purchasing and Contracting

The Charlottesville City School Board encourages full and open competition whenever practicable among potential contractors and suppliers by competitive bidding practices; to centralize purchasing and contracting within the school division to realize the economies resulting therefrom; and to seek maximum educational value for every dollar expended.

- Adopted: May 20, 2004
- Revised: August 16, 2007
- Revised: June 19, 2008
- Reviewed: June 25, 2013
- Revised: June 26, 2014
- Reviewed: August 1, 2019
- Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-4300 et seq., 22.1-70 and 22.1-78.

FISCAL MANAGEMENT

File: DJA - RL
Page: 2

Cross Refs.:	<u>DA</u>	<u>Management of Funds</u>
	<u>DG</u>	<u>Custody and Disbursement of School Funds</u>
	DGC	School Activity Funds
	DGD	Funds for Instructional Materials and Office Supplies
	<u>DI</u>	<u>Financial Accounting and Reporting</u>
	DJ	Small Purchasing
	DJB	Petty Cash Funds
	DJF	Purchasing Procedures

PETTY CASH FUNDS

The ~~school board~~ School Board may by resolution establish one or more petty cash funds for the payment of properly itemized bills for materials, services, or supplies furnished to the school division under conditions calling for immediate payment to the vendor upon delivery. Such funds shall not exceed \$2,000 each.

If it establishes any petty cash funds, the ~~school board~~ School Board will appoint an agent or other person authorized only to approve payment of claims arising from commitments made pursuant to provisions of law from such petty cash funds. Any agent or person into whose hands any such fund is placed may pay such claims therefrom without necessity of prior receipt and audit of the claims by the ~~school board~~ School Board and without approval and issuance of the warrant of the ~~school board~~ School Board.

The clerk of the ~~school board~~ School Board shall report payments from petty cash funds to the ~~school board~~ School Board or to any appointed agent of the ~~school board~~ School Board for approval and reimbursement promptly after any claim has been paid.

A bond in the amount of \$4,000.00 will be required for each person distributing petty cash funds, but no additional bond shall be required of any person already bonded in the required amount.

Adopted: June 19, 2008
Reviewed: June 2, 2013
Reviewed: June 20, 2019
Revised: August 1, 2019
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1123.

Cross Ref.: DJF Purchasing Procedures

PAYMENT PROCEDURES

School Board

The School Board examines all claims against it, except those to be paid from petty cash funds or funds for the purchase of instructional materials and office supplies, and when approved, orders or authorizes payment thereof. A record of such approval and order or authorization is made in the minutes of the School Board. Payment of each claim shall be ordered or authorized by a warrant drawn on the treasurer or other officer charged by law with the responsibility for the receipt, custody and disbursement of the funds of the School Board. The face of the warrant shall state the purpose or service for which such payment is drawn and the date of the order entered or authority granted by the School Board.

The warrant shall be signed by the chairman or vice-chairman, and countersigned by the clerk or deputy clerk, made payable to the person or persons, firm or corporation entitled to receive such payment and recorded in the form and manner prescribed by the Board of Education.

Fiscal Agent

The School Board may, by resolution, appoint an agent and deputy agent to examine and approve claims against it. A record of such approval and order or authorization shall be made and kept with the records of the School Board. Payment of each such claim so examined and approved by such agent or ~~his~~ deputy agent shall be ordered or authorized by a warrant drawn on the treasurer or other officer charged by law with the responsibility for the receipt, custody, and disbursement of the funds made available to the School Board. The warrant shall be signed by such agent or ~~his~~ deputy agent and countersigned by the clerk or deputy clerk of the School Board.

However, (1) when the agent is the superintendent, who also occupies the position of School Board clerk, a countersignature from the chairman or vice-chairman is required and (2) when the deputy agent and the deputy clerk is one and the same person, the warrant must be countersigned by either the clerk or the agent of the School Board.

Each warrant shall be payable to the person or persons, firm or corporation entitled to receive payment. The face of the warrant shall state the purpose or service for which such payment is made and also that such warrant is drawn pursuant to authority delegated to such agent or ~~his~~ deputy agent by the School Board on the specified date.

Any such agent or deputy agent must furnish a corporate surety bond. The School Board shall set the amount of such bond or bonds and the premium therefore shall be paid out of funds made available to the School Board.

Special Warrants¹

The Charlottesville City School Board may provide, by resolution, for the drawing of special warrants in payment of compensation, when such compensation has been earned and is due, for

- all employees under written contract,
- all other employees whose rates of pay have been established by the School Board or its properly delegated agent, upon receipt of certified time sheets or other evidence of service performed, and
- payment on contracts for school construction projects according to the terms of such contracts.

All such special warrants shall be signed by the clerk or deputy clerk of the School Board and countersigned by the superintendent or the chairman or vice-chairman of the School Board. When the superintendent and clerk is one and the same person, such special warrants shall be countersigned by such chairman or vice-chairman. Such payrolls and contracts so paid shall be reviewed and approved by the School Board at its next regular meeting.

Adopted: April 3, 1998
Revised: April 15, 1999
Revised: June 19, 2008
Reviewed: June 25, 2013
Revised: June 26, 2014
Reviewed: August 1, 2019
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-122, 22.1-122.1, 22.1-123.

Cross Refs.: DG Custody and Disbursement of School Funds
DJB Petty Cash Funds
DGD Funds for Instructional Materials and Office Supplies

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

Because only county school boards can use special warrants, city school boards should not adopt this section of the policy.

NON-LOCALLY FUNDED PROGRAMS

In order to further the goals and objectives of the school division, the ~~school board~~ School Board may seek sources of revenue to supplement the funds provided through local, state and federal funding.

To promote efficiency in developing proposals and making application for specially funded programs, the superintendent may establish procedures for the preparation of proposals and their review. The superintendent shall ensure that none of the conditions of acceptance is in conflict with the policies of the ~~board~~ Board, the objectives of the division, or state or federal law.

The superintendent or superintendent's designee may submit proposals or applications for grants prior to approval by the ~~school board~~ School Board. No such application or proposal shall be binding on the ~~board~~ Board without its ~~approval~~: approval.¹

Adopted: April 3, 1998
Revised: June 19, 2008
Reviewed: June 25, 2013
Revised: June 26, 2014
Revised: August 1, 2019
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-79, 22.1-88.

Cross Ref.: AE School Division Goals and Objectives
KH Public Gifts to the Schools
KQ Commercial, Promotional and Corporate Sponsorships and Partnerships

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

If the school board authorizes the superintendent to approve grant applications for certain grants, such as those seeking up to a specified dollar amount, that information should be included here.

SCHOOL CRISIS, EMERGENCY MANAGEMENT AND MEDICAL EMERGENCY RESPONSE PLAN

Each school develops a written school crisis, emergency management and medical emergency response plan as defined below. The School Board includes the chief law-enforcement officer, the fire chief, the chief of the emergency medical services agency, the executive director of the regional emergency medical services council, and the emergency management official of the locality, or their designees, in the development of such plans. The School Board, the chief law-enforcement officer, the fire chief, the chief of the emergency medical services agency, the executive director of the regional emergency medical services council, and the emergency management official of the locality, or their designees, annually review each school's plan. The Department of Education and the Virginia Center for School and Campus Safety (VCSCS) will provide technical assistance to the school division in the development of the plans. In developing these plans, schools may consult the model school crisis, emergency management, and medical emergency response plan developed by the Board of Education and the VCSCS.

The School Board designates Chief Operations Officer as emergency manager.

Each school annually conducts school safety audits as defined below in collaboration with the chief law-enforcement officer of the locality or with that officer's designee. The results of such school safety audits are made public within 90 days of completion. The School Board may withhold or limit the release of any security plans, walk-through checklists and specific vulnerability assessment components as provided in the Virginia Freedom of Information Act, Va. Code § 2.2-3705.2. The completed walk-through checklist will be made available upon request to the chief law-enforcement officer of the locality or that officer's designee. Each school maintains a copy of the school's safety audit, which may exclude such security plans, walk-through checklists and vulnerability assessment components, within the office of the school principal and makes a copy of such report available for review upon written request.

Each school submits a copy of its school safety audit to the superintendent. The superintendent collates and submits all such school safety audits, in the prescribed format and manner of submission, to the VCSCS and shall make available upon request to the chief law-enforcement officer of the locality the results of such audits for the officer's review and recommendation. The superintendent includes the designation of the division safety official, which includes a current mailing address, a current working daytime phone number, a current functional email address, and a current functional fax number, with the school safety audits when they are submitted to VCSCS.

The superintendent establishes a school safety audit committee to include, if available, representatives of parents, teachers, local law-enforcement, emergency services agencies, local community services boards and judicial and public safety personnel. The school safety audit committee reviews the completed school safety audits and submits any plans, as needed, for improving school safety to the superintendent for submission to the School Board.

“School crisis, emergency management, and medical emergency response plan” means the essential procedures, operations, and assignments required to prevent, manage, and respond to a critical event or emergency, including natural disasters involving fire, flood, tornadoes or other severe weather; loss or disruption of power, water, communications or shelter; bus or other accidents; medical emergencies, including cardiac arrest and other life threatening medical emergencies; student or staff member deaths; explosions; bomb threats; gun, knife or other weapons threats; spills or exposures to hazardous substances; the presence of unauthorized persons or trespassers; the loss, disappearance or kidnapping of a student; hostage situations; violence on school property or at school activities; incidents involving acts of terrorism; and other incidents posing a serious threat of harm to students, personnel or facilities. The plan includes a provision that the Department of Criminal Justice Services and the Virginia Criminal Injuries Compensation Fund shall be contacted immediately to deploy assistance in the event of an emergency as defined in the emergency response plan when there are victims as defined in Va. Code § 19.2-11.01, as well as current contact information for both.

“School safety audit” means a written assessment of the safety conditions in each public school to (1) identify and, if necessary, develop solutions for physical safety concerns, including building security issues and (2) identify and evaluate any patterns of student safety concerns occurring on school property or at school-sponsored events. Solutions and responses include recommendations for structural adjustments, changes in school safety procedures and revisions to the Standards of Student Conduct. The audit is consistent with a list of items identified by VCSCS to be reviewed and evaluated. As part of each audit, the School Board creates a detailed and accurate floor plan for each school building or certifies that the existing floor plan is sufficiently detailed and accurate.

Each school has contingency plans for emergencies that include staff certified in cardiopulmonary resuscitation (CPR), the Heimlich maneuver, and emergency first aid.

In addition, the school administration ensures that the school has:

- written procedures to follow in emergencies such as fire, injury, illness, allergic reactions and violent or threatening behavior. The procedures include Policy JHCD Administering Medicine to Students. The plan is outlined in the student handbook and discussed with staff and students during the first week of each school year;
- space for the proper care of students who become ill;
- a written procedure, in accordance with guidelines established by the School Board, for responding to violent, disruptive or illegal activities by students on school property or during a school sponsored activity; and
- written procedures to follow for the safe evacuation of persons with special physical, medical or language needs who may need assistance to exit a facility. Each school building evacuation plan includes provisions that seek to maximize the opportunity for students with mobility impairments to evacuate the school building alongside their non-mobility-impaired peers.

SUPPORT SERVICES

File: EB - RL
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Adopted: April 3, 1998
Amended: April 15, 1999
Amended: February 19, 2004
Amended: August 16, 2007
Amended: May 15, 2008
Amended: June 18, 2009
Amended: July 5, 2012
Amended: June 25, 2013
Revised: June 26, 2014
Revised: June 19, 2018
Revised: August 1, 2019
Revised: August 6, 2020
Revised: August 4, 2022
Adopted: June 27, 2023
Revised:

Legal Refs: Code of Virginia, 1950, as amended, §§ 2.2-3705.2, 22.1-137.4, 22.1-279.8.

8 VAC 20-131-260.

Cross Refs.:	CBA	Qualifications and Duties for the Superintendent
	CLA	Reporting Acts of Violence and Substance Abuse
	EBAA	Reporting of Hazards
	EBBA	Emergency First Aid, CPR and AED Certified Personnel
	EBCB	Safety Drills
	EEAB	School Bus Scheduling and Routing
	GBEB	Staff Weapons in School
	JFC	Student Conduct
	JFCD	Weapons in School
	JFCE	Gang Activity or Association
	JHCD	Administering Medicines to Students
	JHH	Suicide Prevention
	JM	Restraint and Seclusion of Students
	JO	Student Records
	KK	School Visitors

REPORTING OF HAZARDS

Any employee who discovers a dangerous condition should report the condition immediately to the employee's supervisor, the superintendent or the superintendent's designee.

The superintendent shall name a designee to evaluate and label toxicity of all art materials used in the division in accordance with criteria established by the Virginia Department of Education. All materials which meet the criteria as toxic shall be so labeled. Such materials are not used in kindergarten through grade 5.

Adopted: April 3, 1998
Revised: May 15, 2008
Revised: June 18, 2009
Revised: June 26, 2014
Reviewed: August 1, 2019
Reviewed:

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-274.1.

- ~~8 VAC 20-530-10, et seq.~~
- 8 VAC 20-530-20.
- 8 VAC 20-530-30.
- 8 VAC 20-530-40.
- 8 VAC 20-530-50.
- 8 VAC 20-530-60.
- 8 VAC 20-530-70.
- 8 VAC 20-530-80.

EMERGENCY FIRST AID, CPR AND AED CERTIFIED PERSONNEL

In school buildings with an instructional and administrative staff of ten or more, there shall be at least three employees who have current certification or training in emergency first aid, cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED). If one or more students diagnosed as having diabetes attend such school, there shall be at least two employees who have been trained in the administration of insulin and glucagon.

In school buildings with an instructional and administrative staff of fewer than ten, there shall be at least two employees who have current certification or training in emergency first aid, CPR and the use of an AED. If one or more students diagnosed as having diabetes attend such school, there shall be at least one employee who has been trained in the administration of insulin and glucagon.

When a registered nurse, advanced practice registered nurse practitioner, physician or physician assistant is present, no employee who is not a registered nurse, advanced practice registered nurse practitioner, physician or physician assistant shall assist with the administration of insulin or administer glucagon. Prescriber authorization and parental consent shall be obtained for any employee who is not a registered nurse, advanced practice registered nurse practitioner, physician or physician assistant to assist with the administration of insulin and administer glucagon.

Adopted: February 19, 2004
Revised: May 15, 2008
Revised: June 18, 2009
Revised: July 5, 2012
Revised: June 25, 2013
Reviewed: August 1, 2019
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-274, 22.1-274.4.

Cross Ref.: EB School Crisis, Emergency Management, and Medical
Emergency Response Plan
JHCD Administering Medicines to Students

SAFETY DRILLS

Fire Drills

Each school holds fire drills during school session in accordance with the requirements of the Statewide Fire Prevention Code (Virginia Code § 27-94, et seq.) ~~a fire drill at least twice during the first 20 school days of each session. Each school holds at least two additional fire drills during the remainder of the school session.~~ Evacuation routes for students are posted in each room. No fire drills are conducted during periods of mandatory testing required by the Board of Education.

Lock-Down Drills

Each school has a lock-down drill at least once during the first 20 school days of each school session. Each school holds at least one additional lock-down drill after the first 60 days of the school session. Each school provides the parents of enrolled students with at least 24 hours' notice before the school conducts any lock-down drill. Such notice is not required to include the exact date and time of the lock-down drill.

Pre-kindergarten and kindergarten students are exempt from mandatory participation in lock-down drills during the first 60 days of the school session. The superintendent develops procedures to implement such exemption. Each pre-kindergarten and kindergarten student ~~students~~ participates in each lock-down drill after the first 60 days of each school session.

School Bus Emergency Drills

Each school having school buses holds a drill in leaving school buses under emergency circumstances at least once during the first ninety calendar days of each school session and more often if necessary.

Tornado Drills

There is at least one tornado drill every school year in every school.

Emergency Situations

In addition to the drills mentioned above, the School Board provides training to each student and employee at least once each school year on safety procedures in the event of an emergency situation on school property.

Adopted: April 3, 1998

Revised: February 19, 2004

Revised: May 15, 2008

Revised: June 25, 2013

Revised: June 27, 2016

SUPPORT SERVICES

File: EBCB - RL
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Revised: December 1, 2016
Revised: June 19, 2018
Revised: August 1, 2019
Revised:

Legal Refs.: Code of Virginia, §§ 27-94 through 27-101, 22.1-137, 22.1-137.1, 22.1-137.2, 22.1-137.3, 22.1-184.

Acts 2006, c. 164.

8 VAC 20-131-260.

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

SCHOOL CLOSINGS

The superintendent or superintendent's designee may order the closing, the delay in opening or the early dismissal of any or all schools in order to protect the safety and welfare of the students and staff. When any or all schools are ordered to be closed for in-person instruction, the superintendent or superintendent's designee may declare an unscheduled remote learning day consistent with applicable laws and policies.

Unless employees are notified that their work schedule is changed because of adverse weather or emergency conditions, it is expected that all employees will work according to the terms of their contract and division policy.

During adverse weather or emergency conditions, employees follow ~~guidelines from the superintendent~~ school division policy and regulations related to work schedules. ~~The guidelines may be reviewed by the school board.~~ The superintendent may establish any regulations necessary regarding employee work schedules during school closings.

Adopted: April 3, 1998
Revised: May 15, 2008
Revised: June 18, 2009
Reviewed: June 26, 2014
Revised: August 1, 2019
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-98.

Cross Ref.: GAA Staff Time Schedules
IC/ID School Year/School Day

BUILDINGS AND GROUNDS MANAGEMENT AND MAINTENANCE

The superintendent has the general responsibility for the care, custody, and safekeeping of all school property. The principal of each school is responsible for the operation, supervision, care and maintenance of the school plant.

Each school maintains records of regular safety, health and fire inspections that have been conducted and certified by local health and fire departments. The frequency of such inspections is determined by the School Board in consultation with the local health and fire departments. In addition, the school administration equips all exit doors with panic hardware as required by the Uniform Statewide Building Code.

The school division maintains documentation of any pesticide application that includes the target pest, the formulation applied and the specific location of the application.

Adopted: April 3, 1998
Reviewed: May 15, 2008
Revised: June 18, 2009
Revised: June 17, 2010
Reviewed: June 27, 2016
Revised: June 19, 2018
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-79, 22.1-132.2, 22.1-293.

8 VAC 20-131-260.

Cross Refs.:	CF	School Building Administration
	EA	Support Services
	EB	School Crisis, Emergency Management and Medical Emergency Response Plan
	EBCB	Safety Drills
	FE	Playground Equipment
	GBEC/JFCH/KGC	Tobacco Products and Nicotine Vapor Products
	IBEA R/GAB R	Technology Use Guidelines
	KF	Distribution of Information/Materials
	KG	Community Use of School Facilities
	KGB	Public Conduct on School Property
	KJ	Advertising in the Schools
	KL	Public Complaints

KQ

Commercial, Promotional, and Corporate
Sponsorships and Partnerships

INVENTORY AND REPORTING OF LOSS OR DAMAGE

I. Inventories

The superintendent is responsible for implementing a system of inventory of school property to identify items for the purpose of insurance and to control the loss of property.

The inventory shall include, but not be limited to the following: buildings, movable equipment, vehicles and all other items of significant value. Each school shall keep a complete inventory of all equipment, listing make, source, date of purchase, model, serial number, and other identifying data.

II. Reporting Losses

All loss of or damage to school property shall be promptly reported to the superintendent or superintendent's designee.

Adopted: April 15, 1999
Reviewed: May 15, 2008
Revised: June 18, 2009
Revised: June 26, 2014,
Revised: August 1, 2019
Revised:

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

Cross Refs.: EC Buildings and Grounds Management and Maintenance
ECAB Vandalism
EI Insurance Management
~~JFC-R Standards of Student Conduct~~

SUPPORT SERVICES

File: EDC

AUTHORIZED USE OF SCHOOL-OWNED FACILITIES AND MATERIALS

To ensure the security and efficient use of school property, the superintendent shall develop regulations governing the use of all school owned property. The regulation shall address the use of school division facilities, supplies, materials and equipment by employees and outside organizations.

Employees are prohibited from utilizing school property for personal use or gain.

Adopted:

Legal Ref.: Code of Virginia, §§ 22.1-70, 22.1-131, 22.1-132.

_____ Acts 2016, c. 647.

- Cross Refs.:
- DN _____ Disposal of Surplus Items
 - GBEC/JFCH _____ Tobacco-Free School for Staff and Students
 - HBEA/GAB _____ Acceptable Computer System Use
 - KF _____ Distribution of Information/Materials
 - KG _____ Community Use of School Facilities
 - KGA _____ Sales and Solicitations in Schools
 - KGC _____ Use of Tobacco and Electronic Cigarettes on School Premises

EDUCATIONAL TECHNOLOGY FOUNDATIONS AND PUBLIC SCHOOL FOUNDATIONS

The school board may establish educational technology foundations for the express purpose of implementing a public/private partnership to expand access to and improve the quality of educational technology in the division. The school board may also establish public school foundations for the express purpose of implementing a public/private partnership to implement public school improvement projects approved by the school board. Such foundations may be established directly by the school board or by the school board and other organizations or persons, on behalf of the school board by a third party, or through a contract with a corporation as defined by Va. Code § 2.2-212.2:2. The foundations may be established as a cooperative regional effort with other school boards.

I. Requirements

Upon establishing or contracting with a corporation, whether or not other organizations, school boards, or persons are involved, the school board shall:

- Review and approve the articles of incorporation and bylaws
- Establish a system of accounting to protect public funds
- Establish agreement that, upon dissolution of the corporation, any assets remaining after payment of just debts shall be transferred to and become the property of the school board or, if a regional effort, the procedure by which the property may be divided among the school boards
- Require, in any instance in which the school board advances, contributes or loans funds to the corporation, that such contract shall provide for the posting of a bond with surety by the officers of the corporation conditioned to protect the rights of the school board
- Establish terms for the allocation of any profits or revenues between the school board and the corporation
- Take such other steps as may be necessary to comply with applicable law

II. Funding

The school board may (i) advance, contribute or loan funds to such foundations, and (ii) establish an escrow fund for the purpose of funding various educational technology projects.

III. Procurement

In making purchases through its public school foundation or purchasing educational technology through its educational technology foundation, the school board is exempt from the Virginia Public Procurement Act, except, relative to such purchases, the school board shall comply with the provisions of Va. Code §§ 2.2-4311 and 2.2-4367 through 2.2-4377.

Adopted: June 18, 2009

Reviewed: June 27, 2016
Revised: August 1, 2019
Revised:

Legal Ref: Code of Virginia, §§ 2.2-4311, 2.2-4343, 2.2-4367 through 2.2-4377, 22.1-212.2:2.

Cross Refs.: JRCA School Providers' Use of Personal Information
KA Goals for School-Community Relations
KH Public Gifts to the Schools
~~KM Relations with Community Organizations~~
KQ Commercial, Promotional and Corporate Sponsorships and Partnerships

FACILITIES DEVELOPMENT

File: FE - RL

PLAYGROUND EQUIPMENT

When any playground equipment is installed on School Board property the Board assumes ownership of that equipment unless specifically stated otherwise by agreement. For this reason the maintenance of the playground equipment installed by a school or community group is the responsibility of the School Board.

Once equipment is installed on School Board property, the principal of the ~~school~~ school, or the principal's designee, has the responsibility to inspect the equipment on a regular basis and the ~~authority~~, authority to order its repair or removal from the school property. The principal may also restrict or deny the use of such equipment until such time as, in ~~his or her~~ the principal's opinion, it is restored to safe a condition.

~~Consideration should be given to designing the outdoor learning environment to support classroom learning.~~

Adopted: April 3, 1998
Reviewed: February 21, 2008
Revised: June 17, 2010
Revised: January 8, 2015
Reviewed: August 1, 2019
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-79, 22.1-293.

~~Guidelines for School Facilities in Virginia's Public Schools (Virginia Department of Education, September 2013).~~

Cross Ref.: KH Public Gifts to the Schools

EDUCATIONAL FACILITIES SPECIFICATIONS

To ensure that all new and remodeled facilities are designed to best implement the educational program, the superintendent provides for the development of detailed educational specifications to apply to the design and construction of new buildings. Educational specifications include detailed descriptions of:

- All the activities that are expected to take place in the building;
- The curriculum to be housed in the building;
- Specific architectural characteristics desired; and
- The facilities needed, their equipment requirements, and their relationship to other facility elements.

When educational specifications are prepared, an introductory section is included containing a brief description of the community and the educational philosophy of the division. Consultants may be used in the development of educational specifications when deemed necessary by the superintendent and approved by the School Board.

The School Board consults with the local building official and the state or local fire marshal to develop a procurement plan to ensure that all security enhancements to public school buildings are in compliance with the Uniform Statewide Building Code and Statewide Fire Prevention Code.

Adopted: April 3, 1998
 Reviewed: February 21, 2008
 Revised: June 17, 2010
 Reviewed: June 27, 2016
 Revised: August 1, 2019
 Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-79, 22.1-138.

Cross Refs.: AF Comprehensive Plan
~~FA Facilities Development~~
 FB Facilities Planning
~~FECBA Energy Conserving Construction~~
 FECBB Accommodations for Individuals with Disabilities ~~the Disabled~~
 FEG Construction Planning

FACILITIES DEVELOPMENT

File: FECBA

ENERGY EFFICIENT CONSTRUCTION

Efficient use of energy in construction and operation of school division buildings is a high priority. To the extent permitted by the Public Procurement Act, a proposed project which contains the most energy efficient plans within an acceptable budget shall have priority. Energy efficiency will be considered in the architectural evaluation.

A continuous study of energy use shall be maintained by the administration for future planning in new construction.

Adopted:

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

Cross Refs.: DJF _____ Purchasing Procedures
FA _____ Facilities Development
FEA _____ Educational Facilities Specifications

ACCOMMODATIONS FOR THE DISABLED INDIVIDUALS WITH DISABILITIES

Plans for new buildings and renovations or alterations of existing buildings will offer such design, construction, and accommodations as to make the newly constructed buildings and renovated or altered areas accessible to and usable by individuals with disabilities ~~disabled persons~~ as required by law.

Adopted: February 21, 2008
Revised: June 17, 2010
Reviewed: June 27, 2016
Revised: August 1, 2019
Revised:

Legal Refs.: 29 U.S.C. § 794.

42 U.S.C. §§ 12182, 12183.

Cross Ref.: AC Nondiscrimination
FEA Educational Facilities Specifications

~~PUBLIC DEDICATION OF NEW FACILITIES~~

~~The School Board may have a public dedication ceremony following completion of major building projects.~~

Adopted:

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

~~Gross Ref.: FFA Naming School Facilities~~

FACILITIES DEVELOPMENT

File: FFA - RL
(Optional)

SCHOOL NAMES NAMING SCHOOL FACILITIES

It is the responsibility of the Charlottesville City School Board to determine the name of schools and school facilities in the division. The Board will use the following procedure when naming or renaming a school or school facility in the division:¹

The Board will solicit and accept input from the public regarding the names of schools and school facilities but reserves the right to make the final decision regarding the name of any school or school facility. Suggestions regarding the name of a school or school facility must be in writing, must state the name of the person or group making the suggestion and must state the reasons supporting the suggestion. The School Board may create a committee to make recommendations to the Board on the naming of any school or school facility.

No school or school facility will be named for a living individual. Schools and school facilities may be named for individuals who have been deceased for at least 10 years.

The Board may rename a school or school facility upon a determination that it is appropriate to do so. ~~The procedure for renaming a school or school facility will be the same as the procedure outlined above.~~

- Adopted: December 5, 2013
- Revised: September 4, 2014
- Revised: October 1, 2020
- Revised: December 7, 2023
- Revised:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-78, 22.1-79.

Cross Ref.:	BCE	School Board Committees
	FF	Public Dedication of New Facilities
	<u>KH</u>	<u>Public Gifts to Schools</u>

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

This sample policy includes an example of a procedure for naming schools. Each school board should determine what procedure is appropriate for the division and revise the policy to reflect that procedure.

RETIREMENT OF FACILITIES

School division buildings may become unsuitable for their present use but may be used to benefit the school division or public in other ways. The superintendent reviews division schools and facilities on a continuing basis. The superintendent may recommend to the School Board that a particular school ~~building or school facility~~ should be retired, closed, or its use changed. In determining whether a school building facility is to be retired, the School Board may consider the following factors, among others:

1. the adaptability of the building for continued use for its present purpose
2. the suitability of the site of the building
3. the maintenance and upkeep costs of the building and site
4. the historic value of the building to the community

The School Board ~~shall~~ may invite the viewpoints of community residents and staff in making its decision to retire a school building.

If the School Board determines to retire or close a facility school building permanently, it will first consider other uses that the school division might make of the building prior to considering relinquishing possession of the building.

Adopted: February 21, 2008
 Revised: June 17, 2010
 Revised: January 8, 2015
 Reviewed: August 1, 2019
 Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-79, 22.1-129, 22.1-135, 22.1-136, 22.1-138.

Cross Ref.: KG Community Use of School Facilities
 EC Buildings and Grounds Management and Maintenance

PERSONNEL

File: GBC-E2 - RL
Optional

**NOTICE OF HOW EMPLOYEES WHO WORK LESS
THAN 12 MONTHS ARE TO BE PAID**

This notifies **[name of employee]** that Charlottesville City school division requires ~~him~~ ~~or her~~ the employee to be paid over 12 months regardless of the fact that ~~he or she~~ the employee will actually work over a shorter time period. Specifically **[name of employee]** will receive **[school division should choose one of the following]**

12 equal monthly payments of **[dollar amount of each payment]** beginning on **[date]**

24 equal bi-monthly payments (or 26 equal payments every two weeks) of **[dollar amounts of each payment]** beginning on **[date]**.

In the event that a separation from service occurs before the end of the 12-month payment period, **[name of employee]** will be entitled to an additional payment for the amount actually earned from the beginning of the 12-month pay period until the date of separation from service which has not yet been paid. This additional payment will be included in the employee's final paycheck. For this purpose, "separation from service" has the same meaning as that term is defined in section 1.409A-1(h) of the Treasury Regulations.

PERSONNEL

File: GBD/ BG - RL

BOARD-STAFF COMMUNICATIONS

The Charlottesville City School Board supports and encourages two-way communication between the board and employees. The superintendent is the official representative of the ~~school board~~ School Board in its relations and communications with its employees.

Employees are encouraged to communicate their ideas and concerns in an orderly and constructive manner to the ~~school board~~ School Board and/or the superintendent or superintendent’s designee.

The ~~school board~~ School Board desires to develop and maintain the best possible working relationship with the employees of the school division. The ~~school board~~ School Board welcomes the viewpoints of employees, and allows time at its meetings for employees to be heard.

The ~~school board~~ School Board does not discriminate against any employee because of membership in an employee organization, or participation in any lawful activities of the organization.¹

- Adopted: August 6, 1998
- Revised: December 20, 2007
- Revised: June 19, 2008
- Reviewed: June 25, 2013
- Revised: June 26, 2014
- Revised: August 1, 2019
- Revised:



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

Policy updated.

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

School boards which have entered into collective bargaining agreements should revise this policy as necessary to reflect any relevant provisions of the collective bargaining agreement.

PERSONNEL

File: GBEP/JHCL -RL

LACTATION SUPPORT FOR EMPLOYEES

The superintendent shall designate a non-restroom location in each school as an area in which any mother who is employed by the Charlottesville City School Board ~~or enrolled as a student in the division~~ may take breaks of reasonable length during the school day to express milk to feed her child until the child reaches the age of one. The area must be shielded from public view and free from intrusion.

