

VSBA Policy Update (MAY 2026)
June 4, 2026
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
Section A – Foundations and Basic Commitments				
AE	AE-RL	SCHOOL DIVISION GOALS AND OBJECTIVES	Language updated for clarity and to be broader to account for changes in regulations (regular review cycle).	Gurley & ELT
AF	AF-RL	COMPREHENSIVE PLAN	Updated for clarity and to reflect statute and DOE guidance; added cross references.	Gurley & ELT
New Policy	AH-RL	DIGITAL ACCESSIBILITY	New	Simalchik, Cuomo, Rasnake
Section B – School Board Governance and Operations				
BBFA	BBFA-RL	SCHOOL BOARD MEMBER CONFLICT OF INTERESTS	Administrative changes only (regular review cycle).	Gurley
BCA	BCA-RL	SCHOOL BOARD ORGANIZATIONAL MEETING	Administrative changes only (regular review cycle).	Gurley
BDA	BDA-RL	REGULAR SCHOOL BOARD MEETINGS	Added to be compliant with FOIA; additional language from SB699 which amended Va. Code § 2.2-3707 with new restrictions on amending agendas; language changed for clarity.	Gurley
Section C – General School Administration				
CBCA	CBCA-RL	DISCLOSURE STATEMENT REQUIRED OF SUPERINTENDENT	Revised and added change in SB530, which amended Va. Code § 2.2-3115.	Gurley
CH	CH-RL	POLICY IMPLEMENTATION	Regular review cycle) Changes for clarity and added legal references.	Gurley
Section E – Support Services				
EBB	EBB-RL	THREAT ASSESSMENT TEAMS	Added new training requirement from HB1071, which amended Va. Code § 22.1-79.4; changed language more in line with statute and for clarity. Added cross references.	Rasnake, Powell
EEAD	EEAD-RL	USE OF SCHOOL BUSES	Significant rewrite to mirror statute and new legislation HB416, which amended Va. Code § 22.1-182 to allow for reimbursement of insurance costs. Added legal and cross references.	Powell
EFB	EFB-RL	FOOD SERVICES	Added requirements of HB210, which amended Va. Code § 22.1-79.7 to add a requirement for annual reporting of school meal debt; substantially revised to remove language that is procedural/administrative in nature, cleaned up for clarity; added cross references.	Powell
EGAA	EGAA-RL	REPRODUCTION OF COPYRIGHTED MATERIALS	(Regular review cycle) Admin change only.	Cuomo, Isley

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Section G – Personnel				
GAB/IIBEA	GAB/IIBEA-RL	ACCEPTABLE COMPUTER SYSTEM USE	Added language from HB171, which amended Va. Code § 22.1-70.2; new requirements on internet safety	Cuomo
GAE	GAE-RL	CHILD ABUSE AND NEGLECT REPORTING	Added language from HB 1414 which amended Va. Code § 63.2-1509 adding certain personnel to list of mandatory reporters; made clarifications.	Lewis, Rasnake
GAH	GAH-RL	SCHOOL Division EMPLOYEE CONFLICT OF INTERESTS	Renamed; significant rewrite to remove language not required for policy and mirror rewrite of BBFA.	Lewis, Hoover
GCBEA	GCBEA-RL	LEAVE WITHOUT PAY	Added new requirement from HB 139, which amended Va. Code § 22.1-296. SBs must have policy requiring unpaid educational leave for certain employees	Lewis, Hoover
GCG	GCG-RL	PROFESSIONAL STAFF PROBATIONARY TERM AND CONTINUING CONTRACT	Change made in compliance with HB125, which amended Va. Code § 22.1-304 to make a change in notification requirements. "Written notice of noncontinuation of the contract by the teacher must be given by June 15 of each year." Gives SBs more room to take action permitted by other statutes.	Lewis
GCL	GCL-RL	PROFESSIONAL STAFF DEVELOPMENT	(Regular review cycle) Reworked to provide clarity; added requirements from HB38, which amended Va. Code § 22.1-298.6 to add requirements for mental awareness training; added language consistent with statutes.	Lewis, Isley, Rasnake
GCN	GCN-RL	EVALUATION OF PROFESSIONAL STAFF	(Regular review cycle) Added language consistent with statute; deleted certain language that was removed from statute; updated BOE information.	Lewis
GCPD	GCPD-RL	PROFESSIONAL STAFF DISCIPLINE	HB1301/SB122 amended Va. Code § 22.1-274 and 22.1-274.01.1 to allow employees to decline to deliver health-related services. Added cross-references	Lewis
GCPF	GCPF-RL	SUSPENSION OF STAFF MEMBERS	(Regular review cycle) Language clarified in accordance with HB849, which amended Va. Code § 22.1-315; added statute - No suspension without opportunity for a hearing before the SB.	Lewis
GEA/JOH	GEA/JOH-RL	ACCEPTANCE OF ELECTRONIC SIGNATURES AND RECORDS	(Regular review cycle) Administrative changes only.	Lewis & ELT

Section I – Instruction

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IA	IA-RL	INSTRUCTIONAL GOALS AND OBJECTIVES	Substantial rewrite to remove unnecessary language that is incorporated in other policies. Some language incorporated into new policy IK "Academic Planning and Course Selection."	Gurley & DILT
IC/ID	IC/ID-RL	SCHOOL YEAR/SCHOOL DAY	Added change in SB815/HB1455, which amended Va. Code § 22.1-79.1 to allow schools to begin 14 days before September 1; cleaned up language; deleted older footnotes not needed anymore.	Isley, Simalchik
IGAG	IGAG-RL	TEACHING ABOUT DRUGS, ALCOHOL, TOBACCO, GAMBLING, AND ELECTRONIC DEVICES	Added additional requirement from HB1486/SB568, which amended Va. Code § 22.1-206 to add screen time/time spent on electronic devices to required instruction; added a cross-reference.	Isley, Rasnake, Cuomo
IGAI	IGAI-RL	CHARACTER EDUCATION	(Regular review cycle) Administrative changes.	Isley, Rasnake
IGAJ	IGAJ-RL	DRIVER EDUCATION	Added requirement per HB1352, which amended Va. Code § 22.1-205 to add reckless driving to required curriculum for driver education programs.	Isley
IGBC	IGBC-RL	PARENT AND FAMILY ENGAGEMENT	(Regular review cycle) Administrative changes, added footnotes.	Johnson, Isley, Rasnake
IGBG	IGBG-RL	OFF-SITE INSTRUCTION AND VIRTUAL COURSES	Updated language to reflect change in regulations; updated legal references to reflect updated regulatory citations.	Isley, Rasnake
IIA	IIA-RL	SEXUALLY EXPLICIT INSTRUCTIONAL MATERIALS	Added language from SB19, which amended Va. Code § 22.1-16.8; changes for clarity; added legal reference. SB19 amended 22.1-16.8 to provide a definition of "instructional material" and "sexually explicit content"	Isley
IIAA	IIAA-RL	TEXTBOOK SELECTION, ADOPTION, AND PURCHASE	(Regular Review Cycle) updated to reflect provision of SB955 from 2025; Includes language regarding High-Quality Instructional Materials (HQIM) and HQIM Liaison; Added a legal reference	Isley, Hoover
IIBEA/GAB	IIBEA/GAB-RL	ACCEPTABLE COMPUTER SYSTEM USE	Added language from HB171, which amended Va. Code § 22.1-70.2; new requirements on internet safety	Cuomo
IJ	IJ-RL	GUIDANCE AND COUNSELING PROGRAM	(Regular review cycle) Administrative changes; legal reference updated.	Rasnake
IK	IK-RL (new)	ACADEMIC PLANNING AND COURSE SELECTION	Some language taken from Policy IAA "Notification of Learning Objectives." Additional language came from SB817, which added Va. Code § 22.1-79.3:2.	Isley, Rasnake, Swift
New policy	ILBC-RL (new)	COLLEGE BOARD SCHOOL DAY PROGRAM	Requirement in HB410, which added Va. Code § 22.1-79.10 that requires a SAT/College Day program.	Swift, Isley

Section J – Student Services

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JED	JED-RL	STUDENT ABSENCES/EXCUSES/DISMISSALS	Added new requirement from HB653, which amended Va. Code § 22.1-254. New provision allows for excused absences for military dependents in certain situations.	Rasnake, Swift, Johnson
JFCA	JFCA-RL	TEACHER REMOVAL OF STUDENTS FROM CLASS	(Regular review cycle) Administrative changes; and added an additional cross-reference.	Rasnake, (Trotter)
JFCD	JFCD/KGBA-RL	WEAPONS ON SCHOOL PROPERTY	No changes from JFCD Created mirror policy, KGBA for coding and filing; administrative changes.	Powell
JFCM	JFCM-RL	STUDENT CELL PHONE AND SMART DEVICE POSSESSION AND USE	Added changes pursuant to SB108, which amended Va. Code § 22.1-79.3:1; use of electronics from "bell to bell" is now a mandatory prohibition; added additional clarification in the footnotes.	Isley, Cuomo
JGDA	JGDA-RL	DISCIPLINE OF STUDENTS WITH DISABILITIES	(Regular review cycle) Substantially revised to remove language that is procedural/administrative in nature; clarity added.	Rasnake
JHC	JHC-RL	STUDENT HEALTH SERVICES	Added new school nurse training requirement from SB822/HB1446 that added Va. Code § 22.1-274.9	Rasnake
JHCD	JHCD-RL	ADMINISTERING MEDICINES TO STUDENTS	Added requirements from SB122/HB1301 that amended Va. Code § 22.1-274 and 22.1-274.01.1 and added Va. Code § 22.1-274.01.2; clarified some language.	Rasnake
JJAG	JJAG-RL	STUDENT-ATHLETE EXTREME HEAT SAFETY AND PROTECTION	Changed legal reference to reflect the updated provision number in the Code; added link to current guidelines.	Rasnake, Powell
NEW Policy	JLB-RL (new)	FINANCIAL AID INFORMATION AND GUIDANCE FOR HIGH SCHOOL STUDENTS	New requirement added by HB1095, which added Va. Code § 22.1-206.4. Each school must provide information; not mandatory for students. Expires July 1, 2031, unless extended.	Rasnake, Isley, Swift (Simalchik-website)
JOB	JOB-RL	ADMINISTRATION OF SURVEYS AND QUESTIONNAIRES	Updated to ensure compliance with federal and state law; added legal citation.	Simalchik, Isley, Rasnake, Swift
JOH/GEA	JOH/GEA-RL	ACCEPTANCE OF ELECTRONIC SIGNATURES AND RECORDS	(Regular review cycle) Administrative changes only.	Rasnake, Lewis & ELT
NEW Policy	JS-RL (new)	EXTRACURRICULAR ACTIVITY NOTIFICATION	New requirement from SB245, which added Va. Code § 22.1-79.3:2.	Simalchik

Section K – Community Relations

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KGBA/JFCD	KGBA/JFCD-RL (new)	WEAPONS ON SCHOOL PROPERTY	This is only a mirror policy to JFCD to add this policy to a section inclusive of all persons; it had previously only been in the "J" section which is student policies.	Powell
KKA	KKA-RL	SERVICE ANIMALS IN PUBLIC SCHOOLS	Additional language added pursuant to SB245, which amended Va. Code § 51.5-40.1 is HB1336 to define "three-unit service dog team;" language updated.	Rasnake, Powell, Simalchik
KP	KP-RL	PARENTAL RIGHTS AND RESPONSIBILITIES	Added new notification requirement pursuant to SB109, which amended Va. Code § 22.1-79.3; added new legal reference. Mirrors addition in policy IK "Academic Planning and Course Selection."	Isley, Rasnake, Simalchik, Swift
NEW Policy	KPA-RL (new)	PARENTAL NOTIFICATION OF SAFE STORAGE OF PRESCRIPTION DRUGS AND FIREARMS	New requirement per SB817, which amended Va. Code § 22.1-79.3.	Powell, Rasnake, Simalchik
Local Updates/Changes				
IK	RENAME to IKB	REPORTING STUDENT PROGRESS AND GRADES	*Administrative change needed - need to rename this policy from IK to IKB due to VSBA creating a new policy using this policy naming identifier	Swift, Thacker

FOUNDATIONS AND BASIC COMMITMENTS

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SCHOOL DIVISION GOALS AND OBJECTIVES

Generally

The Charlottesville City School Division is committed to excellence in education, equality of educational opportunity, and the recognition of each student's individuality. Inasmuch as students differ in their rate of physical, mental, emotional, and social growth and vary in their needs and abilities, learning opportunities are provided that are consistent with personal development and potential. Programs emphasize diagnostic and prescriptive instruction, allowing an individual approach to each student's learning style and educational needs.

The educational program introduces each student to a variety of ~~interest~~interests and subject areas that offer exposure to the range of opportunities available in later years. These experiences produce the basis for further education and future employment. As students demonstrate increased maturity, they may assume more responsibility for the decisions regarding their education.

The school environment should be responsive and conducive to learning. The physical environment facilitates and enhances the learning experiences available to each student. A responsive environment includes competent, dedicated teachers using a variety of techniques and a classroom atmosphere where students can function and develop according to their abilities. Safety, physical comfort, and ~~appearance-~~well-maintained facilities ~~also~~ are vital environmental components.

~~————~~Standards of Quality and Objectives

The ~~s~~School ~~B~~Board accepts the overall goals of public education as expressed ~~by~~in the Standards of Quality legislated by the Virginia General Assembly and implemented by ~~State-Virginia~~ Board of Education regulations.

The ~~Board and the Superintendents~~school board reports ~~its-~~division compliance with the Standards of Quality to the Board of Education annually, ~~in a manner consistent with the Board guidelines.~~ The report of compliance is submitted to the Board of Education by ~~the chairman of the board and the superintendent.~~

~~————~~Standards of Quality--Programs and Services

The ~~s~~School ~~b~~Board commits itself to providing programs and services ~~as stated-~~inconsistent with the Standards of Quality to the extent ~~funding thereof is provided by the General Assembly.~~and applicable state and federal funding provisions.

FOUNDATIONS AND BASIC COMMITMENTS

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Adopted: July 16, 1998
Revised: June 15, 2006
Revised: December 20, 2007
Revised: August 4, 2011
Reviewed: June 27, 2016
Revised: August 1, 2019
Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-23.3, 22.1-253.13:1, 22.1-253.13:8.

Cross Ref.: IA Instructional Goals and Objectives
IK Academic Planning and Course Selection

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 ~~sSchool bBoard~~ reviews the plan biennially and adopts any necessary revisions. Prior to the adoption of the plan or revisions thereto, the ~~sSchool bBoard~~ posts the plan or revisions on the division's ~~Internet-official~~ 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:

- the objectives of the school division, including strategies for (a) improving student achievement, particularly the achievement of educationally at-risk students, (b) maintaining high levels of student achievement, and (c) supporting student achievement through the adoption and implementation of textbooks and other high-quality instructional materials ~~for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement;~~
- an assessment of the extent to which these objectives are being achieved;
- a forecast of enrollment changes;
- 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;
- an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions;
- a plan for implementing such regional programs and services when appropriate;
- 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;
- an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan;
- any corrective action plan required pursuant to Va. Code § 22.1-253.13:3; and

- 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, t~~The divisionwide comprehensive plan also includes a divisionwide literacy plan for pre-kindergarten through grade eight in accordance with Virginia law and as identified in Policy AG Literacy Plan.