Adopted: June 26, 2014

Revised: August 1, 2019

Adopted:

Legal Refs.: 29 U.S.C. § 218d.

42 U.S.C. § 2000gg.

Code of Virginia, 1950, as amended, §§ 2.2-3905, 22.1-79.6.

Cross Refs.: JHCL Lactation Support for Students

PERSONNEL RECORDS

Present and past employees have access to their personnel information maintained by the Charlottesville City School Division.

When employment verification of a former employee of the Charlottesville City School Board is requested by another school board, the School Board responds within 10 working days of receiving such request. "Working days" applicable to this paragraph means every day except Saturdays, Sundays, and legal state and federal holidays.

If information relative to employment is requested by banks or other establishments or individuals, written permission from the employee to release such information is required, except to comply with a judicial order, a lawfully issued subpoena, the Virginia Freedom of Information Act (Va. Code § 2.2-3700 et seq.), or other law or court order. The employee will be notified of the request for records.

The superintendent or superintendent's designee is responsible for maintaining a system of personnel records for all employees of the School Board. Personnel files of all School Board employees may be produced and maintained in digital or paper format.

Teacher performance indicators, or other data collected by or for the Department of Education or the School Board or made available to and able to be used to judge the performance or quality of a teacher, maintained in a teacher's personnel file or otherwise, is confidential but may be disclosed, in a form that does not personally identify any student or other teacher, (i) pursuant to court order, (ii) for the purposes of a grievance proceeding involving the teacher, or (iii) as otherwise required by state or federal law. Nothing in this policy prohibits the release of or limits the availability of nonidentifying, aggregate teacher performance indicators or other data.

Adopted: February 19, 1998
Revised: March 20, 2008
Revised: June 25, 2013
Revised: June 27, 2016
Revised: June 17, 2021
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3705.1, 2.2-3800, 2.2-3801, 2.2-3802, 2.2-3803, 2.2-3804, 2.2-3805, 2.2-3806, 2.2-3807, 2.2-3808, 2.2-3808.1, 2.2-3809, et seq., 22.1-295.1, 22.1-296.5.

Cross Ref.: CBA Qualifications and Duties for the Superintendent

PERSONNEL

File: GBL - RL
Page 2

GA Personnel Policies Goals
GBLA Third Party Complaints Against Employ

PROFESSIONAL STAFF

No teacher is regularly employed by the School Board or paid from public funds unless such teacher

- holds a license or provisional license issued by the Board of Education
- holds a local eligibility license as defined in Va. Code § 22.1-298.1
- holds a three-year license to teach high school career and technical education courses in specified subject areas or
- is hired to teach in a trade and industrial education program and for whom the teacher licensure requirements have been waived by the Virginia Department of Education.

The Board of Education prescribes, by regulation, the requirements for the licensure for teachers and other school personnel required to hold a license.

Provisional Teacher License

If a teacher employed under a provisional license is activated or deployed for military service within a school year (July 1 - June 30), an additional year will be added to the teacher's provisional license for each school year or portion thereof during which the teacher is activated or deployed. The additional year shall be granted the year following the return of the teacher from deployment or activation.

The superintendent may request that the Board of Education extend the three-year provisional license of a teacher for at least one year but no more than two additional years. The request must be accompanied by the superintendent's recommendation for such extension and satisfactory performance evaluations for the teacher for each year during the original three-year provisional license that such teacher was actually employed and received a filed performance evaluation.

~~The Board of Education prescribes, by regulation, the requirements for the licensure for teachers and other school personnel required to hold a license. On recommendation of the superintendent, the School Board may waive applicable licensing requirements as As specified in Va. Code § 22.1-298.1, the division's superintendent may issue a provisional teacher license to for any individual the School Board seeks to employ as a career and technical education teacher who is also seeking initial licensure in Virginia or renewal of a license with an endorsement in the area of career and technical education to allow the teacher time to attain the required credentials.~~

Upon an individual's completion of a local eligibility license, the School Board may issue a provisional license to such individual upon receiving from the superintendent (i) a recommendation for such license, and (ii) a satisfactory performance evaluation for such individual for the local eligibility licensure period.

Local Eligibility License

In accordance with Va. Code § 22.1-298.1(M) and the Board of Education's regulations, a one-year nonrenewable local eligibility license may be issued to an individual who needs to take additional coursework but otherwise meets certain conditions for licensure and who may be employed by the School Board with the intention of such individual, upon satisfaction of the applicable requirements set forth in Board regulations, receiving full licensure with a renewable license.

The superintendent or School Board may recommend for a local eligibility license any individual who received a baccalaureate degree from a regionally accredited institution of higher education and who has experience or training in a subject or content area as the School Board or the superintendent deems appropriate for the applicable teaching position or endorsement area.

Each local eligibility license is subject to regulations developed by the Board of Education and criteria established by law, including, but not limited to, the following:

- the School Board ensures that the number of its employed teachers who hold local eligibility licenses do not exceed five percent of the teachers employed by the School Board during the preceding school year;
- local eligibility licenses are not issued to any individual who is (i) seeking to provide instruction in special education or (ii) eligible for a collegiate professional license or postgraduate professional license;
- any individual issued a local eligibility license is required to complete, within the one-year of such licensure, all training requirements prescribed by law, the School Board and the superintendent;
- local eligibility licenses are only valid within the issuing school division;
- any individual issued a one-year local eligibility license is considered a probationary teacher and subject to the probationary terms of employment pursuant to Virginia law and School Board policies;
- when appropriate, before or by the expiration of such local eligibility license period held by an individual, the superintendent and School Board provide a recommendation to the Board of Education for such individual to be issued a collegiate professional or postgraduate professional license; and
- within a month of issuance to an individual, each local eligibility license is reviewed by the Department of Education's Office of Licensure to ensure compliance with all Board of Education regulations.

Adopted: February 19, 1998
 Revised: March 4, 2004
 Revised: March 20, 2008
 Revised: June 19, 2008
 Revised: June 30, 2015
 Reviewed: June 17, 2021
 Revised: June 27, 2023

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File: GC - RL
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Revised:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-298.1, 22.1-299, 22.1- 299.5
and 22.1-299.6.

PROFESSIONAL STAFF

READING SPECIALISTS

The School Board employs at minimum one reading specialist for each 550 students in kindergarten through grade five and one reading specialist for each 1,100 students in grades six through eight. The School Board, upon determination of greatest need, may assign reading specialists to specific grade levels.

Reading specialists serve as advisors on dyslexia and related disorders. Reading specialists can provide the reading intervention services required by Virginia Code § 22.1-253.13:1 and identified in Policy IGBD Programs for Students with Reading Deficiencies.

Each reading specialist employed by the School Board has the necessary training, understanding, and knowledge required by Virginia law and, when applicable, the required licensure issued by the Department of Education.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-1, 22.1-253.13:1, 22.1-253.13:2, 22.1-253.13:6, 22.1-298.1, and 22.1-299.7:1.

Cross Ref.: AG Literacy Plan
GCL Professional Staff Development
IGBD Programs for Students with Reading Deficiencies

SUPPLEMENTARY PAY

The Charlottesville City School Board approves all athletic coaching and other extracurricular 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 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 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 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 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: April 13, 2023
Revised:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-302 and 22.1-313.

Cross Ref.: GCB Professional Staff Contracts

LEAVE WITHOUT PAY

Employee’s Debilitating or Life-Threatening Illness or Injury

A leave of absence, without pay, may be granted to employees of the school division who have a debilitating or life-threatening illness or injury and who are not eligible for Family and Medical Leave as described in Policy GCBE Family and Medical Leave because they have not worked for the division for 12 months or have not worked at least 1250 hours according to the Fair Labor Standards Act, 29 U.S.C. § 201 et seq.

Employees with a debilitating or life-threatening illness who are entitled to leave under this policy may take up to ~~thirty (30)~~[±] days unpaid leave during their first year of employment with the school division. ~~Leave may be taken only in full-day increments. Leave may be taken only when the employee has no other leave (such as sick leave) available.~~

~~Employees must submit medical documentation of their need for leave. Whenever possible, documentation must be provided prior to leave being taken.~~

~~Approval must be obtained prior to leave being taken.~~

~~All rights under this policy expire at the end of the employee’s first year of service.~~

Other Work During Leave

Employees who are on unpaid leave pursuant to this policy or any other policy, except those on leave pursuant to the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) (see Policy GCBE Military Leave and Benefits), may not engage in work for which they receive pay or any other type of remuneration without the prior written approval of the ~~superintendent~~. superintendent or superintendent’s designee.

Adopted: March 20, 2008
Reviewed: June 25, 2013
Revised: June 26, 2014
Revised: August 1, 2019
Revised:

Legal Ref.: 29 C.F.R. 825.216.

Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-296.

Cross Refs.: GCBD Staff Leaves and Absences
 GCBE Family and Medical Leave
 GCBEB Military Leave and Benefits

PERSONNEL

File: GCBEA - RL
Page: 2

GCQA Nonschool Employment by Staff Members

EMPLOYMENT OF FAMILY MEMBERS

- A. The School Board may not employ or pay, and the superintendent may not recommend for employment, any family member of the superintendent or of a School Board member except as authorized below. This prohibition does not apply to the employment, promotion, or transfer within the school division of any family member who
- has been employed pursuant to a written contract with the School Board or employed as a substitute teacher or teacher's aide by the School Board prior to the taking of office of the superintendent or any School Board member, or
 - has been employed pursuant to a written contract with the School Board or employed as a substitute teacher or teacher's aide by the School Board prior to the inception of the family relationship, or
 - was employed by the School Board at any time prior to June 10, 1994 and had been employed at any time as a teacher or other employee of any Virginia school board prior to the taking of office of any member of the School Board or the superintendent.

A family member employed as a substitute teacher may not be employed to any greater extent than ~~he~~ such family member was employed by the School Board in the last full school year prior to the taking of office of such Board member or superintendent or to the inception of such relationship.

- B. Notwithstanding the rules stated in Section A above, the School Board may employ or pay, and the superintendent may recommend for employment, any family member of a School Board member provided that
- the member certifies that ~~he~~ they had no involvement with the hiring decision; and
 - the superintendent certifies to the remaining members of the School Board in writing that the recommendation is based upon merit and fitness and the competitive rating of the qualifications of the individual and that no member of the Board had any involvement with the hiring decision.
- C. Notwithstanding the rules stated in Section A above, the School Board may employ or pay any family member of the superintendent provided that
- the superintendent certifies that ~~he~~ they had no involvement with the hiring decision; and
 - the assistant superintendent certifies to the members of the School Board in writing that the recommendation is based upon merit and fitness and the competitive rating of the qualifications of the individual and that the superintendent had no involvement with the hiring decision.
- D. No family member of any employee may be employed by the School Board if the family member is to be employed in a direct supervisory and/or administrative relationship

either supervisory or subordinate to the employee. The employment and assignment of family members in the same organizational unit is discouraged.

E. Family members are defined as father, mother, brother, sister, spouse, son, daughter, son-in-law, daughter-in-law, sister-in-law or brother-in-law.

Adopted: February 19, 1998
Revised: March 20, 2008
Revised: June 16, 2011
Revised: June 30, 2015
Revised: June 19, 2018
Revised: August 1, 2019
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, § 2.2-3119.

Cross Ref.: BBFA Conflict of Interests and Disclosure of Economic
Interests
GCI Professional Staff Assignments and Transfers

PROFESSIONAL STAFF DEVELOPMENT

The Charlottesville City School Board provides a program of high-quality professional development

- (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels;
- (ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education;
- (iii) in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula;
- (iv) for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; and
- (v) designed to educate School Board employees about bullying as defined in Va. Code § 22.1-276.01 and the need to create a bully-free environment.

In addition, the Board provides teachers and principals with high-quality professional development programs each year in

- (i) instructional content;
- (ii) the preparation of tests and other assessment measures;
- (iii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives;
- (iv) instruction and remediation techniques in English, mathematics, science and history and social science;
- (v) interpreting test data for instructional purposes;
- (vi) technology applications to implement the Standards of Learning; and
- (vii) effective classroom management.

~~Effective for the 2024-2025 school year, the~~ The Board ~~will provide~~ provides high-quality professional development and training in science-based reading research and evidence-based literacy instruction, from the list developed and the resources provided by the Virginia Department of Education (the Department) pursuant to subsection C of Va. Code §

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22.1-253.13:5 or an alternative program that consists of evidence-based literacy instruction and aligns with science-based reading research approved by the Department, for

- each elementary school principal and each teacher with an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, special education general curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool through grade 12, special education blindness/visual impairments preschool through grade 12, or English as a second language preschool through grade 12, or as a reading specialist that builds proficiency in evidence-based literacy instruction and science-based reading research in order to aid in the licensure renewal process for such individuals;
- each teacher with an endorsement in middle education grades six through eight who teaches English that builds proficiency in evidence-based literacy instruction and science-based reading research; and
- each middle school principal and teacher with an endorsement in middle education grades six through eight who teaches mathematics, science, or history and social science that builds an awareness of evidence-based literacy instruction and science-based reading research.

The Board provides high-quality professional development in implementing the Virginia IEP established pursuant to Va. Code § 22.1-214.4(11) and the referral, evaluation, reevaluation and eligibility forms and worksheets referenced in Va. Code §22.1-214.4(6), for each teacher with a provisional special education license or an endorsement in special education general curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool through grade 12, and special education blindness and visual impairments preschool through grade 12.

The Board provides high-quality professional development in instructional practices to support specially designed instruction in inclusive settings for

- each teacher with a provisional general education license or an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, and secondary education grades six through 12;
- each principal with an endorsement in administration and supervision preschool through grade 12;
- each teacher's aide or other paraprofessional; and
- any teacher with a provisional special education license for whom the School Board determines there is a need for such professional development.

All instructional personnel are required to participate each year in professional development programs. No elementary or secondary school teacher is required to participate more than once every five years in training regarding appropriate management of student conduct and student offenses in violation of School Board policies or relating to secure mandatory test violations as set forth in Va. Code §§ 22.1-19.1 and 22.1-292.1 unless the School Board or superintendent determines that additional training is necessary to comply with federal or state law or to remediate misconduct. Each teacher who completes such training

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File: GCL - RL
Page: 3 of 3

must sign a written attestation that the teacher has been trained in and understands the relevant subject matter.

All employees are required to complete a mental health awareness training or similar program.

Every employee holding a license issued by the Board of Education is required to complete cultural competency training, in accordance with guidance issued by the Board of Education, at least every two years. ~~Each employee required to complete cultural competency training must complete at least one such training no later than the beginning of the 2022-2023 school year.~~

The Board annually reviews its professional development program for quality, effectiveness, participation by instructional personnel and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

Adopted: October 21, 1999
Revised: September 20, 2007
Revised: March 20, 2008
Revised: June 25, 2013
Revised: June 19, 2018
Revised: August 6, 2020
Revised: June 17, 2021
Revised: August 17, 2022
Adopted: June 27, 2023
Revised:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-23.3, 22.1-253.13:5, 22.1-276.01, 22.1-291.4, 22.1-298.6, 22.1-298.7 and 22.1-298.8.

PROFESSIONAL STAFF DISCIPLINE

A. Probation and Dismissal

Teachers may be dismissed for incompetency, immorality, non-compliance with school laws and regulations, disability in accordance with State and federal law, conviction of a felony or a crime of moral turpitude or other good and just cause.

A teacher shall be dismissed if such teacher is or becomes the subject of a founded complaint of child abuse and neglect, pursuant to Va. Code § 63.2-1505, and after all rights to an appeal provided by Va. Code § 63.2-1526 have been exhausted. The fact of such finding, after all rights to an appeal provided by Va. Code § 63.2-1526 have been exhausted, shall be grounds for the School Board to recommend that the Board of Education revoke such person's license to teach.

In those instances when licensed personnel are dismissed or resign due to a conviction of any felony; any offense involving the sexual molestation, physical or sexual abuse or rape of a child; any offense involving drugs; or due to having become the subject of a founded case of child abuse or neglect, the School Board shall notify the Board of Education within 10 business days of such dismissal or the acceptance of such resignation.

If a current employee is dismissed because of information appearing on his/her the employee's criminal history record, the School Board shall provide a copy of the information obtained from the Central Criminal Records Exchange to the employee.

Administrative regulations shall be developed for the dismissal or placing on probation of continuing contract teachers and probationary teachers during the school year.

No teacher shall be dismissed or placed on probation solely on the basis of the teachers' refusal to submit to a polygraph examination requested by the School Board.

B. Suspension

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

C. Failure to Perform Nonemergency Health-Related Services

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

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

D. Effect of Probation Pursuant to Va. Code §18.2-251

For purposes of this policy, a court's placing an individual on probation pursuant to Va. Code § 18.2-251 shall be treated as a conviction and as a finding of guilt.

Adopted: February 19, 1998
Revised: March 20, 2008
Revised: June 19, 2008
Revised: July 5, 2012
Revised: June 20, 2017
Revised: August 6, 2020
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 18.2-251, 22.1-274, 22.1-296.2, 22.1-307, 22.1-313, 22.1-315.

Cross Refs.: GBM Professional Staff Grievances
GCE Part-Time and Substitute Staff Employment
GCG Professional Staff Probationary Term and Continuing Contract
GCDA Effect of Criminal Conviction or Founded Complaint of Child Abuse or Neglect
GCPF Suspension of Staff Members
JHC Student Health Services
JHCD Administering Medicines to Students

PROFESSIONAL STAFF

No teacher is regularly employed by the School Board or paid from public funds unless such teacher

- holds a license or provisional license issued by the Board of Education
- holds a local eligibility license as defined in Va. Code § 22.1-298.1
- holds a three-year license to teach high school career and technical education courses in specified subject areas or
- is hired to teach in a trade and industrial education program and for whom the teacher licensure requirements have been waived by the Virginia Department of Education.

The Board of Education prescribes, by regulation, the requirements for the licensure for teachers and other school personnel required to hold a license.

Provisional Teacher License

If a teacher employed under a provisional license is activated or deployed for military service within a school year (July 1 - June 30), an additional year will be added to the teacher's provisional license for each school year or portion thereof during which the teacher is activated or deployed. The additional year shall be granted the year following the return of the teacher from deployment or activation.

The superintendent may request that the Board of Education extend the three-year provisional license of a teacher for at least one year but no more than two additional years. The request must be accompanied by the superintendent's recommendation for such extension and satisfactory performance evaluations for the teacher for each year during the original three-year provisional license that such teacher was actually employed and received a filed performance evaluation.

~~The Board of Education prescribes, by regulation, the requirements for the licensure for teachers and other school personnel required to hold a license. On recommendation of the superintendent, the School Board may waive applicable licensing requirements as As specified in Va. Code § 22.1-298.1, the division's superintendent may issue a provisional teacher license to for any individual the School Board seeks to employ as a career and technical education teacher who is also seeking initial licensure in Virginia or renewal of a license with an endorsement in the area of career and technical education to allow the teacher time to attain the required credentials.~~

Upon an individual's completion of a local eligibility license, the School Board may issue a provisional license to such individual upon receiving from the superintendent (i) a recommendation for such license, and (ii) a satisfactory performance evaluation for such individual for the local eligibility licensure period.

Local Eligibility License

In accordance with Va. Code § 22.1-298.1(M) and the Board of Education's regulations, a one-year nonrenewable local eligibility license may be issued to an individual who needs to take additional coursework but otherwise meets certain conditions for licensure and who may be employed by the School Board with the intention of such individual, upon satisfaction of the applicable requirements set forth in Board regulations, receiving full licensure with a renewable license.

The superintendent or School Board may recommend for a local eligibility license any individual who received a baccalaureate degree from a regionally accredited institution of higher education and who has experience or training in a subject or content area as the School Board or the superintendent deems appropriate for the applicable teaching position or endorsement area.

Each local eligibility license is subject to regulations developed by the Board of Education and criteria established by law, including, but not limited to, the following:

- the School Board ensures that the number of its employed teachers who hold local eligibility licenses do not exceed five percent of the teachers employed by the School Board during the preceding school year;
- local eligibility licenses are not issued to any individual who is (i) seeking to provide instruction in special education or (ii) eligible for a collegiate professional license or postgraduate professional license;
- any individual issued a local eligibility license is required to complete, within the one-year of such licensure, all training requirements prescribed by law, the School Board and the superintendent;
- local eligibility licenses are only valid within the issuing school division;
- any individual issued a one-year local eligibility license is considered a probationary teacher and subject to the probationary terms of employment pursuant to Virginia law and School Board policies;
- when appropriate, before or by the expiration of such local eligibility license period held by an individual, the superintendent and School Board provide a recommendation to the Board of Education for such individual to be issued a collegiate professional or postgraduate professional license; and
- within a month of issuance to an individual, each local eligibility license is reviewed by the Department of Education's Office of Licensure to ensure compliance with all Board of Education regulations.

Adopted: February 19, 1998
 Revised: March 4, 2004
 Revised: March 20, 2008
 Revised: June 19, 2008
 Revised: June 30, 2015
 Reviewed: June 17, 2021
 Revised: June 27, 2023

PERSONNEL

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Revised:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-298.1, 22.1-299, 22.1- 299.5
and 22.1-299.6.

SUPPORT STAFF EMPLOYMENT STATUS

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

~~The school division employs three types of support staff:~~

- ~~• Temporary employees who are hired for short-term needs on a daily basis; these employees do not receive benefits and are paid only for hours worked.~~
- ~~• Probationary employees who are fully qualified new employees assigned to authorized positions; these employees are eligible for salary increases and receive benefits.~~
- ~~• Regular employees who have successfully completed the prescribed probationary period; regular employees receive all employment benefits available under School Board policy.~~

~~The employment of support personnel may be terminated with fifteen calendar days' notice. Support personnel may also be subject to immediate dismissal for just cause.~~

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

~~Employees of BLANK School Board may be suspended as provided in Policy GCPF Suspension of Staff Members.~~

Adopted:

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

GCD	Effect of Criminal Conviction or Founded Complaint of
GDG	Child Abuse or Neglect
GBMA	Support Staff Probationary Period
GCPF	Support Staff Grievances
	Suspension of Staff Members

~~SUPPORT STAFF ASSIGNMENTS AND TRANSFERS~~

~~Support staff shall be assigned to positions for which their qualifications meet the needs of the school division's operations.~~

~~Support staff personnel may request a transfer to a position within their area of competence and for which they are qualified. Support staff personnel may be transferred to positions for which their qualifications best meet the needs of the school division.~~

Adopted:

~~Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78.~~

Gross Ref.:	GA	Personnel Policies Goals
	GD	Support Staff
	GDB	Support Staff Employment Status
	GDC	Support Staff Probationary Period

INSTRUCTIONAL GOALS AND OBJECTIVES

The Charlottesville City School Board develops and implements a program of instruction for grades kindergarten through 12 that is aligned to the Standards of Learning established by the Board of Education and that meets or exceeds the requirements of the Board of Education. The program of instruction emphasizes reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, computer science and computational thinking, including computer coding, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

The School Board shall also implement implements:

1. programs in grades kindergarten through three that emphasize developmentally appropriate learning to enhance success
2. programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school; such programs shall include components that are research-based
3. career and technical education programs incorporated into the kindergarten through grade 12 curricula
4. educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to Va. Code § 22.1-200.03
5. early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law
6. early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs
7. educational alternatives for students whose needs are not met in programs prescribed elsewhere in the Standards of Learning
8. adult education programs for individuals functioning below the high school completion level

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9. a plan to make achievements for students who are educationally at risk a divisionwide priority that includes procedures for measuring the progress of such students
10. an agreement for postsecondary credit and degree attainment with a ~~any~~ community college in Virginia specifying the options for students to complete an associate's degree, ~~or~~ a one-year Uniform Certificate of General Studies or the Passport Program from a community college concurrent with a high school diploma consistent with the requirements for the College and Career Ready Virginia Program; such agreement specifies the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher
11. a plan to notify students and their parents of the availability of dual enrollment and Advanced Placement classes, career and technical education programs, including internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based learning experiences; the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes, programs, and experiences, and the availability of financial assistance to low-income and needy students to take the Advanced Placement and International Baccalaureate examinations; this plan includes notification to students and parents of the College and Career Ready Virginia Program established by Va. Code § 22.1-237.1, et seq. and its agreement with a community college in Virginia to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies, or the Passport Program concurrent with a high school diploma
12. identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs, which programs may include dual language programs whereby such students receive instruction in English and in a second language
13. early identification, diagnosis, and assistance for students with ~~reading and~~ mathematics problems and provision of instructional strategies ~~and reading and~~ mathematics practices that benefit the development of ~~reading and~~ mathematics skills for all students
14. incorporation of art, music, and physical education as a part of the instructional program at the elementary school level
15. a program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year; such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the School Board.

INSTRUCTION

16. a program of student services for grades kindergarten through grade 12 designed to aid students in their educational, social, and career development

17. the collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program

18. a program of instruction in each government course in the school division on all information and concepts in the civics portion of the U.S. Naturalization test

19. a program of literacy instruction that is aligned with science-based reading research and provides evidence-based literacy instruction to students in kindergarten through eight that is consistent with the School Board's divisionwide literacy plan

Timely written notification is provided to the parents of any student who:

- undergoes literacy and Response to Intervention screening and services;
- does not meet the benchmark on any assessment used to determine at-risk learners in preschool through grade 12, which notification includes all such assessment scores and subscores and any intervention plan that results from such assessment scores or subscores; or
- receives reading intervention services. Parents of each student who receives reading intervention services are notified before the services begin and given notice of and a copy of the student's reading plan.

Adopted: July 16, 1998
 Revised: April 17, 2008
 Revised: June 25, 2013
 Revised: June 27, 2016
 Revised: June 20, 2017
 Revised: June 19, 2018
 Revised: August 6, 2020
 Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-23.3, 22.1-215.2, 22.1-237.1, 22.1-237.2, 22.1-237.3, 22.1-237.4, 22.1-237.5, 22.1-253.13:1.

Cross Refs.: AG Literacy Plan
 IGAD Career and Technical Education
 IGBE Remedial and Summer Instructional Program
 IGBI Advanced Placement Classes and Special Programs
IGBD Programs for Students with Reading Deficiencies
IJD College and Career Readiness

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JHCF Student Wellness
LEB Advanced/Alternative Courses for Credit

NOTIFICATION OF LEARNING OBJECTIVES

I. Annual Notice

At the beginning of each school year, each school within the Charlottesville City School Division provides to its students' parents or guardians information on the availability of and source for receiving:

- the learning objectives developed in accordance with the Standards of Accreditation to be achieved at their child's grade level, or, in high school, a copy of the syllabus for each of their child's courses;
- the Standards of Learning (SOLs) applicable to the child's grade or course requirements and the approximate date and potential impact of the child's next SOL testing;
- an annual notice to students in all grade levels of all requirements for Board of Education-approved diplomas; and
- the School Board's ~~board's~~ policies on promotion, retention and remediation.

The superintendent certifies to the Department of Education that the notice required by this policy has been given.

II. Notice of Credits Needed for Graduation and of the Right to a Free Public Education

- A. The School Board ~~school board~~ notifies the parents of rising eleventh and twelfth grade students of
- the requirements for graduation pursuant to the ~~standards for accreditation~~ Standards for Accreditation and
 - the requirements that have yet to be completed by the individual student.
- B. The School Board ~~school board~~ notifies the parent of students with disabilities who have an Individualized Education Program (IEP) and who fail to meet the graduation requirements of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Va. Code § 22.1-213 et seq.
- C. The School Board ~~school board~~ notifies the parent of students who fail to graduate or who fail to achieve graduation requirements as provided in the Standards of Accreditation and who have not reached 20 years of age on or before August 1st of the School Board ~~school board~~ of the right to a free public education. If the student who does not graduate or complete such requirements is a student for whom English is a second language, the School Board ~~school board~~ notifies the parent of the student's opportunity for a free public education in accordance with Va. Code § 22.1-5.

Adopted: April 17, 2008
Revised: July 5, 2012
Revised: June 27, 2016

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Revised: August 1, 2019
Revised:

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

8 VAC 20-131-270.

Cross Refs.: IGBA Programs for Students with Disabilities
IGBC Parental Involvement
IKF The Virginia Assessment Program and Graduation
Requirement

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ACADEMIC FREEDOM

The School Board seeks to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, and to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Freedom of individual conscience, association, and expression are encouraged and fairness in procedures is observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate examples the basic objectives of a democratic society as set forth in the Constitutions of the United States and the Commonwealth of Virginia.

Students may express their beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of their submissions. Such home and classroom work is evaluated by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school.

Adopted: July 16, 1998
Revised: December 7, 2000
Reviewed: April 17, 2008
Revised: June 19, 2008
Reviewed: June 25, 2013
Revised: August 1, 2019
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-203.3.

Cross Ref.: ~~IKB—Homework~~
INDC Religion in the Schools

SCHOOL YEAR/SCHOOL DAY**School Year**

The length of the school year is at least 180 teaching days or 990 teaching hours. The School Board offers in-person instruction to each student enrolled in an elementary or secondary school in the division for at least 990 teaching hours except as otherwise permitted by Va. Code § 22.1-98.C.4 or Article 3 of Chapter 14 of Title 22.1 of the Code of Virginia. Days on which a school or schools or all the schools in the division are closed due to severe weather or other emergencies are made up as provided below if necessary to meet these requirements.

Students are provided a minimum of 680 hours of instructional time in elementary school in the four academic disciplines of English, mathematics, science, and history and social science.

Unstructured recreational time that is intended to develop teamwork, social skills, and overall physical fitness may be included in the calculation of total instructional time or teaching hours for elementary school, provided that such unstructured recreational time does not exceed 15 percent of total instructional time or teaching hours.

Make Up Days

If severe weather conditions or other emergency situations result in the closing of a school or schools or all the schools in the school division or in an unscheduled remote learning day for a school or schools in the division for

- five or fewer days, all missed days are made up by adding teaching days to the school calendar or extending the length of the school day;
- six days or more, the first five days plus one day for each two days missed in excess of the first five are made up by adding teaching days to the school calendar or extending the length of the school day.

If severe weather conditions or other emergency situations result in the closing of any school in the school division and such school has been unable to meet the 180 teaching day requirement, the school division may make up the missed teaching days by providing its students with instructional hours equivalent to such missed teaching days to meet the minimum 990 teaching hour requirement.

If severe weather conditions or other emergency situations result in the closing of any school in the school division for in-person instruction, the school division may declare an unscheduled remote learning day whereby the school provides instruction and student services that are consistent with guidelines established by the Department of Education to ensure the equitable provision of such services. No more than 10 unscheduled remote learning days will be declared in a school year unless the Superintendent of Public Instruction grants an extension.

The Board of Education may waive the requirement that the school division provide additional teaching days or teaching hours to compensate for school closings resulting from a

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declared state of emergency or severe weather conditions or other emergency situations under certain circumstances. If the School Board desires a waiver, it will submit a request to the Board of Education. The request will include evidence of efforts that have been made by the school division to reschedule as many days as possible and certification by the superintendent and chairman of the School Board that every reasonable effort for making up lost teaching days or teaching hours was exhausted before requesting a waiver. If the waiver is denied, the school division will make up the missed instructional time.