The ~~s~~School ~~b~~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: August 1, 2024
Adopted:

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

Cross Ref.: ~~AG~~ Literacy Plan
IIAA Textbook Selection, Adoption, and Purchase
KA Goals for School-Community Relations

DIGITAL ACCESSIBILITY

Background

The Charlottesville City School Board recognizes that information and communications technology (ICT) is a fundamental tool for education, employment, and public access. Universal access to ICT is essential to ensure that students, employees, and members of the public with disabilities have equitable access to the activities of the school division. Accessible technology prevents exclusion and ensures compliance with state and federal disability laws.

Policy Statement

In accordance with the Virginia Information Technology Access Act, Va. Code § 2.2-3500 et seq., it is the policy of the Charlottesville City School Board that all ICT purchased, acquired, or developed in-house for use by students, employees, program participants, and the general public be accessible to individuals with disabilities. The School Division ensures that individuals with disabilities have access to and use of information and data that is equivalent to the access and use provided to individuals without disabilities, unless an exception applies under federal law.

Definitions

“Accessibility” means alignment with federal § 508 standards and § 255 guidelines adopted pursuant to 29 U.S.C. § 794d and 47 U.S.C. § 255, and 28 C.F.R. § 35.200 and all other applicable federal and state laws.

“Accessibility Conformance Report” means a completed Voluntary Product Accessibility Template (VPAT) or other document indicating the conformance of a product to accessibility standards such as federal § 508 Standards and § 255 Guidelines adopted pursuant to 29 U.S.C. § 794d and 47 U.S.C. § 255. The Accessibility Conformance Report shall be completed by a digital accessibility subject matter expert with significant experience with product evaluation or by a qualified neutral third party.

“Information and communications technology” or “ICT” means any website, application, or other product or service primarily intended to fulfill or enable the function of information processing and communication by electronic means, including transmission and display via the Internet.

“Person with a disability” means the same as defined in Va. Code § 51.5-40.1.

Applicability

This policy applies to all ICT external and internal systems that are not included in the exceptions found in 28 C.F.R. § 35.201 or 36 C.F.R. Part 1194, Appendix A, § E202.

Assurance of Accessibility

The Superintendent or designee must ensure that all school division ICT:

- Provides equivalent access to individuals with disabilities.
- Is designed to present information in formats accessible or adaptable to all users.
- Conforms with the requirements of 28 C.F.R. 35.200, whether developed in-house or procured.

Procurement Requirements

All future contracts for the procurement of ICT shall include an “Information and Communications Technology Access Clause.”

- Certification: Vendors must certify that their products conform to accessibility standards.
- Non-Conformance: If a vendor cannot certify conformance, the Division may require a vendor-paid Accessibility Conformance Report and a Vendor Accessibility Roadmap. The roadmap must highlight non-conforming elements and provide a specific timeline for remediation.
- Exceptions: The Division may adopt non-accessible ICT only if its use does not result in individuals with disabilities being denied the benefits of any program, service, or activity, consistent with federal regulations.

Digital Accessibility Coordinator

The Superintendent or designee may designate an employee to serve as the Digital Accessibility Coordinator. This individual: Amanda Simalchik

- Ensures compliance with state and federal laws, including the Virginians with Disabilities Act and the Virginia Human Rights Act, to ensure that ICT and other products or services can be accessed by persons with disabilities;
- Oversees the development and implementation of the school division's digital accessibility policy; and
- Serves as the point of contact for accessibility-related inquiries and reporting.

The name, phone number, email address, and office address of the digital accessibility coordinator will be published in a conspicuous and easily accessible location on the school division's website.

Reporting and Exclusions

The Superintendent or designee shall track any ICT that does not conform to accessibility standards and is not included in the exceptions found in 28 C.F.R. § 35.201 or 36 C.F.R. Part 1194, Appendix A, § E202. Any non-conforming technology not covered by federal exceptions must be reported to the appropriate executive branch agency.

Adopted:

Legal Ref.: 28 C.F.R. 35.200; 36 C.F.R. Part 1194.

Code of Virginia, 1950, as amended, §§ 2.2-3500 through 2.2-3505,
51.5-1 et seq.

Cross Ref.:	AC	Nondiscrimination
	DJF	Purchasing Procedures

SCHOOL BOARD MEMBER CONFLICT OF INTERESTS AND DISCLOSURE OF ECONOMIC INTERESTS

Policy Statementurpose

The Charlottesville City School Board is committed to maintaining public confidence in the integrity and impartiality of the Board and emphasizes that the ~~The [BLANK] School Board~~ Virginia State and Local Government Conflict of Interests Act ("COIA") applies to all members of the Charlottesville City School Board. Members will maintain the highest ethical standards in the conduct of public business to include recognizing and managing situations where personal interests may interfere with official duties. ~~seeks, through the adoption of this policy, to assure that the judgment of its members, officers and employees will be guided by a policy that defines and prohibits inappropriate conflicts and requires disclosure of economic interests as defined by the General Assembly in the State and Local Government Conflict of Interests Act (the Act).~~

Copy of Virginia State and Local Government Conflict of Interests Act

The Superintendent ensures that each School Board member is furnished with a copy of the Virginia COIA within two weeks following the person's election, reelection, appointment, or reappointment to office. Every member must familiarize themselves with the requirements of the Virginia COIA.

Training Requirement

Each School Board member is required to complete conflict of interest training provided by the Virginia Conflict of Interest and Ethics Advisory Council, as required by Virginia Code § 2.2-3132. Such training must be completed within two months of assuming office and thereafter at least once during each consecutive period of two calendar years while holding office.

The clerk maintains records identifying School Board members subject to the training requirement and the dates that each member completed the training. Such records are maintained as public records for five years in the office of the clerk.

Areas of RegulationProhibited Conduct

~~The Act establishes six principal areas of regulation applicable to Board members, officers and employees of the [BLANK] School Division. They~~ School Board members ~~are:~~ must perform their official duties in a manner that avoids conflicts between personal interests and official responsibilities, refrains from using their public office for personal gain, and complies with the Virginia COIA and other applicable law.

School Board members must comply with the contractual conflict provisions of the

Virginia COIA.

Prohibited Gifts

School Board members must comply with the gift limitations and restrictions imposed by the Virginia COIA. This includes restrictions on gifts from lobbyists and parties seeking contracts with the division. Members, and members of their immediate family, may accept gifts that fall under the exceptions provided in Virginia COIA.

Disclosure and Abstention Requirements ¶

~~1. School Board members¹ file, as a condition of assuming office, a disclosure statement of their personal interests and other information as is required on the form prescribed by the Council pursuant to Va. Code § 2.2-3117 and thereafter file such statement annually on or before February 1. The disclosure forms are filed and maintained as public records for five years in the office of the clerk of the School Board.¶~~

~~¶~~
~~2. School Board members and employees required to file the Statement of Economic Interests who fail to file such form within the time period prescribed shall be assessed a civil penalty of \$250. The clerk of the School Board shall notify the attorney for the Commonwealth for the locality of any School Board member's or employee's failure to file the required form and the attorney for the Commonwealth shall assess and collect the civil penalty. The clerk shall notify the attorney for the Commonwealth within 30 days of the deadline for filing.¶~~

~~¶~~
~~3. Any School Board member, who has a personal interest in a transaction or any matter before the School Board, must disclose such interest as required by Virginia Code § 2.2-3112, and when required, must disqualify themselves from participating in the specific matter, to include abstention from voting. Board member or employee who is disqualified from participating in a transaction under Section G.1.a. of this policy, or otherwise elects to disqualify himself, shall forthwith make disclosure of the existence of his interest, including the full name and address of the business and the address or parcel number for the real estate if the interest involves a business or real estate and such disclosure shall be reflected in the School Board's public records in the division superintendent's office for a period of five (5) years.¶~~

Any member's participation in a matter in which they have a personal interest is governed by Virginia Code § 2.2-3112.¶

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

~~FOOTNOTE IS FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM THE FINAL POLICY.¶~~

~~¶~~

~~4. Any Board member or employee who is required to disclose his interest under Section G.1.b. of this policy shall declare his interest by stating:¶
the transaction involved;¶
the nature of the Board member's or employee's personal interest affected by the transaction;¶
that he is a member of a business, profession, occupation or group the members of which are affected by the transaction; and¶
that he is able to participate in the transaction fairly, objectively, and in the public interest.¶~~

~~— The School Board member s member or employee shall disclose the existence of an interest either make his declaration orally or in writing, and the to be recorded in written minutes of the Board or file a signed written declaration with the clerk of the Board, who shall record such disclosure in the minutes, in either case, retain and make available for public inspection such declaration for a period of five years from the date of recording or receipt. If reasonable time is not available to comply with the provisions of this subsection prior to participation in the transaction, the Board member mustor employee shall prepare and file the required declaration by the end of the next business day. The School Board member or employee shall also orally disclose the existence of the interest during each School Board meeting at which the transaction is discussed, and such disclosure shall be recorded in the minutes of the meeting. ¶~~

~~5. A Board member or employee who is required to declare his interest pursuant to subdivision G.1.c. of this policy shall declare his interest by stating:¶
(i) the transaction involved;¶
(ii) that a party to the transaction is a client of his firm;¶
(iii) that he does not personally represent or provide services to the client; and¶
(iv) that he is able to participate in the transaction fairly, objectively and in the public interest.¶~~

~~¶
— The Board member or employee shall either make his declaration orally to be recorded in written minutes of the Board or file a signed written declaration with the clerk of the Board who shall, in either case, retain and make available for public inspection such declaration for a period of five years from the date of recording or receipt. If reasonable time is not available to comply with the provisions of this subsection prior to participation in the transaction, the Board member or employee shall prepare and file the required declaration by the end of the next business day. ¶~~

¶

~~special anti-nepotism rules relating to School Board members and superintendents of schools.~~

~~general rules governing public conduct by School Board members regarding acceptance of gifts and favors.~~

~~prohibited conduct regarding contracts.~~

~~required conduct regarding transactions.~~

~~disclosures required from School Board members.~~

~~training requirements for School Board members.~~

~~¶~~

Definitions

~~"Advisory agency" means any board, commission, committee or post which does not exercise any sovereign power or duty, but is appointed by a governmental agency or officer or is created by law for the purpose of making studies or recommendations, or advising or consulting with a governmental agency.~~

~~"Affiliated business entity relationship" means a relationship, other than a parent-subsidary relationship, that exists when~~

~~one business entity has a controlling ownership interest in the other business entity;~~

~~a controlling owner in one entity is also a controlling owner in the other entity; or~~

~~there is shared management or control between the business entities.~~

~~¶~~

~~Factors that may be considered in determining the existence of an affiliated business entity relationship include that the same person or substantially the same person owns or manages the two entities, there are common or commingled funds or assets, the business entities share the use of the same offices or employees, or otherwise share activities, resources or personnel on a regular basis, or there is otherwise a close working relationship between the entities.~~

~~"Business" means any individual or entity carrying on a business or profession, whether or not for profit.~~

~~"Contract" means any agreement to which a governmental agency is a party, or any agreement on behalf of a governmental agency which involves the payment of money appropriated by the General Assembly or political subdivision, whether or not such agreement is executed in the name of the Commonwealth, or some political subdivision of it.~~

~~"Council" means the Virginia Conflict of Interest and Ethics Advisory Council established in Va. Code § 30-355.~~

~~"Employee" means all persons employed by a governmental or advisory agency.~~

~~"Financial institution" means any bank, trust company, savings institution, industrial loan association, consumer finance company, credit union, broker-dealer as defined in~~

~~subsection A of Va. Code § 13.1-501, or investment company or advisor registered under the federal Investment Advisors Act or Investment Company Act of 1940.¶~~
~~"Foreign country of concern" means any country designated by the Secretary of State to have repeatedly provided support for acts of international terrorism pursuant to the National Defense Authorization Act for Fiscal Year 2010, P.L. 115-232 § 1754(c), Aug. 13, 2018; the Arms Export Control Act § 40, 22 U.S.C. § 2780; or the Foreign Assistance Act of 1961 § 620A, 22 U.S.C. § 2370.¶~~
~~"Gift" means any gratuity, favor, discount, entertainment, hospitality, loan, forbearance or other item having monetary value. It includes services as well as gifts of transportation, local travel, lodgings, and meals, whether provided in-kind, by purchase of a ticket, payment in advance or reimbursement after the expense has been incurred. "Gift" does not include ¶~~
~~any offer of a ticket, coupon or other admission or pass unless the ticket, coupon, admission or pass is used; ¶~~
~~honorary degrees; ¶~~
~~any athletic, merit, or need-based scholarship or any other financial aid awarded by a public or private school, institution of higher education, or other educational program pursuant to such school, institution or program's financial aid standards and procedures applicable to the general public; ¶~~
~~a campaign contribution properly received and reported pursuant to Va. Code § 24.2-945 et seq.; ¶~~
~~any gift related to the private profession, occupation or volunteer service of the School Board member or employee or of a member of the School Board member's or employee's immediate family; ¶~~
~~food or beverages consumed while attending an event at which the School Board member or employee is performing official duties related to his public service; ¶~~
~~food and beverages received at or registration or attendance fees waived for any event at which the School Board member or employee is a featured speaker, presenter or lecturer; ¶~~
~~unsolicited awards of appreciation or recognition in the form of a plaque, trophy, wall memento or similar item that is given in recognition of public, civic, charitable or professional service; ¶~~
~~a devise or inheritance; ¶~~
~~travel disclosed pursuant to the Campaign Finance Disclosure Act (Va. Code § 24.2-945 et seq.); ¶~~
~~travel paid for or provided by the government of the United States, any of its territories or any state or any political subdivision of such state; ¶~~

~~travel related to an official meeting of, or any meal provided for attendance at such meeting by the Commonwealth, its political subdivisions, or any board, commission, authority, or other entity, or any charitable organization established pursuant to § 501(c)(3) of the Internal Revenue Code affiliated with such entity, to which such person has been appointed or elected or is a member by virtue of his office or employment; ¶~~
~~gifts with a value of less than \$20; ¶~~

~~attendance at a reception or similar function where food, such as hors d'oeuvres, and beverages that can be conveniently consumed by a person while standing or walking are offered; ¶~~

~~tickets or the registration or admission fees to an event that are provided by the School Board to School Board members or employees for the purposes of performing official duties related to their public service; or ¶~~
~~gifts from relatives or personal friends. ¶~~

~~For the purpose of this definition, "relative" means the donee's spouse, child, uncle, aunt, niece, nephew or first cousin; a person to whom the donee is engaged to be married; the donee's or donee's spouse's parent, grandparent, grandchild, brother, sister, step-parent, step-grandparent, step-grandchild, step-brother, step-sister, the donee's brother's or sister's spouse or the donee's son-in-law or daughter-in-law. For the purpose of this definition, "personal friend" does not include any person that the School Board member or employee knows or has reason to know is (a) a lobbyist registered pursuant to Va. Code § 2.2-418 et seq.; (b) a lobbyist's principal as defined in Va. Code § 2.2-419; or (c) a person, organization, or business who is a party to or is seeking to become a party to a contract with the School Board. For purposes of this definition, "person, organization or business" includes individuals who are officers, directors or owners of or who have a controlling ownership interest in such organization or business. ¶~~

~~"Governmental agency" means each component part of the legislative, executive or judicial branches of state and local government, including each office, department, authority, post, commission, committee, and each institution or board created by law to exercise some regulatory or sovereign power or duty as distinguished from purely advisory powers or duties. Corporations organized or controlled by the Virginia Retirement System are "governmental agencies" for purposes of this policy. ¶~~

~~"Immediate family" means (i) a spouse and (ii) any other person who resides in the same household as the School Board member or employee and who is a dependent of the School Board member or employee. ¶~~

~~"Officer" means any person appointed or elected to any governmental or advisory agency including local school boards, whether or not he receives compensation or other emolument of office. ¶~~

~~"Parent subsidiary relationship" means a relationship that exists when one corporation directly or indirectly owns shares possessing more than 50 percent of the voting power of another corporation.¶¶~~

~~"Personal interest" means a financial benefit or liability accruing to a School Board member or employee or to a member of the immediate family of the School Board member or employee. Such interest shall exist by reason of¶¶~~

~~ownership in a business if the ownership interest exceeds three percent of the total equity of the business;¶¶~~

~~annual income that exceeds, or may reasonably be anticipated to exceed, \$5,000 from ownership in real or personal property or a business;¶¶~~

~~salary, other compensation, fringe benefits, or benefits from the use of property, or any combination thereof, paid or provided by a business or governmental agency that exceeds, or may reasonably be anticipated to exceed \$5,000 annually;¶¶~~

~~ownership of real or personal property if the interest exceeds \$5,000 in value and excluding ownership in a business, income or salary, other compensation, fringe benefits or benefits from the use of property;¶¶~~

~~personal liability incurred or assumed on behalf of a business if the liability exceeds three percent of the asset value of the business; or¶¶~~

~~an option for ownership of a business or real or personal property if the ownership interest will consist of the first or fourth bullets above.¶¶~~

~~¶¶~~

~~"Personal interest in a contract" means a personal interest which an officer or employee has in a contract with a governmental agency, whether due to his being a party to the contract or due to a personal interest in a business which is a party to the contract.¶¶~~

~~"Personal interest in a transaction" means a personal interest of an officer or employee in any matter considered by his agency. Such personal interest exists when an officer or employee or a member of his immediate family has a personal interest in property or a business, or governmental agency, or represents or provides services to any individual or business and such property, business, or represented or served individual or business¶¶~~

~~is the subject of the transaction or¶¶~~

~~may realize a reasonably foreseeable direct or indirect benefit or detriment as a result of the action of the agency considering the transaction.¶¶~~

~~Notwithstanding the foregoing, such personal interest in a transaction shall not be deemed to exist where (a) an elected member of a local governing body serves without remuneration as a member of the board of trustees of a not for profit entity and such elected member or member of his immediate family has no personal interest related to the not for profit entity or (b) an officer, employee or elected member of a local~~

~~governing body is appointed by the local governing body to serve on a governmental agency or an officer, employee or elected member of a separate local governmental agency formed by a local governing body is appointed to serve on a governmental agency, and the personal interest in the transaction of the governmental agency is a result of the salary, other compensation, fringe benefits, or benefits provided by the local governing body or the separate governmental agency to the officer, employee, elected member or member of his immediate family.~~¶

~~"Transaction" means any matter considered by any governmental or advisory agency, whether in a committee, subcommittee, or other entity of that agency or before the agency itself, on which official action is taken or contemplated.~~¶

~~Special Anti-Nepotism Rules Relating to School Board Members and Superintendents~~¶

~~The School Board may not employ or pay, and the superintendent may not recommend for employment, the father, mother, brother, sister, spouse, son, daughter, son-in-law, daughter-in-law, sister-in-law or brother-in-law 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 person within a relationship described above when such person~~¶

~~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 member of the Board; 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 such 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 superintendent.~~¶

¶

~~A person employed as a substitute teacher may not be employed to any greater extent than he 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.~~¶

~~Notwithstanding the rules stated in Subsection D.1. 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 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.~~¶

~~Notwithstanding the rules stated above, the School Board may employ or pay any family member of the superintendent provided that~~¶

~~the superintendent certifies that he 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.~~¶

~~4. No family member (as listed in section D.1., above) 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.~~¶

~~General Rules Governing Public Conduct by School Board Members and Employees Regarding Gifts and Favors~~¶

~~¶~~

~~Prohibited Conduct~~¶

~~¶~~

~~No member or employee of the Board, shall~~¶
~~solicit or accept money, or anything else of value, for services performed within the scope of the Board Member's or employee's official duties other than the Board Member's or employee's regular compensation, expenses or other remuneration.~~¶

~~offer or accept money, or anything else of value, for or in consideration of obtaining employment, appointment, or promotion of any person in the school division;~~¶

- ~~• offer or accept any money or anything else of value for or in consideration of the use of his public position to obtain a contract for any person or business with the school division;~~¶
- ~~• use for the Board Member's or employee's own economic benefit, or anyone else's, confidential information gained by reason of the Board Member's or employee's office, and which is not available to the public;~~¶
- ~~• accept any money, loan, gift, favor, service or business or professional opportunity that reasonably tends to influence the Board Member or employee in the performance of the Board Member's or employee's official duties;~~¶
- ~~• accept any business or professional opportunity when he or she knows that there is a reasonable likelihood that the opportunity is being afforded the Board Member or employee to influence the Board Member's or employee's conduct in the performance of official duties;~~¶

- accept a gift from a person who has interests that may be substantially affected by the performance of the School Board member's or employee's official duties under circumstances where the timing and nature of the gift would cause a reasonable person to question the Board member's or employee's impartiality in the matter affecting the donor;¶
- accept gifts from sources on a basis so frequent as to raise an appearance of the use of the Board Member's or employee's public office or employment for private gain; or¶
- use the Board Member's or employee's public position to retaliate or threaten to retaliate against any person for expressing views on matters of public concern or for exercising any right that is otherwise protected by law, provided, however, that this prohibition shall not restrict the authority of any public employer to govern conduct of its employees, and to take disciplinary action, in accordance with applicable law.¶

¶

Prohibited Gifts¶

For purposes of this subsection:¶

"Person, organization or business" includes individuals who are officers, directors or owners of or who have a controlling ownership interest in such organization or business.¶

"Widely attended event" means an event at which at least 25 persons have been invited to attend or there is a reasonable expectation that at least 25 persons will attend the event and the event is open to individuals (i) who are members of a public, civic, charitable or professional organization, (ii) who are from a particular industry or profession or (iii) who represent persons interested in a particular issue.¶

School Board members and employees required to file a Statement of Economic Interests as prescribed in Va. Code § 2.2-3117 and members of their immediate families shall not solicit, accept or receive any single gift with a value in excess of \$100 or any combination of gifts with an aggregate value in excess of \$100 within any calendar year for the School Board member or employee or a member of the School Board or employee's immediate family from any person that the School Board member or employee or a member of the School Board's or employee's immediate family knows or has reason to know is (i) a lobbyist registered pursuant to Va. Code § 2.2-418 et seq.; (ii) a lobbyist's principal as defined in Va. Code § 2.2-419; or (iii) a person, organization, or business who is or is seeking to become a party to a contract with the School Board. Gifts with a value of less than \$20 are not subject to aggregation for purposes of this prohibition.¶

~~Notwithstanding the above, School Board members and employees required to file a Statement of Economic Interests and members of their immediate families may accept or receive ¶~~

- ~~• a gift of food and beverages, entertainment or the cost of admission with a value in excess of \$100 when such gift is accepted or received while in attendance at a widely attended event and is associated with the event. Such gifts shall be reported on the Statement of Economic Interests; ¶~~
- ~~• a gift from a foreign dignitary with a value exceeding \$100 for which the fair market value or a gift of greater or equal value has not been provided or exchanged, so long as such foreign dignitary is not a representative of a foreign country of concern. Such gift shall be accepted on behalf of the Commonwealth or a locality and archived in accordance with guidelines established by the Library of Virginia. Such gift shall be disclosed as having been accepted on behalf of the Commonwealth or a locality, but the value of such gift shall not be required to be disclosed; ¶~~
- ~~• certain gifts with a value in excess of \$100 from a lobbyist, lobbyist's principal or a person, organization or business who is or is seeking to become a party to a contract with the School Board if such gift was provided to such School Board member or employee or a member of the immediate family of the School Board member or employee on the basis of a personal friendship. A lobbyist, lobbyist's principal or a person, organization or business who is or is seeking to become a party to a contract with the School Board may be a personal friend of such School Board member or employee or the immediate family of the School Board member or employee. In determining whether a lobbyist, lobbyist's principal or a person, organization or business who is or is seeking to become a party to a contract with the School Board is a personal friend, the following factors shall be considered: (i) the circumstances under which the gift was offered; (ii) the history of the relationship between the person and the donor, including the nature and length of the friendship and any previous exchange of gifts between them; (iii) to the extent known to the person, whether the donor personally paid for the gift or sought a tax deduction or business reimbursement for the gift, and (iv) whether the donor has given the same or similar gifts to other persons required to file the disclosure form prescribed in Va. Code §§ 2.2-3117 or 30-111, and ¶~~
- ~~• gifts of travel, including travel-related transportation, lodging, hospitality, food or beverages, or other thing of value, with a value in excess of \$100 that is paid for or provided by a lobbyist, lobbyist's principal or a person, organization or business who is or is seeking to become a party to a contract with the School Board when the School Board member or employee has submitted a request for approval of such travel to the Council and has received the approval of the Council pursuant to Va. Code § 30-356.1. Such gifts shall be reported on the Statement of Economic Interests. ¶~~

~~The \$100 limitation imposed in accordance with this section shall be adjusted by the Council every five years, as of January 1 of that year, in an amount equal to the~~

~~annual increases for that five year period in the United States Average Consumer Price Index for all items, all urban consumers (CPI-U), as published by the Bureau of Labor Statistics of the U.S. Department of Labor, rounded to the nearest whole dollar.~~¶

~~No person shall be in violation of this policy if (i) the gift is not used by such person and the gift or its equivalent in money is returned to the donor or delivered to a charitable organization within a reasonable period of time upon the discovery of the value of the gift and is not claimed as a charitable contribution for federal income tax purposes or (ii) consideration is given by the donee to the donor for the value of the gift within a reasonable period of time upon the discovery of the value of the gift provided that such consideration reduces the value of the gift to \$100 or less.~~¶

¶

~~3. Awards to Employees for Exceptional Service~~¶

~~Nothing herein shall be construed to prohibit or apply to the acceptance by a teacher or other employee of [BLANK] School Board of an award or payment in honor of meritorious or exceptional services performed by the teacher or employee and made by an organization exempt from federal income taxation pursuant to the provisions of Section 501(c)(3) of the Internal Revenue Code.~~¶

~~Prohibited Conduct Regarding Contracts~~¶

¶

~~No School Board member or employee shall have a personal interest in (i) any contract with the School Board or (ii) any contract with any government agency which is subject to the ultimate control of the Board;~~¶

¶

~~**Exceptions** The above prohibition is **not** applicable to:~~¶
~~a Board member's personal interest in a contract of employment provided the employment first began prior to the member becoming a member of the School Board~~¶

- ~~• an employee's own contract of employment~~¶
- ~~• contracts for the sale by a governmental agency of services or goods at uniform prices available to the general public~~¶
- ~~• a contract awarded to a member of the School Board as a result of competitive sealed bidding where the School Board has established a need for the same or substantially similar goods through purchases prior to the election or appointment of the member to serve on the School Board; however, the member shall have no involvement in the preparation of the specifications for such contract, and the remaining members of the School Board, by written resolution, shall state that it is in the public interest for the member to bid on such contract~~¶
- ~~• the sale, lease or exchange of real property between a School Board member or employee and the School Board, provided the Board member or employee~~

~~does not participate in any way as a Board member or employee in such sale, lease or exchange, and this fact is set forth as a matter of public record by the School Board or superintendent¶~~

- ~~• the publication of official notices¶~~
- ~~• contracts between the School Board and an officer or employee of the School Board when the total of such contracts between the School Board and the officer or employee of the School Board or a business controlled by the officer or employee does not exceed \$5,000 per year or such amount exceeds \$5,000 and is less than \$25,000 but results from contracts arising from awards made on a sealed bid basis, and such officer or employee has made disclosure as provided for in Va. Code § 2.2-3115²¶~~
- ~~• an officer or employee whose sole personal interest in a contract with the governmental agency is by reason of income from the contracting firm or governmental agency in excess of \$5,000 per year, provided the officer or employee or a member of his immediate family does not participate and has no authority to participate in the procurement or letting of such contract on behalf of the contracting firm and the officer or employee either does not have authority to participate in the procurement or letting of the contract on behalf of his governmental agency or he disqualifies himself as a matter of public record and does not participate on behalf of his governmental agency in negotiating the contract or in approving the contract¶~~
- ~~• contracts between an officer's or employee's governmental agency and a public service corporation, financial institution or company furnishing public utilities in which the officer or employee has a personal interest provided the officer or employee disqualifies himself as a matter of public record and does not participate on behalf of his governmental agency in negotiating or approving the contract¶~~
- ~~• contracts for the purchase of goods or services when the contract does not exceed \$500¶~~
- ~~• grants or other payment under any program wherein uniform rates for, or the amounts paid to, all qualified applicants are established solely by the administering governmental agency¶~~
- ~~• an officer or employee whose sole personal interest in a contract with his own governmental agency is by reason of his marriage to his spouse who is employed by the same agency, if the spouse was employed by such agency for five or more years prior to marrying such officer or employee¶~~
- ~~• employment contracts and other contracts entered into prior to August 1, 1987, provided such contracts were in compliance with the Virginia Conflict of Interests Act (or the Comprehensive Conflict of Interests Act) at the time of their formation and thereafter. Those contracts shall continue to be governed by the provisions of the appropriate prior Act. The employment by the same governmental agency of an officer or employee and~~

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

~~¶~~

~~This provision applies only to school boards in towns and cities with a population of less than 10,000. School boards in divisions in counties and in towns and cities with a population of 10,000 or more should delete this provision.¶~~

~~spouse or any other relative residing in the same household shall not be deemed to create a material financial interest except when one of the persons is employed in a direct supervisory and/or administrative position with respect to the spouse or other relative residing in his household and the annual salary of the subordinate is \$35,000 or more.~~

~~¶~~

~~Prohibited Conduct Regarding Transactions~~

~~¶~~

~~Each School Board member and School Board employee who has a personal interest in a transaction~~

- ~~a. shall disqualify himself from participating in the transaction if~~
 - ~~(i) the transaction has application solely to property or a business or governmental agency in which he has a personal interest or a business that has a parent-subsidary or affiliated business entity relationship with the business in which he has a personal interest, or~~
 - ~~(ii) he is unable to participate pursuant to subdivision G.1.b, G.1.c., or G.1.d. of this policy.~~

~~Any disqualification under this subsection shall be recorded in the School Board's public records. The School Board member or employee shall disclose his personal interests as required by Va. Code § 2.2-3115.F and shall not vote or in any manner act on behalf of the School Board in the transaction. The member or employee shall not~~

- ~~(i) attend any portion of a closed meeting authorized by the Virginia Freedom of Information Act when the matter in which he has a personal interest is discussed; or~~
- ~~(ii) discuss the matter in which he has a personal interest with other governmental officers or employees at any time.~~
- ~~b. may participate in the transaction if he is a member of a business, profession, occupation, or group of three or more persons, the members of which are affected by the transaction, and he complies with the declaration requirements of Va. Code § 2.2-3115.H;~~
- ~~c. may participate in the transaction when a party to the transaction is a client of his firm if he does not personally represent or provide services to such client and he complies with the declaration requirements of Va. Code § 2.2-3115.I; or~~
- ~~d. may participate in the transaction if it affects the public generally, even though his personal interest, as a member of the public, may also be affected by that transaction.~~