The Board of Education waives the requirement that school divisions provide additional teaching days or teaching hours to compensate for school closings resulting from an evacuation directed and compelled by the Governor pursuant to Va. Code § 44-146.17 for up to five teaching days. If the School Board desires such a waiver, it notifies the Board of Education and provides evidence of efforts that have been made by the school division to reschedule as many days as possible and certification by the superintendent and chair of the School Board that every reasonable effort for making up lost teaching days or teaching hours was exhausted. After receiving such notification, the Board of Education grants the waiver and there is no proportionate reduction in the amount paid by the Commonwealth from the Basic School Aid Fund. Further, the local appropriations for educational purposes necessary to fund 180 teaching days or 990 teaching hours shall not be proportionally reduced by the local appropriating body due to any reduction in the length of the term of any school or the schools in a school division permitted by such waiver.

School Calendar

The School Board establishes the division's calendar in accordance with state law. The School Board establishes teaching contracts in accordance with applicable regulations of the Board of Education to include contingencies for making up teaching days and teaching hours missed for emergency situations.

An advisory committee composed of teachers, parents and school administration may be utilized to recommend a proposed calendar to the superintendent. The recommendation of this committee is advisory.

Joint or Regional Schools

School boards operating joint or regional high schools, including regional charter schools, offering a specialized curriculum leading to a high school diploma and a postsecondary credential, such as industry certification, career certificate, or degree may, by agreement, establish alternative schedules for the delivery of instruction. Those schedules may include alternatives to standard school day and year requirements, subject to the issuance of any necessary waivers by the Board of Education and relevant Board of Education regulations.

Certification

The superintendent and School Board chair certify the total number of teaching days and teaching hours each year as part of the annual report to the Board of Education.

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Adopted: July 16, 1998
Revised: April 17, 2008
Revised: June 17, 2010
Revised: June 30, 2015
Revised: June 19, 2018
Revised: August 1, 2019
Revised: August 6, 2020
Revised: June 17, 2021
Revised: August 4, 2022
Adopted:

Legal Refs.: Code of Virginia, 1950, as amended §§ 22.1-2.1, 22.1-26, 22.1-79.1, 22.1-98, 22.1-200.2.

Acts 2019, cc. 569, 570 and 637.

Cross Ref.:	BCF	Advisory Committees to the School Board
	DL	Payroll Procedures
	EBCD	School Closings
	GAA	Staff Time Schedules
	IKF	The Virginia Assessment Program and Graduation Requirements
	IKFD ¹	Alternative Paths to Attaining Standard Units of Credit

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

Policy IKFD is an optional policy. A division which has not adopted it should not add it as a Cross Reference here.

CAREER AND TECHNICAL EDUCATION

The Charlottesville City School Board provides career and technical educational programs incorporated into the kindergarten through twelfth grade curricula that include

- knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
- career exploration opportunities in the middle school grades; and
- competency-based career and technical education programs which integrate academic outcomes, career guidance and job-seeking skills for all secondary students based on labor market needs and student interest. Career guidance includes counseling about available employment opportunities and placement services for students exiting school; ~~and~~
- annual notice on its website to enrolled high school students and their parents of (i) the availability of the postsecondary education and employment data published by the State Council of Higher Education on its website and (ii) the opportunity for such students to obtain a nationally recognized career readiness certificate at a local public high school, comprehensive community college or workforce ~~center, center, and~~
- as part of each student's Academic and Career Plan lists of top professions in Virginia, skills required for each profession, and top degree programs at institutions of higher education in Virginia, as compiled annually by the Department of Education and provided to the School Board in accordance with Virginia Code § 22.1-253.13:1.

The School Board develops and implements a plan to ensure compliance with this Policy. This plan is developed with the input of area business and industry representatives and local comprehensive community colleges and is submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.

The School Board may establish High School to Work Partnerships or delegate the authority to establish High School to Work Partnerships to the division's career and technical education administrator or the administrator's designee, in collaboration with the school counselor office of each high school in the school division, and educate high school students about opportunities available through High School to Work Partnerships.

The School Board may enter into agreements for postsecondary course credit, credential, certification, or license attainment, referred to as College and Career Access Pathways Partnerships, with comprehensive community colleges or other public institutions of higher education or educational institutions that offer a career and technical education curriculum. College and Career Access Pathways Partnerships specify

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- the options for students to take courses as part of the career and technical education curriculum that lead to course credit or an industry-recognized credential, certification, or license concurrent with a high school diploma;
- the credit, credentials, certifications, or licenses available for such courses;
- the industry-recognized credentials that are accepted as substitutes for certain credits required for high school graduation, consistent with the list developed and maintained by the Virginia Board of Education pursuant to Va. Code § 22.1-253.13:1(F); and
- available options for students to participate in pre-apprenticeship and apprenticeship programs at comprehensive community colleges concurrent with the pursuit of a high school diploma and receive college credit and high school credit for successful completion of any such program.

Adopted: July 16, 1998
Revised: September 20, 2007
Reviewed: April 17, 2008
Revised: June 20, 2017
Revised: June 19, 2018
Revised: August 1, 2019
Revised:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-227.1, 22.1-237.1, 22.1-237.2, 22.1-237.3, 22.1-237.4, 22.1-237.5, 22.1-253.13:1.

Cross Ref.: IA Instructional Goals and Objectives
IGBI Advanced Placement Classes and Special Programs
IJ Guidance and Counseling Program
IJD College and Career Readiness
LEB Advanced/Alternative Courses for Credit

HEALTH EDUCATION/PHYSICAL EDUCATION

Students receive health instruction and physical training as prescribed by the Board of Education and approved by the Board of Health.

Such health instruction

- incorporates standards that recognize the multiple dimensions of health by including mental health and the relationship of physical and mental health so as to enhance student understanding, attitudes, and behavior that promote health, well-being and human dignity, and
- may include an age-appropriate program of instruction on the safe use of and risks of abuse of prescription drugs that is consistent with curriculum guidelines developed by the Board of Education and approved by the Board of Health, and
- may include a program of instruction on menstrual education in grade levels four through eight, offered at the grade level the School Board deems appropriate.

Such health instruction includes the following topics:

- general themes of life skills, including self-awareness, self-management, responsible decision making, relationship skills, and social awareness;
- signs and symptoms of common mental health challenges;
- mental health wellness and healthy strategies for coping with stress and negative feelings, including conflict resolution skills;
- the importance of and guidance on seeking assistance from an adult or mental health professional, including information on services offered within the school or the division;
- the prevalence of mental health challenges and the importance of overcoming common stigmas surrounding such mental health challenges;
- the connection between mental health and substance use disorders; and
- the importance of mental health to the student's overall well-being, including physical health and academic success.

The Charlottesville City school division provides a program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of physical education classes, extracurricular athletics, recess or other programs and physical activities. Any physical education class offered to students in grades seven and eight includes at least one hour of personal safety training per school year in each such grade level that is developed and delivered in partnership with the local law-enforcement agency and consists of situational safety awareness training and social

media education. The School Board accepts participation in the Junior Reserve Officers' Training Corps as fulfillment of any physical education requirements applicable to students in grades nine through 12.

Hazing Prevention Instruction

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The School Board offers as a part of physical or health education instruction provided to students in grade nine or 10 research-based hazing prevention instruction in accordance with the Standards of Learning and curriculum guidelines developed by the Virginia Department of Education. Hazing prevention instruction is offered in person with options for virtual participation for any student who is enrolled in an online or virtual physical or health education program.

Adopted: July 16, 1998
Revised: April 17, 2008
Revised: June 19, 2008
Revised: June 17, 2010
Revised: June 30, 2015
Reviewed: June 20, 2017
Revised: June 19, 2018
Revised: August 1, 2019
Revised: August 4, 2022
Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-207, 22.1-253.13:1.

Cross Refs.: CLA Reporting Acts of Violence and Substance Abuse
IC/ID School Year/School Day
IGAG Teaching About Drugs, Alcohol, and Tobacco
IGBG Off-Site Instruction and Virtual Courses
IGBGA Online Courses and Virtual School Programs
JHCA Physical Examinations of Students
JHCF Student Wellness
JO Student Records

INSTRUCTION

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TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

Charlottesville City Public Schools provides instruction concerning

- drugs and drug abuse,
- the public safety hazards and dangers of alcohol abuse, underage drinking, underage marijuana use, and drunk driving,
- the health and safety risks of using tobacco products, nicotine vapor products, and alternative nicotine products, and
- gambling and the addictive potential thereof.

Each school that includes grades nine through 12 annually distributes fentanyl education and awareness information developed by the Department of Education to each student in those grades within the first two weeks of school.

Adopted: July 16, 1998
Reviewed: April 17, 2008
Revised: June 17, 2010
Revised: June 26, 2014
Revised: August 1, 2019
Revised: June 17, 2021
Revised: August 4, 2022
Revised:

Legal Refs.: Code of Virginia, 1950, as amended, ~~§ 22.1-206~~, §§ 22.1-206 and 22.1-206.01.

Cross Refs: GBEC/JFCH/KGC Tobacco Products and Nicotine Vapor Products
IGAE/IGAF Health Education/Physical Education
JFCF Drugs in School

PROGRAMS FOR STUDENTS WITH DISABILITIES

Generally

The Charlottesville City School Board provides a free, appropriate public education for all children and youth with disabilities, ages 2 through 21, inclusive, who are residents of BLANK or who are not residents of BLANK but are residents of Virginia and who are enrolled in a full-time virtual school program provided by the Board. To the maximum extent appropriate, students with disabilities are educated with children without disabilities. ~~who are not disabled.~~

An Individualized Education Program (IEP) is developed and implemented for each child with a disability served by the Charlottesville City School Board. The program is developed in a meeting of the child's IEP team, which includes the child's teachers, parent, the student (when appropriate), a school division representative qualified to provide or supervise the provision of special education services, an individual who can interpret the instructional implications of evaluation results and other individuals at the discretion of the parent or school division in accordance with State and federal law and regulations. This IEP is reviewed at least annually.

Parents of students with disabilities are provided guidance from the Virginia Department of Education regarding the availability of credit accommodations to earn a standard diploma and the limitations of the Applied Studies Diploma and its limitations at a student's annual IEP program meeting corresponding to grades three through 12 when curriculum or statewide assessment decisions are being made that impact the type of diploma for which the student can qualify. The child's IEP team considers credit accommodations, including locally awarded verified credits, to enable the child to earn a standard diploma.

The IEP includes areas specified by state and federal statutes and regulations.

Special Education Parent/Family Liaison

Beginning in the 2024-2025 School Year, the School Board designates a faculty member to serve as a special education parent/family liaison, who serves as a resource to parents and families to understand and engage in

- (i) the referral, evaluation, reevaluation, and eligibility process if they suspect that their child has a disability and
- (ii) the IEP process and works in collaboration with the special education family support centers established by the Parent Training and Information Center of the Commonwealth pursuant to Virginia Code § 22.1-214.5.

The School Board posts the name of the designated special education parent/family liaison publicly on its website.

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Explanation of Procedural Safeguards

A copy of the procedural safeguards available to the parent of a child with a disability is given to the parent. The procedural safeguards notice includes a full explanation of all the procedural safeguards available.

Child Find

The Charlottesville City School Board maintains an active and continuing child find program designed to identify, locate and evaluate those children residing in the division who are birth to 21 inclusive who are in need of special education and related services

The Charlottesville City School Board provides all applicable procedural safeguards including written notice to the parents of the scheduled screening and, if the child fails the screening, the results of the screening, confidentiality and maintenance of the student's scholastic record.

Adopted: March 18, 2004
Revised: April 17, 2008
Revised: June 16, 2011
Revised: June 26, 2014
Revised: August 1, 2019
Revised: August 4, 2022
Revised:

Legal Refs.: 20 U.S.C. § 1400 et seq.

29 U.S.C. § 701 et seq.

42 U.S.C. § 12101 et seq.

Code of Virginia, 1950, as amended, §§ 22.1-213, 22.1-214, 22.1-214.5,
22.1-215, 22.1-253.13:2, 22.1-253.13:4.

8 VAC 20-81-30.

8 VAC 20-81-50.

8 VAC 20-81-80.

8 VAC 20-81-100.

8 VAC 20-81-110.

8 VAC 20-81-130.

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8 VAC 20-81-170.

Cross Refs.: IAA Notification of Learning Objectives
 IKF The Virginia Assessment Program and Graduation Requirements
 JO Student Records

PROGRAMS FOR GIFTED STUDENTS

The Charlottesville City School Board approves a comprehensive plan for the education of gifted students that includes the components identified in Board of Education regulations. The development process for the plan includes opportunities for public review of the school plan. The plan for the education of gifted students is accessible through the division's website and printed copies of the plan are available to citizens who do not have online access.

The school division has uniform procedures for screening, referring, identifying, and serving students in third kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude in the areas of English and/or mathematics ~~as well as in visual or performing arts aptitude.~~

The school division provides written notification to and seeks ~~written~~ consent from parents and legal guardians ~~to conduct any required assessment~~ to determine a referred student's eligibility for the division's gifted education programs, and to provide services for an identified gifted student in the division's gifted education programs. The School Board has established a local advisory committee composed of parents, school personnel, and other community members appointed by the School Board. The committee will reflect the ethnic and geographical composition of the school division. The committee will annually review the division's plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the division superintendent and the School Board.

Adopted: July 16, 1998
 Revised: October 21, 1999
 Revised: March 18, 2004
 Reviewed: April 17, 2008
 Revised: June 16, 2011
 Revised: July 5, 2012
 Reviewed: June 20, 2017
 Revised: August 4, 2022
 Revised:

Legal References: Code of Virginia, 1950, as amended, sections 22.1-16, and 22.1-18.1.

8 VAC 20-40-40
 8 VAC 20-40-55
 8 VAC 20-40-60

Cross Reference: BCF Advisory Committees to the School Board
 IKEB Acceleration

PROGRAMS FOR STUDENTS WITH READING DEFICIENCIES

Reading intervention services are provided to students in kindergarten through grade eight who demonstrate substantial deficiencies based on their individual performance on the Standards of Learning reading assessment or a literacy screener provided by the Department of Education (the Department). Reading intervention services are consistent with evidence-based literacy instruction and aligned with science-based reading research and can be provided by reading specialists employed by the School Board.

For each student who receives reading intervention services:

- the reading intervention services are documented in the student's reading plan;
- a reading specialist, in collaboration with the student's teacher(s), develops, oversees implementation of, and monitors student progress on the student's reading plan;
- the student's parent is given the opportunity to participate in the development of the student's reading plan and is given notice of the student's reading plan;
- the student's parent is given notice before reading intervention services begin;
- the student's parent is given a copy of the student's reading plan; and
- the student is assessed again at the end of that school year using either the literacy screener provided by the Department or the grade-level reading Standards of Learning assessment.

Each Student Reading Plan:

- (i) follows the template created by the Department;
- (ii) documents the reading intervention services provided to the student;
- (iii) includes, at a minimum:
 - a. the student's specific, diagnosed reading skill deficiencies as determined or identified by diagnostic assessment data or the literacy screener provided by the Department;
 - b. the goals and benchmarks for student growth in reading;
 - c. a description of the specific measures that will be used to evaluate and monitor the student's reading progress;
 - d. the specific evidence-based literacy instruction that the student will receive;
 - e. the strategies, resources, and materials that will be provided to the student's parent to support the student to make reading progress; and
 - f. any additional services the teacher deems available and appropriate to accelerate the student's reading skill development; and
- (iv) may include, the following services for the student:

- a. instruction from a reading specialist, trained aide, computer-based reading tutorial program, or classroom teacher with support from an aide;
- b. extended instructional time in the school day or school year, or,
- c. for students in grades six through eight, a literacy course, in addition to the course required by the Standards of Learning in English, that provides the specific evidence-based literacy instruction identified in the student's reading plan.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-1, 22.1-215.2, 22.1-253.13:1, 22.1-253.13:2, and 22.1-253.13:6.

<u>Cross Ref.:</u>	<u>AG</u>	<u>Literacy Plan</u>
	<u>GCA</u>	<u>Reading Specialists</u>
	<u>GCL</u>	<u>Professional Staff Development</u>
	<u>IA</u>	<u>Instructional Goals and Objectives</u>
	<u>IKA</u>	<u>Parental Assistance with Instruction</u>
	<u>IKH</u>	<u>Retaking SOL Assessments</u>

ENGLISH LEARNERS

Generally

The Charlottesville City School Board provides programs to improve the education of English learners by assisting the children to learn English and meet Virginia's challenging academic content and student academic achievement standards.

The School Board accepts and provides programs for students for whom English is a second language who entered school in Virginia for the first time after reaching their 12th birthday, and who have not reached age 22 on or before August 1 of the school year. No tuition is charged such students, if state funding is provided for such programs.

Assessments

The School Board annually assesses the English proficiency of all English learners.

Notification of Programs for English Learners

The School Board, not later than 30 days after the beginning of the school year, informs ~~a parent~~ or the parents of an English learner identified for participation in, or participating in, a program for English learners, of

- the reasons for the identification of their child as an English learner and in need of placement in a language instruction ~~education~~ educational program;
- the child's level of English proficiency, how that level was assessed and the status of the child's academic achievement;
- the ~~method~~ methods of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
- how the program in which their child is, or will be, participating will meet the educational strengths and needs of the child;
- how such program will specifically help their child learn English, and meet ~~age appropriate~~ age-appropriate academic achievement standards for grade promotion and graduation;
- the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program);
- in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
- information pertaining to parental rights that includes written guidance
 - detailing the right that parents have to have their child immediately removed from such program upon their request and the options that parents have to

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- decline to enroll their child in such program or to choose another program or method of instruction, if available, and
- assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the school division.

For a child who has not been identified as an English learner prior to the beginning of the school year but is identified as an English learner during the school year, the School Board provides the notice detailed above within 2 weeks of the child being placed in the program.

The information described above is provided to parents in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

Notification of Availability of Testing Accommodations

Each high school principal or principal's designee notifies each English learner of the availability of testing accommodations available for industry certifications, state licensure examinations, national occupational competency assessments, the Armed Services Vocational Aptitude Battery and the Virginia workplace readiness skills assessment prior to the student's participation in any such certification, examination, assessment, or battery.

Adopted: July 16, 1998
Revised: October 21, 1999
Revised: April 17, 2008
Revised: June 16, 2011
Reviewed: June 27, 2016
Revised: June 20, 2017
Revised: August 1, 2019
Adopted:

Legal Ref.: 20 U.S.C. §§ 6311, 6312, 6825.

Code of Virginia, 1950, as amended, §§ 22.1-5, 22.1-253.13:4.

Cross Ref.: IA Instructional Goals and Objectives
IGBC Parent and Family Engagement

ONLINE COURSES AND VIRTUAL SCHOOL PROGRAMS

The Charlottesville City School Board may enter into contracts, consistent with the criteria approved by the Board of Education, with approved private or nonprofit organizations to provide multidivision online courses and virtual school programs. Such contracts are exempt from the Virginia Public Procurement Act.

Information regarding online courses and programs that are available through the school division is posted on the division's website. The information includes the types of online courses and programs available to students through the division, when the division will pay course fees and other costs for nonresident students, and the granting of high school credit.

Any student enrolled in any online course or virtual program offered by the school division must be enrolled in a public school in Virginia as provided in Va. Code § 22.1-3.1. The student's parent or guardian must give written permission prior to the enrollment of the student in any full-time virtual program offered by the school division.

A student who resides in Charlottesville City school division is not charged tuition for enrolling in any online course or virtual program offered by the school division. However, tuition may be charged to students, except children with disabilities who are enrolled in the division's full-time virtual school program, who do not reside within the boundaries of the school division.

Teachers who deliver instruction to students through online courses or virtual school programs must be licensed by the Board of Education and are subject to the requirements of Policy GCDA Effect of Criminal Conviction or Founded Complaint of Child Abuse or Neglect.

The administrator of a virtual school program must hold an advanced degree from a regionally accredited institution of higher education with educational and work experience in administering educational programs.

For purposes of this policy, the following definitions apply.

"Multidivision online provider" means (i) a private or nonprofit organization that enters into a contract with a local school board to provide online courses or programs through that school board to students who reside in Virginia both within and outside the geographical boundaries of that school division; (ii) a private or nonprofit organization that enters into contracts with multiple local school boards to provide online courses or programs to students in kindergarten through grade 12 through those school boards; or (iii) a local school board that provides online courses or programs to students who reside in Virginia but outside the geographical boundaries of that school division. However, "multidivision online provider" shall not include (a) a local school board's online learning program in which fewer than 10 percent of the students enrolled reside outside the geographical boundaries of that school division; (b) multiple local school boards that establish joint online courses or programs in which fewer than 10 percent of the students enrolled reside outside the geographical boundaries of those school divisions; (c) local school boards that provide online learning courses or programs for their

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students through an arrangement with a public or private institution of higher education; or (d) local school boards providing online courses or programs through a private or nonprofit organization that has been approved as a multidivision online provider.

"Online course" means a course or grade-level subject instruction that (i) is delivered by a multidivision online provider primarily electronically using the Internet or other computer-based methods and (ii) is taught by a teacher primarily from a remote location, with student access to the teacher given synchronously, asynchronously, or both.

"Virtual school program" means a series of online courses with instructional content that (i) is delivered by a multidivision online provider primarily electronically using the Internet or other computer-based methods; (ii) is taught by a teacher primarily from a remote location, with student access to the teacher given synchronously, asynchronously, or both; (iii) is delivered as a part-time or full-time program; and (iv) has an online component with online lessons and tools for student and data management.

Adopted: June 17, 2010

Revised: July 5, 2012

Revised: June 26, 2014

Revised: August 1, 2019

Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-212.23, 22.1-212.24, 22.1-212.25, 22.1-212.26, 22.1-212.27, 22.1-215, 22.1-296.1, 22.1-296.2, and 22.1-296.4.

Cross Refs.: DJF Purchasing Procedures
GCDA Effect of Criminal Conviction or Founded Complaint of Child Abuse or Neglect
IGAE/IGAF Health Education/Physical Education
IGBA Programs for Students with Disabilities
IGBG Off-Site Instruction and Virtual Courses

ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS

Students and their parents are notified of the availability of dual enrollment and advanced placement classes; career and technical education programs, including internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based learning experiences; the International Baccalaureate program and Academic Year Governor’s School Programs, and the College and Career Ready Virginia Program; the qualifications for enrolling in such classes, programs, and experiences; and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. Students and their parents are also notified of the program with a community college to enable students to complete an associate’s degree, or a one-year Uniform Certificate of General Studies Studies, or the Passport Program concurrent with a high school diploma. The superintendent promulgates regulations to implement this policy, which ensure the provision of timely and adequate notice to students and their parents.

- Adopted: October 21, 1999
 - Revised: April 17, 2008
 - Revised: July 5, 2012
 - Revised: June 20, 2017
 - Revised: June 19, 2018
 - Reviewed: June 27, 2023
 - Revised:
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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-237.1, 22.1-237.2, 22.1-237.3, 22.1-237.4, 22.1-237.5, 22.1-253.13:1.

Cross Ref.:	<u>IA</u>	<u>Instructional Goals and Objectives</u>
	IGAD	Career and Technical Education
	<u>IJD</u>	<u>College and Career Readiness</u>
	<u>IKF</u>	<u>The Virginia Assessment Program and Graduation Requirements</u>
	LEB	Advanced/Alternative Courses for Credit

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.

Each qualified high school student is provided access to courses at each high school in the division that are sufficient to complete the Passport Program and the Uniform Certificate of General Studies Program at a public institution of higher education at no cost to such student pursuant to the College and Career Ready Virginia Program established by Va. Code § 22.1-237.1, et seq.

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.

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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 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, and pursuant to 8 VAC 20-131-100 and 8 VAC 20-131-140. ~~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: April 13, 2023
Revised:

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-206.2, 22.1-237.1, 22.1-237.2, 22.1-237.3, 22.1-237.4, 22.1-237.5, 22.1-253.13:1, 22.1-253.13:3.

8 VAC 20-131-140.

Cross Ref.:	<u>IA</u>	<u>Instructional Goals and Objectives</u>
	IGAD	Career and Technical Education
	<u>IGBI</u>	<u>Advanced Placement Classes and Special Programs</u>
	IJ	Guidance and Counseling Program
	JO	Student Records
	LEB	Advanced/Alternative Courses for Credit

INSTRUCTION

File: IKA

PARENTAL ASSISTANCE WITH INSTRUCTION

The Charlottesville City Schools School Board encourages parents to provide instructional assistance to their children in the home. The school division may offer a voluntary training program to the parents of children in kindergarten through third grade to assist them in developing the skills necessary to provide effective instructional assistance to their children.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § ~~22.1-253.13:7.C.5.~~ 22.1-253.13:7.

Cross Ref.: IGBC Parental Involvement
~~IKB~~ ~~Homework~~

INSTRUCTION

File: IKB

HOMEWORK

Homework provides an essential communication link between the school and the home. One measure of a program or course is the quality of the work done at home by the student. A strong home-school partnership, with many lasting benefits for the individual student and the student's family, can be greatly enhanced by a sound program of homework. In addition, homework should be an important tool in developing independent thought, self-direction and self-discipline. It assists the student in developing good work habits and in the wise use of time.

Guidelines for homework include:

- Homework should be assigned after introduction and thorough explanation of the skills necessary to successfully complete the assignment.
- Homework should be assigned in such a manner that it will be clearly understood by all students.
- Homework should serve a valid purpose and be closely related to classroom activities.
- A student's access to resource materials should be considered when making assignments.
- Homework should be evaluated promptly and returned to the student. Appropriate rewards should be given to those students who successfully complete assigned work. Effort and competency should be recognized and rewarded.
- Teachers should seek to determine the cause if a student regularly fails to complete assigned work. Teachers should not avoid giving homework because they believe students will not do the work.
- Excessive homework, like the absence of homework, should be avoided.
- Homework should not be used for disciplinary purposes
- Teachers and administrators should take appropriate steps to communicate with parents regarding the division's homework policy and to solicit their support.

Adopted:

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File: ~~IKB~~

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

~~Cross Ref.: IB Academic Freedom~~
~~IGBC Parental Involvement~~
~~IKA Parental Assistance with Instruction~~

INSTRUCTION

File: IKF

THE VIRGINIA ASSESSMENT PROGRAM AND GRADUATION REQUIREMENTS

Generally

The Board of Education has established educational objectives known as the Standards of Learning (SOLs), which form the core of Virginia's educational program, and other education objectives, which together are designed to ensure the development of the skills that are necessary for success in school and in preparation for life in the years beyond.

The BLANK School Board has developed and implemented a program of instruction that is aligned to the Standards of Learning and that meets or exceeds¹ the requirements of the Board of Education. It awards diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who meet the requirements prescribed by the Board of Education and meet such other requirements as are prescribed by the school board and approved by the Board of Education.²

BLANK School Board awards diplomas and certificates in accordance with state laws and regulations. The requirements for a student to earn a diploma and graduate from high school are those in effect when the student enters ninth grade for the first time.

Children of Certain Federal Employees

In order to facilitate the on-time graduation of children of federal ~~employees~~ employees serving under orders pursuant to Title 22 or 50 of the United States Code enrolled in kindergarten through grade 12, the superintendent or superintendent's designee

- waives specific courses required for graduation if similar coursework has been satisfactorily completed in a local education agency in the state from which the child is sent, brought, or caused to be sent or brought or provides reasonable justification for denial of such waiver. If a waiver is not granted to a student who would qualify to graduate in the state from which the student is sent, brought, or caused to be sent or brought, the school division provides an alternative means of acquiring required coursework so that graduation may occur on time; and
- accepts, in lieu of testing requirements for graduation in Virginia, (i) exit or end-of-course exams required for graduation from the state from which the student is sent, brought, or caused to be sent or brought, (ii) national norm-referenced achievement tests, or (iii) alternative testing acceptable in Virginia.

The parent serving under orders pursuant to Title 22 or 50 of the United States Code must present documents indicating that the parent is required to move in order to perform the

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

Divisions which have graduation requirements which exceed the requirements of the Board of Education should include them in this ~~policy, or in an accompanying regulation.~~ policy.

² Divisions which do not have requirements other than those prescribed by the Board of Education should not adopt the portion of this sentence beginning with "and meet".

parent's job responsibilities and such move results in the student's relocation to the school division.

Virginia Assessment Program

In kindergarten through eighth grade, where the administration of Virginia Assessment Program tests are required by the Board of Education, each student is expected to take the tests following instruction. Students who are accelerated take the test aligned with the highest grade level, following instruction in the content. No student takes more than one test in any content area in each year, except in the case of expedited retakes as provided for in 8 VAC 20-131-30. Schools use the test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students.

Each student in middle and secondary school takes all applicable end-of-course SOL tests following course instruction. The superintendent certifies to the Department of Education that the division's policy for dropping courses ensures that students' course schedules are not changed to avoid end-of-course SOL tests. Students who achieve a passing score on an end-of-course SOL test will be awarded a verified unit of credit in that course in accordance with 8 VAC 20-131-110. Students may earn verified credits in any courses for which end-of-course SOL tests are available. Students are not required to take an end-of-course SOL test in an academic subject after they have earned the number of verified credits required for that academic content area for graduation unless such test is necessary in order for the school to meet federal accountability requirements. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade.

Participation in the Virginia Assessment Program by students with disabilities is prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities are assessed with appropriate accommodations and alternate assessments where necessary.

Any student identified as an English Learner (EL) participates in the Virginia Assessment Program. A school-based committee convenes and makes determinations regarding the participation level of EL students in the Virginia Assessment Program. In kindergarten through eighth grade, EL students may be granted a one-time exemption from SOL testing in the areas of writing, and history and social science.

Definitions

Authentic Performance Assessment

An "Authentic Performance Assessment" is a test that complies with guidelines adopted by the Board of Education that requires students to perform a task or create a product that is typically scored using a rubric.

Standard Unit of Credit

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. A standard unit of credit may be awarded based on a waiver of the 140 clock hour requirement as provided in Policy IKFD Alternative Paths to Attaining Standard Units of Credit.³

Verified Unit of Credit

A “verified unit of credit” or “verified credit” is a credit awarded for a course in which a student earns a standard unit of credit and completes one of the following:

1. Achieves a passing score on a corresponding end-of-course SOL test.
2. Achieves a passing score on an additional test, as defined in 8 VAC 20-131-5, as a part of the Virginia Assessment Program.
3. Meets the criteria for the receipt of a locally awarded verified credit when the student has not passed a corresponding SOL test.
4. Meets the criteria for the receipt of a verified credit for English (writing) by demonstrating mastery of the content of the associated course on an authentic performance assessment that complies with guidelines adopted by the Board of Education.

Students may also earn verified credits by taking alternative tests to the SOL assessment. Such tests may only be those approved by the Virginia Board of Education, and the student may earn verified credits only by achieving that score established by the Board of Education.

Virginia Assessment Program

The “Virginia Assessment Program” is a system used to evaluate student achievement that includes SOL tests and additional tests that may be approved from time to time by the Board of Education.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-370, 22.1-371, 22.1-380, 22.1-253.13:1, 22.1-253.13:4.

³FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

Policy IKFD Alternative Paths to Attaining Standard Units of Credit is optional. School boards which do not adopt it should not include this sentence.

8 VAC 20-131-5.

8 VAC 20-131-30.

8 VAC 20-131-50.

8 VAC 20-131-51.

8 VAC 20-131-110.

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

Cross Refs.:	IAA	Notification of Learning Objectives
	IGBA	Programs for Students with Disabilities
	IKFA	Locally Awarded Verified Credits
	IKFD	Alternative Paths to Attaining Standard Units of Credit
	IKH	Retaking SOL Assessments

INSTRUCTION

File: IKFA

LOCALLY AWARDED VERIFIED CREDITS

Generally

The Charlottesville City School Board awards verified credits in accordance with Virginia law and Virginia Board of Education regulations.

To be eligible for locally awarded verified credits as credit accommodations, students with disabilities must meet all criteria established by Virginia law or regulation and eligibility for such credit accommodations must be established in the student's Individualized Education Program (IEP) or Section 504 plan.

Review Panels

The Charlottesville City School Board appoints review panels comprised of at least three educators to consider evidence of the student's achievement. Different panels may be appointed for individual schools or groups of schools.

The review panel reviews information which provides evidence of the student's achievement of adequate knowledge of the Standards of Learning content. The panel has discretion in determining the information it considers. That information may include, but is not limited to, results of classroom assessments, divisionwide exams, course grades and additional academic assignments (e.g. papers, projects, essays or written questions) as the panel deems appropriate.

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

- award the verified credit;
- deny the verified credit;
- suggest participation in a remedial program and retesting; or
- make additional academic assignments prior to determining whether to award the verified credit.

The decision of the review panel is final.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-253.13:3.
8 VAC 20-131-110.

Revised Guidance Governing the Use of Locally-Awarded Verified Credits
(Virginia Department of Education May 11, 2018) (attachment to Virginia
Department of Education Superintendent's Memo No. 130-18 (May 11, 2018)).

RETAKE SOL ASSESSMENTS

Students in kindergarten through grade 8 are not required to retake Virginia Assessment Program tests ~~unless~~ unless:

- they are retained in grade and have not previously passed the related tests,
- they received reading intervention services, or
- as otherwise permitted by the Board of Education.

Students in high school are required to retake end-of-course SOL tests as determined by the Board of Education.

Adopted: April 17, 2008
Revised: June 25, 2013
Revised: June 27, 2016
Revised: June 19, 2018
Revised: August 1, 2019
Revised:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-253.13:1 and 22.1-253.13:3.

8 VAC 20-131-30.

8 VAC 20-131-110.

Cross Refs.: AG Literacy Plan
IGBD Programs for Students with Reading Deficiencies
IKF The Virginia Assessment Program and Graduation
Requirements
IKG Remediation Recovery Program
IL Testing Programs

INSTRUCTION

File: INDC

RELIGION IN THE SCHOOLS

The Charlottesville City Schools School Board is neutral in matters of religion. This means that the Charlottesville City Schools:

- assume no role or responsibility for the religious training of any student and
- do not become involved in the religious belief, disbelief or doubt of any student.

This neutrality does not preclude or hinder the Charlottesville City Schools school division in fulfilling its responsibility to educate students to be tolerant and respectful of religious diversity. The division recognizes that one of its educational responsibilities is to advance the students' knowledge and appreciation of the role that religion has played in the social, cultural and historical development of civilization.

Therefore, the division approaches religion from an objective, curriculum-related perspective, encouraging all students and staff members to be aware of the diversity of beliefs and respectful of each other's religious and/or non-religious views. In that spirit of respect, students and staff members may be excused from participating in activities that are contrary to their religious beliefs.

The School Board may authorize, as an elective in grades nine through 12 with appropriate credits toward graduation, a comparative religion class that focuses on the basic tenets, history, and religious observances and rites of world religions.

Adopted:

Legal Refs.: U.S. Const. amend. I.

Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-202.1.

Cross Refs.: IB Academic Freedom

SCHOOL ADMISSION

Generally

A person of school age (i.e., a person who will have reached the person's fifth birthday on or before September 30 of the school year and who has not reached 20 years of age on or before August 1st of the school year) is eligible for admission on a non-tuition basis if residing in the Charlottesville City School Division, or if eligible for admission under Policy JECA Admission of Homeless Children.

A person of school age is deemed to reside in the school division

- when the person is living with a natural parent, or a parent by legal adoption, in the Charlottesville City School Division;
- when, in accordance with the provisions of Va. Code § 22.1-360, the person is living with a noncustodial parent or other person standing in loco parentis, not solely for school purposes, pursuant to a Special Power of Attorney executed under 10 United States Code § 1044b by the custodial parent;
- when the parents of such person are dead and the person is living with a person in loco parentis who actually resides within the school division;
- when the parents of such person are unable to care for the person and the person is living, not solely for school purposes, with another person who resides in the school division and is either
 - (i) the court-appointed guardian, or has legal custody of the person,
 - (ii) acting in loco parentis pursuant to placement of the person for adoption by a person or entity authorized to do so under Va. Code § 63.2-1200; or
 - (iii) an adult relative providing temporary kinship care as that term is defined in Va. Code § 63.2-100. Both parents and the relative providing kinship care must submit signed, notarized affidavits
 - (a) explaining why the parents are unable to care for the person,
 - (b) detailing the kinship care arrangement, and
 - (c) agreeing that the kinship care provider or a parent will notify the school within 30 days of when the kinship care arrangement ends.

The parent must also provide a power of attorney authorizing the adult relative to make educational decisions regarding the person. A parent or the kinship care provider must also obtain written verification from the department of social services where the parent or parents live, and the department of social services where the kinship provider lives, that the kinship arrangement serves a legitimate purpose that is in the best interest of the person other than school enrollment. If the kinship care arrangement lasts more than one year, or the person transitions to a new kinship care arrangement, the school division must receive continued verification directly from both departments of social services that the parents are unable to care for the person and that the kinship care arrangement serves a legitimate purpose other than school enrollment. If a person in a kinship care

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arrangement moves into a different school division during the school year as a result of (1) safely returning home, (2) being emancipated pursuant to Va. Code § 16.1-333, or (3) transitioning to a new kinship care arrangement, the provisions of this subsection continue to apply through the end of such school year.

- when the person is living in the school division not solely for school purposes, as an emancipated minor;
- when all or any portion of the building in which the person resides (i) with another person as set forth in the first through fourth bullets above or (ii) as an emancipated minor as set forth in the fifth bullet above is taxable by the locality in which the school division is located; or
- when the person has been placed in a foster care placement within the school division by a local social services agency. The sending and receiving school divisions will cooperate in facilitating the enrollment of any child placed in foster care across jurisdictional lines to enhance continuity of instruction. The child will be allowed to continue to attend the school in which the child was enrolled prior to the most recent foster care placement, upon the joint determination of the placing social services agency and the school division that such attendance is in the best interest of the child. No person of school age who is the subject of a foster care placement will be charged tuition regardless of whether the child is attending the school in which the child was enrolled prior to the most recent foster care placement or is attending a school in the receiving school division. These provisions apply to any student who was in foster care upon reaching 18 years of age and has not reached 22 years of age. The provisions of this subsection apply to a student who has transitioned out of foster care and (i) whose custody has been transferred to the student's parent or prior legal guardian or (ii) who has been emancipated pursuant to Va. Code § 16.1-333.

Certain other students may be admitted into the public schools of the division and may be charged tuition in accordance with Va. Code § 22.1-5 and pursuant to Charlottesville City School Board Regulation JEC-R School Admission.

Children of Persons on Active Military Duty

No child of a person on active military duty

- who is attending a school free of charge in accordance with this policy will be charged tuition by the school division upon such child's relocation to military housing located in another school division in the Commonwealth, pursuant to orders received by such child's parent to relocate to base housing. Such children are allowed to continue attending school in the school division and are not charged tuition for attending such school;
- who is attending a school free of charge in accordance with this policy will be charged tuition upon such child's relocation pursuant to orders received by such child's parent to

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- relocate to a new duty station or to be deployed. Such children are allowed to remain enrolled in the division free of tuition through the end of the school year; and
- who is eligible to attend school free of charge in accordance with this policy will be charged tuition by a school division that will be the child's school division of residence once the child's service member parent is relocated pursuant to orders received. Such a child will be allowed to enroll in the school division of the child's intended residence if documentation is provided, at the time of enrollment, of military orders of the service member parent or an official letter from the service member's command indicating such relocation. Documentation indicating a permanent address within the school division must be provided to the school division within 120 days of a child's enrollment or tuition may be charged, including tuition for the days since the child's enrollment in school. In the event that the child's service member parent is ordered to relocate before the 120th day following the child's enrollment, the school division will not charge tuition. Students eligible to enroll in the school division in accordance with this policy because they are the children of military personnel on active military duty who will reside in the division may register, remotely or in-person, for courses and other academic programs and participate in the lottery process for charter schools and college partnership laboratory schools in the school division at the same time and in the same manner as students who reside in the division. The assignment of the school such child will attend will be determined by the school division.

Such children are counted in the average daily membership of the school division in which they are enrolled. Further, the school division in which such children are enrolled subsequent to their relocation to base housing is not responsible for providing for their transportation to and from school.

Children of Certain Federal Employees

Children of federal employees serving under orders pursuant to Title 22 or 50 of the United States Code are eligible for enrollment in Charlottesville City School Division provided that the documents required by Va. Code §§ 22.1-3.1 and 22.1-3.2 are provided and subject to the authority of the school division to exclude such children from attendance pursuant to Va. Code § 22.1-277.2 or if such children have been found guilty or adjudicated delinquent for any offense listed in subsection G of Va. Code § 16.1-260 or any substantially similar offense under the laws of any state.

Students may enroll in the Charlottesville City School Division if the division is the student's intended residence if documentation is provided at the time of enrollment of Title 22 or 50 orders of the federal employee parent. Documentation indicating a permanent address within the school division must be provided to the school division within 120 days of a student's enrollment or tuition may be charged, including tuition for the days since the student's enrollment. In the event that the federal employee parent is ordered to relocate under Title 22 or Title 50 orders before the one hundred twentieth day following the student's enrollment, the school division will not charge tuition. Students eligible to enroll in the school division pursuant to this section may register, remotely or in person, for courses and other academic programs

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and participate in the lottery process for charter schools and college partnership laboratory schools in the school division at the same time and in the same manner as students who reside in the division. The assignment of the school that such student will attend will be determined by the school division.

"Children of federal employees serving under orders pursuant to Title 22 or 50 of the United States Code" means school-age children, enrolled in kindergarten through grade 12, in the household of a federal employee serving under orders pursuant to Title 22 or 50 of the United States Code.

ADDITIONAL ADMISSION REQUIREMENTS

- A. Except as otherwise provided below, no pupil is admitted for the first time to any public school in any school division in Virginia unless the person enrolling the pupil presents, upon admission, a certified copy of the pupil's birth record. The principal or principal's designee records the official state birth number from the pupil's birth record into the pupil's permanent school record and may retain a copy in the pupil's permanent school record. If a certified copy of the pupil's birth record cannot be obtained, the person so enrolling the pupil must submit an affidavit setting forth the pupil's age and explaining the inability to present a certified copy of the birth record. If the school division cannot ascertain a child's age because of the lack of a birth certificate, the child will nonetheless be admitted into the public schools if the superintendent determines that the person submitting the affidavit presents information sufficient to estimate with reasonable certainty the age of such child.
- B. If a certified copy of the birth record is not provided, the administration immediately notifies the local law enforcement agency. The notice to the local law-enforcement agency includes copies of the submitted proof of the pupil's identity and age and the affidavit explaining the inability to produce a certified copy of the birth record.
- C. Within 14 days after enrolling a transfer student, the administration requests documentation that a certified copy of the pupil's birth record was presented when the pupil was enrolled in the former school.
- D. The School Board assigns a unique student identification number, determined in accordance with a system developed by the Department of Education, to each student enrolled in the division. No student identification number includes or is derived from the student's social security number. Each student retains the student's identification number for as long as the student is enrolled in a public elementary or secondary school in Virginia.
- E. Tuition rates are established each year in accordance with the provisions of Va. Code § 22.1-5.

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- F. Prior to admission to the Charlottesville City School Division, the parent, guardian, or other person having control or charge of the child must provide, upon registration,
- a sworn statement or affirmation indicating whether the student has been expelled from school attendance at a private school or in a public school division of the Commonwealth or another state for an offense in violation of school board policies relating to weapons, alcohol or drugs, or for the willful infliction of injury to another person. This document is maintained as a part of the student's scholastic record; and
 - a sworn statement or affirmation indicating whether the student has been found guilty of or adjudicated delinquent for any offense listed in subsection G of Va. Code § 16.1-260 or any substantially similar offense under the laws of any state, the District of Columbia, or the United States or its territories. This document is maintained by the superintendent and by any others to whom the superintendent disseminates it, separately from all other records concerning the student.

However, if the school administrators or the School Board takes disciplinary action against a student based upon an incident which formed the basis for the adjudication of delinquency or conviction for an offense listed in subsection G of § 16.1-260, the notice will become a part of the student's disciplinary record.

When the child is registered as a result of a foster care placement, the information required under this subsection must be furnished by the local social services agency or licensed child-placing agency that made the placement.

- G. A student, who has been expelled or suspended for more than thirty days from attendance at school by a school board or a private school in Virginia or in another state or for whom admission has been withdrawn by a private school in Virginia or another state may be excluded from attendance in the Charlottesville City School Division regardless of whether such student has been admitted to another school division or private school in Virginia or in another state subsequent to such expulsion, suspension, or withdrawal of admission upon a finding that the student presents a danger to the other students or staff of the school division after (i) written notice to the student and the student's parent that the student may be subject to exclusion, including the reasons therefore, and notice of the opportunity for the student or the student's parent to participate in a hearing to be conducted by the superintendent or superintendent's designee regarding such exclusion; and (ii) a hearing of the case has been conducted by the superintendent or superintendent's designee; and the decision has been to exclude the student from attendance. The decision of the superintendent or superintendent's designee to exclude the student is final unless altered by the School Board upon written petition filed within 10 days of the decision to exclude the student by the student or the student's parent, for a review of the record by the School Board.

Upon the expiration of the exclusion period for an expulsion or a withdrawal of admission, which period is established by the School Board, committee thereof, or superintendent or superintendent's designee, as the case may be, at the relevant hearing, the student may

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petition the School Board for readmission. If the petition for readmission is rejected, the School Board identifies the length of the continuing exclusion period and the subsequent date upon which such student may petition the School Board for readmission.

For the purposes of this section, the superintendent's designee must be a (i) trained hearing officer or (ii) professional employee within the administrative offices of the school division who reports directly to the superintendent and who is not a school-based instructional or administrative employee.

In excluding any such expelled student from school attendance, the School Board may accept or reject any or all of any conditions for readmission imposed upon such student by the expelling school board pursuant to Va. Code § 22.1-277.06. The excluding School Board may not impose additional conditions for readmission to school.

- H. This policy does not preclude contractual arrangements between the Charlottesville City School Board and agencies of the federal government or the school board of another jurisdiction to permit students not otherwise eligible to attend Charlottesville City Public Schools.
- I. Prior to admission, the student must document compliance with, or eligibility for exemption from, the physical examination and immunization requirements contained in Va. Code §§ 22.1-270, 22.1-271.2 and 32.1-46 and policies JHCA Physical Examinations of Students and JHCB Student Immunizations.

If the person enrolling a child who has been placed in foster care by a local social services agency is unable to produce a report of a comprehensive physical examination and/or proof of immunization, the student is immediately enrolled; however, the person enrolling the child must provide a written statement that, to the best of the person's knowledge, the student is in good health and is free from communicable or contagious disease. In addition, the placing social service agency must obtain and produce the required documents or otherwise ensure compliance with the statutory requirements for the foster child within 30 days after the child's enrollment.

Adopted: April 3, 2003
Revised: September 20, 2007
Reviewed: June 19, 2008
Revised: June 16, 2011
Revised: June 25, 2013
Revised: June 30, 2015
Revised: June 19, 2018
Revised: August 1, 2019
Revised: August 6, 2020
Adopted: June 27, 2023
Revised:

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-1, 22.1-3, 22.1-3.1, 22.1-3.2, 22.1-3.4, 22.1-5, 22.1-255, 22.1-260, 22.1-270, 22.1-271.2, 22.1-276.01, 22.1-277.2, 22.1-287.02, 22.1-288.2, 22.1-369, 22.1-373, 22.1-378, 32.1-46, 63.2-100, 63.2-900, and 63.2-1200.

2007 Va. Opin. AG 07-015.
1987-88 Va. Opin. AG 374.

Cross Refs.:	JECA	Admission of Homeless Children
	JHCA	Physical Examinations of Students
	JHCB	Immunization of Students
	JGD/JGE	Student Suspension/Expulsion

DRUGS IN SCHOOL

I. Generally

No person may manufacture, sell or distribute or possess with intent to sell, give or distribute any “controlled substance,” “imitation controlled substance,” or “marijuana,” as all are defined in Virginia law, while

- on the property, including building or grounds, of any public school;
- on public property or any property open to public use within 1,000 feet of the property, including building or grounds, of any public school;
- on any school bus; or
- at any designated school bus stop or any public property or any property open to public use within 1,000 feet of such school bus stop during the time when school children are waiting to be picked up and transported to or are being dropped off from school or a school sponsored activity.

A. Expulsion

A student who is determined to have brought a controlled substance, imitation controlled substance, or marijuana onto school property or to a school-sponsored activity may be expelled in accordance with Policy JGD/JGE Student Suspension/Expulsion. The superintendent may determine, based on the facts of the particular case, that special circumstances exist and no disciplinary action or another form of discipline is appropriate. Any such disciplinary action shall be taken in accordance with Article 3 of Chapter 14 of Title 22.1 of the Code of Virginia.

B. Prevention and Intervention

Any student who violates this policy shall participate in the prevention and intervention activities identified in Charlottesville City school division’s drug and violence prevention plan.

The School Board may require any student who has been found to have been in possession of, or under the influence of, drugs or alcohol on a school bus, on school property, or at a school-sponsored activity in violation of School Board policies, to undergo evaluation for drug or alcohol abuse, or both, and, if recommended by the evaluator and with the consent of the student’s parent, to participate in a treatment program.

C. Required Reporting to Parents and Local Law Enforcement

The principal reports a violation of this policy to parents and local law enforcement as required by Policy CLA Reporting Acts of Violence and Substance Abuse.

II. Students with Disabilities

- A. Students with disabilities are subject to the provisions of Section I of this policy and may be disciplined to the same extent as a nondisabled student provided the manifestation review committee determines that the violation was not a manifestation of the student's disability. The provisions of Policy JGDA Disciplining Students with Disabilities will be followed in addition to the regular disciplinary procedures.
- B. Additional authority to remove a student with a disability from school for a drug violation.
1. In addition to the authority granted in Section I and Section II, subsection A above, a student with a disability may be removed without parent consent and assigned to an interim alternative education program by school personnel for not more than forty-five (45) school days when the student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency. This option is available regardless of whether a manifestation exists. The removal should not be in excess of any removal imposed on a student without a disability for the same offense.
 2. For purposes of this forty-five (45) school day removal, "illegal drugs" and "controlled substance" are defined by federal law as follows:
 - a. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in § 202(c) of the Controlled Substances Act at 21 U.S.C. § 812(c).
 - b. Illegal drug means a controlled substance, but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.

Adopted: June 19, 2008

Revised: June 16, 2011

Revised: June 26, 2014

Revised: June 30, 2015

Revised: August 1, 2019

Revised: June 17, 2021

Revised: June 27, 2023

Revised:

Legal Refs: 20 U.S.C. § 1415.

STUDENT SERVICES

21 U.S.C. § 812.

Code of Virginia, 1950, as amended, §§ 18.2-247, 18.2-250, 18.2-255.2, 22.1-277.08, 22.1-277.2:1, 22.1-279.3:1, 54.1-3401.

8 VAC 20-81-10.

Cross Refs:	CLA	Reporting Acts of Violence and Substance Abuse
	<u>IGAG</u>	<u>Teaching About Drugs, Alcohol and Tobacco</u>
	JGD/JGE	Student Suspension/Expulsion
	JFC	Student Conduct
	JGDA	Disciplining Students with Disabilities

STUDENT SERVICES

File: JFCJ

WRITTEN NOTIFICATION OF VIOLATION OF SCHOOL POLICIES BY STUDENTS IN ALTERNATIVE EDUCATION PROGRAMS

The School Board requires written notification of an offense to the parent, guardian or other person having charge or control of a pupil in an alternative education program as described in Va. Code § 22.1-209.1:2 when

- a pupil commits an offense in violation of School Board policies and school officials determine the offense was committed without the willful intent to violate such policies, or
- the offense did not endanger the health and safety of the individual or other persons.

The notification identifying the nature of the offense shall be made no later than two school days following the incident. The School Board requires the principal of the school the child attends, or other appropriate school personnel, to develop appropriate measures, in conjunction with the pupil's parent or guardian, for correcting such behavior.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § ~~22.1-209.1:2(D)~~ 22.1-209.1:2.

STUDENT SERVICES

File: JFG

SEARCH AND SEIZURE

A search involves an invasion of privacy. Whether a search of a student is permissible depends on a balancing of the student's right to privacy and freedom from unreasonable search and seizure against the school division's responsibility to protect the health, safety and welfare of all persons in the school community and to carry out its educational mission. To maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel, school authorities may search a student, student belongings, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized or contraband materials discovered in the search.

As used in this policy, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school or any item described as unauthorized in school rules available beforehand to the student.

The locations at which searches of students and student property may be conducted are not limited to the school building or school property. Searches may be conducted wherever the student is involved in a school-sponsored function.

PERSONAL SEARCHES

A student's person and/or personal effects (e.g. purse, book bag, etc.) may be searched by a school official whenever the official has reasonable suspicion to believe that the student has violated or is about to violate the law or a school rule and that the search will yield evidence of the violation.

All individual searches of students must be based on reasonable suspicion. In order to be permissible, the search must be:

- justified at its inception and
- reasonably related in scope to the circumstances justifying the search.

An individual search is justified at its inception when a school official has reasonable grounds, based on the totality of the known circumstances, for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. A search is reasonable in scope when it is reasonably related to the objectives of the search and is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.

A personal search may include requiring a student to be scanned with a metal detector.

A pat down search of a student may only be conducted if a school administrator has established a high level of reasonable suspicion that evidence will be found to corroborate suspicion that a law or school rule has been broken. If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness of the same sex present.

Strip searches involve an extreme intrusion into the rights of a student and may only be conducted when an extremely serious situation exists requiring immediate action because of an imminent threat of death or great bodily injury to a person or persons¹. If a strip search is necessary the school official should contact the appropriate law enforcement official, and the search should be conducted by a sworn law enforcement officer of the same sex, in the presence of a same sex adult witness. School officials may only conduct a strip search in cases where it is necessary to avoid the imminent threat of death or great bodily injury to the student or another person. If a strip search must be conducted by a school official, it must be by a same sex official with a same sex adult witness, and the school official must have the prior approval of the superintendent or superintendent's designee, unless the health or safety of the student is endangered by the delay.

LOCKER AND DESK SEARCHES

Student lockers and desks are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers and are responsible for the content of their assigned locker at all times. Periodic general inspections of lockers and desks may be conducted by school authorities for any reason at any time without notice, without student consent and without a search warrant.

AUTOMOBILE SEARCHES

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school official has reasonable suspicion to believe that the student has violated or is about to violate the law or a school rule and that the search will yield evidence of the violation, or that illegal or unauthorized materials or other evidence of illegal or otherwise prohibited activities are contained inside the automobile. Such patrols and inspections may be conducted without notice, without student consent and without a search warrant.

COMPUTER SEARCHES

The school computer system, as defined in Policy GAB/IIBEA Acceptable Computer System Use, is school property. Students are only authorized to use the school's computer system and other similar educational technology consistent with the educational mission of the school and in accordance with Policy GAB/IIBEA Acceptable Computer System Use. School officials may search school computers, software and internet access records at any time for any reason and without student consent.

CONSENT SEARCHES

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

Some school boards may chose to prohibit the use of strip searches by school personnel altogether. Such boards should delete this paragraph from their policy.

If a student gives a school official consent for a search the school official does not need to demonstrate reasonable suspicion. A student's consent is only valid if given willingly and with knowledge of the meaning of consent. Students should be told of their right to refuse to be searched, and students must not perceive themselves to be at risk of punishment for refusing to grant permission for the search.

SEIZURE OF ILLEGAL MATERIALS

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.²

Adopted:

Legal Refs.: New Jersey v. T.L.O., 469 U.S. 325 (1985).

U.S. Const. amend IV.

Va. Const. art.I, § 10.

Code of Virginia, 1950, as amended, §§ 22.1-279.7, 22.1-280.2:3.

Virginia School Search Resource Guide (Virginia Department of Education Oct. 2000).

Cross Ref. ³ :	CLA	Reporting Acts of Violence and Substance Abuse
	EGAA	Reproduction and Use of Copyrighted Materials
	GAB/IIBEA	Acceptable Computer System Use
	JFC	Student Conduct
	JFC-R	Standards of Student Conduct
	JFCD	Weapons in School
	JFCF	Drugs in School
	KNAJ	Relations with Law Enforcement Authorities

²FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

If the School Board's Memorandum of Understanding with the local law enforcement agency addresses turning contraband or illegal materials over to the law enforcement authority, the School Board may want to include a reference to the Memorandum of Understanding in this policy.

³ Any division that has a student drug testing policy should include a reference to it in the list of Cross References.

STUDENT SUSPENSION/EXPULSION**I. DEFINITIONS**

As used in this Policy,

“Alternative education program” shall include night school, adult education or another education program designed to offer instruction to students for whom the regular program of instruction may be inappropriate.

“Destructive device” means (1) any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other similar device; (2) any weapon, except a shotgun or a shotgun shell generally recognized as particularly suitable for sporting purposes, by whatever name known that will, or may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter that is homemade or was not made by a duly licensed weapon manufacturer, any fully automatic firearm, any sawed-off shotgun or sawed-off rifle as defined in Va. Code § 18.2-299 or any firearm prohibited from civilian ownership by federal law; and (3) any combination of parts either designed or intended for use in converting any device into any destructive device described herein and from which a destructive device may be readily assembled. “Destructive device” does not include any device that is not designed or redesigned for use as a weapon, or any device originally designed for use as a weapon and that is redesigned for use as a signaling, pyrotechnic, line-throwing, safety, or other similar device, nor shall it include any antique firearm as defined in subsection G of Va. Code § 18.2-308.2:2.

“Disciplinary Hearing Officer” means a designee of the Superintendent authorized to impose discipline and review appeals of discipline in accordance with this Policy.

Discipline Committee” means a committee of the members of the School Board authorized to hear discipline cases in accordance with this policy.

“Disruptive behavior” means a violation of School Board policies governing student conduct that interrupts or obstructs the learning environment

~~“Disruptive behavior” means a violation of school board policies or the Standards of Student Conduct issued by the superintendent pursuant to Policy JFC Student Conduct that interrupts or obstructs the learning environment.~~

~~“Exclusion” means a Virginia school board’s denial of school admission to a student who has been expelled or has been placed on a long term suspension of more than thirty calendar days by another school board or a private school, either in Virginia or another state, or for whom admission has been withdrawn by a private school in Virginia or another state.~~

“Expulsion” means any disciplinary action imposed by a school board or a committee

~~thereof, as provided in school board policy, the School Board / Discipline Committee~~ whereby a student is not permitted to attend school within the school division and is ineligible for readmission for 365 calendar days after the date of the expulsion.

“Firearm” means (1) any weapon, including a starter gun that will, or is designed or may readily be converted to, expel single or multiple projectiles by the action of an explosion of a combustible material; (2) the frame or receiver of any such weapon; or (3) any unloaded firearm in a closed container. “Firearm” does not include any pneumatic gun as defined in this Policy.

“Long-term suspension” means any disciplinary action whereby a student is not permitted to attend school 11 to 45 school days.

“One year” means 365 calendar days as required in federal regulations.

“Parent” or “parents” means any parent, guardian or other person having control or charge of a minor child.

“Pneumatic gun” means any implement, designed as a gun that will expel a BB or a pellet by action of pneumatic pressure. “Pneumatic gun” includes a paintball gun that expels by action of pneumatic pressure plastic balls filled with paint for the purpose of marking the point of impact.

~~“School Board Disciplinary Committee or Disciplinary Committee” means a committee composed of at least three members of the Charlottesville City School Board.~~

“School property” means any real properapealty owned or leased by the School Board or any vehicle owned or leased by the School Board or operated by or on behalf of the School Board.

“Short-term suspension” means any disciplinary action whereby a student is not permitted to attend school for a period not to exceed ten school days.

In Sections III, IV, VI, VII, and VIII of this Policy, “superintendent’s designee” means a 1) trained hearing officer or 2) professional employee in the administrative offices of the school division who reports directly to the superintendent and who is not a school-based instructional or administrative employee.

II. SUSPENSIONS AND EXPULSIONS OF STUDENTS GENERALLY

Pupils may be suspended or expelled from attendance at school for sufficient cause; however, in no case may sufficient cause for suspension include only instances of truancy.

Except as provided in subsection C of Va. Code § 22.1-277 or Va. Code §§ 22.1-277.07 or 22.1-277.08, no student in preschool through grade three is suspended for more than three

school days or expelled from attendance at school, unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the School Board / Discipline Committee or the superintendent or superintendent's designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education.

Any student for whom the superintendent has received a report pursuant to Va. Code § 16.1-305.1 of an adjudication of delinquency or a conviction for an offense listed in subsection G of Va. Code § 16.1-260 may be suspended or expelled from school attendance.

The authority of teachers to remove students from their classes in certain instances of disruptive behavior shall not be interpreted to affect the operation of this Policy.

The superintendent is responsible for creating procedures to ensure that suspended students are able to access and complete graded work during and after the suspension.

III. SHORT-TERM SUSPENSIONS

A. General Requirements for Short-Term Suspensions

A pupil may be suspended for not more than ten school days by either the school, any assistant principal, or, in their absence, any teacher designated by the principal to have such responsibility.

The principal, assistant principal or teacher may suspend the pupil after giving the pupil oral or written notice of the charges against him and, if he denies them, an explanation of the facts as known to school personnel and an opportunity to present his version of what occurred.

In the case of any pupil whose presence poses a continuing danger to persons or property, or whose presence is an ongoing threat of disruption, the pupil may be removed from school immediately and the notice, explanation of facts and opportunity to present his version shall be given as soon as is practicable thereafter.

~~Upon suspension of any pupil, the principal, assistant principal or teacher responsible for such suspension reports the facts of the case in writing to the superintendent or superintendent's designee and the parent of the pupil suspended. The superintendent or superintendent's designee reviews forthwith the action taken by the principal, assistant principal or teacher upon a petition for such review by any party in interest and confirms or disapproves such action based on an examination of the record of the pupil's behavior.~~

~~The decision of the division Superintendent or designee shall be final and may not be appealed.~~

~~Any oral or written notice to the parent of a student who is suspended from school attendance for not more than ten days includes notification of the length of the suspension,~~

~~information regarding the availability of community-based educational programs, alternative education programs or other educational options and of the student's right to return to regular school attendance upon the expiration of the suspension. The costs of any community-based educational program, or alternative education program or educational option, which is not a part of the educational program offered by the school division, are borne by the parent of the student.~~

Upon suspension of any pupil, the principal, assistant principal, or teacher responsible for such suspension shall notify the pupil and his/her parent of the suspension and the reasons therefore. This oral or written notice shall include: (1) notification of the length of the suspension, (2) information regarding the availability of community-based educational programs, alternative education programs or other educational options, if applicable, and (3) information about the student's right to return to regular school attendance upon the expiration of the suspension. The costs of any community-based educational program, or alternative education program or educational option, which is not a part of the educational program offered by the School Division, shall be borne by the parent of the student.