~~¶~~

- ~~1. Disqualification under this section shall not prevent any employee having a personal interest in a transaction in which his employer is involved from representing himself or a member of his immediate family in such transaction provided he does not receive compensation for such representation and provided~~

~~he complies with the disqualification and relevant disclosure requirements of this policy.~~¶¶

- ~~2. If disqualifications under subsection 1.a. of this section leave less than the number required by law to act, the remaining member or members of the Board shall constitute a quorum for the conduct of business and have authority to act for the Board by majority vote, unless a unanimous vote of all members is required by law, in which case authority to act shall require a unanimous vote of remaining members.~~¶¶
- ~~3. The provisions of this section shall not prevent a Board member or employee from participating in a transaction merely because such a Board member or employee is a defendant in a civil legal proceeding concerning such transaction.~~¶¶

~~A. Disclosure Requirements~~¶¶

- ~~1. School Board members file, as a condition of assuming office, a disclosure statement of their personal interests and other information as is required on the form prescribed by the Council pursuant to Va. Code § 2.2-3117 and thereafter file such statement annually on or before February 1. The disclosure forms are filed and maintained as public records for five years in the office of the clerk of the School Board.~~¶¶
- ~~2. School Board members and employees required to file the Statement of Economic Interests who fail to file such form within the time period prescribed shall be assessed a civil penalty of \$250. The clerk of the School Board shall notify the attorney for the Commonwealth for the locality of any School Board member's or employee's failure to file the required form and the attorney for the Commonwealth shall assess and collect the civil penalty. The clerk shall notify the attorney for the Commonwealth within 30 days of the deadline for filing.~~¶¶
- ~~3. Any Board member or employee who is disqualified from participating in a transaction under Section G.1.a. of this policy, or otherwise elects to disqualify himself, shall forthwith make disclosure of the existence of his interest, including the full name and address of the business and the address or parcel number for the real estate if the interest involves a business or real estate and such disclosure shall be reflected in the School Board's public records in the division superintendent's office for a period of five (5) years.~~¶¶
- ~~4. Any Board member or employee who is required to disclose his interest under Section G.1.b. of this policy shall declare his interest by stating:~~¶¶
 - ~~• the transaction involved;~~¶¶

- the nature of the Board member's or employee's personal interest affected by the transaction;¶
- that he is a member of a business, profession, occupation or group the members of which are affected by the transaction; and¶
- that he is able to participate in the transaction fairly, objectively, and in the public interest.¶

¶

The Board member or employee shall either make his declaration orally to be recorded in written minutes of the Board or file a signed written declaration with the clerk of the Board, who shall, in either case, retain and make available for public inspection such declaration for a period of five years from the date of recording or receipt. If reasonable time is not available to comply with the provisions of this subsection prior to participation in the transaction, the Board member or employee shall prepare and file the required declaration by the end of the next business day. The Board member or employee shall also orally disclose the existence of the interest during each School Board meeting at which the transaction is discussed and such disclosure shall be recorded in the minutes of the meeting.¶

5. A Board member or employee who is required to declare his interest pursuant to subdivision G.1.c. of this policy shall declare his interest by stating ¶
- (v) the transaction involved;¶
 - (vi) that a party to the transaction is a client of his firm;¶
 - (vii) that he does not personally represent or provide services to the client; and¶
 - (viii) that he is able to participate in the transaction fairly, objectively and in the public interest.¶

¶

The Board member or employee shall either make his declaration orally to be recorded in written minutes of the Board or file a signed written declaration with the clerk of the Board who shall, in either case, retain and make available for public inspection such declaration for a period of five years from the date of recording or receipt. If reasonable time is not available to comply with the provisions of this subsection prior to participation in the transaction, the Board member or employee shall prepare and file the required declaration by the end of the next business day.¶

Release of Disclosure Forms¶

A clerk of the School Board who releases any disclosure form shall redact from the form any residential address, personal telephone number, email address, or signature contained on such form.¶

SCHOOL BOARD GOVERNANCE AND OPERATIONS

File: BCA-R

Page: 1 of 1

SCHOOL BOARD ORGANIZATIONAL MEETING

The Charlottesville City School Board holds an organizational meeting annually.

At that meeting the Board:

- establishes its regular meeting schedule for the following year;
- elects one of its members as chair;
- approves a designee of the superintendent to attend meetings of the School Board in case of the superintendent's absence or inability to attend; and
- appoints, on the recommendation of the superintendent, a clerk of the School Board.

Upon election, the chair immediately assumes office and presides over the remainder of the meeting.

In addition, the Board

- may elect one of its members as vice-chair and
- may appoint a deputy clerk.

The vice-chair and deputy clerk, if any, are empowered to act in all matters in case of the absence or inability to act of the chair or clerk, respectively, or as otherwise provided by the Board.

The terms of the chair, clerk, vice-chair, and deputy clerk are one year.

The Board's annual organizational meeting is held in January.

Adopted: August 6, 1998
Revised: August 16, 2007
Reviewed: December 20, 2007
Revised: June 25, 2013
Reviewed: June 20, 2017
Revised: June 17, 2021
Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-72, 22.1-76.

Cross Ref.: BCB School Board Officials



REGULAR SCHOOL BOARD MEETINGS

The School Board transacts all business at School Board meetings. ~~The School Board does not vote by secret or written ballot. However, n~~ Nothing in this policy prohibits a person separately from contacting the membership an individual School Board member, or any part thereof, of the School Board for the purpose of ascertaining a member's position with respect to the transaction of public business, whether such contact is done in person, by telephone, or by electronic communication, provided the contact is done on a basis does not circumvent the requirements of that does not constitute a meeting under a properly held meeting under the the Virginia Freedom of Information Act (VFOIA). ~~ff~~

All meetings of the School Board are open to the public, except as otherwise permitted by law. ~~The School Board does not vote by secret or written ballot.~~

No meeting is conducted through telephonic, video, ~~electronic~~ or other electronic communication means where the members are not physically assembled to discuss or transact public business, except as permitted by VFOIA and implemented provided in Policy BDD Electronic Participation in Meetings from Remote Location.

The School Board gives notice of its meetings in accordance with Policy BDDA Notification of Meetings.

At least one copy of the proposed agenda and all agenda packets and, unless exempt, all materials furnished to the members of the School Board for a meeting are made available for public inspection at the same time such documents are furnished to the members of the ~~School Board~~. The public agenda is posted on the official School Board website prior to the meeting.

No final action is taken on items added to the agenda after the meeting commences unless it is a time-sensitive matter or the subject of a properly identified closed meeting pursuant to VFOIA. For purposes of this section, "final action" means a vote, adjudication, or other formal action taken by the School Board that completes a matter or acts as final consideration of an item. "Final action" does not include:

- referral to a committee or advisory body;
- referral to a future meeting for action;
- direction to the staff to provide further information; or
- issuance of a commending or memorial proclamation.



Any person may photograph, film, record, or otherwise reproduce any portion of an open meeting. The School Board may adopt rules governing the placement and use of equipment necessary for broadcasting, photographing, filming, or recording a meeting to prevent interference with the proceedings, but does not prohibit or otherwise prevent any person from photographing, filming, recording, or otherwise reproducing any portion of an open meeting. The School Board does not conduct any open meeting in any building or facility where such recording devices are prohibited.

Minutes of all regular School Board meetings are recorded in accordance with Policy BDDG Minutes.

Adopted: October 17, 2002
 Revised: December 20, 2007
 Revised: June 17, 2010
 Revised: June 30, 2015
 Revised: June 20, 2017
 Revised: August 4, 2022
 Adopted: June 27, 2023
 Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3707, 2.2-3708.2, 2.2-3710, 22.1-72, and 22.1-74.

Cross Refs.: KC Community Involvement in Decision Making
 BCA Board Organizational Meetings
 BDD Electronic Participation in School Board Meetings from Remote Locations
 BDDA Notification of Meetings
 BDDG Minutes
 BDDL (Optional) Electronic Participation in Committee Meetings from Remote Locations

DISCLOSURE STATEMENT REQUIRED OF SUPERINTENDENT

The Superintendent must file a Statement of Economic Interest electronically with the Virginia State and Local Government Conflict of Interests Act with the Virginia Conflict of Interest and Ethics Advisory Council.

The statement must be filed upon assuming employment and disclose economic interests for the 12-month period immediately preceding the month in which the employment began. However, if the Superintendent assumes employment in January, the Superintendent files a disclosure form on or before February 1 for the preceding year calendar year through December 31.

Thereafter, the Superintendent must then file a statement annually on or before February 1.

~~, as a condition to assuming employment, files a disclosure statement of personal interests and other information as is required on the form prescribed by the Virginia Conflict of Interest and Ethics Advisory Council pursuant to Code of Virginia § 2.2-3117. The disclosure statement is filed on or before the day the superintendent assumes employment for the preceding 12-month period complete through the last day of the month immediately preceding the month in which the superintendent assumes employment. However, if the superintendent assumes employment in January, the superintendent files a disclosure form on or before February 1 for the preceding year complete through December 31. Completed forms are filed and maintained as public records for five years in the office of the clerk of the BLANK School Board. After the initial disclosure, the superintendent files this statement annually on or before February 1.~~

Adopted: April 3, 1998
Revised: December 11, 2003
Revised: December 20, 2007
Revised: June 25, 2013
Revised: June 20, 2017
Revised: August 4, 2022
Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3115, 2.2-3117, 2.2-3118.2, 30-355-358.

POLICY IMPLEMENTATION**Development of Regulations**

The School Board authorizes the **s**Superintendent to create and update regulations necessary to carry out the policies adopted by the Board. If Board action is required by law or the Board asks that certain regulations or types of regulations be approved by the Board, the **s**Superintendent will present those regulations to the Board for action. The **s**Superintendent makes all regulations available to School Board members, **division** employees, and the public and sees that the regulations are placed in the School Board Policy Manual or are kept **and published** with the Policy Manual.

Dissemination of Policies and Regulations

Administrators and supervisors are responsible for informing staff members of all newly adopted or revised policies and regulations.

Adopted: April 3, 1998
Revised: December 20, 2007
Revised: June 25, 2013
Reviewed: June 20, 2017
Revised: June 17, 2021
Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-23.3, **22.1-70**, 22.1-78, **22.1-79**.

Cross Ref.: BF  Board Policy Manual
BFC  Policy Adoption

THREAT ASSESSMENT TEAMS**Purpose**

Each school must ~~establish~~ have a threat assessment team to assess and intervene with individuals whose behavior may pose a threat to the safety of school staff or students. Such teams must operate consistently with the model policies developed by the Virginia Center for School and Campus Safety (the Center) including procedures for referrals to community services boards or health care providers for evaluation or treatment when appropriate.

Optional Oversight Committee¹

The Superintendent may establish a division-level committee, or designate an existing committee, to perform oversight of the ~~division's~~ threat assessment teams. The committee must include individuals with expertise in human resources, education, counseling, instruction, school administration, mental health, and law enforcement. Additionally, in schools that employ a school resource officer, at least one such school resource officer, as determined by the Superintendent.

Establishment of Threat Assessment Teams

The ~~S~~superintendent ~~establishes~~ must establish a threat assessment team for each school. Teams may serve one or more schools as determined by the ~~S~~superintendent. The teams assess and intervene with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Virginia Center for School and Campus Safety including procedures for referrals to community services boards or health care providers for evaluation or treatment when appropriate. The team must include individuals with expertise in counseling, instruction, school administration, and law enforcement, ¶

¶

Each team includes persons with expertise in counseling, instruction, school administration and law enforcement, and in schools in which a school resource officer is employed, at least one such school resource officer.▪

Each team:

- provides guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self;

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

The establishment or designation of a committee is permissible, not mandatory, under Va. Code § 22.1-79.4(B).

- identifies members of the school community to whom threatening behavior should be reported; **and**
- implements policies adopted by the School Board.

Training of Threat Assessment Team Members

All ~~new~~ threat assessment team members **must** complete an initial threat assessment training ~~and. All members of a~~ threat assessment team member **must** ~~s-~~ complete refresher ~~threat assessment training~~ **training** every three years.

Training must include specific training on the use of emergency substantial risk orders and substantial risk orders in accordance with Va. Code § 19.2-152.13, *et seq.* to address the risk of harm to self or others posed by a student's access to a firearm.

Information Sharing ~~Each team~~

- ~~provides guidance to students, faculty and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school or self;~~
- ~~identifies members of the school community to whom threatening behavior should be reported; and~~
- ~~implements policies adopted by the School Board.~~

A principal, **or another division employee**, who has received information that a juvenile is a suspect in or has been charged with certain violations of law pursuant to Va. Code § 16.1-301 may provide such information to a threat assessment team. ~~No member of a threat assessment team may disclose any such information or use such information for any purpose other than evaluating threats to students and school personnel.~~

Threat **assessment team** members **must maintain confidentiality** regarding such information, and it may only be used solely for evaluating threats to students and school personnel.

Threat Determination and Notification

Upon a preliminary determination that a student poses a threat of violence or physical harm to self or others, a threat assessment team immediately reports its determination to the ~~S~~superintendent or ~~S~~superintendent's designee. The ~~S~~superintendent or ~~S~~superintendent's designee immediately attempts to notify the student's parent or legal guardian.

~~and shall provide. Either in such~~ the initial attempt to notify the student's parent or legal guardian, **or through a separate subsequent** communication to the student's

SUPPORT SERVICES

File: EBB-RL

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parent or legal guardian made as soon as practicable thereafter, ~~the Superintendent or Superintendent's designee must provide the parents . Such materials:¶~~

~~will address recognition of and strategies for responding to behavior indicating that a student poses a threat of violence or physical harm to self or others, ¶~~

~~must include~~with information on the legal requirements in Va. Code § 19.2-152.13 relating to emergency substantial risk orders and Va. Code § 18.2-56.2 relating to the safe storage of firearms in the presence of minors. ~~The materials may also , and¶~~

~~may~~include guidance on best practices and strategies for limiting a student's access to lethal means, including firearms, and medications.

¶

~~Nothing in this policy precludes school division personnel from acting immediately to address an imminent threat.¶~~

Upon a preliminary determination by the threat assessment team that an individual poses a threat of violence to self or others or exhibits significantly disruptive behavior or need for assistance, a threat assessment team may obtain criminal history record information, as provided in Va. Code §§ 19.2-389 and 19.2-389.1, and health records, as provided in Va. Code § 32.1-127.1:03. No member of a threat assessment team rediscloses any criminal history record information or health information obtained pursuant to this policy or otherwise uses any record of an individual beyond the purpose for which such disclosure was made to the threat assessment team.

Immediate Action

~~Nothing in this policy precludes school division personnel from acting taking immediate action¶ to address an imminent threat. ¶~~

Reporting

Each threat assessment team collects and reports to ~~the Virginia Center for School and Campus Safety (the Center)~~ quantitative data on its activities using the ~~Center's~~ case management tool. ~~developed by the Center.~~

~~The superintendent may establish a committee to oversee the threat assessment teams or may assign the oversight of the teams to an existing committee. If such a committee is established, it will include individuals with expertise in human resources, education, school administration, mental health and law enforcement.¶~~

Adopted: June 25, 2013

Revised: June 27, 2016

Revised: August 1, 2019

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Revised: August 4, 2022
Adopted: June 27, 2023
Adopted: August 7, 2025
Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 16.1-301, 18.2-56.2, 22.1-79.4.