B. Review of Short-Term Suspensions

The parent of a student or the student, if he/she is eighteen years or older, may appeal a short-term suspension imposed by a principal, assistant principal or teacher by submitting a written notice to the principal no later than two (2) school days after the first day of the suspension. This notice must include a brief explanation of why the suspension should be disapproved. The principal may waive the requirement that the notice be written if the parent is unable to prepare a written notice. Should the parent or student wish to appeal a teacher or assistant principal's decision, the principal may either review and modify any discipline imposed, or refer the review of such discipline to the Disciplinary Hearing Officer. Should the principal refer the review of such discipline to the Disciplinary Hearing Officer, the principal shall forward the notice to the Disciplinary Hearing Officer for review.

Upon receiving notice as provided above, the Disciplinary Hearing Officer shall promptly review the discipline and confirm or disapprove it based on an examination of the record of the pupil's behavior and other relevant factors. At the discretion of the Disciplinary Hearing Officer, a hearing may be conducted. The decision of the Disciplinary Hearing Officer is final.

The parent of a student or the student, if the student is eighteen years or older, may appeal an "in-school suspension" imposed by a principal, assistant principal or teacher by informing the principal no later than two (2) school days after the first day of the "in-school suspension." Upon being informed of the appeal, the principal shall promptly review the discipline and confirm or disapprove it based on an examination of the record of the pupil's behavior and other relevant factors, including a hearing, if deemed necessary by the principal. If the principal was the administrator that imposed the original discipline, the principal may, at their discretion, request the Disciplinary Hearing Officer to decide the appeal in accordance with this section. The decision on appeal, whether made by the principal or by the Disciplinary Hearing Officer, is final.

IV. LONG-TERM SUSPENSION

~~A pupil may be suspended from attendance at school for 11 to 45 school days after written notice is provided to the pupil and the pupil's parent of the proposed action and the reasons therefore and of the right to a hearing before the Disciplinary Committee. The Disciplinary Committee may confirm or disapprove the suspension. If the Disciplinary Committee's decision is not unanimous, the pupil or the pupil's parent may appeal the Disciplinary Committee's decision to the full School Board. Such appeal shall be decided by the School Board within thirty days.~~

A. General Requirements for Long-Term Suspensions

A pupil may be suspended from attendance at school for 11 to 45 school days ("long-term suspension") by the Disciplinary Hearing Officer or the Discipline Committee after written notice is provided to the pupil and the pupil's parent of the proposed action and the reasons therefore and of the right to a hearing before the Discipline Committee.

The written notice of a suspension for 11 to 45 school days includes notification of the length of the suspension and provides information concerning the availability of community based educational, alternative education or intervention programs. Such notice also states that the student is eligible to return to regular school attendance upon the expiration of the suspension or to attend an appropriate alternative education program approved by the School Board during or upon the expiration of the suspension. The costs of any community-based educational, alternative education, or intervention program that is not a part of the educational program offered by the school division that the student may attend during his suspension is borne by the parent of the student.

A long-term suspension may extend beyond a 45-school-day period but shall not exceed 364 calendar days if (i) the offense is one described in Va. Code §§ 22.1-277.07 or 22.1-277.08 or involves serious bodily injury or (ii) ~~a committee of the~~ Discipline Committee or the division superintendent or superintendent's designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education.

Nothing ~~herein~~ in this section shall be construed to prohibit the Discipline Committee from permitting or requiring students suspended pursuant to this section to attend an alternative education program provided by the School Board for the term of such suspension.

B. Review of Long-Term Suspensions

The parent of a student or the student, if they are eighteen years or older, may appeal a long-term suspension recommended by the principal to the Discipline Hearing Officer by writing a letter to the Discipline Hearing Officer stating their reason for appeal and meeting with the Discipline Hearing Officer. The Discipline Hearing Officer may confirm or disapprove the suspension. If the Discipline Hearing Officer confirms the suspension, the student may appeal further.

The parent of a student or the student, if they are eighteen years or older, may appeal a long-term suspension imposed by the Disciplinary Hearing Officer by submitting a written notice to the Superintendent no later than ten (10) school days after receipt of the Disciplinary Hearing Officer's decision letter.

The notice must include a brief explanation of why the Disciplinary Hearing Officer's suspension should be disapproved. The Disciplinary Hearing Officer may waive the requirement that the notice be written if the parent is unable to prepare a written notice. Within thirty (30) calendar days of receiving the required notice, the School Board / Discipline Committee conducts a hearing on the appeal and either confirms or disapproves the suspension.

Suspensions imposed by the Discipline Committee may not be appealed by administrative means.

V. EXPULSION

A. Generally

Pupils may be expelled from attendance at school by the School Board / Discipline Committee upon the recommendation of the Superintendent and after written notice to the pupil and the pupil's parent of the proposed action, the reasons therefore, and of the right to a hearing before the School Board / Discipline Committee. The Discipline Committee confirms or disapproves of the proposed expulsion regardless of whether the pupil has exercised the right to a hearing.

~~Pupils may be expelled from attendance at school after written notice to the pupil and the pupil's parent of the proposed action and the reasons therefore and of the right to a hearing before the School Board Disciplinary Committee.~~

~~If the Committee's decision is not unanimous, the pupil or the pupil's parent may appeal the Committee's decision to the full School Board. Such appeal is decided by the School Board within 30 days.~~

~~The Committee confirms or disapproves of proposed expulsions regardless of whether the pupil has exercised the right to a hearing.~~

The written notice given to the pupil and the pupil's parent includes notification of the length of the expulsion and provides information concerning the availability of community-based educational, training, and intervention programs. The notice states whether or not the student is eligible to return to regular school attendance, or to attend an appropriate alternative education program approved by the School Board, or an adult education program offered by the school division, during or upon the expiration of the expulsion, and the terms or conditions of such readmission. The costs of any community-based educational, training, or intervention program that is not a part of the educational program offered by the school division that the student may attend during the expulsion is borne by the parent of the student.

Nothing in this section shall be construed to prohibit the School Board / Discipline Committee from permitting or requiring students expelled pursuant to this Policy to attend an alternative education program provided by the School Board for the term of such expulsion.

If the School Board / Discipline Committee determines that the student is ineligible to return to regular school attendance or to attend during the expulsion an alternative education program or an adult education program in the school division, the written notice also advises the parent of such student that the student may petition the School Board for readmission to be effective one calendar year from the date of the expulsion, and of the conditions, if any, under which readmission may be granted.

B. Conduct Giving Rise to Expulsion

Recommendations for expulsions for actions other than those specified below are based on consideration of the following factors:

- the nature and seriousness of the conduct;
- the degree of danger to the school community;
- the student's disciplinary history, including the seriousness and number of previous infractions;
- the appropriateness and availability of an alternative education placement or program; the student's age and grade level;
- the results of any mental health, substance abuse or special education assessments; the student's attendance and academic records; and
- other appropriate matters.

No decision to expel a student shall be reversed on the grounds that such factors were not considered. Nothing in this subsection precludes the School Board / Discipline Committee from considering any of the factors listed above as "special circumstances" for purposes of expulsions discussed in the following subsections.

Firearms, Destructive Devices and Pneumatic Guns

The School Board / Discipline Committee shall expel from school attendance for a period of not less than one year any student whom the School Board / Discipline Committee has determined to have possessed a firearm on school property or at a school-sponsored activity as prohibited by Va. Code § 18.2-308.1, or to have possessed a firearm or destructive device as defined in this Policy, a firearm muffler or firearm silencer, or a pneumatic gun as defined in this Policy on school property or at a school-sponsored activity. ~~A school administrator or the School Board~~ The School Board / Discipline Committee may, however, determine, based on the facts of a particular situation, that special circumstances exist and no disciplinary action or another disciplinary action or another term of expulsion is appropriate. The School Board may promulgate guidelines for determining what constitutes special circumstances. In addition, the School Board / Discipline Committee authorizes the superintendent or superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Nothing in this section shall be construed to require a student's expulsion regardless of the facts of the particular situation.

The exemptions set out in Va. Code § 18.2-308 regarding concealed weapons apply, *mutatis mutandis*, to the provisions of this Policy. The provisions of this section do not apply to students who possess such firearm or firearms or pneumatic guns as a part of the curriculum or other programs sponsored by the schools in the school division or any organization permitted to use school premises.

Drug Offenses

The School Board / Discipline Committee shall expel from school attendance any student whom the School Board / Discipline Committee has determined to have brought a controlled substance, or imitation controlled substance as those terms are defined in Va. Code § 18.2-247 onto school property or to a school-sponsored activity. The School Board / Discipline Committee may, however, determine, based on the facts of the particular case, that special circumstances exist and another disciplinary action is appropriate. In addition, the School Board / Discipline Committee authorizes the superintendent or the superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Nothing in this section shall be construed to require a student's expulsion regardless of the facts of the particular situation.

C. Procedure for School Board / Disciplinary Committee Hearing

The procedure for the School Board / Disciplinary Committee hearing is as follows:

- The Disciplinary Committee determines the propriety of attendance at the hearing of persons not having a direct interest in the hearing. The hearing is private unless otherwise specified by the Disciplinary Committee.
- The Disciplinary Committee may ask for opening statements from the principal or principal's representative and the student or student's parent(s) (or their
 - representative) and, at the discretion of the Disciplinary Committee, may allow closing statements.
- The parties then present their evidence. Because the principal has the ultimate burden of proof, he presents his evidence first. Witnesses may be questioned by the Disciplinary Committee members and by the parties (or their representative). The Disciplinary Committee may, at its discretion, vary this procedure, but it shall afford full opportunity to both parties for presentation of any material or relevant evidence and shall afford the parties the right of cross-examination provided, however, that the Disciplinary Committee may take the testimony of student witnesses outside the presence of the student, the student's parent(s) and their representative if the Disciplinary Committee determines, in its discretion, that such action is necessary to protect the student witness.
- The parties shall produce such additional evidence as the Disciplinary Committee may deem necessary. The Disciplinary Committee is the judge of the relevancy and materiality of the evidence.
- Exhibits offered by the parties may be received in evidence by the Disciplinary Committee and, when so received, are marked and made part of the record.
- The Disciplinary Committee may, by majority vote, uphold, reject or alter the

recommendations.

- The Disciplinary Committee transmits its decision, including the reasons therefore, to the student, the student's parent(s), the principal and superintendent.

Following the decision of the Disciplinary Committee or upon expiration of the appeal period, the student's parent(s) or guardian is provided with written notice which includes the following:

- the terms or conditions of re-admission, if any;
- the duration of expulsion;
- a statement declaring whether the student is eligible to return to school or attend an appropriate alternative education program approved by the School Board or an adult education program offered by the division during or after the expulsion. If neither option applies, a statement that the student may petition the School Board for readmission after one calendar year from the date of his expulsion; and
- the availability of community-based educational, training and intervention programs.

The decision of the Disciplinary Committee is final.

~~The student or student's parent(s) may appeal the Disciplinary Committee's decision to the full School Board only if the decision of the Disciplinary Committee is not unanimous. Otherwise the decision of the Disciplinary Committee is final.~~

~~The appeal to the full School Board must be in writing and must be filed with the superintendent within seven (7) calendar days of the Committee's decision. Failure to file a written appeal within the specified time constitutes a waiver of the right to an appeal. The full School Board decides the appeal upon the record of the case within thirty (30) calendar days of the request for an appeal and communicates its decision in writing to the student and the student's parent, guardian or other person having control or charge of the student. Such written notice includes any changes in: (1) the duration of the suspension or expulsion; (2) the availability of community-based educational, training, and intervention programs; and/or (3) eligibility to return to school or attend an alternative education program. No statements, witnesses or evidence may be presented at this appeal unless specifically requested by the Chair of the Board.~~

VI. ALTERNATIVE EDUCATION PROGRAM AND RESTORATIVE PRACTICE

A. Alternative Education Programs

The School Board may require any student who has been

- charged with an offense relating to the laws of Virginia, or with a violation of School Board policies, on weapons, alcohol, or drugs, or intentional injury to another person, or with an offense that is required to be disclosed to the superintendent pursuant to Va. Code § 16.1-260.G;
- found guilty or not innocent of an offense relating to Virginia's laws on weapons,

alcohol, or drugs, or of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the superintendent pursuant to Va. Code § 16.1-260.G.;

- found to have committed a serious offense or repeated offenses in violation of School Board policies;
- suspended pursuant to Va. Code § 22.1-277.05; or
- expelled pursuant to Va. Code § 22.1-277.06, 22.1-277.07, or 22.1-277.08 or subsection C of Va. Code § 22.1-277, to attend an alternative education program.

The School Board may require such students to attend such programs regardless of where the conduct occurred.

The School Board / Disciplinary Committee may require any student who has been found to have been in possession of, or under the influence of, drugs or alcohol on a school bus, on school property, or at a school-sponsored activity in violation of School Board policies, to undergo evaluation for drug or alcohol abuse, or both, and, if recommended by the evaluator and with the consent of the student's parent, to participate in a treatment program.

A principal or principal's designee may impose a short-term suspension, pursuant to Va. Code § 22.1-277.04, upon a student who has been charged with an offense involving intentional injury enumerated in Va. Code § 16.1-260.G, to another student in the same school pending a decision as to whether to require that such student attend an alternative education program.

As used in this section, "charged" means that a petition or warrant has been filed or is pending against a pupil.

B. Restorative Practice

In appropriate cases, the School Division will implement restorative practice plans and strategies in conjunction with traditional discipline. Restorative practice is a behavior management approach that asks students to examine how their relationships within the school community have been harmed, and facilitates their work toward restoring those relationships

VII. REPORTING

A. Except as may otherwise be required by federal law, regulation, or jurisprudence, reports are made to the superintendent and to the principal or principal's designee on all incidents involving

1. the assault, or assault and battery, without bodily injury, of any person on a school bus, on school property or at a school-sponsored activity;
2. the assault and battery which results in a bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, abduction of any

- person as described in Va. Code § 18.2-47 or Va. Code § 18.2-48, or stalking of any person as described by Va. Code § 18.2-60.3, on a school bus, on school property or at a school-sponsored activity;
3. any conduct involving alcohol, marijuana, a controlled substance, imitation controlled substance, or an anabolic steroid on a school bus, on school property or at a school sponsored activity, including the theft or attempted theft of student prescription medications;
 4. any threats against school personnel while on a school bus, on school property or at a school-sponsored activity;
 5. the illegal carrying of a firearm as defined in Va. Code § 22.1-277.07 onto school property;
 6. any illegal conduct involving firebombs, explosive materials or devices or hoax explosive devices, as defined in Va. Code § 18.2-85, or explosive or incendiary devices, as defined in Va. Code § 18.2-433.1, or chemical bombs, as described in Va. Code § 18.2-87.1, on a school bus, on school property or at a school sponsored activity;
 7. any threats or false threats to bomb, as described in Va. Code § 18.2-83, made against school personnel or involving school property or school buses;
 8. the arrest of any student for an incident occurring on a school bus, on school property or at a school-sponsored activity, including the charge therefore and
 9. any illegal possession of weapons, alcohol, drugs or tobacco products.
- B. The superintendent and the principal or principal's designee may receive reports made by local law enforcement authorities on offenses, wherever committed, by students enrolled at the school if the offense would be a felony if committed by an adult or would be a violation of the Drug Control Act, Va. Code § 54.1-3400 et seq., and occurred on a school bus, on school property, or at a school-sponsored activity, or would be an adult misdemeanor involving any incidents described in the clauses (1) through (8) of subsection VII.A. of this Policy, and whether the student is released to the custody of the student's parent or, if 18 years of age or more, is released on bond. A superintendent who receives notification that a juvenile has committed an act that would be a crime if committed by an adult pursuant to subsection G of Va. Code § 16.1-260 reports such information to the principal of the school in which the juvenile is enrolled.
- C. The principal or principal's designee submits a report of all incidents required to be reported pursuant to subsection VII.A.(1-8) of this Policy to the superintendent. The superintendent annually reports all such incidents to the Department of Education. In submitting reports of such incidents, principals and superintendents accurately indicate any offenses, arrests, or charges as recorded by law-enforcement authorities and required to be reported by such authorities pursuant to subsection VII.B. of this Policy.
- D. The principal or principal's designee also notifies the parent of any student involved in an incident required by this subsection to be reported, regardless of whether disciplinary action is taken against such student or the nature of the disciplinary action. Such notice relates to only the relevant student's involvement and does not include information concerning other students.
- E. Whenever any student commits any reportable incident as set forth in this subsection, such student shall be required to participate in such prevention and intervention activities

as deemed appropriate by the superintendent or superintendent's designee.

- F. Except as may otherwise be required by federal law, regulation, or jurisprudence, a principal immediately reports to the local law-enforcement agency any act enumerated in clauses (2) through (7) of subsection VII.A. of this Policy that may constitute a felony offense and may report to the local law enforcement agency any incident described in clause (1) of subsection VII.A. of this Policy.

In addition, except as may be prohibited by federal law, regulation, or jurisprudence, the principal also immediately reports any act enumerated in clauses (2) through (5) of subsection VII.A of this Policy that may constitute a criminal offense to the parents of any minor student who is the specific object of such act. Further, the principal reports whether the incident has been reported to local law enforcement pursuant to this subsection and if the incident is so reported that the parents may contact local law enforcement for further information, if they so desire.

- G. For purposes of this section, "parent" or "parents" means any parent, guardian or other person having control or charge of a child.

VIII. RE-ADMISSION OF SUSPENDED AND/OR EXPELLED STUDENTS

Any student who has been suspended from a school of this division is not eligible to attend any other school within the division until eligible to return to the student's regular school.

Any student who has been expelled or suspended for more than thirty days from attendance at school by a school board or a private school in this Commonwealth or in another state or for whom admission has been withdrawn by a private school in this Commonwealth or in another state may be excluded from attendance in the Charlottesville City Schools, in accordance with Policy JEC School Admission. In the case of a suspension of more than thirty days, the term of the exclusion may not exceed the duration of such suspension.

In excluding any such expelled student from school attendance, the Charlottesville City School Board may accept or waive any or all of any conditions for readmission imposed upon such student by the expelling school board pursuant to Va. Code § 22.1-277.06. The School Board shall not impose additional conditions for readmission to school.

No suspended student is admitted to the regular school program until such student and the student's parent have met with school officials to discuss improvement of the student's behavior, unless the school principal or principal's designee determines that re-admission, without parent conference, is appropriate for the student.

If the parent fails to comply with this Policy or Policy JEC School Admission, the School Board may ask the Juvenile and Domestic Relations Court to proceed against the parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior.

Upon the expiration of the exclusion period for an expulsion or a withdrawal of admission,

which period shall be established by the School Board / Disciplinary Committee or superintendent or superintendent's designee, as the case may be at the relevant hearing, the student may re-petition the School Board for admission. If the petition for admission is rejected, the School Board shall identify the length of the continuing exclusion period and the subsequent date upon which such student may re-petition the School Board for admission.

The School Board may permit students excluded pursuant to this subsection to attend an alternative education program provided by the School Board for the term of such exclusion.

IX. DISCIPLINING STUDENTS WITH DISABILITIES

Students with disabilities are disciplined in accordance with Policy JGDA Disciplining Students with Disabilities.

Adopted: June 19, 2008
 Revised: June 18, 2009
 Revised: June 16, 2011
 Revised: June 25, 2013
 Revised: June 26, 2014
 Revised: June 30, 2015
 Revised: June 27, 2016
 Revised: June 19, 2018
 Revised: August 6, 2020
 Revised: June 17, 2023
 Revised:

Legal Refs.: 20 U.S.C. §7961

Code of Virginia, 1950, as amended, §§ 15.2-915.4, 16.1-260, 18.2-119, 18.2-308.1, 18.2-308.7, 18.2-308.2:2, 22.1-200.1, 22.1-254, 22.1-276.01, 22.1-276.2, 22.1-277, 22.1-277.04, 22.1-277.05, 22.1-277.06, 22.1-277.07, 22.1-277.07:1, 22.1-277.08, 22.1-277.2, 22.1-277.2:1, 22.1-279.3:1.

File: JGD/JGE
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8 VAC 20-560-10.

Cross Refs.: BCEA Disciplinary Committee
 IGBH Alternative School Programs
 JEC School Admission
 JFC Student Conduct
 JFCD Weapons in School
 JGDA Disciplining Students with Disabilities

INSTRUCTION

File: JGD /JGE - RL

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JGDB Discipline of Students with Disabilities for Infliction of Serious Bodily
Injury
KG Community Use of School Facilities

STUDENT SERVICES

File: JGDB

DISCIPLINE OF STUDENTS WITH DISABILITIES FOR INFLICTION OF SERIOUS BODILY INJURY

A student with a disability may be removed without parent consent and assigned to an interim alternative education program by school personnel for not more than forty-five (45) school days when the student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency. This option is available regardless of whether a manifestation exists. If no manifestation is found, the student may be disciplined to the extent that a student without disabilities would be disciplined.

In addition, the applicable procedures of Policies JGDA Disciplining Students with Disabilities and JGD/JGE Student Suspension/Expulsion will be followed.

The term serious bodily injury has the same meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18 of the United States Code.

Adopted:

Legal Refs: 18 U.S.C. § 1365(h)(3).
20 U.S.C. § 1415(k)(1)(G)(iii).
34 C.F.R. §§ 300.530(g) and 300.530(i)(3).

Code of Virginia, 1950, as amended, § 22.1-214.

8 VAC 20-81-10.

8 VAC 20-81-160.

Cross Refs:	JFCD	Weapons in School
	JFCF	Drugs in School
	JGD/JGE	Student Suspension/Expulsion
	JGDA	Disciplining Students with Disabilities

STUDENT SERVICES

File: GBEF/JHCL

LACTATION SUPPORT FOR STUDENTS

The superintendent shall designate a non-restroom location in each school as an area in which ~~any mother who is employed by the BLANK School Board or~~ anyone who is enrolled as a student in the division may take breaks of reasonable length during the school day to express milk to feed her child until the child reaches the age of one. The area must be shielded from public view.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-79.6.

Cross Refs.: GBEF Lactation Support for Employees

STUDENT SERVICES

File: JJAF

STUDENT-ATHLETE SUDDEN CARDIAC ARREST

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 provided by the school division on symptoms that may lead to sudden cardiac arrest. After reviewing the materials, 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 Virginia Board of Education.

A student-athlete who is experiencing symptoms that may lead to sudden cardiac arrest must be immediately removed from play. A student-athlete who is removed from play shall not return to play until ~~he~~ the student-athlete is evaluated by and receives written clearance to return to physical activity by an appropriate licensed health care provider as determined by the Virginia Board of Education. The licensed health care provider evaluating student-athletes may be a volunteer.

The superintendent is responsible for developing, biennially reviewing, and updating procedures to implement this policy.¹

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-271.8.

¹FOOTNOTE IS FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY

RESTRAINT AND SECLUSION OF STUDENTS

Physical restraint and seclusion may only be used by Charlottesville City School Board staff¹ for the purpose of behavioral intervention in accordance with this policy and the Virginia Board of Education Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia.² 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.

The superintendent is responsible for developing procedures to address the requirements of the Board of Education Regulations. Those procedures shall include:

- examples of the positive behavioral interventions and support strategies consistent with the student's rights to be treated with dignity and to be free from abuse that the school division uses to address student behavior, including the appropriate use of effective alternatives to physical restraint and seclusion;
- a description of initial and advanced training for school personnel that addresses appropriate use of effective alternatives to physical restraint and seclusion and the proper use of restraint and seclusion;
- a statement of the circumstances in which physical restraint and seclusion may be employed, which shall be no less restrictive than that set forth in 8 VAC 20-750-40 and 8 VAC 20-750-50;
- provisions addressing the
 - notification of parents regarding incidents of physical restraint or seclusion, including the manner of such notification;
 - documentation of the use of physical restraint and seclusion;
 - continuous visual monitoring of the use of any physical restraint or seclusion to ensure the appropriateness of such use and the safety of the student being physically restrained or secluded, other students, school personnel, and others. These provisions shall include exceptions for emergency situations in which securing visual monitoring before implementing the physical restraint or seclusion would, in the reasonable judgment of the school personnel implementing the physical restraint or seclusion, result in serious physical harm or injury to persons;
 - securing of any room in which a student is placed in seclusion. These provisions shall ensure that any seclusion room or area meet

¹FOOTNOTE IS FOR REFERENCE ONLY AND SHOULD BE DELETED FROM FINAL POLICY.

School divisions that utilize school resource officers must address the use of seclusion and restraint by law enforcement personnel in school settings in their memorandum of understanding with the local law enforcement agency that employs the school resource officers.

² School boards that do not permit the use of physical restraint ~~and~~ or seclusion should not adopt this policy.

STUDENT SERVICES

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- specifications for size and viewing panels that ensure the student's safety at all times, including during a fire or other emergency; and
- the appropriate use and duration of seclusion based on the age and development of the student³.

The School Board reviews this policy at least annually and updates it as appropriate. The superintendent reviews the procedures at least annually and updates them as appropriate.

Adopted:

Legal Ref.: 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.

Cross Refs.:	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

³FOOTNOTE IS FOR REFERENCE ONLY AND SHOULD BE DELETED FROM FINAL POLICY.

A school board that does not authorize the use of seclusion should not adopt this requirement and should remove references to seclusion throughout the policy.

STUDENT RECORDS

Generally

The Charlottesville City School Board maintains accurate and complete records for every student enrolled in the public schools in accordance with all federal and state laws.

The superintendent ~~and/or his designee(s)~~ or superintendent's designee is responsible for the collection of data, record maintenance and security, access to, and use of records, confidentiality of personally identifiable information, dissemination of information from records, and destruction of records, including the destruction of personally identifiable information regarding a student with a disability at the request of the parents. The superintendent or superintendent's designee also provides for notification of all school division personnel of policy and procedures for management of education records and notification of parents and students of their rights regarding student records, including the right to obtain, upon request, a copy of this policy.

Definitions

For the purposes of this policy, the Charlottesville City Public Schools uses the following definitions.

Authorized representative – any entity or individual designated by a state or local educational authority or an agency headed by an official listed in 34 CFR § 99.31(a)(3) to conduct, with respect to federal- or state-supported education programs, any audit or evaluation, or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

Directory information - information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may include information such as the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational institution attended. Directory information may not include the student's social security number. Directory information may include a student identification number or other unique personal identifier used by a student for accessing or communicating in electronic systems if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number, password, or other factor known or possessed only by the authorized user or a student ID number or other unique personal identifier that is displayed on a student ID badge, if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity such as a PIN or password or other factor known or possessed only by the authorized user.

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Early childhood education program – a Head Start program or an Early Head Start program, a state licensed or regulated child care program, or a program that serves children from birth through age six that addresses the children’s cognitive, social, emotional, and physical development and is a state prekindergarten program, a program under section 619 or Part C of the Individuals with Disabilities Education Act, or a program operated by a local educational agency.

Education program - any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, and any program that is administered by an educational agency or institution.

Education records - any information recorded in any way including handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche maintained by the Charlottesville City School Board or an agent of the school division which contains information directly related to a student, except

- records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another person except a temporary substitute for the maker of the record;
- records created and maintained for law enforcement purposes by the Charlottesville City School Board’s law enforcement unit, if any. A law enforcement unit is any individual, office, department, or division of the school division that is authorized to enforce any local, state, or federal law, refer enforcement matters to appropriate authorities or maintain the physical security and safety of the school division;
- in the case of persons who are employed by the Charlottesville City School Board but who are not in attendance at a school in the division, records made and maintained in the normal course of business which relate exclusively to the person in ~~his~~ the person’s capacity as an employee;
- records created or received after an individual is no longer in attendance and that are not directly related to the individual’s attendance as a student;
- grades on peer-graded papers before they are collected and recorded by a teacher; and
- any electronic information, such as email, even if it contains personally identifiable information regarding a student, unless a printed copy of the electronic information is placed in the student’s file or is stored electronically under an individual student’s name on a permanent and secure basis for the purpose of being maintained as an educational record. For purposes of this policy, electronic information that exists on a back-up server, a temporary archiving system, or on a temporary basis on a computer is not an education record and is not considered as being maintained.

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Electronic communications via emails or facsimiles regarding any matter associated with a child with disabilities, including matters related to Individualized Education Plan (IEP) meetings, disciplinary actions, or service delivery, are part of the child's educational record.

Eligible student - a student who has reached age 18.

Parent - a parent of a student, including a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.

Student - any person who is or has been in attendance at Charlottesville City Public Schools regarding whom the school division maintains education records or personally identifiable information.

Dissemination and Maintenance of Records About Court Proceedings

Adjudications of Delinquency and Notifications of Other Dispositions

The superintendent or superintendent's designee shall disseminate the notice or information regarding an adjudication of delinquency or conviction for an offense listed in Va. Code § 16.1-260.G. contained in a notice received pursuant to Va. Code § 16.1-305.1 to school personnel responsible for the management of student records and to other relevant school personnel, including, but not limited to, the principal of the school in which the student is enrolled. The principal shall further disseminate such information to licensed instructional personnel and other school personnel who (1) provide direct educational and support services to the student and (2) have a legitimate educational interest in such information.

A parent, guardian, or other person having control or charge of a student, and, with consent of a parent or in compliance with a court order, the court in which the disposition was rendered, shall be notified in writing of any disciplinary action taken with regard to any incident upon which the adjudication of delinquency or conviction for an offense listed in subsection G of Va. Code § 16.1-260 was based and the reasons therefor. The parent or guardian shall also be notified of ~~his or her~~ the parent's right to review, and to request an amendment of, the student's scholastic record.

Every notice of adjudication of delinquency or conviction for an offense listed in subsection G of Va. Code § 16.1-260 received by a the superintendent, and information contained in the notice, which is not a disciplinary record as defined in Board of Education regulations, shall be maintained by ~~him~~ the superintendent and by any others to whom ~~he~~ the superintendent disseminates it, separately from all other records concerning the student. However, if the school administrators or the School Board takes disciplinary action against a student based upon an incident which formed the basis for the adjudication of delinquency or conviction for an offense listed in subsection G of Va. Code § 16.1-260, the notice shall become a part of the student's disciplinary record.

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If the child is not enrolled in the division when notification is received pursuant to Va. Code § 16.1-305.1, the superintendent forwards to notification to the superintendent of the school division where the child is enrolled or where the child intends to enroll, as evidenced by the division's receipt of a request from another division for the child's scholastic record.

Any notice of disposition received pursuant to Va. Code § 16.1-305.1 shall not be retained after the student has been awarded a diploma or a certificate as provided in Va. Code § 22.1-253.13:4.

Petitions and Reports

The superintendent shall not disclose information contained in or derived from a notice of petition received pursuant to Va. Code § 16.1-260 or report received pursuant to Va. Code § 66-25.2:1 except as follows:

- If the juvenile is not enrolled as a student in a public school in the division to which the notice or report was given, the superintendent shall promptly so notify the intake officer of the juvenile court in which the petition was filed or the Director of the Department which sent the report and may forward the notice of petition or report to the superintendent of the division in which the juvenile is enrolled, if known.
- Prior to receipt of the notice of disposition in accordance with Va. Code § 16.1-305.1 the superintendent may disclose the fact of the filing of the petition and the nature of the offense to the principal of the school in which the student is enrolled if the superintendent believes that disclosure to school personnel is necessary to ensure the physical safety of the student, other students, or school personnel within the division. The principal may further disseminate the information regarding a petition, after the student has been taken into custody, whether or not the child has been released, only to those students and school personnel having direct contact with the student and need of the information to ensure physical safety or the appropriate educational placement or other educational services.
- If the superintendent believes that disclosure of information regarding a report received pursuant to Va. Code § 66-25.2:1 to school personnel is necessary to ensure the physical safety of the student, other students, or school personnel, he the superintendent may disclose the information to the principal of the school in which the student is enrolled. The principal may further disseminate the information regarding such report only to school personnel as necessary to protect the student, the subject or subjects of the danger, other students, or school personnel.