Cross Refs.:	BCF	Advisory Committees to the School Board
	CLA	Reporting Acts of Violence and Substance Abuse
	EB	School Crisis, Emergency Management and Medical Emergency Response Plan
	GBGB	Wearable Panic Alarm for Staff (Optional)
	JFC	Student Conduct
	JFCD	Weapons in School
	JFCI	Substance Abuse-Student Assistance Program
	JGD/JGE	Student Suspension/Expulsion
	JGDA	Disciplining Students with Disabilities
	JFCC	Student Conduct on School Buses
	JFCD/KGBA	Weapons on School Property
	JFCE	Gang Activity or Association
	JHH	Suicide Prevention
	JM	Restraint and Seclusion of Students
	JO	Student Records
	KNAJ	Relations with Law Enforcement Authorities

SPECIAL USE OF SCHOOL BUSES

Purpose

The School Board recognizes that ~~use of school buses are public assets and, when not used for their primary use, for purposes other than transporting children to and from school for the regular school hours~~ may be used in a manner that supports community needs and maximizes the efficient use of public resources. This policy establishes guidelines for such use consistent with the law and fiscal principles.

Student Transportation

Division school buses are primarily used for the transportation of students to and from school during regular school hours, including for specialty programs, and for school-sponsored activities.

Extracurricular Activities

School buses may be used for other purposes when not needed for student transportation purposes with approval of the Superintendent or Superintendent's designee in accordance with division regulations pertaining to such use. When student transportation is provided for field trips and other programs, the School Board may accept contributions for such transportation.¹

~~and for extracurricular activities is permitted with prior approval of the superintendent and in accordance with the superintendent's regulations pertaining to field trips.~~

Authorized Agreements

The School Board may enter into agreements with nonpublic schools within the division to provide ~~student~~ transportation to and from school and for ~~school~~ field trips in accordance with division regulations.²

~~————— In addition, T~~ the School Board may also enter into agreements with the following entities, as described in Va. Code § 22.1-182:-

- a third-party logistics company;

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

The School Board may remove the last sentence of this paragraph if they do not want the option of accepting monetary contributions.

² Va. Code § 22.1-176.1 permits school boards to enter into agreements to transport nonpublic school pupils. Local regulations should be established and consider arrangements relating to cost-sharing, fees, insurance, and liability. If school boards do not want to provide transportation for non-public students, it may remove this sentence.

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- the governing body of a county, city, or town in the school division;
- any state agency; **and**
- any federal agency identified in statute.

Such use must be for a public purpose or other community use and is subject to the following limitations and requirements:

- ~~with any third-party logistics company, its appropriating body, or any state agency or any federal agency established or identified pursuant 42 U.S.C. § 3001 et seq. providing for the use of the school buses of the division by such company, body or agency for public purposes, including transportation for the elderly or private purposes. Except that such third-party logistics companies may cannot use the school buses to provide transportation of passengers for compensation or for residential delivery of products for compensation;~~
- Each ~~such agreement shall~~ **must** provide for reimbursing the School Board in full for the proportionate share of ~~any and all~~ costs, both fixed and variable, ~~of such buses~~ incurred by the School Board attributable to the use of such buses pursuant to ~~the such agreement;~~
- Each agreement ~~Each such agreement~~ must require the third-party logistics company, appropriating body, or agency to supply insurance on the school bus that meets the minimum requirements in Va. Code § 22.1-190, or, in the case of a governing body, the agreement must require the governing body to reimburse the School Board for the proportionate share of any insurance costs, both fixed and variable, incurred from the use of the school buses per the agreement; ~~and~~
- The third-party logistics company, appropriating body, or state or federal agency, shall indemnify and hold harmless the School Board from any and all liability of ~~the School Board~~ by virtue of use of such buses pursuant to an agreement.

Adopted: April 3, 1998
Reviewed: May 15, 2008
Revised: June 18, 2009
Reviewed: June 26, 2014
Reviewed; August 1, 2019
Revised: August 4, 2022
Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-176, **22.1-176.1**, 22.1-182, **22.1-190**.

Cross Ref.: **EEAB** **School Bus Safety and Routing**

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EEAC
IICA

School Bus Safety Program
—— Field Trips

FOOD SERVICES

Generally

The Charlottesville City School Board is committed to providing all students access to nutritious meals in a manner that is consistent with applicable federal and state laws and does not stigmatize any student.

The School Division participates in federal school nutrition programs including the National School Lunch Program, National School Breakfast Program, and the Special Milk Program, as available and approved.¹

The School Division must comply with all applicable federal and state requirements governing the sale and service of competitive foods, as defined by the U.S. Department of Agriculture (USDA) and the Virginia Board of Education, on school campuses during the school day.²

Meal Charges

Students who do not have funds at the time of service may be permitted to charge meals in accordance with procedures established by the Superintendent. The Superintendent shall develop procedures governing meal charging limits, account balances, and division notification and collection practices, consistent with federal and state legal requirements and applicable USDA guidance.

Meal charge procedures must be implemented in a manner that ensures compliance with federal and state child nutrition program requirements and avoids stigmatization of any student.

School Meal Debt

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

If the division does not participate in all three programs, the policy should be adapted accordingly. Virginia law requires school boards to establish a school breakfast program in any school in which twenty-five percent or more of enrolled children were approved eligible to receive free or reduced-price meals in the federally funded lunch program during the previous school year. Virginia law also requires school boards in divisions which contain any school that has a minimum identified percentage of 40 percent in the prior school year and is consequently eligible to participate in the Community Eligibility Provision (CEP) administered by the U.S. Department of Agriculture Food and Nutrition Service (FNS) to apply to FNS to participate in CEP for each such school.

² School boards may impose additional restrictions on competitive foods, if they are not inconsistent with federal regulations.

The School Board prohibits any practice that stigmatizes or punishes a student for unpaid meals or debt.

Employees of Charlottesville City School Board ~~do~~ must not require a student who ~~cannot~~ is unable to pay for a meal at school or who ~~owes~~ has accrued school meal debt³ to throw away or discard a meal after it has been served to the student, ~~perform~~ do chores or other work to pay for ~~such~~ meals, or wear a wristband or hand stamp as an indicator of school meal debt~~d~~ or hand stamp. ¶

~~The School Board does not file lawsuits against a student or the student's parent because the student cannot pay for a meal at school or owes a school debt.~~ ¶

Neither the ~~BLANK~~ School Board nor any employee of the Board ~~denies~~ will deny any student the opportunity to participate in any ~~school-sponsored~~ extracurricular activity because the student cannot pay for a meal or has unpaid school meal debt ~~at school or owes a school meal debt.~~⁴ ¶

~~The BLANK school division⁵ provides free and reduced-price breakfasts, lunches and milk to students according to the terms of the National School Lunch Program, the National School Breakfast Program and the Special Milk Program.⁶ The School Board may accept and administer donations or other funds for the purpose of eliminating or offsetting any school meal debt at any time and will use any such funds solely for such purpose, consistent with federal and state law and applicable USDA guidance.⁷~~

The School Board does not initiate legal action against a student or the student's parent for unpaid school debt.

If any school in the division has a student population that qualifies for free and reduced-price meals at a minimum percentage of 50 percent in the prior school year and simultaneously offers educational or enrichment activities, the School Board ~~applies~~ should seek to participate, as eligible and approved, in the ~~to the Virginia Department of Education for such school to participate in the~~ Afterschool Meal Program administered by the U.S. Department of Agriculture Food and Nutrition (FNS) Child and Adult Care

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

¶

~~If the division does not permit students to accrue school meal debt, it should not adopt the last seven words of this sentence.~~ ¶

4

5 ¶

6 ¶

⁷ School boards are not required to solicit and receive such donations or other funds. If a board chooses not to solicit and receive such donations, it should not adopt this paragraph.

Food Program (CACFP) to subsequently and simultaneously serve federally reimbursable meals and offer an afterschool education or enrichment program pursuant to FNS guidelines and state health and safety standards.¶

Competitive foods, as defined herein, comply with state and federal requirements.

The BLANK School Board may solicit and receive any donation or other funds for the purpose of eliminating or offsetting any school meal debt at any time and will use any such funds solely for such purpose.¶

Free and Reduced-Price Food Services

The School Board provides nutritionally acceptable meals and milk free or at a reduced cost to eligible students if state and federal resources for school food programs are available. School officials determine student eligibility based on guidelines established by federal law. Eligible students are provided nutritionally acceptable meals and milk free or at a reduced cost if state and federal resources for school food programs are available. The superintendent or superintendent's designee establishes regulations or procedures as needed to implement this policy.

The school division does not physically segregate, overtly identify, or otherwise discriminate against any child eligible for free or reduced-price meals.

The school division must ensure that the criteria for determining a student's eligibility and the procedures for securing free and reduced-price meals and milk are publicly announced at the beginning of each school year and provided to parents of all children in attendance at Charlottesville City public schools.

The Superintendent or Superintendent's designee establishes regulations or procedures as needed to implement this policy.

If the School Board collects information to determine eligibility for participation in the National School Breakfast Program or the National School Lunch Program, it must provide both a posts prominently on its website a web-based application for student participation in web-based and paper application to ensure such information is made available to the public in accordance with applicable law. such program and provides a paper-based application.

Excess Food

The School Board complies with applicable federal and state requirements regarding the donation or redistribution of excess food prepared as part of the school meal programs.⁸ ¶

⁸ School divisions may establish procedures to distribute excess food as described in this paragraph. The superintendent may establish procedures by which excess food may be distributed to enrolled students eligible for the School Breakfast Program or National School Lunch Program administered by the USDA, saved for later consumption, or donated.

Each elementary and secondary school processes each web-based and paper-based application for participation in the School Breakfast Program or the National School Lunch Program within six working days after the date of receipt of the completed application.

Employees of BLANK School Board do not physically segregate, overtly identify, or otherwise discriminate against any child eligible for free or reduced price meals.

The superintendent is responsible for establishing procedures by which excess food may be distributed to enrolled students eligible for the School Breakfast Program or National School Lunch Program administered by the U.S. Department of Agriculture, saving excess food for later consumption, or donating food.⁹ The Superintendent's procedures identify which students are eligible to receive excess food. is responsible for establishing such procedures in accordance with applicable law and guidance.

Definitions

"Competitive food" means all food and beverages other than meals reimbursed under programs authorized by the National School Lunch Act and the Child Nutrition Act of 1966 available for sale to students on the school campus during the school day. Competitive foods meet the nutrient guidelines established by the Board of Education, including the guidelines for calories, fat, sugar and sodium.

"Excess food" means any remaining unexpired, unopened, and unconsumed food intended to be served as part of a reimbursable meal that was unable to be utilized for a current or future meal provision after a school has served breakfast and lunch to students during a school day.

"Fundraiser" means a school sponsored activity where food or nonfood items are sold on the school campus during regular school hours by a school-sponsored organization to raise money for a school-related program or activity. One fundraiser is defined as one or more fundraising activities by one or more school-sponsored organizations that last one school day. If multiple school-sponsored organizations conduct fundraisers on the same day, the combined activities are counted as one fundraiser. If a fundraising activity lasts more than one school day, each subsequent day's activity is considered as one fundraiser and counts toward the total number of permitted fundraisers.

⁹ School divisions/boards are not required to establish procedures to distribute excess food as described in this paragraph. If a board does not distribute excess food or take other actions described, it should not adopt this paragraph. The Superintendent may establish procedures by which excess food may be distributed to enrolled students eligible for the School Breakfast Program or National School Lunch Program administered by the U.S. Department of Agriculture, saving excess food for later consumption, or donating food.

~~“School campus” means all areas of the property under the jurisdiction of the school that are accessible to students during the school day.¶~~

~~“School day” means the period from the midnight before to 30 minutes after the end of the official school day.¶~~

School-Sponsored Fundraisers¹⁰

Each school may conduct **three**¹¹ school-sponsored fundraisers per school year during which food that does not meet the nutrition guidelines for competitive foods may be available for sale to students. Fundraisers are not conducted during school meal service times.¶

~~“Fundraiser” means a school sponsored activity where food or nonfood items are sold on the school campus during regular school hours by a school sponsored organization to raise money for a school related program or activity. One fundraiser is defined as one or more fundraising activities by one or more school sponsored organizations that last one school day. If multiple school sponsored organizations conduct fundraisers on the same day, the combined activities are counted as one fundraiser. If a fundraising activity lasts more than one school day, each subsequent day’s activity is considered as one fundraiser and counts toward the total number of permitted fundraisers.¶~~

¶

¶

Unpaid Meal Charges¹²

¶

¹⁰~~FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE DELETED FROM FINAL POLICY.¶~~

¶

School boards may, but are not required to, permit schools to conduct fundraisers at which competitive foods that do not meet the otherwise applicable nutrition standards are available for sale to students. A board which does not permit any such fundraisers should not adopt this section of this policy ~~or the definition of “fundraiser.”~~ See 8 VAC 20-740-35.¶

¹¹ Each school board that permits fundraisers must select the number of school-sponsored fundraisers that will be permitted. The maximum number permitted is 30.

¹² ~~The U.S. Department of Agriculture directs divisions which participate in the federal school meals programs to have in place a written and clearly communicated system to address meal charges. SP 23-2017 Unpaid Meal Charges: Guidance and Q&A, March 23, 2017. This section of the policy establishes such a system. Divisions which prefer to establish such a system via another method, such as a regulation written and updated by the superintendent, may do so.¶~~

¶

~~Students¹³ who do not have money on account or in hand to cover the cost of a meal¹⁴ at the time of service **CHOOSE ONE** [may be permitted to charge the meal] **OR** [may be given an alternative meal **OR** [insert local practice].¹⁵ Students may charge no more than [\$ ___ OR ___ meals] to their accounts.¹⁶~~

~~A student carrying a negative balance of \$ ___ or more is not permitted to charge any additional amounts. A student who is not permitted to charge any additional amounts is permitted to buy a meal if the student has cash on hand. Reasonable efforts are used to avoid calling attention to a student's inability to pay.~~

~~Notice of low or negative balances in a student's meal account¹⁷ are sent¹⁸ to parents and the school principal. Parents are expected to pay all meal charges in full by the last day of the school year.~~

~~If a parent regularly fails to provide meal money or send food to school with the student and the student does not qualify for free or reduced benefits, the child nutrition director¹⁹ will inform the principal, who will determine the next course of action, which may include notifying the department of social services of suspected child neglect.²⁰~~

~~The superintendent or superintendent's designee ensures that federal child nutrition funds are not used to offset the cost of unpaid meals and that the child nutrition~~

~~¹³ FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE DELETED FROM FINAL POLICY.~~

~~¹³ Divisions may choose to create different rules for students at different grade levels.~~

~~¹⁴ This policy assumes that students are not permitted to charge a la carte or extra items. If a division does permit students to charge such items, the policy, or an accompanying regulation, should clarify that fact.~~

~~¹⁵ Neither state nor federal law requires schools to permit students to charge meals or to provide alternative meals. If the division charges students for alternative meals, that information should be included here.~~

~~¹⁶ If the division does not permit students to charge meals, the policy should be adjusted accordingly.~~

~~¹⁷ Divisions may want to provide more detail regarding the points at which notice will be sent either in the policy or in an accompanying regulation. For example, a division may provide notice any time the balance in an account reaches a certain point and/or may provide a periodic report regardless of the balance in the account.~~

~~¹⁸ Notice may be given by a letter addressed to the parent and sent home with the student.~~

~~¹⁹ Divisions may substitute the title of a different staff person.~~

~~²⁰ Any other steps that the division may take to recover funds should be added here.~~

program is reimbursed for bad debt.²¹ In order to accomplish those goals, the following procedures²² are followed:¶

- At least one written notice is provided prior to the student being denied reimbursable meals for exceeding the division's charge limit.¶
- If payment of the negative balance is not received within ²³ working days of the maximum charge limit being reached, the debt will be turned over to the superintendent or superintendent's designee for collection. If the debt is not paid within ²⁴ days of notice being given, it is considered bad debt for the purposes of federal law concerning unpaid meal charges.¶

Recordkeeping

The ~~BLANK~~ School Board ~~division~~ is responsible for ~~must~~ maintain ing records that document compliance with this policy. ~~Those with federal and state requirements regarding school nutrition programs and competitive foods records include~~ documentation used to assess the nutritional profile of food items and determine whether a food item is an allowable competitive food, such as recipes, nutrition labels and/or product specifications for the competitive food available for sale to students and .¶

- The School Board is also responsible for ¶
maintaining records documenting compliance with the competitive food nutrition standards for food available for sale in areas that are outside of the control of the school nutrition programs operations, ¶
ensuring any organization or school activity designated as responsible for food service at the various venues in the school, other than the school nutrition programs, maintains records documenting compliance with the competitive food nutrition standards all food and beverage sales to students, including those conducted by organizations other than the school nutrition program, comply with applicable requirements and are appropriately documented.¶

²¹ FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE DELETED FROM FINAL POLICY.¶

¶ The U.S. Department of Agriculture directs that information regarding the collection of delinquent meal charge debt be included in the division's written system. More information regarding how federal regulations apply to the nonprofit school food service account (NSFSA) may be found in SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments, July 8, 2016, <https://www.fns.usda.gov/sites/default/files/cn/SP47-2016os.pdf>.¶

¶ ²² Any additional procedures followed in the division should be included here or in an accompanying regulation.¶

¶ ²³ The School Board should determine a reasonable number of working days for this provision.¶

²⁴ The School Board should determine a reasonable number of working days for this provision.¶

~~maintaining records each school year documenting the number of exempt fundraisers, if any, conducted at each school within the division, and ¶
designating an individual at the division or school level to monitor and ensure compliance with this policy in all areas that are outside the control of the school nutrition programs operation. The designee may not be a school nutrition personnel.¶~~

Reporting

The Charlottesville City School Board annually reports to the Virginia Department of Education, in accordance with their guidance, the amount of school meal debt in the division. This report must not contain any personally identifiable student information.

Implementation

The Superintendent is responsible for implementing procedures to ensure compliance with this policy and all applicable federal and state law and regulations. The Superintendent may designate one or more individuals responsible for monitoring and ensuring compliance with this policy, including areas that are outside the direct control of the school nutrition program.

Adopted: April 3, 1998
Revised: May 15, 2008
Revised: June 18, 2009
Reviewed: June 26, 2014
Revised: January 8, 2015
Revised: June 20, 2017
Revised: August 1, 2019
Revised: August 6, 2020
Revised: June 17, 2021
Revised: August 4, 2022
Adopted: June 27, 2023
Adopted:

Legal Refs.: 42 U.S.C. §§ 1758, 1772 and 1773.¶

7 C.F.R. §§ 210.9, 210.11, 220.20, 245.5, 245.8.¶

U.S. Department of Agriculture, SP 23-2017 Unpaid Meal Charges: Guidance and Q&A, March 23, 2017.

U.S. Department of Agriculture, SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments, July 8, 2016.

Code of Virginia, 1950, as amended, §§ 22.1-79.7, 22.1-207.2:2, 22.1-207.3, 22.1-207.3:1, 22.1-207.4, 63.2-1509.

8 VAC 20-740-10.

8 VAC 20-740-30.

8 VAC 20-740-35.

8 VAC 20-740-40.

Cross Refs.: BBA
EF
EFD
GAE
JHCF
KH

— School Board Powers and Duties
Food Service Management
Food Sanitation Program
— Child Abuse and Neglect Reporting
— Student Wellness
— Public Gifts to the Schools

REPRODUCTION OF COPYRIGHTED MATERIALS

The reproduction and use of copyrighted materials, including computer software, electronic materials, video tapes, compact discs, laser discs, and other non-print materials, are controlled by federal law. In general, copyright owners have the exclusive right to use, reproduce, and modify their materials. Federal law does provide limited exceptions to this general rule, which permit the reproduction and use of copyrighted materials in some circumstances. The Superintendent is responsible for promoting an understanding of the applicable law among staff members and students.

The Charlottesville City School Board encourages its staff and students to enrich the educational experience by making proper use of supplementary materials. However, each staff member and student is responsible for complying with copyright law and with any regulations or procedures developed by the superintendent. Any employee or student who is uncertain as to whether reproducing or using copyrighted materials complies with the division procedures or is permissible under law should contact the media specialist, who will provide clarification and assist staff members and students in obtaining proper authorization to copy or use protected material when such authorization is required.

At no time is it necessary for a staff member to violate copyright laws in order to properly perform the staff member's duties. At no time is it necessary for a student to violate copyright laws in order to complete any assigned work. For staff members, violation of copyright laws or division requirements may result in discipline up to and including termination of employment. For students, violation of copyright laws or division requirements may result in discipline up to and including suspension or expulsion.

Adopted: April 3, 1998
Revised: May 15, 2008
Revised: June 19, 2008
Reviewed: June 25, 2013
Revised: June 26, 2014
Reviewed: August 1, 2019
Revised: June 17, 2021
Adopted:

Legal Ref.: 17 U.S.C § 101 et seq.

Cross Ref.: GAB/IIBEA
GCPD

Acceptable Computer System Use
Professional Staff Discipline

ACCEPTABLE COMPUTER SYSTEM USE

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

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

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

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

The Guidelines include:

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

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- c. material that the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;
- (3) provisions establishing that the technology protection measure is enforced during any use of the division's computers;
 - (4) provisions establishing that all usage of the computer system may be monitored;
 - (5) provisions designed to educate students and employees about appropriate online behavior, including interacting with students and other individuals on social networking websites, blogs, in chat rooms, and cyberbullying awareness and response;
 - (6) provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful online activities;
 - (7) provisions requiring every user to protect the security of information necessary to access the computer system, such as usernames and passwords, and prohibiting the sharing of passwords;
 - (8) provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and
 - (9) a component of internet safety for students that is integrated in the division's instructional program **that includes instruction on key modern digital safety topics, including online scams, misinformation, and content generated by artificial intelligence.**

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

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

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

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

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No employee or agent of the School Board or person or entity contracting with the School Board may download or use any application, including TikTok or WeChat, or access any website developed by ByteDance Ltd. or Tencent Holdings Ltd. on any device or equipment issued, owned, or leased by the School Board, including mobile phones, desktop computers, laptop computers, tablets, or other devices capable of connecting to the Internet.

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

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

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

Adopted: October 21, 1999
Revised: July 19, 2007
Reviewed: March 20, 2008
Revised: June 17, 2010
Revised: September 1, 2011
Revised: June 25, 2013
Revised: August 1, 2019
Revised: June 17, 2021
Revised: April 13, 2023
Adopted: June 27, 2023
Adopted: August 7, 2025
Adopted:

Legal Refs: 18 U.S.C. §§ 1460, 2256.
47 U.S.C. §§ 54.520, 254.

Code of Virginia, 1950, as amended, §§ 2.2-5514.1, 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-23.3, 22.1-70.2, and 22.1-78.

Cross Refs.: ECAB	Vandalism
EGAA	Reproduction and Use of Copyrighted Materials
ET (Optional)	Educational Technology Foundations and Public

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	School Foundations
GBA/JHFA	Prohibition Against Harassment and Retaliation
GCPD	Professional Staff Discipline
GCQB	Staff Research and Publishing
JECB (Option 1)	Admission of Nonpublic Students for Part-Time Enrollment
JFC	Student Conduct
JFCM	Student Cell Phone and Smart Device Possession and Use
JRCA	School Service Providers' Use of Student Personal Information
LBD	Home Instruction
IIBC	Use of Generative Artificial Intelligence
IIBC-R	Use of Generative Artificial Intelligence

CHILD ABUSE AND NEGLECT REPORTING

Reporting Requirement

In accordance with Va. Code § 63.2-1509, Every employee of ~~BLANK~~ School Board who, in his professional or official capacity, the following people who, in their professional or official capacity, have reason to suspect that a child has been abused or neglected, must report the matter immediately:

- any teacher or other person employed by the Charlottesville City School Board; and
- any athletic coach, director, or other person 18 years or older employed by or volunteering with a school athletics program in a division school, including interscholastic teams and clubs.

A report of suspected child abuse or neglect must be made to: ~~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 ~~county or city~~ 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~~ a designee, who shall ~~immediately~~ make the ~~report forthwith~~ report to the local or state agency.

If a person makes an initial report to the school or department, ~~the person making supervisor must the report to the local or state agency must notify the person bringing the initial report~~ 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 ~~agency representative~~ receiving the report, and must forward ~~any~~ communication resulting from the report. Reporting to a supervisor does not relieve an individual of ensuring that the report is made to the appropriate agency, ~~including any information about any actions taken regarding the report, to the person who made the initial report.~~

Notice of Reporting Requirement

In compliance with Va. Code § 22.1-291.3, ~~the School Board posts in each school a notice that~~ Superintendent must ensure that each school has posted a notice of duty to report child abuse or neglect. The notice ~~shall~~ must include¶

:

- ~~that~~ any teacher or other ~~person employed there~~ ~~division employee~~ 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~~ a designee; ~~and~~
- ~~that~~ 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; ~~and~~
- ~~The notice shall also must 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~~ ~~maintain 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. ~~The School Board reports substantial~~ ~~modifications of the agreement to the Board of Education~~ ~~and will be modified or~~ ~~updated in accordance with applicable state guidance.~~

Adopted: June 26, 2014
Revised: June 30, 2015
Reviewed: June 17, 2021
Reviewed: August 1, 2024
Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-253.13:7, 22.1-291.3, 63.2-1509, 63.2-1511.

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Cross Refs.: EFB
JFHA/GBA
GA
GBLA

Food Services
Prohibition Against Harassment and Retaliation
Personnel Policies Goals
Third Party Complaints Against Employees

SCHOOL DIVISION EMPLOYEE CONFLICT OF INTERESTS**Purpose**

~~The~~ The Charlottesville City School Board is committed to maintaining public confidence and trust in the integrity of division officers and employees and emphasizes that the Virginia State and Local Government Conflict of Interests Act ("COIA") and the Ethics in Public Contracting provisions of the Virginia Public Procurement Act apply to all School Board employees. ~~State and Local Government Conflict of Interests Act (the Act), applies to public school employees and officials. The Act creates uniform standards of conduct for all public employees and officials. The Act also defines and prohibits inappropriate conflicts of interest and requires disclosure of economic interests in some circumstances. The purpose of this policy is to provide an introduction to the Act for employees. Additional information regarding the Act may be obtained from Policy BBFA Conflict of Interests and Disclosure of Economic Interests and from the Virginia Conflict of Interest and Ethics Advisory Council (the Ethics Council) which assists with compliance with the Act.~~

The School Board holds its employees to the highest standards of integrity and encourages employees to avoid even the appearance of a conflict of interest or impropriety.

Compliance

School Board employees are required to ~~to read and~~ be familiar with and comply with applicable provisions of the law. ~~the Act.~~ Violations of applicable law could result in civil or criminal penalties.

~~The~~ Superintendent or Superintendent's designee provides employees with information regarding ~~how to~~ access to the Virginia COIA Act and information on how to ~~how to~~ contact the Virginia Conflict of Interest and Ethics Advisory Council for assistance.¹ ~~Ethics Council.~~²

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

If a school division has identified employees that must, pursuant to statute, file a Statement of Economic Interest as a matter of employment (e.g., procurement officers) a statement regarding the requirement to file and the Superintendent's role, if any, in that process may be included.

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

¶

~~The~~ Superintendent may want to provide information, such as links to the Act and to the Ethics Council's website or other ways to access the Act and related information, to accompany this policy.¶

¶

~~The Act's provisions are complex and their application is fact specific. A violation of the Act could result in civil or criminal penalties. Therefore, if an employee has any questions whether an interest the employee has in a contract, transaction, or other matter involving the school division is prohibited under law, the Act, the employee should contact the Superintendent or Superintendent's designee's office or the Virginia Conflict of Interest and Ethics Advisory Council for guidance. Ethics Council for assistance.~~

Areas of Regulation

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

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

- ~~a personal interest in a contract;~~
- ~~a personal interest in a transaction;~~
- ~~business opportunities tied to official acts;~~
- ~~misuse of confidential information; or~~
- ~~receipt or solicitation of certain gifts.~~

~~Examples of prohibited conduct include:~~

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

Awards to Employees for Exceptional Service¶

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

Advisory Opinions

¶
 Employees of Charlottesville City School Division may request and rely in good faith on written opinions regarding the Act from:

- the local Commonwealth's attorney;
- the local **city** attorney; or
- the Virginia Conflict of Interest and Ethics Advisory Council.

~~When seeking a written opinion, School Board members/division employees must fully disclose all the facts to obtain the protections afforded by law. Employees may seek written opinions regarding application of the Act from the local Commonwealth's Attorney, the local **SELECT ONE** [county, city or town] attorney¶ or the Ethics Council. Good faith reliance on a written opinion of the Commonwealth's Attorney or a formal opinion or written informal advice of the Ethics Council made in response to a written request for such opinion or advice regardless of whether such opinion or advice is later withdrawn, provided that the alleged violation occurred prior to the withdrawal of the opinion or advice, bars prosecution for a knowing violation of the Act provided the opinion or advice was made after a full disclosure of the facts. If the employee relies on written informal advice given by the Ethics Council in a prosecution for a knowing violation of the Act, the record of the request and the written informal advice given shall be a public record and released upon request. An opinion of the local **SELECT ONE** [county, city or town] attorney may be introduced at trial as evidence that the employee did not knowingly violate the Act.¶~~

Adopted: June 20, 2017

Reviewed: August 4, 2022

Adopted:

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 2.2-3101, 2.2-3102, 2.2-3103, 2.2-3103.2, 2.2-3104.1, 2.2-3109, 2.2-3110, 2.2-3112, 2.2-3121, 2.2-3124, ~~2.2-4367-4377~~, and ~~30-355-3586~~.

Cross Ref.: BBFA ~~School Board Member~~ Conflict of Interests and Disclosure
Requirements

CBCA	Disclosure Statement Required of Superintendent
DJG	Vendor Relations
GCCB	Employment of Family Members
GCQA	Nonschool Employment by Staff Members
KGA	Sales and Solicitations in Schools
KJ	Advertising in the Schools

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.

Unpaid Educational Leave

The Charlottesville City School Board approves unpaid educational leave for school board employees who are state employee association executive officers for a maximum of four years per officer. Additionally, up to two school board employees who are local employee association officers may be granted unpaid educational leave for a maximum of four years per officer. Employees may receive compensation from the relevant association while on unpaid educational leave.

Other Work During Leave

Employees who are on unpaid leave pursuant to this policy or any other policy, except **as outlined in this policy and** 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 **s**Superintendent or **s**Superintendent's designee.

Adopted: March 20, 2008
Reviewed: June 25, 2013
Revised: June 26, 2014
Revised: August 1, 2019
Revised: August 1, 2024
Adopted:

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

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GCBEB
GCQA

— Military Leave and Benefits
— Nonschool Employment by Staff Members

PROFESSIONAL STAFF PROBATIONARY TERM AND CONTINUING CONTRACT

Teachers

Probationary Term

A probationary term of service of three years in Charlottesville City School Division is required before a teacher is issued a continuing contract, consistent with Code of Virginia § 22.1-303.