Protective Orders and Orders Prohibiting Contact with a Child

Any school principal who receives notice that a circuit court, general district court, juvenile and domestic relations district court, or magistrate has issued a protective order for the protection of any child who is enrolled at the school, or any other order prohibiting contact with

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such a child, notifies licensed instructional personnel and other school personnel who (i) provide direct educational or support services to the protected child or the child subject to the order, (ii) have a legitimate educational interest in such information, and (iii) are responsible for the direct supervision of the protected child or the child subject to the order that such order has been issued.

Annual Notification Notifications

Annual FERPA Notification

The school division annually notifies parents and eligible students of their rights under the Family Educational Rights and Privacy Act (FERPA) including

- the right to inspect and review the student's education records and the procedure for exercising this right;
- the right to request amendment of the student's education records that the parent believes to be inaccurate, misleading or in violation of the student's privacy rights and the procedure for exercising this right;
- the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;
- the type of information designated as directory ~~information~~ information, if any, and the right to opt out of release of directory information;
- that the school division releases records to other institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer;
- the right to opt out of the release of the student's name, address, and phone number to military recruiters or institutions of higher education that request such information;
- a specification of the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest; and
- the right to file complaints with the ~~Family Policy Compliance Office~~ Office of the Chief Privacy Officer in the United States Department of Education concerning the school division's alleged failure to comply with FERPA.

Notification Regarding Special Education Records

After a child with a disability graduates, ages out of, or otherwise leaves any public school, the school retains the special education records of the child for at least seven years. The school notifies the parents of each such child of the opportunity to obtain such records during the retention period.

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Procedure to Inspect Education Records

Parents of students or eligible students may inspect and review the student's education records within a reasonable period of time, which shall not exceed 45 days, and before any meeting regarding an IEP or hearing involving a student with a disability. Further, parents have the right to a response from the school division to reasonable requests for explanations and interpretations of the education record.

Parents or eligible students should submit to the student's school principal a written request which identifies as precisely as possible the record or records ~~he or she~~ the parent wishes to inspect.

The principal (or appropriate school official) will make the needed arrangements for access as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the portion of the record which pertains to other students.

Copies of Education Records

The Charlottesville City Public Schools will not provide a parent or eligible student a copy of the student's education record unless failure to do so would effectively prevent the parent or eligible student from exercising the right to inspect and review the records.

Fees for Copies of Records

The fee for copies will be \$0.10 per page. The actual cost of copying time and postage will be charged. The Charlottesville City Public Schools does not charge for search and retrieval of the records. The Charlottesville City Public Schools does not charge a fee for copying an Individualized Education Plan (IEP) or for a copy of the verbatim record of a hearing conducted in accordance with the State Board of Education's Regulations Governing Special Education Programs for Children with Disabilities in Virginia.

Types, Locations, and Custodians of Education Records

The Charlottesville City Public ~~School~~ Schools shall provide parents on request a list of the types and locations of education records collected, maintained, or used by the school division.

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The following is a list of the types of records that the Charlottesville City Public Schools maintain, their locations, and their custodians.

Types	Location	Custodian	Information
THE SCHOOL DIVISION WILL COMPLETE THIS SECTION AS APPROPRIATE.			

Disclosure of Education Records

The Charlottesville City Public Schools discloses education records or personally identifiable information contained therein only with the written consent of the parent or eligible student except as authorized by law. Exceptions which permit the school division to disclose education record information without consent include the following.

1. To school officials who have a legitimate educational interest in the records.
A school official is:
 - a person employed by the School Board
 - a person appointed or elected to the School Board
 - a person employed by or under contract to the School Board to perform a special task, such as an attorney, auditor, medical consultant, or therapist
 - a contractor, consultant, volunteer, or other party to whom the school division has outsourced services or functions for which the school division would otherwise use employees and who is under the direct control of the school division with respect to the use and maintenance of education recordsA school official has a legitimate educational interest if the official is:
 - performing a task that is specified in ~~his or her~~ the official's position description or by a contract agreement
 - performing a task related to a student's education
 - performing a task related to the discipline of a student
 - providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. When a pupil transfers from one school division to another, the scholastic record or a copy of the scholastic record and a copy of the complete student disciplinary record, including copies of any relevant correspondence sent to the pupil or pupil's parent and copies of any correspondence and documentation relating to the pupil's placement in an alternative education program pursuant to Va. Code § 22.1-209.1:2 or Va. Code § 22.1-277.2:1, is transferred to the school division to which the pupil transfers if requested by such school division.
3. To certain officials of the U.S. Department of Education, the United States Attorney General, the Comptroller General, and state educational authorities, in

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- connection with certain state or federally supported education programs and in accordance with applicable federal regulations.
4. In connection with a student's request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
 5. For the purpose of furthering the ability of the juvenile justice system to effectively serve the pupil prior to adjudication. The principal or ~~his~~ principal's designee may disclose identifying information from a pupil's scholastic record to state or local law-enforcement or correctional personnel, including a law-enforcement officer, probation officer, parole officer or administrator, or a member of a parole board, seeking information in the course of ~~his~~ the law-enforcement or correctional personnel's duties; an officer or employee of a county or city agency responsible for protective services to children, as to a pupil referred to that agency as a minor requiring investigation or supervision by that agency; attorneys for the Commonwealth, court services units, juvenile detention centers or group homes, mental and medical health agencies, state and local children and family service agencies, and the Department of Juvenile Justice and to the staff of such agencies. Prior to disclosure of any such scholastic records, the persons to whom the records are to be disclosed shall certify in writing to the principal or ~~his~~ principal's designee that the information will not be disclosed to any other party, except as provided under state law, without the prior written consent of the parent of the pupil or by such pupil if the pupil is eighteen years of age or older.
 6. To organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; administer student aid programs; or improve instruction. The studies must be conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization that have legitimate interests in the information. The information must be destroyed when it is no longer needed for the purposes for which the study was conducted. The School Board must enter into a written agreement with the organization conducting the study which
 - specifies the purpose, scope, and duration of the study or studies and the information to be disclosed;
 - requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study stated in the written agreement;
 - requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and
 - requires the organization to destroy all personally identifiable information when the information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed.
 7. To accrediting organizations to carry out their functions.
 8. To parents of an eligible student who claim the student as a dependent for income tax purposes.

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9. To the entities or persons designated in judicial orders or subpoenas as specified in FERPA.
10. To appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. If the school division releases information in connection with an emergency, it will record the following information:
 - the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and
 - the parties to whom the division disclosed the information.
11. To an agency caseworker or other representative of a state or local child welfare agency or tribal organization who has the right to access a student's case plan when such agency or organization is legally responsible for the care and protection of the student.
- ~~12.~~ Directory information so designated by the school ~~division.~~ division, if any.
13. When the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. § 14071, and the information was provided to the division under 42 U.S.C. § 14071 and applicable federal guidelines.

The school division discloses or makes available to a guardian ad litem, on request, any information, records, or reports concerning a student for whom a petition for guardianship or conservatorship has been filed that the guardian ad litem determines are necessary to perform ~~his~~ the guardian ad litem's duties under Va. Code § 64.2-2003.

The school division will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom it discloses personally identifiable information from education records.

Unauthorized Disclosure of Electronic Records

In cases in which electronic records containing personally identifiable information are reasonably believed to have been disclosed in violation federal or state law applicable to such information, the school division shall notify, as soon as practicable, the parent of any student affected by such disclosure, except as otherwise provided in Va. Code §§ 32.1-127.1:05 or 18.2-186.6. Such notification shall include the (i) date, estimated date, or date range of the disclosure; (ii) type of information that was or is reasonably believed to have been disclosed; and (iii) remedial measures taken or planned in response to the disclosure.

Disclosure to Federal Agencies

Notwithstanding any other provision of law or policy, no member or employee of the Charlottesville City School Board will transmit personally identifiable information, as that term is defined in FERPA and related regulations, from a student's record to a federal government agency or an authorized representative of such agency except as required by federal law or regulation.

Disclosure of Information Relating to Home Instructed Students

Neither the superintendent nor the School Board shall disclose to the Department of Education or any other person or entity outside of the local school division information that is provided by a parent or student to satisfy the requirements of Policy LBD Home Instruction or subdivision B 1 of Va. Code § 22.1-254. However, the superintendent or School Board may disclose, with the written consent of a student's parent, such information to the extent provided by the parent's consent. Nothing in this policy prohibits the superintendent from notifying the Superintendent of Public Instruction of the number of students in the school division receiving home instruction.

Audit or Evaluation of Education Programs

Authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the federal Secretary of Education, and state and local educational authorities may have access to education records in connection with an audit or evaluation of federal- or state- supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs.

Any authorized representative other than an employee must be designated by a written agreement which

- designates the individual or entity as an authorized representative;
- specifies the personally identifiable information to be disclosed, specifies that the purposes for which the personally identifiable information is disclosed to the authorized representative is to carry out an audit or evaluation of federal- or state-supported education programs, or to enforce or comply with federal legal requirements that relate to those programs; and specifies a description of the activity with sufficient specificity to make clear that the work falls within the exception of 34 CFR § 99.31(a)(3) including a description of how the personally identifiable information will be used;
- requires the authorized representative to destroy personally identifiable information when the information is no longer needed for the purpose specified;
- specifies the time period in which the information must be destroyed; and
- establishes policies and procedures, consistent with FERPA and other federal and state confidentiality and privacy provisions, to protect personally identifiable information from further disclosure and unauthorized use, including limiting use of personally identifiable information to only authorized representatives with legitimate interests in the audit or evaluation of a federal- or state-supported education program or for compliance or enforcement of federal legal requirements related to such programs.

Military Recruiters and Institutions of Higher Learning

The Charlottesville City Public Schools provides, on request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses

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and telephone listings unless a parent or eligible student has submitted a written request that the student's name, address and telephone listing not be released without the prior written consent of the parent or eligible student. The school division notifies parents of the option to make a request and complies with any request.

The school division provides military recruiters the same access to secondary school students as is provided generally to post-secondary educational institutions or to prospective employers of those students.

Record of Disclosure

The Charlottesville City Public Schools maintains a record, kept with the education records of each student, indicating all individuals (except school officials who have a legitimate educational interest in the records), agencies or organizations which request or obtain access to a student's education records. The record will indicate specifically the legitimate interest the party had in obtaining the information. The record of access will be available only to parents, to the school official and ~~his~~ the official's assistants who are responsible for the custody of such records and to persons or organizations which audit the operation of the system.

The requirements related to records of disclosure stated above do not apply to disclosures made pursuant to an ex parte order issued by a court at the request of the United States Attorney General (or any federal officer or employee, in a position not lower than an Assistant Attorney General, designated by the Attorney General) seeking to collect education records relevant to an authorized investigation or prosecution of international terrorism as defined in 18 U.S.C. § 2331 or other acts listed in 18 U.S.C. § 2332b(g)(5)(B).

Personal information will only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student. If a third party permits access to information, or fails to destroy information, the division will not permit access to information from education records to that third party for a period of at least five years.

Directory Information

The Charlottesville City School Board notifies parents and eligible students at the beginning of each school year what information, if any, it has designated as directory information, the right to refuse to let the division designate any or all of such information as directory information, and the period of time to notify the division, in writing, that ~~he or she~~ the parent or eligible student does not want any or all of those types of information designated as directory information. The notice may specify that disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the School Board specifies that disclosure of directory information will be so limited, the disclosures of directory information will be limited to those specified in the public notice.

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No school discloses the address, telephone number, or email address of a student pursuant to the Virginia Freedom of Information Act unless the parent or eligible student affirmatively consents in writing to such disclosure. Except as required by state or federal law, no school discloses the address, telephone number, or email address of a student pursuant to 34 C.F.R. § 99.31(a)(11) unless (a) the disclosure is to students enrolled in the school or to school board employees for educational purposes or school business and the parent or eligible student has not opted out of such disclosure in accordance with Virginia law and this policy or (b) the parent or eligible student has affirmatively consented in writing to such disclosure.

Parents and eligible students may not use the right to opt out of directory information disclosures to 1) prevent disclosure of the student's name, identifier or institutional email address in a class in which the student is enrolled; or 2) prevent an educational agency or institution from requiring the student to wear, to display publicly or to disclose a student ID card or badge that exhibits information designated as directory information and that has been properly designated as directory information.

Charlottesville City School Board designates the following as directory information:¹

SCHOOL BOARD SHALL INSERT LIST OF DIRECTORY INFORMATION

Correction of Education Records

The procedures for the amendment of records that a parent or eligible student believes to be inaccurate are as follows.

1. Parents or the eligible student must request in writing that the Charlottesville City Public Schools amend a record. In so doing, they should identify the part of the record they want changed and specify why they believe it is inaccurate, misleading or in violation of the student's privacy or other rights.
2. CHARLOTTESVILLE CITY Public Schools shall decide whether to amend the record in accordance with the request within a reasonable period of time. If it decides not to comply, the school division shall notify the parents or eligible student of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading or in violation of the student's rights.
3. Upon request, Charlottesville City Public Schools shall arrange for a hearing, and notify the parents or eligible student, reasonably in advance, of the date, place and time of the hearing. The hearing shall be held within a reasonable period of time after the request.

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

If the school board does not designate any information as directory information, it should not include this sentence in its policy.

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4. The parent or eligible student may, at ~~his or her~~ the parent's or student's own expense, be assisted or represented by one or more individuals of ~~his or her~~ the parent's or student's own choice, including an attorney.
5. The hearing shall be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the school division. The parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records in accordance with FERPA.
6. Charlottesville City Public Schools shall prepare a written decision which will include a summary of the evidence presented and the reasons for the decision within a reasonable period of time after the hearing. The decision will be based solely on the evidence presented at the hearing.
7. If Charlottesville City Public Schools decides that the information is inaccurate, misleading or in violation of the student's right of privacy, it shall amend (including expungement) the record and notify the parents or eligible student, in writing, that the record has been amended.
8. If Charlottesville City Public Schools decides that the challenged information is not inaccurate, misleading or in violation of the student's right of privacy, it will notify the parents or eligible student that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. The statement will be maintained as part of the student's education records as long as the contested portion is maintained and disclosed whenever the school division discloses the portion of the record to which the statement relates.

Confidentiality of HIV and Drug and Alcohol Treatment Records

The Charlottesville City Public Schools complies with the confidentiality requirements of Va. Code § 32.1-36.1 providing for the confidentiality of records related to any test for Human Immunodeficiency Virus (HIV). In addition, the school division maintains confidentiality of drug and alcohol treatment records as required by federal and state law.

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Revised: June 20, 2017
Revised: June 19, 2018
Revised: August 1, 2019
Revised: August 6, 2020
Revised:

Legal Refs.: 18 U.S.C. §§ 2331, 2332b.
20 U.S.C. §§ 1232g, 7908.
42 U.S.C. § 290dd-2.

34 C.F.R. 99.3, 99.7, 99.10, 99.11, 99.20, 99.21, 99.22, 99.31, 99.32, 99.33,
99.34, 99.35, 99.36, ~~99.37~~, 99.37, 300.617.

Code of Virginia, 1950, as amended, §§ 2.2-3704, 2.2-3705.4, 2.2-3804,
16.1-260, 16.1-305.1, 16.1-305.2, 22.1-23.3, 22.1-254.1, 22.1-279.3:2, 22.1-287,
22.1-287.01, 22.1-287.02, 22.1-287.1, 22.1-288, 22.1-288.1, 22.1-288.2,
22.1-289, 23.1-405, 32.1-36.1, 64.2-2003.

8 VAC 20-81-170.

Cross Refs.:	<u>IGBA</u>	<u>Programs for Students with Disabilities</u>
	IJ	Guidance and Counseling Program
	JEC	School Admission
	JEC-R	School Admission
	JECA	Admission of Homeless Children
	JFC	Student Conduct
	JGDA	Disciplining Students with Disabilities
	JGD/JGE	Student Suspension/Expulsion
	JHCB	Student Immunizations
	JHCD	Administering Medicines to Students
	JOA	Student Transcripts
	JRCA	School Service Providers' Use of Student Personal Information
	<u>KBA</u>	<u>Requests for Public Records</u>
	KBA-R	Requests for Public Records
	KBC	Media Relations
	KNB	Reports of Missing Children
	KP	Parental Rights and Responsibilities
	LBD	Home Instruction
	LEB	Advanced/Alternative Courses for Credit

STUDENT SERVICES

File: JOB

ADMINISTRATION OF SURVEYS AND QUESTIONNAIRES

I. Instructional Materials and Surveys

A. Inspection of Instructional Materials

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any federally funded program are available for inspection by the parents or guardians of the student in accordance with Policy KBA Requests for Public Records.

B. Participation in Surveys and Evaluations

No student is required, as part of any federally funded program, to submit to a survey, analysis, or evaluation that reveals information concerning

- (1) political affiliations or beliefs of the student or the student's parent,
- (2) mental or psychological problems of the student or the student's family,
- (3) sex behavior or attitudes,
- (4) illegal, anti-social, self-incriminating, or demeaning behavior,
- (5) critical appraisals of other individuals with whom respondents have close family relationships,
- (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers,
- (7) religious practices, affiliations, or beliefs of the student or student's parent, or
- ~~(8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.~~
- (8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

C. Surveys Requesting Sexual Information

In any case in which a questionnaire or survey requesting that students provide sexual information, mental health information, medical information, information on student health risk behaviors pursuant to Va. Code § 32.1-73.8, other information on controlled substance use, or any other information that the School Board deems to be sensitive in nature is to be administered, the School Board notifies the parent concerning the administration of such questionnaire or survey in writing at least 30 days

prior to its administration. The notice informs the parent of the nature and types of questions included in the questionnaire or survey, the purposes and age-appropriateness of the questionnaire or survey, how information collected by the questionnaire or survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results will be disclosed. In any case in which a questionnaire or survey is required by state law or is requested by a state agency, the relevant state agency shall provide the School Board with all information required to be included in the notice to parents. The parent has the right to review the questionnaire or survey in a manner mutually agreed upon by the school and the parent and exempt the parent's child from participating in the questionnaire or survey. Unless required by federal or state law or regulation, school personnel administering any such questionnaire or survey do not disclose personally identifiable information.

No questionnaire or survey requesting that students provide sexual information shall be administered to any student in kindergarten through grade six.

D. Additional Protections

In the event of the administration or distribution of a survey containing one or more of the subjects listed in subsection I.B. above, the privacy of students to whom the survey is administered is protected by: **the use of identification codes with names maintained separately.**

II. Physical Examinations and Screenings

If the Charlottesville City School Division administers any physical examinations or screenings other than

- those required by Virginia law, and
- surveys administered to a student in accordance with the Individuals with Disabilities Education Act,

policies regarding those examinations or screenings will be developed and adopted in consultation with parents.

III. Commercial Use of Information

Questionnaires and surveys are not administered to public school students during the regular school day or at school-sponsored events without written, informed parental consent when participation in such questionnaire or survey may subsequently result in the sale for commercial purposes of personal information regarding the individual student.

This subsection does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- college or other postsecondary education recruitment, or military recruitment;
- book clubs, magazines, and programs providing access to low-cost literary products;

- curriculum and instructional materials used by elementary schools and secondary schools;
- tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- the sale by students of products or services to raise funds for school-related or education-related activities; and
- student recognition programs.

IV. Notification

Notification of Policies

The Board provides notice of this policy directly to parents of students annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy. The Board also offers an opportunity for the parent (or emancipated student) to opt the student out of participation in

- activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose);
- the administration of any survey containing one or more items listed in subsection I.B. above; or
- any nonemergency, invasive physical examination or screening that is
 - required as a condition of attendance;
 - administered by the school and scheduled by the school in advance; and
 - not necessary to protect the immediate health and safety of the student, or of other students.

Notification of Specific Events

The Board directly notifies the parent of a student, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled, or expected to be scheduled:

- activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose);
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 - not necessary to protect the immediate health and safety of the student, or of other students.

V. Definitions

Instructional material: the term "instructional material" means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Invasive physical examination: the term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

Parent: the term "parent" includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

Personal information: the term "personal information" means individually identifiable information including

- a student or parent's first and last name;
- a home or other physical address (including street name and the name of the city or town);
- a telephone number; or
- a Social Security identification number.

Survey: the term "survey" includes an evaluation.

Adopted:

Legal Refs.: 20 U.S.C. § 1232h.

Code of Virginia, 1950, as amended, § 22.1-79.3.

Cross Refs.:	INB	Teaching About Controversial Issues
	JHDA	Human Research
	KBA	Requests for Public Records
	KF	Distribution of Information/Materials

STUDENT SERVICES

File: JOB

ADMINISTRATION OF SURVEYS AND QUESTIONNAIRES

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- curriculum and instructional materials used by elementary schools and secondary schools;
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Adopted:

Legal Refs.: 20 U.S.C. § 1232h.

Code of Virginia, 1950, as amended, § 22.1-79.3.

Cross Refs.:	INB	Teaching About Controversial Issues
	JHDA	Human Research
	KBA	Requests for Public Records
	KF	Distribution of Information/Materials

STUDENT PUBLICATIONS

Definition of Official School Publications

Official school publications such as newspapers, yearbooks, and literary magazines may be prepared in regularly scheduled classes and are components of the curriculum approved by the School ~~Board~~. Board. These publications are not intended to provide a public forum for students or the general public. With regard to these publications, the School Board is the publisher, the principal is the editor, the faculty sponsor is the co-editor, and students appointed by the co-editor may serve as assistant editors and journalists.

Responsibilities of Student Editors and Journalists

Student assistant editors and journalists are responsible for preparing and writing factual material that is not obscene, defamatory, or an invasion of privacy or that

- is reasonably foreseeable to lead to the substantial disruption of school activities or to endanger the health or safety of students or staff;
- advocates the commission of an unlawful act or the violation of a lawful school policy or regulation;
- advertises or advocates illegal products or services; or
- advocates prejudice, hatred, violence, or harassment.

Responsibilities of Student Publications Faculty Co-Editor

School publications faculty co-editors instruct students in the recognized practices and ethical considerations of journalism. Faculty members instruct students in appropriate journalistic techniques and consult with the principal regarding material that may violate the law or the recognized principles of journalism. Material that may be considered controversial by some members of the school community should be carefully considered by students and the faculty editor, and brought to the attention of the principal.

Responsibilities of the School Principal

The school principal is responsible for approving all publications in accordance with School Board policy and the principal's judgment and discretion.

Adopted: July 16, 1998
Revised: June 19, 2008
Reviewed: June 25, 2013
Revised: June 26, 2014
Revised: August 1, 2019
Revised:

STUDENT SERVICES

File: JP - RL
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Legal Refs Hazelwood School Dist. v. Kuhlmeier, 484 U.S. 261, 108 S. Ct. 562,
98 L.Ed.2d 592 (1988).

Cross Refs: AC Nondiscrimination
GB Equal Employment Opportunity/Nondiscrimination
GBEC/JFCH/KGC Tobacco Products and Nicotine Vapor Products
JB Equal Educational Opportunities/Nondiscrimination
JFC Student Conduct
~~JFC-R Standards of Student Conduct~~
JFHA/GBA Prohibition Against Harassment and Retaliation
JP Advertising in the Schools

SCHOOL-COMMUNITY RELATIONS

File: KB - RL
Page: 1

PUBLIC INFORMATION PROGRAM

The Charlottesville City School Board recognizes the importance of providing information regarding the school division to the community. The Board ~~will utilize all~~ utilizes appropriate means and media in order to

- explain the programs, achievements, and needs of the school division;
- keep students, parents/guardians, and staff members fully informed about Board policies and procedures as well as their own rights and responsibilities;
- communicate factual information regarding the school division: and
- involve students, parents/guardians, and the community in discussions regarding education programs, student activities, and Board policy.

Adopted: August 6, 1998
Revised: January 8, 2004
Reviewed: February 21, 2008
Revised: July 5, 2012
Revised: August 1, 2019
Revised:

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

Cross Refs.: KA Goals for School Community Relations
KBA Requests for Public Records
KBC Media Relations

INTERNET PRIVACY

The Charlottesville City School Board is committed to complying with the Government Data Collection and Dissemination Practices Act and the Virginia Freedom of Information Act. The Charlottesville City School Board does not collect unnecessary personal information by means of its website, and collects only appropriate personal information to the extent necessary to serve its constituents and the community.

No information is collected automatically by accessing the School Board's website.

Our website does not place any "cookies" on your computer. [NOTE TO THE SCHOOL BOARD: as of 5/29/24, we are awaiting confirmation on these items from the vendor. We will update this policy if needed when we receive the final information.]

The Superintendent is responsible for creating and updating, as necessary, an internet privacy policy statement. The statement is available ~~of~~ on the division's website in a conspicuous manner.

Adopted: February 21, 2008
Reviewed: June 25, 2013
Revised: June 26, 2019
Revised: August 1, 2019
Revised:

Legal Refs: Code of Virginia, 1950, as amended, § 2.2-3803.

PUBLIC PARTICIPATION AT SCHOOL BOARD MEETINGS

Members of the community, including students enrolled in the division, are invited and encouraged to attend meetings of the Charlottesville City School Board to observe its deliberations. Any member of the community may address the School Board on matters related to the Charlottesville City public schools at any regular meeting as follows:

1. The Clerk or Deputy Clerk will place a sign-up sheet at the podium prior to each regular meeting of the School Board.
2. Any member of the public wishing to speak will sign-in on the sheet.
3. At the specified time on the agenda for "Comments from the Community", the Board Chairperson will call each person to the podium for comments.
4. The Chairperson will describe the procedure and the amount of time each member will have for comments.
5. Generally, each community member will have three (3) minutes for comments.
6. If the community member is still speaking at the end of the allotted time, the Chairperson will explain that the time is over and that the comment period will end.

Persons wishing to address the School Board are requested to contact the superintendent, the School Board chair, or their designee for placement on the agenda.

The chair is responsible for the orderly conduct of the meeting and rules on such matters as the appropriateness of the subject being presented and length of time for such presentation. Upon recognition by the chair, the speaker shall address the chair and if, at the conclusion of the speaker's remarks, any member of the School Board desires further information, the member addresses the speaker only with the permission of the chair. No one is allowed to make additional presentations until everyone who wishes to speak has an opportunity to make an initial presentation.

Student Participation

Students enrolled in a public elementary or secondary school in the division are permitted to address the School Board during any public comment or citizen participation portion of a school board meeting. Such students must follow the same sign-up procedures and rules and restrictions relating to time, place, and manner of speaking that are adopted by the School Board and applicable to all public participants.

The School Board may require a student to provide identification in the form of a current student identification card or other school document, such as a report card or a personal school email address, before allowing the student to provide oral comments, in accordance with Virginia law.

Adopted: August 6, 1998

Revised: December 20, 2007

SCHOOL BOARD GOVERNANCE AND OPERATIONS/ COMMUNITY RELATIONS

File: BDDH/KD - RL

Page: 2 of 2

Reviewed: June 25, 2013
Revised: June 26, 2014
Revised: June 27, 2016
Revised: June 17, 2021
Revised:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-79, 22.1-253.13:7.

COMMUNITY USE OF SCHOOL FACILITIES

The School Board may permit use of school property by members of the community when such use will not impair the efficiency of the school. The superintendent shall develop guidelines and applications for use of school property. Requests for the use of any school facilities shall be made to the superintendent or superintendent's designee. The superintendent shall report actions taken under this policy to the School Board at the end of each month.

If the School Board permits the use of its facilities by members of the community or the distribution of literature on school property or at school functions, it will permit such use or such distribution by the Boy Scouts of America, the Girl Scouts of the United States of America, and other youth groups designated as patriotic societies by federal law, to the same extent and in the same manner as all other persons or groups.

Adopted: August 6, 1998
 Revised: February 21, 2008
 Revised: July 5, 2012
 Revised: June 20, 2017
 Revised: August 1, 2019
 Revised:

Legal Refs.: 20 U.S.C. § 7905

Code of Virginia, 1950, as amended, §§ ~~22.1-70~~, 22.1-79.3, ~~22.1-130.1~~,
 22.1-131, ~~22.1-132~~; 22.1-132.01.

~~Acts 2016, c. 647.~~

Cross Refs.:	<u>DN</u>	<u>Disposal of Surplus Items</u>
	GBEC/JFCH/KGC	Tobacco Products and Nicotine Vapor Products
	IGDA	Student Organizations
	<u>IIBEA/GAB</u>	<u>Acceptable Computer System Use</u>
	KF	Distribution of Information/Materials
	<u>KGA</u>	<u>Sales and Solicitations in Schools</u>
	<u>KGB</u>	<u>Public Conduct on School Property</u>

PUBLIC GIFTS TO THE SCHOOLS

The School Board acts on offers of gifts to schools or to the school division. The School Board may impose reasonable conditions on ~~donations.~~ its acceptance of gifts.

When any real or personal property is given to and accepted by the Board, it vests in the Board unless inconsistent with the terms of the gift, devise or bequest, and is managed by the Board, according to the wishes of the donor or testator. The Board in addition to the regular settlement it is required to make of all school funds, settles annually before the commissioner of accounts so far as the management of the property bequeathed or devised is concerned.

In the case of any change in the boundaries of the division, the Board shall make provision for continuing the fulfillment of the purposes of the donor as far as practicable and settlement shall be made as provided for above.

Adopted: August 6, 1998
Revised: January 8, 2004
Reviewed: February 21, 2008
Revised: January 8, 2015
Revised: August 1, 2019
Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-126.

Cross Ref:	<u>EFB</u>	<u>Food Services</u>
	<u>FE</u>	<u>Playground Equipment</u>
	FFA	Naming School Facilities
	KJ	Advertising in the Schools
	KQ	Commercial, Promotional, and Corporate Sponsorships and Partnerships

ADVERTISING IN THE SCHOOLS

Individual schools may not endorse or imply endorsement of any product. All requests for endorsement must be directed to the superintendent or superintendent's designee.

School organizations must secure approval from the principal before soliciting advertisements for school publications. If there is need for policy clarification, the principal consults with the superintendent.

~~Commercial establishments whose primary source of revenue is the sale of intoxicants may not advertise in school publications.~~

Adopted: August 8, 1998
Revised: January 8, 2004
Revised: February 21, 2008
Reviewed: June 25, 2013
Revised: June 26, 2014
Revised: August 1, 2019
Adopted:

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

Cross Refs.: DJG Vendor Relations
JP Student Publications
KF Distribution of Information/Materials
KGA Sales and Solicitations in Schools
KQ Commercial, Promotional, and Corporate Sponsorships and Partnerships

SCHOOL-COMMUNITY RELATIONS

File: KL

PUBLIC COMPLAINTS

Complaints involving a particular school are handled within the school through the established channel of responsibility. If the complaint cannot be resolved at the level of the principal, it is referred to the superintendent or superintendent's designee. If the central office staff and complainant cannot reach a satisfactory solution, the matter may, at the School Board's discretion, be heard at a regular board meeting.

Any parent, custodian, or legal guardian of a pupil attending ~~the~~ Charlottesville City Schools who is aggrieved by an action of the School Board may, within thirty days after such action, petition the local circuit court to review the action of the School Board. The court will sustain the action of the School Board unless the School Board exceeded its authority, acted arbitrarily or capriciously or abused its discretion.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-87, 22.1-253.13:7.