A mentor teacher is provided to every first-year probationary teacher to assist such teacher in achieving excellence in instruction. Probationary teachers with prior successful teaching experience, as determined by the Charlottesville City School Board, may be exempt from this requirement.

Probationary teachers are evaluated at least annually in accordance with Policy GCN Evaluation of Professional Staff. A teacher in the first year of the probationary period is evaluated informally at least once during the first semester of the school year. The Superintendent considers such evaluations as one factor in making recommendations to the School Board regarding the nonrenewal of such probationary teacher's contract.

In order to achieve continuing contract status, every teacher must successfully complete training in instructional strategies and techniques for intervention for or remediation of students who fail or are at risk of failing the Standards of Learning assessments. Charlottesville City School Board provides said training at no cost to teachers it employs. If such training is not offered in a timely manner, no teacher will be denied continuing contract status for failure to obtain such training.

Once a continuing contract status has been attained in a school division in Virginia, another probationary period need not be served unless such probationary period, not to exceed two years, is made a part of the contract of employment. If a teacher who has attained continuing contract status separates from service and returns to teaching service in a school division in Virginia by the beginning of the third year from separation from service, the person will be required to begin a new probationary period, not to exceed two years, if made part of the contract for employment.

If a teacher who has not achieved continuing contract status receives notice of re-employment, the teacher must accept or reject in writing within 15 calendar days of receipt of the notice. Unless a conference with the Superintendent is requested as specified in the Code of Virginia, or in the case of reduction in force, written notice of nonrenewal of the probationary contract must be given by the Board on or before June 15 of each year. If the teacher requests a conference with the Superintendent, then written notice of non-renewal by the School Board must be given within thirty days after

the sSuperintendent notifies the teacher of the sSuperintendent's intention with respect to the recommendation.

Continuing Contract

Teachers employed after completing the probationary period are entitled to continuing contracts during good behavior and competent service. Written notice of noncontinuation of the contract by ~~either party~~ the teacher must be given by June 15 of each year; otherwise, the contract continues automatically for the ensuing year.

The School Board may reduce the number of teachers, whether or not such teachers have reached continuing contract status, because of decrease in enrollment or abolition of particular subjects.

Furthermore, nothing in the continuing contract will be construed to authorize the School Board to contract for any financial obligation beyond the period for which funds have been made available.

After June 15, once the school budget is approved by the appropriating body, the School Board furnishes each teacher a statement confirming continuation of employment, setting forth assignment and salary.

Within two weeks of the approval of the school budget by the appropriating body, but no later than July 1, the School Board will notify any teacher who may be subject to a reduction in force due to a decrease in the School Board's budget as approved by the appropriating body.

Principals, Assistant Principals, and Supervisors

A person employed as a principal, assistant principal, or supervisor, including a person who has previously achieved continuing contract status as a teacher, will serve a probationary term of three years in such position in the same school division before acquiring continuing contract status as a principal, assistant principal or supervisor.

Continuing contract status acquired by a principal, assistant principal, or supervisor will not be construed (i) as prohibiting the School Board from reassigning such principal, assistant principal, or supervisor to a teaching position if notice of reassignment is given by the School Board by June 15 of any year or (ii) as entitling any such principal, assistant principal or supervisor to the salary paid to them as principal, assistant principal, or supervisor in the case of any such reassignment to a teaching position. No such salary reduction and reassignment, however, will be made without first providing such principal, assistant principal, or supervisor with written notice of the reason for such reduction and reassignment and an opportunity to present their position at an informal meeting with the sSuperintendent, the sSuperintendent's designee, or the School Board. Before recommending such reassignment, the sSuperintendent will

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consider, among other things, the performance evaluations for such principal, assistant principal, or supervisor. The principal, assistant principal, or supervisor will elect whether such meeting will be with the Superintendent, the Superintendent's designee, or the School Board. The School Board, Superintendent or Superintendent's designee will determine what processes are to be followed at the meeting. The decision to reassign and reduce salary will be at the sole discretion of the School Board.

The intent of this section is to provide an opportunity for a principal, assistant principal, or supervisor to discuss the reasons for such salary reduction and reassignment with the Superintendent, the Superintendent's designee, or the School Board, and the provisions of this section are meant to be procedural only. Nothing contained herein will be taken to require cause for the salary reduction and reassignment of a principal, assistant principal, or supervisor.

As used in this policy, supervisor means a person who holds an instructional supervisory position as specified in the regulations of the Board of Education and who is required to hold a license as prescribed by the Board of Education.

Adopted: October 21, 1999
Revised: March 20, 2008
Revised: June 16, 2011
Revised: July 5, 2012
Revised: June 25, 2013
Revised: June 27, 2016
Revised: June 19, 2018
Revised: August 6, 2020
Adopted: August 7, 2025
Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-294, 22.1-303, 22.1-304.

Cross Refs.:	GBM	Professional Staff Grievances
	GCB	Professional Staff Contracts
	GCE	Substitute Teachers
	GCN	Evaluation of Professional Staff
	GCPA	Reduction in Professional Staff Work Force
	GCPB	Resignation of Staff Members
	GCPD	Professional Staff Discipline
	GCPF	Suspension of Staff Members

PROFESSIONAL STAFF DEVELOPMENT

Generally

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

- in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers, principals, 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;
- 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;
- in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula;
- 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
- 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.

Teachers and Principals

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

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

Requirements

All instructional personnel are required to participate each year in professional development programs.

No elementary or secondary school teacher is required to participate more frequently than once within six months of employment with the School Board and once every five years thereafter in any non-academic training activity, as defined in Va. Code § 22.1-298.8(A). Except that participation in additional training relating to secure mandatory test violations as set forth in Va. Code §§ 22.1-19.1 and 22.1-292.1 may be required as determined by the School Board or Superintendent if it is determined that such additional training is necessary to comply with federal or state law or to remediate misconduct. Each teacher who completes such training must sign a written attestation that the teacher has been trained in and understands the relevant subject matter.

The total frequency and duration of non-academic training activities in which each public elementary or secondary school teacher is required to participate pursuant to (i) state law or regulation or (ii) policy or regulation of the School Board shall not exceed 25 hours every five years. Any non-academic training a teacher voluntarily participates in does not count toward this maximum number of hours. The provisions of Va. Code § 22.1-298.8(B) do not apply to any non-academic training activity or other training activity in which any public school teacher is required to participate pursuant to federal law or regulation.

Science-Based Reading Research and Evidence-Based Literacy Instruction

~~Teachers and principals, as required by law, must complete~~ ~~The School Board 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 § 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 in accordance with applicable guidance from the Virginia Department of Education (VDOE), 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.~~

Virginia Individual Education Program (IEP) Implementation Training

Beginning no later than the 2027-2028 school year, the School Board ~~will~~ **will** provide high-quality professional development in implementing the Virginia ~~IEP~~ **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~~ **applicable instructional personnel as required by law.**

Beginning no later than the 2027-2028 school year, the School Board will provide 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.

Autism Spectrum Disorder Training

The School Board ~~may~~ **provides** high-quality professional development each year in communicating with and supporting students with autism spectrum disorder for any instructional personnel and School Board employees whose duties include regular contact with students. Such training ~~is optional, and if given, will be~~ **is** provided in accordance with the guidance provided by the Board of Education pursuant to clause (x) of Va. Code § 22.1-253.13:5(C), that includes

- an overview of the characteristics and behavioral recognition of autism spectrum disorder,

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- strategies for communicating and interacting with and supporting students with autism spectrum disorder, and
- best practices for responding to and de-escalating certain behavioral challenges and situations.

This professional development program is optional. Instructional personnel and School Board employees who complete this professional development are eligible for professional development points toward renewal of the individual's license for the number of in-person hours of coursework completed.

Aides assigned to work with a teacher who has primary oversight of students with autism spectrum disorder must receive training in behavior management within 60 days of assignment to such responsibility.

Additionally, each School Board employee who assists in the transportation of students with autism spectrum disorders on school buses must participate in any Board of Education provided training program relevant to this work.

~~All instructional personnel are required to participate each year in professional development programs. ¶~~

~~¶~~

~~No elementary or secondary school teacher is required to participate more frequently than once within six months of employment with the School Board and once every five years thereafter in any non-academic training activity, as defined in Va. Code § 22.1-298.8(A). Except that participation in additional training relating to secure mandatory test violations as set forth in Va. Code §§ 22.1-19.1 and 22.1-292.1 may be required as determined by the School Board or superintendent if it is determined that such additional training is necessary to comply with federal or state law or to remediate misconduct. Each teacher who completes such training must sign a written attestation that the teacher has been trained in and understands the relevant subject matter. ¶~~

~~¶~~

~~The total frequency and duration of non-academic training activities in which each public elementary or secondary school teacher is required to participate pursuant to (i) state law or regulation or (ii) policy or regulation of the School Board shall not exceed 25 hours every five years. Any non-academic training a teacher voluntarily participates in does not count toward this maximum number of hours. The provisions of Va. Code § 22.1-298.8(B) do not apply to any non-academic training activity or other training activity in which any public school teacher is required to participate pursuant to federal law or regulation. ¶~~

~~¶~~

Mental Health Awareness Training

In accordance with Virginia Code § 22.1-298.6, the School Board requires each teacher (including licensed staff with a teacher contract) and the following personnel, who are

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employed full-time, to complete mental health awareness training: building administrators, instructional assistants, care and safety assistants, school nurses, and members of the medical management team.

Charlottesville City School Division will ensure such training is provided and made available. ~~Each teacher and INSERT LIST HERE¹, employed on a full-time basis, is required to complete a mental health awareness training~~

~~or similar program.~~ Such training must address the needs of youth populations that are at a high risk of experiencing mental health challenges and disorders in accordance with evidence-based practices developed by the American Psychological Association, including those delineated in Virginia Code § 22.1-298.6 and any additional requirements established by the Board of Education.

Cultural Competency Training

~~Every~~ All employee holding a license licensed instructional personnel issued by the Board of Education is required to ~~must~~ complete cultural competency training, in accordance with guidance issued by the Board of Education, ~~at least every two years.~~

Implementation and Review

The School 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. Such review must consider the extent to which the professional development program supports teachers in implementing the textbooks and other high-quality instructional materials adopted for division and school use.

Professional development programs must be aligned with guidance, technical assistance, and approved professional learning resources issued by the Virginia Department of Education.

The Superintendent or Superintendent's designee shall establish procedures for the implementation, tracking, and documentation of all training required under law and this policy.

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



~~Va. Code § 22.1-298.6 requires school boards to require that full-time teachers "and other relevant personnel, as determined by the school board", to complete the training. Each school board should identify the staff members, in addition to teachers, that it will require to receive the training and insert the list here.¶~~

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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: August 1, 2024
Adopted: August 7, 2025
Adopted:

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.

EVALUATION OF PROFESSIONAL STAFF

Every ~~professional~~ employee of the Charlottesville City School Board ~~staff~~ is evaluated on a regular basis at least as frequently as required by law.

The ~~Superintendent assures~~~~ensures~~ that cooperatively developed procedures for professional staff evaluations are implemented throughout the division and included in the division's policy manual. The results of the evaluation are in writing, dated and signed by the evaluator and the person being evaluated, with one copy going to the central office personnel file and one copy to the person being evaluated.

The primary purposes of evaluation ~~of teachers~~ are to:

- ~~to optimize student learning and growth;~~
- ~~to contribute to the successful achievement of the goals and objectives of the division's educational plan;~~
- ~~to improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness;~~
- ~~to provide a basis for leadership improvement through productive performance appraisal and professional growth;~~
- ~~to implement a performance evaluation system that promotes a positive working environment and continuous communication between the employee and the evaluator that promotes continuous professional growth, leadership effectiveness, improvement of overall job performance and improved student outcomes; and~~
- ~~to promote self-growth, instructional effectiveness, and improvement of overall professional performance.~~
- contribute to the successful achievement of the goals and objectives defined in the school division's educational plan;
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness;
- promote a positive working environment, as well as collaboration and continuous communication between the teacher and the evaluator, that promotes continuous professional growth and improved student outcomes;
- promote self-growth, instructional effectiveness, and improvement of overall professional performance; and, ultimately
- optimize student learning and growth for all students.

The primary purposes of evaluation of principals are to:

- optimize student learning and growth;
- contribute to the successful achievement of the goals and objectives defined in the vision, mission, and goals of the school division;
- provide a basis for leadership improvement through productive principal performance appraisal and professional growth; and

- implement a performance evaluation system that promotes collaboration between the principal and evaluator and promotes self-growth, leadership effectiveness, and improvement of overall job performance.

Evaluation Standards

Teacher, ~~and principal, and superintendent~~ evaluations are consistent with the performance standards included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, ~~and Principals, and Superintendents~~. Evaluations include:

- ~~student academic progress as a significant component and an overall summative rating; Teacher evaluations include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations include~~
- ~~identification of areas of individual strengths and weaknesses; and~~
- ~~recommendations for appropriate professional activities; and Evaluations include~~
- ~~an evaluation of cultural competency.~~

~~Teacher evaluations include regular observation and evidence that instruction is aligned with the school's curriculum. Any teacher whose evaluation indicates deficiencies in managing student conduct may be required to attend professional development activities designed to improve classroom management and discipline skills.~~

Adopted: February 19, 1998
 Revised: April 15, 1999
 Revised: March 4, 2004
 Revised: March 20, 2008
 Revised: June 16, 2011
 Revised: July 5, 2012
 Revised: June 25, 2013
 Revised: June 19, 2018
 Revised: August 6, 2020
 Revised: June 17, 2021
 Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-294, 22.1-295, 22.1-303, 22.1-253.13:5, 22.1-253.13:7 and 22.1-276.2.

Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers (Virginia Board of Education as approved March 18, 2021).¹

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

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Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals (Virginia Board of Education as effective ~~January 10, 2020~~ March 17, 2022).²

Cross Ref.:	CBG	_____	Evaluation of the Superintendent
	GCG	_____	Professional Staff Probationary Term and Continuing
		_____	Contract

https://townhall.virginia.gov/L/GetFile.cfm?File=C:\TownHall\docroot\GuidanceDocs\201\GDoc_DOE_7013_v1.pdf

² https://townhall.virginia.gov/L/GetFile.cfm?File=C:\TownHall\docroot\GuidanceDocs\201\GDoc_DOE_7198_v1.pdf

PROFESSIONAL STAFF DISCIPLINE

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 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.

Suspension

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

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. **Any employee who does not have a specific duty to deliver health-related services may, with reasonable notice to the school division, decline to provide future health-related services.** 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.

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.

Administration of Opioid Antagonist

No employee of the School Board will be subject to disciplinary action for any act or omission made in connection with the administration of an opioid antagonist, when the employee during regular school hours, on school premises, or during a school-sponsored activity, in good faith administers an opioid antagonist for opioid overdose reversal to any individual who is believed to be experiencing or about to experience a life-threatening opioid overdose, regardless of whether such employee was trained or certified in the administration of an opioid antagonist.

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: August 1, 2024
 Adopted: August 7, 2025
 Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 18.2-251, 22.1-274, 22.1-274.4:1, 22.1-296.2, 22.1-307, 22.1-313, 22.1-315.