Cross Refs.:	GB	Equal Employment Opportunity/Nondiscrimination
	GBA/JFHA	Prohibition Against Harassment and Retaliation
	GBLA	Third Party Complaints Against Employees
	<u>IIA</u>	<u>Instructional Materials</u>
	JB	Equal Educational Opportunities/Nondiscrimination
	<u>KLB</u>	<u>Public Complaints About Learning Resources</u>

COMMUNITY RELATIONS

File: KLB
Page: 1 of 2

PUBLIC COMPLAINTS ABOUT LEARNING RESOURCES

It is the responsibility of the Charlottesville City Schools School Board to establish procedures for handling challenged controversial materials.

The procedure for filing a complaint concerning learning resources is as follows:¹

OPTION 1

1. The complaint should be filed in writing with the principal on the “Request for Reconsideration of Learning Resources” form KLB-E. This form may be obtained from the principal or the central office.
2. A review committee consisting of the principal, the library media specialist, the classroom teacher (if involved), a parent and/or student and the complainant will convene.

The responsibilities of the committee are to:

- a. read, view or listen to the challenged material;
 - b. read several reviews, if available;
 - c. check standard selection aids;
 - d. talk with persons who may be knowledgeable about the material in question and similar material;
 - e. discuss the material;
 - f. make a decision to recommend retaining or withdrawing the material;
 - g. file the recommendation of the committee with the principal and the superintendent or superintendent’s designee;
 - h. notify the complainant of its recommendation and the disposition of the challenged material.
3. The complainant may appeal the decision to the superintendent or superintendent’s designee and, then, to the School Board².

OPTION 2

Despite the care taken in selecting suitable learning resources, and despite the qualifications and expertise of persons involved in that selection process, it is recognized that

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

The following language describes two possible procedures. The school board may use one of these or may create its own procedure.

² The School Board may want to specify the procedures that will be followed if the decision of the superintendent or superintendent’s designee is appealed.

COMMUNITY RELATIONS

occasional objections to materials will be made by the public. It is, therefore, the policy of the School Board to provide channels of communication and a fair procedure for members of the community to follow in expressing and resolving concerns about learning resources, including instructional materials, used in teaching the curriculum.

Complaints about learning resources should be presented in writing using KLB-E, "Request for Reconsideration of Learning Resources" form, which may be obtained from the principal or the central office. The standards and procedure for review shall be consistently applied. Materials shall be considered for their educational suitability and shall not be removed because of partisan or doctrinal disapproval. Challenges which are not resolved at the building level may be submitted to the superintendent or superintendent's designee. The decision of the superintendent may be appealed to the School Board or reviewed at the School Board's request. The decision of the School Board will be final.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-253.13:7.

Cross Refs.:	IIA	Instructional Materials
	IGAH	Family Life Education
	INB	Teaching About Controversial Issues
	KL	Public Complaints
	KQ	Commercial, Promotional and Corporate Sponsorships and Partnerships

**BLANK SCHOOL DIVISION
REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES**

Request By	_____		
Representing	_____	Myself	
		Organization or Group	
		(please identify)	_____
Address	_____	E-mail address	_____
Telephone	_____		
How do you prefer to be contacted?	_____		
Title or Description of Item	_____		
Author or Editor	_____		
Type of Material (book / film / record / speaker / software / other (specify))	_____		

1. Did you examine, review, or listen to this learning resource or presentation in its entirety?

YES NO

2. Have you discussed this material with school staff who ordered it or who use it?

YES NO

If yes, please identify the staff person(s) with whom you had the discussion:

[Print name of staff person(s)]

Are you aware of evaluations of this material by professional critics?

YES NO

If no, would you be interested in receiving this information?

YES NO

3. Describe what prompted your concern about the material. Please cite page numbers and/or specific information from the material to support your concerns (attach additional material, if necessary).

4. Does the general purpose for the use of the material, as described by the school staff or in the BLANK school division's program objectives, seem a suitable one for you?
- YES NO

If not, please explain (attach additional material, if necessary)

5. What action[s] would you like to see ~~the school take~~ taken regarding this material?

- Do not assign it to my child ~~The school should reevaluate the material~~
Use of the material should be reevaluated.

Other—Explain: _____

6. Are there other materials of the same subject and format that you would suggest for consideration in place of this material? YES NO

If yes, please identify your suggestions.

Signature _____ Date _____

RETURN COMPLETED FORM TO SCHOOL PRINCIPAL

SCHOOL-COMMUNITY RELATIONS

File: KMA

RELATIONS WITH PARENT ORGANIZATIONS

The Charlottesville City School Board encourages the establishment of parent-teacher organizations that seek to advance programs that improve educational opportunities for all students consistent with state and federal law. The School Board requests that parent-teacher organizations maintain a close relationship with the Board, administration and staff, and that they consider School Board and school policies when planning activities.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, ~~22.1-253.13:7.C.4.~~
22.1-253.13:7.

Cross Refs.: IGBC Parental Involvement
 KF Distribution of Information/Materials

CHARTER SCHOOLS

Purpose

In order to (1) encourage the development of innovative programs; (2) provide opportunities for innovative instruction and student assessment; (3) provide parents and students more choices; (4) provide innovative scheduling, structure and management; (5) encourage the use of performance-based educational programs; (6) establish high standards for teachers and administrators; and (7) develop models for replication in other public schools, the Charlottesville City School Board receives and considers applications for the establishment of charter schools.

Definition of Charter School

A charter school is a public, nonreligious or non-home-based alternative school located within the Charlottesville City School Division or operated jointly by multiple school divisions. A charter school may be created as a new school or by converting all or part of an existing public school. Conversions of private schools or home-based programs are not permitted. A charter school for at-risk pupils may be established as a residential school.

In establishing public charter schools within the division, the School Board gives priority to public charter school applications designed to increase the educational opportunities of at-risk students. At least one half of the public charter schools in the division must be designed for at-risk students. However, conversions of existing public schools into public charter schools that serve the same community as the existing public school do not count in the determination of school division compliance with the one-half requirement.

Enrollment in a charter school is open to any child who resides within the school division or, in the case of a regional public charter school, within any of the relevant school divisions, through a lottery process on a space-available basis, except that in the case of the conversion of an existing public school, students who attend the school and the siblings of such students are given the opportunity to enroll in advance of the lottery process. Students eligible to enroll in the school division pursuant to Va. Code § 22.1-3.B because they are the children of military personnel on active military duty who will reside in the division may participate in the lottery process for charter schools in the division at the same time and in the same manner as students who reside in the division.

Public charter schools are subject to all federal laws and authorities as set forth in law and the charter contract. Public charter schools are subject to the same civil rights, health and safety requirements applicable to other public schools in the Commonwealth, except as otherwise provided by law.

Public charter schools are subject to the student assessment and accountability requirements applicable to other public schools. Nothing precludes a public charter school from establishing additional student assessment measures that go beyond state requirements if the School Board approves such measures.

Management committees of public charter schools are subject to and shall comply with the Virginia Freedom of Information Act (§ 2.2-3700 et seq.).

No public charter school shall discriminate against any individual on the basis of disability, race, creed, color, sex, sexual orientation, gender, gender identity, national origin, religion, ancestry, or need for special education services or any other unlawful basis, and each public charter school shall be subject to any court-ordered desegregation plan in effect for the school division.

No public charter school shall discriminate against any student on the basis of limited proficiency in English and each public charter school shall provide students who have limited proficiency in English with appropriate services designed to teach such students English and the general curriculum, consistent with federal civil rights laws.

No public charter school shall engage in any sectarian practices in its educational program, admissions or employment policies or operations.

Application Process

Any person, group or organization may submit an application for the formation of a public charter school to the Charlottesville City School Board. A complete application includes the applicant's Virginia Public Charter School Application package submitted to the Board of Education, the result of the Board of Education's review of the application and the Charter School Application Addendum (LC-E [School Division] Charter School Application Addendum). Prior to submitting a charter school application to the School Board, a public charter school applicant shall submit its proposed charter application to the Board of Education for review and comment and a determination as to whether the application meets the approval criteria developed by the Board of Education. Charter School applications initiated by the Charlottesville City School Board must conform to the Virginia Public Charter School Application. However, such applications are not required to receive Board of Education review and comment prior to action by the School Board.

The Board of Education examines all applications, other than those initiated by the School Board, for feasibility, curriculum, financial soundness and other objective criteria it may establish, consistent with existing state law. The Board of Education's review and comment is for the purpose of ensuring that the application conforms with such criteria. The school division may work with a charter school applicant before the application is submitted to the Board of Education for review and recommendation.

All public charter school applicants, other than those initiated by the School Board, must also complete the application addendum in the format provided in Exhibit LC-E [School Division] Charter School Application Addendum. The School Board shall establish a "review team" consisting of appropriate school personnel, a local business representative and a resident charter school proponent to evaluate charter school applications. The School Board shall designate the chairman of the review team as the contact person for answering questions about the application process and receiving applications.¹ The review team shall work

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

cooperatively with applicants for charter schools. When an application is incomplete, the review team shall request the necessary information; an incomplete application is not grounds for denying a charter. However, if the applicant does not provide the necessary information within a reasonable timeframe (established by the review team)² then the application may be denied.

The review team shall (1) recommend to the School Board appropriate criteria for reviewing charter school applications; (2) evaluate all charter school applications based on the review criteria adopted by the School Board; (3) recommend one of the following options to the School Board for each application: approve, reject, place on a waiting list or return with suggestions for improvement; (4) monitor charter school progress; and (5) make recommendations for revocation, renewal or non-renewal of charter contracts.

The Charlottesville City School Board shall establish ~~a regulation~~ procedures for receiving, reviewing and ruling on applications for the establishment of charter schools. Such ~~regulation~~ procedures must include a timeline for the application and review process and the means for reviewing and evaluating each application, including the criteria on which the decision to grant or deny a charter will be based.³ To provide appropriate opportunity for input from parents, teachers, citizens, and other interested parties and to obtain information to assist the School Board in its decision to grant or deny a public charter school application, the ~~regulation~~ procedures will provide for public notice and the receipt of comment on public charter school applications. The School Board shall give at least 14 days' notice of its intent to receive public comment on an application. A copy of the ~~regulation~~, procedures including the review criteria, shall be posted on the division's website and a copy shall be made available to any interested party upon request.

School Board Decision

If the School Board denies a public charter school application, or revokes or fails to renew a charter agreement, it shall provide to the applicant or grantee its reasons, in writing, for such decision, and it shall post such reasons on its website. A public charter school applicant whose application was denied, or a grantee whose charter was revoked or not renewed, is entitled to petition the School Board for reconsideration. The petition for reconsideration shall be filed no later than 60 days from the date the public charter school application is denied, or the charter agreement is revoked or fails to be renewed. Such reconsideration shall be decided within 60 days of the filing of the petition.

The School Board must ensure a fair and objective process for receiving and evaluating applications. Fairness and objectivity can be accomplished by establishing a review team.

² The law does not address applicants who fail to provide the requested information. However, it seems logical to set some limit on the time for supplying incomplete information. Certainly, if the applicant does not provide the information within the timeframe for approval of applications, as established by the review team, then the application could not be recommended for approval for the next school year.

³

Virginia law leaves the entire application timeline and review process to the discretion of the School Board.

The School Board shall establish a process for reviewing petitions of reconsideration, which shall include an opportunity for public comment. The petition of reconsideration may include an amended application based on the reasons given by the School Board for such decision. Prior to seeking reconsideration, an applicant or grantee may seek technical assistance from the Superintendent of Public Instruction to address the reasons for denial, revocation or non-renewal.

Upon reconsideration, the decision of the School Board to grant or deny a public charter school application or to revoke or fail to renew a charter agreement is final and not subject to appeal. Following a decision to deny a public charter school application or to revoke or fail to renew a charter agreement, the School Board submits documentation to the Board of Education as to the rationale for the School Board's decision. The Board of Education has no authority to grant or deny a public charter school application or to revoke or fail to renew a charter agreement but may communicate any Board finding relating to the rationale for the School Board's denial of the public charter school application or revocation of or failure to renew the charter agreement based on the documentation submitted in any school division in which at least half of the schools receive funding pursuant to Title I, Part A.

Nothing in this policy prohibits an applicant whose application has been denied or a grantee whose charter has been revoked or not renewed from submitting a new application.

Charter Contract

Within 90 days of approval of a charter application, the School Board and the management committee of the approved public charter school shall execute a charter contract that clearly sets forth (i) the academic and operational performance expectations and measures by which the public charter school will be judged and (ii) the administrative relationship between the School Board and public charter school, including each party's rights and duties. The 90-day period may be extended by up to 30 days by mutual agreement of the parties. Such performance expectations and measures shall include applicable federal and state accountability requirements and may be refined or amended by mutual agreement after the public charter school has collected baseline achievement data for its enrolled students.

The academic and operational performance expectations and measures in the charter contract shall be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures and metrics that will guide the School Board's evaluations of the public charter school. The performance framework shall include indicators, measures and metrics for:

- student academic proficiency;
- student academic growth;
- achievement gaps in both proficiency and growth between the major student subgroups based on gender, race, poverty status, special education status, English language learner status and gifted status;
- attendance;
- recurrent annual enrollment;
- postsecondary education readiness of high school students;
- financial performance and sustainability; and

- the performance and stewardship of the management committee, including compliance with all applicable laws, regulations and terms of the charter contract.

The performance framework shall allow the inclusion of additional rigorous, valid and reliable indicators proposed by the charter school to augment external evaluations of its performance, provided that the School Board approves the quality and rigor of such indicators.

The performance framework shall require the disaggregation of all student performance data by major student subgroups based on gender, race, poverty status, special education status, English language learner status and gifted status.

Annual performance targets shall be set by the public charter school and the School Board and shall be designed to help each school meet applicable federal, state and School Board expectations.

The charter contract shall be signed by the chairman of the School Board and the president or chairman of the public charter school's management committee. Within 10 days of executing a charter contract, the School Board shall submit to the Board written notification of the charter contract execution, including a copy of the executed charter contract and any attachments.

No public charter school shall commence operations without a charter contract executed in accordance with this policy and approved in an open meeting of the School Board.

Waivers of School Board Policy and State Regulation

A charter school may operate free from School Board policies and state regulations, except the Standards of Quality, the Standards of Accreditation and Standards of Learning, as agreed in the charter contract. The School Board shall request from the Board of Education, on behalf of its charter schools, waivers from state regulation contained in each approved charter application. If the charter school is designed to increase the opportunities of at-risk students, then the School Board shall request that the Board of Education approve an Individual School Accreditation Plan.

Management and Operation

A charter school shall be administered and operated by a management committee in the manner agreed to in the charter contract. The management committee shall be composed of parents of students enrolled in the school, teachers and administrators working in the school and representatives of any community sponsors, or any combination thereof. A charter school shall be responsible for its own operations. However, a charter school may negotiate and contract with the School Board, or any other third party, for the provision of necessary services; services provided by the School Board must be provided at cost.

The applicant and members of the management committee, administrators, and other personnel serving in a public charter school must disclose any ownership or financial interest they may have in renovating, lending, granting, or leasing public charter school facilities.

Personnel

Charter school personnel shall be selected as agreed in the charter contract. Such personnel may, but are not required, to be employees of the School Board. However, all

charter school personnel shall be subject to the provisions of Va. Code §§ 22.1-296.1, 22.1-296.2 and 22.1-296.4.

Professional, licensed employees currently employed by the School Board may volunteer for assignment to a charter school and may be assigned by the School Board to a charter school for one contract year and reassigned annually upon the request of the employee and management committee. Professional, licensed employees assigned to a charter school shall receive the same employment benefits as such personnel assigned to noncharter schools. Professional, licensed personnel who request assignment to a noncharter school or who are not recommended for reassignment in

the charter school, other than for reasons cited in § 22.1-307 of the Code of Virginia, shall be transferred to a noncharter school according to School Board policy.⁴

The School Board may employ health, mental health, social services and other related personnel to serve in residential charter schools for at-risk students as determined in the charter agreement. However, the School Board is not required to fund the residential or other services provided by a residential charter school.

The School Board has the final authority to assign professional, licensed personnel to charter or other schools within the division.⁵

Funding

Charter schools shall be funded as provided by law and negotiated in the charter contract.

Revocation and Renewal of the Charter Contract⁶

The School Board may revoke a charter contract if

- the charter school violates the conditions, standards or procedures established in the application;

⁴FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

A provision dealing with the transfer of charter school personnel should be added to School Board policies governing personnel.

⁵ Unilaterally assigning personnel to a charter school may stifle the innovation and choice which were reasons for granting the charter. However, the ultimate authority to assign personnel rests in the School Board.

⁶ Va. Code § 22.1-212.12(C) states that nothing in the section shall be construed to restrict the authority of the School Board to decline to renew a charter contract. This section suggests that the School Board is not limited to the statutory criteria in making a renewal decision. However, if other criteria are used in the renewal decision, then they should be stated in ~~policy or regulation~~: policy.

- the charter school violates a material term of the charter contract (for example, failing to provide required reports to the School Board);⁷
- the charter school fails to meet or make reasonable progress toward achievement of the content standards or student performance standards identified in the charter application;
- the charter school fails to meet generally accepted standards of fiscal management; or
- the charter school violates any provision of law from which it was not specifically exempted.

A charter contract may be renewed for up to five years. The management committee must apply to renew the charter by [INSERT AMOUNT OF TIME] before the charter expires.⁸

The application for renewal shall contain

- a report on the progress of the charter school in achieving the goals, objectives, program and performance standards for students and other conditions and terms the School Board required in the charter
- a financial statement, on forms prescribed by the Board of Education, disclosing the costs of administration, instruction and other spending categories which is written in a way to allow the School Board and the public to compare such costs to the costs of other schools and comparable organizations
- other information the School Board may require

If a charter contract is revoked or not renewed, or a charter school is dissolved, the management committee shall be responsible for all financial obligations of the charter school.⁹

Reports

The School Board reports the following to the Board of Education:

- the grant or denial of charter applications, applications for renewal, and the revocation of any charter contract; for any such denial, revocation or failure to renew, the report to the Board of Education contains documentation as to the reason for the denial or revocation
- whether a public charter school is designed to increase the educational opportunities of at-risk students

⁷ Although not explicitly stated in the law, a charter could be revoked for a material violation of its terms.

⁸**FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.**

There is no statutory deadline for submitting a renewal application. Each school board should select a sufficient amount of time before the expiration of the charter contract to allow the conclusion of financial and administrative operations, including the reassignment of personnel, to be accomplished.

⁹ This provision should be included in the charter contract.

The Board of Education will report the number of public charter schools established in Virginia, and the number of charters denied, in its annual report to the Governor and the General Assembly.

Adopted:

Legal Refs: 20 U.S.C. § ~~6311(b)(1)(B)~~ 6311.

Code of Virginia, 1950, as amended, §§ 22.1-3, 22.1-212.5 et seq.

Cross Refs:	KBA	Requests for Public Records
	KBA-F1	Request for Public Records
	KBA-F2	Record of Inspection and/or Delivery of Copies
	KBA-R	Requests for Public Records
	LC-E	[School Division] Charter School Application Addendum

ADVANCED/ALTERNATIVE COURSES FOR CREDIT

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

Charlottesville City School Board may enter into agreements for postsecondary credential, certification or license attainment with community colleges or other public institutions of higher education or educational institutions established pursuant to Title 23.1 of the Code of Virginia that offer a career and technical education curriculum. Such agreements specify (i) the options for students to take courses as part of the career and technical education curriculum that lead to an industry-recognized credential, certification or license concurrent with a high school ~~diploma~~ diploma, and (ii) the credit, credentials, certifications or licenses available for such courses, (iii) the industry-recognized credentials that are accepted as substitutes for certain credits required for high school graduation, consistent with the list developed and maintained by the Virginia Board of Education, and (iv) available options for students to participate in pre-apprenticeship and apprenticeship programs at community colleges concurrent with the pursuit of a high school diploma and receive college credit and high school credit for successful completion of any such program.

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. 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. 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:

- Written approval of the high school principal prior to participation in dual enrollment must be obtained.
- The college must accept the student for admission to the course.
- The course must be given by the college for degree credits (no remedial courses will be accepted).
- Students participating in courses offered by an institution of higher education are permitted to exceed a full course load in order to participate in courses that lead to a degree, certificate, or credential at such institution.

Adopted: April 3, 1998
Revised: April 15, 1999

EDUCATION AGENCY RELATIONS

File: LEB - RL
Page: 2 of 2

Revised: June 19, 2008
Revised: July 5, 2012
Reviewed: June 17, 2021
Adopted: June 27, 2023
Revised:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:1.

8 VAC 20-131-140.

Cross Ref.: IA Instructional Goals and Objectives
IGAD Career and Technical Education
IGBI Advanced Placement Classes and Special Programs
IJD College and Career Readiness
IKF The Virginia Assessment Program and Graduation Requirements



Policies Reviewed but not Revised

COMPREHENSIVE PLAN

The Charlottesville City School Board adopts a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan is developed with staff and community involvement and includes, or is consistent with, all other divisionwide plans required by state and federal laws and regulations. The school board reviews the plan biennially and adopts any necessary revisions. Prior to the adoption of the plan or revisions thereto, the school board posts the plan or revisions on the division's Internet website if practicable and makes a hard copy of the plan or revisions available for public inspection and copying and conducts at least one public hearing to solicit public comment on the plan or revisions.

The divisionwide comprehensive plan includes:

- (i) the objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at risk students, then maintaining high levels of student achievement;
- (ii) an assessment of the extent to which these objectives are being achieved;
- (iii) a forecast of enrollment changes;
- (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations;
- (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions;
- (vi) a plan for implementing such regional programs and services when appropriate;
- (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the division's career and technical education programs, consistent with or as part of the comprehensive technology plan for Virginia adopted by the Board of Education;
- (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan;
- (ix) any corrective action plan required pursuant to Va. Code § 22.1-253.13:3; and
- (x) a plan for parent and family involvement to include building successful school and parent partnerships that will be developed with staff and community involvement, including participation by parents.

FOUNDATIONS AND BASIC COMMITMENTS

File: AF
Page: 2 of 2

Effective with the 2024-2025 school year:

- the divisionwide comprehensive plan will also include a divisionwide literacy plan for pre-kindergarten through grade eight, and
- the School Board will post, maintain, and update as necessary on its website a copy of its divisionwide literacy plan and the job description and contact information for any reading specialist employed by the division pursuant to subsection G of Va. Code § 22.1-253.13:2 and for any dyslexia specialist it employs.

The school board presents a report to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met during the previous two school years.

Each school prepares a comprehensive, unified, long-range plan, which the school board considers in the development of the divisionwide comprehensive plan.

Adopted August 16, 2007

Reviewed: December 20, 2007

Reviewed: June 25, 2013

Reviewed: June 26, 2014

Revised: August 1, 2019

Adopted: June 27, 2023

Legal Reference: Code of Virginia, 1950, as amended, § 22.1-253.13:6.

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The School Board conducts a formal self-evaluation annually in May or June to ensure the proper discharge of its responsibilities to the community. The evaluation has two major components:

First, and most important, is the assessment of the School Board and Superintendent in meeting the Biennial Board/Superintendent Priorities. Second is the assessment of the effectiveness of the School Board in the discharge of its role, both individually and as a collective body.

The Board's Annual Self-Evaluation includes and is based on the following items, provided yearly:

1. a completed copy of the Board Self-Evaluation Instrument; and
2. a completed copy of the Evaluation of the Biennial Board/Superintendent Priorities.

The Chair or Designee collates the results. The results are provided to School Board members and the Superintendent in advance of the annual June Board meeting designated to discuss evaluations and priorities.

The Biennial Board/Superintendent Priorities support the achievement of the School Division's mission and goals. The Strategic Plan provides the evidence by which the School Board can measure achievement on the five division goals.

The following conditions apply to the School Board self-evaluation process:

1. School Board members are involved in the development of an instrument by which they will evaluate themselves.
2. The school board evaluation instrument is completed by individual board members and submitted to the school board Chairman, or Designee, for compilation of the individual results.
3. The School Board meets, with a quorum of members present, to review and discuss the composite opinions and total results.
4. Each judgment is supported with as much rational and objective evidence as possible.

Upon final discussion of this self-evaluation, the School Board develops and/or adjusts the Biennial Board/Superintendent Priorities based on the Strategic Plan as required by the Virginia Standards of Quality, the goals adopted by the School Board, and the results of the Board's self-evaluation. The Strategic Plan coupled with the Division Goals serve as the

cornerstone for long-range improvement for the school division. These priorities will ensure continued proficiency in its area of excellence and will strengthen the performance of the School Division.

When the annual Progress Report is provided to the School Board, the data is used to measure the system's progress toward meeting the Biennial Board/Superintendent Priorities.

Mid-Year Review: Each year, the School Board reviews progress toward accomplishing the Biennial Board/Superintendent Priorities. This review will allow any needed mid-year course corrections.

Upon completion of the process annually, the School Board considers revisions to the School Board self-evaluation process.

Guidelines for the Board/Superintendent Evaluation Process

June Meeting/Retreat	Evaluation of priorities includes preliminary development of Board/Superintendent Biennial Priorities for next year.
By August 31st	Revise and finalize Board/Superintendent Priorities.
November/December	Superintendent provides update on Board/Superintendent Biennial Priorities. Have initial discussions of the midyear review. In open session discuss progress on priorities. In closed session, give feedback to the Superintendent on his/her job performance. In closed session the Superintendent provides an overview of performance of key administrators.
May/June	Superintendent provides update on priority progress allowing sufficient time for School Board to fill out evaluation forms for the June Meeting/Retreat. School Board collates evaluations.
June Meeting/Retreat	In open session evaluate school division progress on Board/Superintendent Biennial Priorities. In open session board self-evaluation. In Closed Session evaluate Superintendent.
By June 30th	Board provides Superintendent with a detailed oral evaluation in Closed Meeting. Board Chair, at the direction of the board, provides a summary written evaluation to include any compensation adjustments for the next school year.

Adopted: July 16, 1998
Revised: May 4, 2006
Reviewed: December 20, 2007
Reviewed: June 25, 2013
Reviewed: June 26, 2014
Revised: August 1, 2019

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

Cross Refs.: AE School Division Goals and Objectives
AF Comprehensive Plan
BBA School Board Powers and Duties

SCHOOL BOARD MEMBER COMPENSATION AND BENEFITS

Each member of the Charlottesville City School Board receives an annual salary as provided by law.

Actual expenses incident to performance of official duties by a school board member may be reimbursed on presentation of an expense voucher with receipts attached. Compensation is paid for mileage incurred for attendance at meetings of the school board and in conducting other official business of the school board.

School board members may participate in the division's group insurance plan and wellness benefit if allowable by the carrier.

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

Legal Refs.: Code of Virginia, 1950, as amended, §§ 15.2-1414.1 et seq., 22.1-32, 22.1-55, 22.1-78, 22.1-85.

Cross Ref.: BHE School Board Member Liability Insurance

SCHOOL BOARD MEMBER LIABILITY INSURANCE

The Charlottesville City School Board provides liability insurance, or self-insurance, for its members while performing functions or services for the school division to cover the costs and expenses incident to liability, including those for settlement, suit or satisfaction of judgment, arising from their conduct in discharging their duties or in performing functions or services for the school division.

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

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-84.

Cross Refs.: BHD Board Member Compensation and Benefits
EI Insurance Management

FISCAL MANAGEMENT

File: DL

PAYROLL PROCEDURES

All salaries and supplements paid to all employees are paid in accordance with the schedule approved by the School Board. If the school board sets the school calendar so that the first day students are required to attend occurs prior to August 15, the school board shall establish a payment schedule to ensure that all contract personnel are compensated for time worked within the first month of employment. The school division maintains records that accurately reflect the compensation and related benefits of each employee.

Adopted: April 3, 1998
Revised: June 19, 2008
Reviewed: June 25, 2013
Revised: August 1, 2019

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

Cross References: DK Payment Procedures
 DLB Salary Deductions
 IC/ID School Year/School
 Day

SALARY DEDUCTIONS

Federal and state taxes are automatically deducted from each employee's pay. The amount withheld will be based on the withholding statement that must be submitted by the employee at the time of employment. In the absence of a withholding statement, deductions will be made based on federal and/or state tax laws and regulations.

A list of all voluntary deductions available to employees is published annually and provided to all employees. Any additional voluntary deduction requests must be recommended by the superintendent and approved by the school board.

Adopted: April 3, 1998
Revised: June 19, 2008
Reviewed: June 25, 2013
Revised: August 1, 2019

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-296.

CASH IN SCHOOL BUILDINGS

Teachers and other school personnel who come into possession of cash in connection with school activities will not leave the money unattended. As soon as is possible, and no later than the end of the school day, personnel in possession of cash shall turn it over to the principal's office for safe-keeping and proper accounting.

Adopted: April 3, 1998
Revised: June 19, 2008
Revised: June 17, 2010
Reviewed: June 27, 2016
Revised: August 1, 2019

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-68, 22.1-78.

Cross Ref.: DGC School Activity Funds

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 at the request of the school board or community members.

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: April 13, 2023

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

INSURANCE MANAGEMENT

The School Board maintains such insurance on school property, including vehicles, as it deems necessary or as is required by law. The School Board may provide liability insurance, or may provide self-insurance, for certain or all of its officers and employees and for student teachers and other persons performing functions or services for any school in the school division, regardless of whether payment is made for such functions or services. Such insurance, including workers' compensation and all property and casualty insurance, is placed with insurance companies authorized to do business in Virginia or provided by insurance pools, groups, or self-insured programs authorized by the state Bureau of Insurance.

Adopted: April 3, 1998
Revised: May 15, 2008
Reviewed: June 25, 2013
Revised: June 26, 2014
Revised: August 1, 2019

Legal Refs.: Code of Virginia, 1950, as amended, §§ 15.2-2703, 15.2-2704, 15.2-2705, 22.1-84, 22.1-188 through 22.1-198.

FACILITIES DEVELOPMENT

File: FEG

CONSTRUCTION PLANNING

No public school building or addition or alteration thereto, for either permanent or temporary use, is advertised for bid, contracted for, erected, or otherwise acquired until the plans and specifications therefor

- have been approved in writing by the superintendent
- are accompanied by a statement by an architect or professional engineer licensed by the Board for Architects, Professional Engineers, Land Surveyors, Certified Interior Designers and Landscape Architects that such plans and specifications are, in his professional opinion and belief, in compliance with the regulations of the Board of Education and the Uniform Statewide Building Code; and
- have been reviewed by an individual or entity with professional expertise in building security and crime prevention through building design.

The division superintendent's approval, architect's or engineer's statement, all reviewers' comments and a copy of the final plans and specifications shall be submitted to the Superintendent of Public Instruction.

The Charlottesville City School Board, before entering into any contract or obligation to expend any funds for school construction, shall notify the Superintendent of Public Instruction, who shall advise the School Board of the services which he can render in connection therewith.

Adopted: February 21, 2008
Revised: June 17, 2010
Revised: August 1, 2019

Legal References: Code of Virginia, 1950, as amended, sections 22.1-139;
22.1-140.

Cross Reference: FEA Educational Facilities Specifications

PERSONNEL POLICIES GOALS

The Charlottesville City School Board holds as its primary responsibility the education of the students of Charlottesville Public Schools. To that end, the Board, as employer, realizes that the strength and future growth of the public schools depend directly on the contributions made by each employee in the organization toward the education of its students. The Board also knows that high productivity and efficiency result from individual job satisfactions. It is, therefore, the Board's policy to be frank, fair, and honest with personnel and to respect their rights as employees. The Board shall continue to strive to achieve mutual respect in its working relationships. It will insist that its supervisors do all in their power to carry out this objective.

The Superintendent or his/her designee, is responsible for the appropriate recruitment, staffing, and employee relations of personnel of the Charlottesville City School Division subject to the exclusive final authority of the School Board and shall maintain a personnel file system for all employees of the school division.

The personnel policies shall be reviewed annually. Suggestions will be sought from staff members in the revision of personnel policies. Revisions and additions shall be subject to approval by the School Board.

The goal of the employment policies and practices of the Charlottesville City School Board is to promote the employment and retention of highly qualified personnel to effectively serve the educational needs of students.

No employee, contractor or agent of the Charlottesville City School Board may assist a school board employee, contractor or agent in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the employee, contractor or agent knows, or has probable cause to believe, that such school employee, contractor or agent engaged in sexual misconduct regarding a minor or student in violation of law. This prohibition does not apply if the information giving rise to probable cause

1. A. has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct and
 - B. has been properly reported to any other authorities as required by federal or state law, including title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.) and the regulations implementing it and
2. A. the matter has been officially closed or the prosecutor or police with

jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee, contractor or agent engaged in sexual misconduct regarding a minor in violation of law;

- B. the school employee, contractor or agent has been charged with, and acquitted or otherwise exonerated of the alleged misconduct; or
- C. the case or investigation remains open and there have been no charges filed against, or indictment of, the school employee, contractor or agent within 4 years of the date on which the information was reported to a law enforcement agency.

Adopted: March 20, 2008
Revised: June 25, 2013
Revised: June 20, 2017
Revised: June 19, 2018
Revised: August 1, 2019

Legal Ref.: 20 U.S.C. § 7926.

Code of Virginia, 1950, as amended, § §§ 22.1-79.8, 22.1-295.

Cross Refs.:	AC	Nondiscrimination
	GAE	Child Abuse and Neglect Reporting
	GB	Equal Employment Opportunity/Nondiscrimination
	GBL	Personnel Records
	GBN	Staff Hiring Procedure

CHILD ABUSE AND NEGLECT REPORTING

Reporting Requirement

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

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

Notice of Reporting Requirement

The School Board posts in each school a notice that

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

Complaints of Abuse and Neglect

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

Adopted: June 26, 2014

Revised: June 30, 2015

Reviewed: June 17, 2021

PERSONNEL/ STUDENT SERVICES

File: GAE/JHG

Page: 2 of 2

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

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

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STAFF COMPENSATION PROCEDURES

Employees may choose to have their salaries paid in full according to the division's pay schedule or may annualize their pay. Employees who choose to receive payment of wages beyond the period in which the wages were earned must provide a written election of such deferral prior to the first duty day of the year of deferral on a form provided by the division. Any change to the election must be made prior to the first duty day of the fiscal year of the deferment.

Adopted: June 19, 2008
Revised: June 18, 2009
Reviewed: June 26, 2014
Revised: August 1, 2019

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

Cross Ref.: GBC-E1 Deferred Wage Payment Election Form

PERSONNEL

File: GBC-E2 - RL
Optional

**NOTICE OF HOW EMPLOYEES WHO WORK LESS
THAN 12 MONTHS ARE TO BE PAID**

This notifies **[name of employee]** that Charlottesville City school division requires ~~him~~ ~~or her~~ the employee to be paid over 12 months regardless of the fact that ~~he or she~~ the employee will actually work over a shorter time period. Specifically **[name of employee]** will receive **[school division should choose one of the following]**

12 equal monthly payments of **[dollar amount of each payment]** beginning on **[date]**

24 equal bi-monthly payments (or 26 equal payments every two weeks) of **[dollar amounts of each payment]** beginning on **[date]**.

In the event that a separation from service occurs before the end of the 12-month payment period, **[name of employee]** will be entitled to an additional payment for the amount actually earned from the beginning of the 12-month pay period until the date of separation from service which has not yet been paid. This additional payment will be included in the employee's final paycheck. For this purpose, "separation from service" has the same meaning as that term is defined in section 1.409A-1(h) of the Treasury Regulations.

ALTERNATIVES TO ANIMAL DISSECTION

The Charlottesville City School Board provides one or more alternatives to animal dissection for students enrolled in classes that incorporate dissection exercises. The superintendent is responsible for implementing such alternatives. The superintendent considers the Virginia Board of Education Guidelines Alternatives to Animal Dissection in implementing the alternatives.

Adopted: April 17, 2008
Reviewed: June 25, 2013
Revised: August 1, 2019

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-200.01.

Virginia Board of Education Guidelines Alternatives to Animal Dissection
(Attachment to Virginia Department of Education Superintendent's Memo #161
(Aug. 6, 2004)).

ENTRANCE AGE/ADMISSION OF PERSONS NOT OF SCHOOL AGE

A child who will reach his or her fifth birthday on or before September 30 of the school year and is otherwise eligible for enrollment in school as specified in Policy JEC School Admission and Regulation JEC-R School Admission may be enrolled in school. The superintendent disseminates information received from the Superintendent of Public Instruction concerning the ages when children are required or eligible to attend school. This information is disseminated to parents of such children upon or prior to enrollment of such children in the public schools of the division.

An individual who resides within the school division and is beyond school age (who has not reached his or her fifth birthday on or before September 30 of the school year or who has reached his or her 20th birthday on or before August 1st of the school year) may, at the discretion of the School Board, be admitted into the division schools. Such individuals may be charged tuition at the discretion of the School Board as provided in Policy JEC School Admission and Regulation JEC-R School Admission.

Adopted: July 16, 1998
Revised: June 19, 2008
Revised: June 25, 2013
Revised: August 1, 2019

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-1, 22.1-3, 22.1-5, 22.1-199, 22.1-254.

Cross Refs.: JEC School Admission
JEC-R School Admission

BLOOD BORNE CONTAGIOUS OR INFECTIOUS DISEASES

The attendance at school of students who suffer from blood borne diseases which are infectious or contagious, such as AIDS and Hepatitis B, and which may be transmitted by the exchange of body secretions is determined by the superintendent on a case-by-case basis. The superintendent obtains the advice of the local department of health to assist with the determination. The student may be excluded from school and school-related functions pending the superintendent's decision. The superintendent issues regulations setting forth the procedures to be followed to effectuate this policy.

The identity of a student who has tested positive for human immunodeficiency virus is confidential in accordance with law.

An alternative educational program is made available to any student whose removal pursuant to this policy is expected to result in a prolonged absence from school or where otherwise required by law.

Training in the use of universal precautions for handling blood is conducted periodically in accordance with state and federal law. Universal precautions for handling blood are implemented within the school setting and on buses in accordance with state and federal law.

The school board t adopts guidelines for school attendance for children with human immunodeficiency virus. Such guidelines are consistent with the model guidelines for such school attendance developed by the Board of Education.

Adopted: July 16, 1998
Reviewed: June 19, 2008
Reviewed: June 25, 2013
Revised: August 1, 2019

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-271.3, 32.1-36.1, 32.1-45.2.

Model Guidelines for School Attendance for Children with Human Immunodeficiency Virus (Attachment to Virginia Department of Education Superintendent's Memo #32 (Feb. 13, 2004)).

Cross Ref: EBAB Possible Exposure to Viral Infections
EBBB Personnel Training—Viral Infections
IGBG Off-Site Instruction and Virtual Courses
JHCCA-E Guidelines for School Attendance for Students with Human Immunodeficiency Virus

GUIDELINES FOR SCHOOL ATTENDANCE FOR STUDENTS WITH HUMAN IMMUNODEFICIENCY VIRUS

The Charlottesville City School Board recognizes its dual obligations to protect the rights of individual students infected with human immunodeficiency virus (HIV) and to provide a safe environment for students, staff, and the public. Because HIV is not transmitted through casual contact, any student who is HIV-infected will continue in a regular classroom assignment unless the student's health significantly interferes with the student's ability to benefit from the educational program.

Charlottesville City Schools will work cooperatively with the local health department with regard to the school attendance of students infected with HIV. To enhance the school attendance of students who are HIV-infected, the school division will collaborate with public and private organizations in the provision of support services to HIV- infected students.

All students are expected to satisfy the immunization requirements of Virginia Code § 22.1-271.2 unless a required immunization would be harmful to the health of the student. Students who are HIV-infected or have acquired immune deficiency syndrome (AIDS) may be exempted from obtaining immunizations which would otherwise be required. School personnel will cooperate with public health personnel regarding exemptions from the requirements.

Mandatory screening for HIV infection is not warranted as a condition of school attendance. Upon learning that a student is HIV-infected or has AIDS, the superintendent may consult with the student's family, the student's family physician, or an official from the local department of health to determine whether the student is well enough to stay in school. If a change in the student's program is necessary because of the student's health, the superintendent or superintendent's designee will work with the student's family, family physician or local health official to develop an educational plan for the student.

Any school board employee or volunteer who has any information regarding a student's HIV-infected status treats that information as confidential.

Despite the extremely remote risk that exposure of skin to blood could result in infection, the following universal precautions for handling blood are implemented within schools and on school buses:

- persons involved in cleaning surfaces exposed to blood and persons rendering first aid to bleeding students should wear disposable gloves to avoid exposure of open skin lesions and mucous membranes to blood;
- surfaces contaminated with blood should be promptly cleaned with household bleach (1 part bleach to 9 parts water) using disposable towels and tissues;
- hands must be washed after gloves are removed;
- if one person's skin is exposed to the blood of another person, the exposed areas should be washed with soap and water.

Universal precautions do not apply to feces, nasal secretions, saliva, sputum, sweat, tears, urine, and vomitus unless they contain blood.

To ensure implementation of the proper procedures for all body fluids, training will be provided to all school personnel. Training includes information regarding the following: etiology, transmission, prevention, and risk reduction of HIV; standard procedures for handling blood and body fluids; community resources available for information and referral; and school board policies.

Comprehensive and age-appropriate instruction on the principal modes by which HIV is spread and the best methods for the reduction and prevention of AIDS is provided.

Adopted: August 1, 2019

WELLNESS POLICY

This district-level wellness policy template meets the minimum Federal standards for local school wellness policy implementation under the final rule of the [Health, Hunger-Free Kids Act of 2010](#), the Alliance for a Healthier Generation Healthy Schools Program Bronze-/eve/ award criteria, and minimum best practice standards accepted in the education and public health fields.

Preamble

Charlottesville City Schools (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities- do better academically. 11 •12•13•14• Finally, there is evidence that adequate hydration is associated with better cognitive performance. 15•16

¹ Bradley, B, Green, AC. *Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors*, Journal of Adolescent Health. 2013; 52(5):523-532.

² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. *School breakfast program and school performance*. *American Journal of Diseases of Children*. 1989;143(10):1234-1239.

³ Murphy JM. *Breakfast and learning: an updated review*. *Current Nutrition & Food Science*. 2007; 3:3-36.

⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. *The relationship of school breakfast to psychosocial and academic funng: Cross-sectional and longitudinal observations in an inner-city school sample*. *Archives of Pediatrics and Adolescent Mctionedicine*. 1998;152(9):899-907.

⁵ Pollitt E, Mathews R *Breakfast and cognition: an integrative summary*. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S-813S.

⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. *Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents*. *Journal of the American Dietetic Association*. 2005;105(5):743-760, quiz 761-762.

⁷ Taras, H. *Nutrition and student performance at school*. *Journal of School Health*. 2005;75(6):199-213.

⁸ MacLellan D, Taylor J, Wood K. *Food intake and academic performance among adolescents*. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141-144.

⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. *Correlates of inadequate consumption of dairy products among adolescents*. *Journal of Nutrition Education*. 1997;29(1):12-20.

¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. *Correlates of inadequate fruit and vegetable consumption among adolescents*. *Preventive Medicine*. 1996;25(5):497-505.

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This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day- both through reimbursable school meals and other foods available throughout the school campus in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school; Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District Specific measurable goals and outcomes are identified within each section below.

- The District will coordinate the wellness policy with other aspects of school management, including the District's School Improvement Plan, when appropriate.

¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

¹² Singh A, Uijtewilligne L, Twisk J, van Mechelen W, China paw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. Arch Pediatr Adolesc Med, 2012; 166(1):49-55.

¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Veiisto J, Leppanen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills -A follow-up study among primary school children*. PLoS ONE, 2014; 9(9): e107031.

¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, MooreR, Wu C-T, Kamijo K. *Effects of the F/TKids randomized control trial on executive control and brain function*. Pediatrics 2014; 134(4): e1063-1071.

¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>

I. School Wellness Committee

Committee Role and Membership

Charlottesville City Schools established a Wellness Policy leadership of one or more school officials who have the authority and responsibility to ensure each school complies with the Wellness Policy. The Wellness Policy committee, the School Health Advisory Board or SHAB, meets every other month during the school year for periodic review and update of the Wellness Policy. The general public and the school community are allowed and encouraged to participate in the Wellness Policy process. This may include parents, students, and representatives of the School Food Authority, teachers, school health professionals, and the School Board and school administrators. Applications are accepted yearly for participation in the School Health Advisory Board as official members. These applications are located on the [SHAB](#) page of the division website. In addition, per the division Wellness Policy rev. 2017, school principals shall ensure that each school has a school wellness team (consisting of the principal, teachers, parents, nurses, counselors, and students in middle and high school) responsible for implementing, monitoring, evaluating and reporting annually on progress towards meeting the division wellness policy goals and regulation. This group must prepare and submit a report for their school to the School Health Advisory Board regarding the progress towards implementation of the policy and recommendations for revisions to the policy as necessary.

The SHAB membership will represent all school levels {elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

- A division wellness committee (SHAB) is ongoing and regular meetings occur at the division level. This committee will meet at least 5 times per year.
- Each school within the District will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with SHAB. These committees will meet at least monthly during the academic school year.

Leadership

The responsibility of creating a culture of well-being and supporting every learner is shared among all students, parents, staff, departments, schools and leaders within Charlottesville City. However, the Final Rule requires specific designee(s) be identified to help lead the oversight, implementation, and progress assessments of the wellness policy. Broad oversight in Charlottesville City is provided by the School Health Advisory Board (SHAB), with direct responsibilities overseen by the Health and Physical Education Instructional

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Coordinator, Nutrition Coordinator and Director of Student Services.

The designated official for oversight is:

Director of Student Services and Achievement
1562 Dairy Road
Charlottesville, Virginia 22903
(434-245-2400)

Additional Designee(s)

The name(s), and role on the committee of this/these individual(s) is (are):

Title/ Relationship to School or District	Role on Committee
Director of Student Services and Achievement	Designated official for oversight
CCS Nutrition Coordinator	Assists in the evaluation of the wellness policy implement
Health and Physical Education Coordinator	Assists in the evaluation of the wellness policy implementation and facilitates SHAB meeting

**Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

The Wellness Policy Implementation, monitoring, accountability and community engagement is outlined in the Regulations JHCF-R

Wellness Policy Compliance

Charlottesville City Schools must conduct an assessment of the Wellness Policy every three years, at a minimum. The final rule requires State Agencies to assess compliance with the Wellness Policy requirements as a part of the general areas of the Administrative Review every three years. [2020 Triennial Assessment](#)

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's (or schools') events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the Health and Physical Education Coordinator. SHAB, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will notify households/families of the availability of the triennial progress report on the school website and social media. [2020 Triennial Assessment Link to 2023-2024 Triennial Assessment should be added: https://docs.google.com/document/d/1PFy3QxFdTIhjcN4oEO4Z9q522U9k6AKBIHMvHSNz84w/edit?usp=sharing](https://docs.google.com/document/d/1PFy3QxFdTIhjcN4oEO4Z9q522U9k6AKBIHMvHSNz84w/edit?usp=sharing)

Revisions and Updating the Policy

SHAB will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of SHAB and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the

availability of the annual and triennial reports.

- Reports will be made available on the division website and notifications will be made on the site as well as through division social media and school announcements.

II. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Summer Food Service Program (SFSP), and the After School Snack Program. The District also operates additional nutrition-related programs and activities including partnering with Cultivate Charlottesville City Schoolyard Garden to host school garden, and Harvest of the Month snacks. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible and culturally relevant all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [IISDA nutrition standards](#).) as defined in JHCF-R.
- Offer salad as an option every day at lunch
- Strategically place nutritious whole, local, or cooked-from-scratch foods
- Maintain a marketing-free lunch environment
- Expand menus to include more culturally diverse meals
- Continue to fund and operate an annual summer food program.
- Encourage families to participate in school meal programs by:
 - Having a formal marketing campaign that includes, but is not limited to, "cafeteria" sections in school newsletters, e-mail and backpack stuffer updates to teachers and parents, and a monthly Nutrition Services "News" page on the CCS website.
 - Encouraging families to determine eligibility for reduced or free meals by handing out forms at registration, during open houses, and at parent nights. Forms are also available in the main office of each school.
 - Enrolling in Community Eligibility Provision to provide free breakfast and lunch for all students at the approved schools.

- Providing non-traditional food service options, such as mobile breakfast carts, grab-and-go breakfast, and breakfast in the classroom.
- Holding periodic food promotions to encourage taste testing of healthy new additions to school menus.
- Working collaboratively with classroom teachers to maximize the impact of ongoing food programs such as Harvest of the Month and Farm to School Week.
- Maintaining a "closed campus" policy for K-11 students that does not allow them to leave school grounds during lunch.
- Schedule lunch between the hours of 10:00 AM and 2:00 PM per Department of Education Policy #CFR210.10 (F) Lunch will be scheduled after recess when possible for grades K-6. Not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities. (WellSAT US16)
- Provide adequate time for students to eat and enjoy school meals (a minimum of 15 minutes at breakfast and 20 minutes at lunch after being seated).
- Provide adequate portions for students based on requirements needed for their age, grade level.
- Provide students access to hand washing or hand sanitizing before they eat meals or snacks, and take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs. Additional strategies to assure high quality staff are located in JHCF-R.

Water

To promote hydration, **water is recognized as an essential nutrient**, and free, safe, unflavored drinking water will be available to all students throughout the **extended** school day* and throughout every school campus* ("school campus" and "**extended** school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes. **Alternate sources of water will be made available in the cafeteria if a drinking fountain is not present. All water sources and containers are maintained regularly and meet established hygiene and health safety standards. Such sources and containers may include drinking fountains, water containers, hydration stations, water jets, and other methods for delivering drinking water.**

To encourage water consumption, Students will be allowed to bring and carry (approved) water bottles throughout the day.

Specifics are outlined in the regulations.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <https://www.fns.usda.gov/cn/smart-snacks-school> The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at <https://www.healthiergeneration.org/take-action/schools/wellness-topics/smart-snacks>

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Detailed information for procedures are outlined in the regulations.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including. Specific procedures for implementing the policy for celebrations is included in the regulations.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*.

Requirements and recommendations for fundraising are included in the regulations.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

Nutrition Education

The Charlottesville City School Division believes that a strong nutrition education program is important. The

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elements of the sequential and evidence-based program are detailed in the regulations.

Essential Healthy Eating Topics in Health Education

As an integral part of the Health Education program, various topics are identified for inclusion. These topics are included but not limited to the identified topics in the regulations.

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards. Specific requirements about promotions are included in the regulations.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.¹⁵ This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.) Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
 - School-based food and beverage marketing will be consistent with nutrition education and health promotion. As such, schools will restrict marketing, during school hours, to the promotion of only those foods and beverages that meet the USDA "Smart Snacks" guidelines.
- Examples of marketing techniques include the following:

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- Brand names, trademarks, logos, or tags, except when placed on a physically present food or beverage product or on its container;
- Displays, such as on vending machine exteriors;
- Corporate brand, logo, name, or trademark on cups, posters, book covers, school supplies, or educational materials;
- Corporate brand, logo, name, or trademark on school equipment, message boards, scoreboards, or uniforms;
- Advertisements in school publications or school mailings;
- Sponsorship of school activities, or sports teams;
- Broadcasts on school radio stations or in-school television;
- Educational incentive programs such as contests, or programs that provide schools with supplies or funds when families purchase specific food products;
- Free samples or coupons displaying advertising of a product.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District school nutrition services/Athletics Department reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

III. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks, time in the school garden or physical education) will not be withheld as punishment for any reason. ["This does not include participation on sports teams that have specific academic requirements]. Teachers and other school personnel will not use physical activity (e.g., running laps, push ups) as punishment. The district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

- The District will work with schools to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure

sufficient quantities of equipment are available to encourage physical activity for as many students as possible.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "Essential Physical Activity Topics in Health Education" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

The Charlottesville City School Division will:

- Have a goal to provide a minimum of 200 minutes per week of physical activity for all students in grades K-10.
- Not reduce or eliminate time for recess, physical education or physical activity as a punishment.
- Not use physical activity as a punishment.
- Provide a minimum of 30 minutes daily recess for students in grades K-4 and a minimum of 25 minutes daily recess for students in grades 5-6. Recess will be scheduled before lunch when possible. If recess must be held indoors due to weather, teachers are encouraged to promote physical activity during indoor recess. <https://www.gonoodle.com/>
- Provide physical education for all students in K-10.
- Provide students in K-4 with physical education each week, for a minimum of 60 minutes with a goal of 90 minutes or more per week.
- Provide students in 5-6 with physical education each week, for a minimum of 125 minutes on average.
- Provide students in 7-8 with physical education each week, for a minimum of 200 minutes.
- Provide students in 9-10 with a minimum of 180 minutes of physical education weekly for one semester each year. The division standard for graduation from high school requires 2 credits for health/physical education.
- Not allow students to receive a waiver or exemption for physical education class. The only authorized substitution for physical education is virtual PE for students in 9-10.
- Use a written curriculum for physical education that is based on national or state-developed standards, such as the Five 4 Life curriculum.
<https://www.focusedfitness.org/curriculum/five-for-life>

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- Offer a planned, sequential program of physical education instruction incorporating individual and group activities which are taught in a positive environment by certified teachers endorsed in health and physical education.
- Conduct quality physical education instruction for K-10 that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation based on standards set by VDOE
www.virginiaisforlearners.virginia.gov/testing/sol/standards_docs/physical_education/index.shtml and SHAPE America Standards <https://www.shapeamerica.org/standards/pe/>.
- Maintain a teacher-student ratio for physical education classes of no more than 2 students per teacher, with a goal of 20 students.
- Offer professional development to K-12 PE teachers yearly to enhance instructional practices and pedagogy
- Provide safe and adequate equipment, facilities and resources necessary to meet VDOE and SHAPE America standards.
- Participate in bi-yearly fitness assessment for students in grades 3-8 and yearly for students in 9-10.
- ~~Collect BMI (height and weight) data for students in grades 3-10 yearly, however, parents and students will have the option of opting out. Information on HT/WT will not be shared with the students as it is for data purposes only. If students or families would like the information they may contact the school nurse. An opt-out form will be provided to all parents prior to the start of the BMI assessment. BMI assessment will be taken without using students names and will be done in a private area. PE teachers will be trained and provided with an additional adult to assist with the PE class while assessments are being taken.~~
https://www.cdc.gov/healthyschools/obesity/bmi/bmi_measurement_schools.htm
- Students in grades K-2 will practice the fitness assessment
- Provide students with 50% of physical education class time for moderate to vigorous activity, with accommodations for students with medical conditions or disabilities. Provide for appropriate professional development for physical education teachers. Support additional physical activity for all students through reduced fees for after school recreation, intramural activities, and sports; tool kits for recess and core classrooms; and education for parents.
- Provide a physical activity component for after school programs such as CATCH (Coordinated Approach to Child Health), Action-Based Learning Lab, and sports clubs and teams.
- Offer electives at the high school in addition to the required physical education courses.
- Promote active transportation to school through programs like Safe Routes to School, Walk to School days, walking school buses, and including pedestrian and bike safety education in physical education classes.
- Encourage family and community engagement in physical activity opportunities at schools through programs like fun runs, walk-a-thons, and field days.
- Share use of physical activity facilities through partnerships with Charlottesville Parks and Rec, the Boys and Girls Club of Central Virginia, SOCA, and VABA. Additionally, outdoor playgrounds and fields are available for community use after school hours and on weekends.
- Provide structured time for students to visit and learn about their school garden including but not limited to classes and clubs.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments using Weinel and Focused Fitness, and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity. The topics are provided in the regulations

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All Elementary Schools will provide a daily recess during the regular school year as determined appropriate by the Charlottesville City School Board.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active **and modeling healthy eating and drinking behaviors alongside** the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by: offering after school clubs, physical activity in after care, intramurals, and interscholastic sports at the middle and high school level.

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in six or more of the activities below; including but not limited to:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk~and Bike to School Week
- Instruction on walking/bicycling safety provided to students
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper

- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks school garden)

IV. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to, with the leadership of the school wellness committees, coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of SHAB and school wellness committee.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, Cultivate Charlottesville City Schoolyard Garden and other non-profit partners) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

SHAB will communicate with human resources staff to identify and disseminate wellness resources and perform other functions to support staff wellness.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors.

- Support, encourage and allow staff to use their lunch to be physically active. Establish and enhance physical activity and mindfulness opportunities for staff, such as the Hike/Bike program that offers a financial incentive for staff to walk or bike 30 minutes a week
- Continue to support the Employee Assistance Program for staff.
- Continue to support access to fitness clubs, recreation and well-being centers through discounts.
- Provide flu shots and other inoculations for employees and at minimal cost for their families.
- Support enhancement of medical coverage to include nutrition counseling and smoking cessation.

The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Counseling and Mental Health Services

The Charlottesville City School Division does support and encourage efforts for ongoing counseling and mental health for staff, students, and their families. Proposed activities are included in the regulations will:

- Provide access to a comprehensive counseling program for students and staff to address a range of mental health and psychological issues (i.e., emotional concerns, substance abuse, school adjustment, disordered eating, attendance problems, and physical and sexual violence).
- Provide access to quality and ongoing mindfulness, counseling and crisis intervention for all students and staff to promote positive social and emotional development. Provide access to prevention and early intervention services and referrals for treatment programs for mental health.
- Provide support groups for students from diverse social and economic backgrounds as needed.
- Employ appropriately credentialed and qualified therapists/counselors based on individual school needs.

Healthy School Environment

The Charlottesville City School Division strives to offer a healthy school environment to all students and staff. Various possibilities for achieving this goal are described in the regulations will:

- Foster relationships within the greater Charlottesville community.
- Provide school resource officers responsible for security issues at each school. Provide curriculum as a part of a school-wide sustainable effort to increase staff and student awareness about violence prevention and bystander behavior.
- Have a school safety audit conducted periodically as mandated by the Virginia Department of Education and include representatives from the school's administration, teaching staff, custodial staff and student body.
- Establish a school safety committee to implement and update the Division Safety Plan.
- Employ a maintenance staff to ensure the school buildings and surrounding areas are maintained in good condition with respect to structure, temperature, noise, and lighting.
- Prioritize student and staff physical, emotional and social wellness when planning any renovation or new construction, with a specific focus on design elements that directly affect nutrition and physical activity.
 - Kitchen facilities for cooking-from-scratch
 - Optimized lunch-line design
 - Sustainability (e.g., composting, reusable dishes, recycling)
 - Dining facilities that enhance the eating experience and take developmental stage into consideration
 - Space for school gardens
 - Varied and well-maintained playground structures
 - Field space for physical activity

Communication, Promotion, and Implementation

The Charlottesville City School Division will:

- Continue to involve parents, students, representatives of the school food authority, the School Board, school administrators, the School Health Advisory Board (SHAB) and the public in the development of the school wellness policy; and, will increase outreach to the public. The wellness policy and the triennial assessment will be made available to the public.
- Possible activities are included in the regulations.

Evaluation

- The SHAB will be responsible for monitoring the implementation of the Wellness Policy and working with Central Administration for the status and/or update of the regulations.
- Evaluation procedures at the division and school levels are outlined in the regulations.
- A division-wide Wellness Committee (the Chief Academic or Chief Operations Officer, Director of Student Services, Principals, Coordinator of Health/PE, SHAB representatives, Nutrition Services, Head Nurse and H.S. Head Counselor) shall be established for the purpose of monitoring the implementation of the division's Wellness Policy and Regulations; reporting to the Superintendent, and providing guidance for the school wellness teams.
- School principals shall ensure that each school has a school wellness team (consisting of the principal, teachers, parents, nurses, counselors and students in middle and high school) responsible for implementing, monitoring, evaluating and reporting annually on progress towards meeting the division wellness policy goals and regulations.
- The division Wellness Committee shall, at least every 3 years:
 - Conduct a division-wide review of the wellness policy to determine compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy.
 - Prepare and submit a report to the School Board and School Health Advisory Board regarding the progress toward implementation of the school wellness policy and recommendations for any revisions to the policy as necessary. This report will also include a copy of the current wellness policy, documentation on how the policy and assessments are made available to the public, the most recent assessment of implementation of the policy, and documentation of efforts to review and update the policy.
 - In addition to the funding currently allocated to each school for wellness activities for staff, a priority will be placed on locating additional funds that support both student and staff wellness initiatives. These will be incremental and evolve over time and will focus on more creative use of existing funds from local, state, and federal sources.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

SHAB Goals

Charlottesville City Schools recognizes the importance of health and well being on student's academic and future success. The division also recognizes that staff well being should also be supported as part of maintaining a healthy and productive school environment. A copy of the findings of assessment and goals for the current SHAB are included in the regulations.

A list of members recommended to serve on SHAB will be presented to the School Board annually for approval. A current list of members is included in the regulations.

Adopted: June 15, 2006

Reviewed: June 19, 2008

Revised: October 6, 2011

Revised: September 7, 2017

Reviewed: June 19, 2018

Revised: August 1, 2019

Revised: October 7, 2021

Revised:

Appendix

Non-Food Rewards List/Recommendations

Alliance for a Healthier Generation Non Food Rewards

Healthy Ways to Reward Students

Focus Group: How to Guide

Student Survey

Glossary:

Extended School Day- the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day- the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial - recurring every three years

REQUEST FOR PUBLIC RECORDS

Name _____

Address _____

E-mail address _____

Phone _____

I am a (check one):

- Citizen of the Commonwealth of Virginia
- Member of the Press referenced in Va. Code §2.2-3704
News Organization _____

Requesters may be asked to provide verification that they are citizens of the Commonwealth or a member of the press referenced in Va. Code § 2.2-3704.

STAFF USE ONLY
Date Request Received: _____
Request was made (check one)
<input type="checkbox"/> by requester on this form
<input type="checkbox"/> by telephone
<input type="checkbox"/> in writing other than on form (attach original request)
Date Response Sent: _____ (attach copy)
<input type="checkbox"/> Identification Verified
Type: _____
Number: _____
<input type="checkbox"/> Itemized Cost Estimate Attached

I am requesting access to the following records (please be as specific as possible, and attach additional paper if necessary) _____

Reasonable costs may be assessed in connection with this request. A current schedule of costs appears in Regulation KBA-R Requests for Public Records.

Specify format desired (if available):

- Photocopies
- E-mail (give address): _____
- Website posting
- Other (please specify): _____

Signature

Date

RETURN COMPLETED FORM TO:
CHARLOTTESVILLE CITY SCHOOLS
1562 DAIRY ROAD
CHARLOTTESVILLE, VA 22903