Cross Refs.: EBBC Opioid Antagonists
 GBEA **Unlawful Manufacture, Distribution, Dispensing, Possession or Use of a Controlled Substance**

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Employment	GBM	Professional Staff Grievances
	GCB	Professional Staff Contracts
	GCE	Substitute Teachers Part Time and Substitute Staff
	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

SUSPENSION OF STAFF MEMBERS

Employees of Charlottesville City School Board, whether full-time or part-time, permanent or temporary, may be suspended for good and just cause

- when the safety or welfare of the school division or the students therein is threatened or
- when the employee has been charged by summons, warrant, indictment or information with the commission of
 - a felony; ~~or~~
 - a misdemeanor involving:
 - sexual assault as established in Article 7 (§18.2-61 et seq.) of Chapter 4 of Title 18.2, of the Code of Virginia,
 - obscenity and related offenses as established in Article 5 (§18.2-372 et seq.) of Chapter 8 of Title 18.2, of the Code of Virginia,
 - drugs as established in Article 1 (§18.2-247 et seq.) of Chapter 7 of Title 18.2, of the Code of Virginia; ~~;~~
 - moral turpitude, or
 - the physical or sexual abuse or neglect of a child; ~~or~~
 - ~~or~~ an equivalent offense in another state.

Except when an employee is suspended because of being charged by summons, warrant, indictment, or information with the commission of any of the above-listed offenses, the Superintendent or appropriate central office designee ~~shall~~ ~~must~~ not suspend an employee for longer than sixty (60) days and ~~shall~~ ~~must~~ not suspend an employee ~~for a period in excess of five (5) days~~ unless such employee is advised in writing of the reason for the suspension and afforded an opportunity for a hearing before the ~~School Board~~ in accordance with Va. Code §§ 22.1-311 and 22.1-313, if applicable. Any employee so suspended shall continue to receive ~~his~~ ~~the employee's~~ then applicable salary unless and until the school board, after a hearing, determines otherwise. No employee shall be suspended solely on the basis of the employee's refusal to submit to a polygraph examination requested by the School Board.

Any employee suspended because of being charged by summons, warrant, information, or indictment with any of the above-listed criminal offenses may be suspended with or without pay. In the event an employee is suspended without pay, an amount equal to the employee's salary while on suspended status shall be placed in an interest-bearing demand escrow account. Upon being found not guilty of one of the above-listed criminal offenses or upon the dismissal or nolle prosequi of the charge, such employee shall be reinstated with all unpaid salary and accrued interest from the escrow account, less any earnings received by the employee during the period of suspension, but in no event shall such payment exceed one year's salary.

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File: GCPF-RL

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In the event an employee is found guilty by an appropriate court of any of the above-listed criminal offenses and, after all available appeals have been exhausted and such conviction is upheld, all funds in the escrow account shall be repaid to the School Board.

If an employee is suspended because of information appearing on the employee's criminal history record, the School Board provides a copy of the information obtained from the Central Criminal Records Exchange to the employee.

No employee ~~will have his~~ insurance benefits ~~will be~~ suspended or terminated because of suspension in accordance with this policy.

The placing of a school employee on probation pursuant to the terms and conditions of Va. Code § 18.2-251 shall be deemed a finding of guilt.

Adopted: July 5, 2012
Revised: June 27, 2016
Revised: June 20, 2017
Revised: June 17, 2021
Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 18.2-251, 22.1-78, 22.1-296.2, 22.1-315.

Cross Refs.:	GBMA	Support Staff Grievances
	GCDA	Effect of Criminal Conviction or Founded Complaint of Child Abuse or Neglect
	GCPD	Professional Staff Discipline
	GDG	Support Staff Probationary Period

ACCEPTANCE OF ELECTRONIC SIGNATURES AND RECORDS

Policy Statement

Electronic or digital signatures can take many forms and can be created using many different types of technology. The authenticity and reliability of electronic signatures relating to transactions are dependent on the accompanying processes, supplemental records and the overall context in which records are created, transferred, and signed. The Charlottesville City School Board adopts the following policy with respect to the use of electronic records and signatures in connection with its communications with parents, guardians, or other persons having control over a child enrolled in this division.

Definitions

“Attribution” – An electronic record or electronic signature is attributable to a person if it was the act of the person. The act of the person may be shown in any manner, including a showing of the efficacy of any security procedure applied to determine the person to which the electronic record or electronic signature was attributable.

“Electronic Signature” – An electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Electronic Record” – Any record created, generated, sent, communicated, received or stored by electronic means.

Applicability

This policy applies to parents, guardians, and other persons having control or charge of a child enrolled in the division; and also to individuals affiliated with the division, whether paid or unpaid, including but not limited to teachers, administrators, staff, students, affiliates, and volunteers.

Electronic Records

Electronic records created or received by the division shall be appropriately attributed to the individual(s) responsible for their creation and/or authorization or approval. The division shall utilize available technology to implement reliable methods for generating and managing electronic records. Any electronic record filed with or issued by the division may be given full force and effect of a paper communication if the following conditions are satisfied:

- The communication is an electronic filing or recording and the Charlottesville City School Board agrees to accept or send such communication electronically; and
- If a signature is required on the record or communication by any statute, rule or other applicable law or School Board policy, the electronic signature must conform to the requirements set forth in this policy governing the use of electronic signatures.

Electronic Signatures

An electronic signature may be used if the law requires a signature unless there is a specific statute, regulation, or policy that requires records to be signed in non-electronic form. The issuance and/or acceptance of an electronic signature by the School Board may be permitted in accordance with the provisions of this policy and all applicable state and federal law. If permitted, such electronic signature shall have the full force and effect of a manual signature only if the electronic signature satisfies all of the following requirements:

1. The electronic signature identifies the individual signing the document by the individual's name and title;
2. The identity of the individual signing with an electronic signature is capable of being validated through the use of an audit trail;
3. The electronic signature and the document to which it is affixed cannot be altered once the electronic signature has been affixed;
4. The electronic signature conforms to all other provisions of this policy.

Acceptance, Use, and Issuance of Electronic Records and Signatures

The School Board ~~shall~~ maintains an electronic recordkeeping system that can receive, store, and reproduce electronic records and signatures relating to communications and transactions in their original form. Such system should include security procedures whereby the School Board can (a) verify the attribution of a signature to a specific individual, (b) detect changes or errors in the information contained in a record submitted electronically, (c) protect and prevent access, alteration, manipulation or use by an unauthorized person, and (d) provide for nonrepudiation through strong and substantial evidence that will make it difficult for the signer to claim that the electronic representation is not valid.

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The School Board ~~shall~~**must** ensure that all electronic records and signatures are capable of being accurately reproduced for later reference and retained until such time as all legally mandated retention requirements are satisfied.

The School Board ~~shall~~**must** maintain a secure hard copy log of the PIN/password or actual signature of any individual authorized to provide an electronic signature in connection with School Board business.

The School Board may receive and accept as original, electronic records and signatures so long as the communication, on its face, appears to be authentic.

Adopted: June 25, 2013

Revised: June 30, 2015

Revised: June 17, 2021

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-79.3, 59.1-479 et seq.

Cross Ref.: JO Student Records

INSTRUCTIONAL GOALS AND OBJECTIVES

The Charlottesville City School Board ~~develops and implements~~ is committed to providing a comprehensive program of instruction for grades kindergarten through 12 that is consistent with the requirements of Virginia law and aligned-meets or exceeds to the Standards of Learning established by the Board of Education. Students are expected to achieve the educational objectives established by the school division at appropriate age and grade levels. ~~and that meets or exceeds the requirements of the Board of Education.~~

The ~~division's~~ program of instruction ~~emphasizes~~ emphasizes:

- skills of communication including reading, writing, and speaking; ~~reading, writing, speaking~~
- mathematical concepts and computations;
- proficiency in the use of computers and related technology;
- ~~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;~~ and scientific concepts and processes;
- essential skills and concepts of citizenship, including knowledge of Virginia, U.S., and world history,
- ~~essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, and international cultures;~~
- ~~health and physical education; environmental issues and geography necessary for responsible participation in American society and in the international community;~~
- Environmental issues;
- Geography necessary for responsible participation in American society and 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 Superintendent is responsible for implementing this policy consistent with applicable Board of Education guidelines. This policy and implementing regulations will be reviewed periodically to ensure alignment with the Virginia Standards of Learning, the Standards of Qualify, and other legal requirements.

The School Board shall also implement:

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
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 any community college in Virginia specifying the options for students to complete an associate's degree, 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 mathematics problems and provision of instructional strategies and mathematics practices that benefit the development of 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 ¶

¶ 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: ¶

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- 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: August 1, 2024
Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78-79; 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.: **AE** School Division Goals and Objectives
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
IK Academic Planning and Course Selection
JHCF Student Wellness
LEB Advanced/Alternative Courses for Credit

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 ~~or the division requests and receives a waiver from the Board of Education in accordance with applicable guidelines.~~



~~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 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~~ **It also** 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 ~~s~~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 ~~School Board Chair and 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.

Adopted: July 16, 1998
 Revised: April 17, 2008
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 Revised: June 30, 2015
 Revised: June 19, 2018
 Revised: August 1, 2019
 Revised: August 6, 2020
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 Revised: August 4, 2022
 Adopted: August 1, 2024
 Adopted:



Legal Refs.: Code of Virginia, 1950, as amended §§ 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	Alternative Paths to Attaining Standard Units of Credit

INSTRUCTION

File: IGAG-RL

Page: 1

TEACHING ABOUT DRUGS, ALCOHOL, ~~AND TOBACCO~~, GAMBLING, AND ELECTRONIC DEVICES

Charlottesville City School Board 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, **hemp products intended for smoking**, nicotine vapor products, and alternative nicotine products~~;~~ **and**
- gambling and the addictive potential thereof; **and**
- **time spent using electronic devices such as computers, cell phones, and other smart devices and the addictive potential thereof.**

Instruction on Opioid Overdose Prevention and Reversal in Secondary School

The Charlottesville City School Board provides a program of instruction on opioid overdose prevention and reversal in each secondary school with grades nine through 12, which includes instruction in identifying the signs of possible opioid overdose and training in the administration of an opioid antagonist for the reversal of a potentially life-threatening opioid overdose. **This program is provided in grade(s) nine through 12.**

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: August 1, 2024
Adopted: August 7, 2025
Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-206, 22.1-206.01, **18.2-371.2.**

Cross Refs.: EBBC	Opioid Antagonists
GBEC/JFCH/KGC	Tobacco Products and Nicotine Vapor Products
IGAE/IGAF	Health Education/Physical Education
JFC	Student Conduct
JFCF	Drugs in Schools

INSTRUCTION

File: IGAG-RL

Page: 2

JFCI
JHCD
KGD

Substance Abuse – Student Assistance Program
Administering Medicines to Students
Notification of School-Connected Student Overdose

CHARACTER EDUCATION

The Charlottesville City School Board provides, within its existing program or as a separate program, a character education program in its schools. The character education program may occur during the regular school year, during the summer in a youth development academy offered by the school division, or both. The purpose of the program is to foster civic virtues and personal character traits so as to improve the learning environment, promote student achievement, reduce disciplinary problems, and develop civic-minded students of high character. The program is cooperatively developed with students, parents, and the community. Specific character traits emphasized may include trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Character education is interwoven into the school procedures and environment so as to instruct primarily by example, illustration, and participation, in such a way as to complement the Standards of Learning. Classroom instruction may also be used to supplement the program. The program also addresses the inappropriateness of bullying, as defined in Va. Code § 22.1-276.01. Parents have the right to review any audio-visual materials that contain graphic sexual or violent content used in any anti-bullying program. Prior to the use of any such material, the parent of a child participating in such a program is provided written notice of the parent's rights to review the material and the right to excuse the child from participating in the part of such program utilizing such material.

The character education program:

- specifies those character traits to be taught, selecting from those which are common to diverse social, cultural, and religious groups;
- is implemented at the elementary and secondary levels;
- provides for relevant professional development and adequate resources;
- and**
- includes a method for program evaluation.

Character education is intended to educate students regarding those core civic values and virtues which are efficacious to civilized society and are common to the diverse social, cultural, and religious groups of the Commonwealth. It ~~shall~~**does** not include indoctrination in any particular religious or political belief. Consistent with this purpose, Virginia's civic values, which are the principles articulated in the Bill of Rights (Article I) of the Constitution of Virginia and the ideals reflected in the seal of the Commonwealth, as described in Va. Code § 1-500, may be taught as representative of such civic values.

Adopted: October 21, 1999
Revised: April 17, 2008
Revised: July 5, 2012
Revised: June 27, 2016

INSTRUCTION

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Revised: August 1, 2019
Revised: June 17, 2021
Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-23.3, 22.1-207.2:1, 22.1-208.01.

Cross Refs.:	IKF	The Virginia Assessment Program and Graduation Requirements
	INB	Teaching About Controversial Issues
	INDC	Religion in the Schools

INSTRUCTION

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DRIVER EDUCATION

The Charlottesville City School Board offers a program of driver education in the high schools in the safe operation of motor vehicles. The program includes instruction concerning:

- alcohol and drug abuse;
- aggressive driving;
- the dangers of distracted driving, ~~and~~ speeding, and reckless driving, including driving at excessive speeds;
- motorcycle awareness;
- organ and tissue donor awareness;
- fuel-efficient driving practices; and
- traffic stops, including law-enforcement procedures for traffic stops, appropriate actions to be taken by drivers during traffic stops, and appropriate interactions with law-enforcement officers who initiate traffic stops.

The program also includes an additional minimum 90-minute parent/student driver education component as part of the classroom portion of the driver education curriculum. However, no student who is (1) at least 18 years of age, (2) an emancipated minor, or (3) an unaccompanied minor who is not in the physical custody of the student's parent or guardian is required to participate in the parent/student driver education component. The parent/student driver program emphasizes (i) parental responsibilities regarding juvenile driver behavior, (ii) juvenile driving restrictions pursuant to the Code of Virginia, (iii) the dangers of driving while intoxicated and underage consumption of alcohol, and (iv) the dangers of distracted driving, speeding, and reckless driving, including driving at excessive speeds.

The School Board establishes fees, that do not exceed the limit established by the Department of Education, for the behind-the-wheel portion of the program. The School Board may waive the fee or surcharge in whole or in part for those students it determines cannot pay the fee or surcharge.

Any student who participates in a driver education program must meet the academic requirements established by the Board of Education. No student is permitted to operate a motor vehicle without a learner's permit or a license. Necessary certification of students' academic standing and compliance with compulsory attendance laws is provided by the administration to the Department of Motor Vehicles upon request, in accordance with state law.

Driver education instructors possess valid driver's licenses and maintain satisfactory driving records. Any teacher of behind-the-wheel instruction who receives six or more demerit points in a 12-month period will be suspended from teaching driver education for 24 months.

INSTRUCTION

File: IGAJ-RL
Page: 2 of 2

At the beginning of each school year and thereafter as necessary, the ~~s~~Superintendent reports to the Department of Motor Vehicles the name and driver's license number of all persons providing instruction in driver education for the school division.

Adopted: July 16, 1998
Amended: October 21, 1999
Amended: March 18, 2004
Amended: August 16, 2007
Reviewed: April 17, 2008
Revised: June 18, 2009
Revised: June 17, 2010
Revised: June 30, 2015
Revised: June 17, 2021
Revised: August 4, 2022
Adopted: August 7, 2025
Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-205, 46.2-334, 46.2-340.

~~8 VAC 20-340-10.~~, ¶

~~8 VAC 20-720-80.~~

Cross Ref.: JED ~~Student Absences/Excuses/Dismissals~~
JN ~~Student Fees, Fines, and Charges~~

PARENT AND FAMILY ENGAGEMENT

Generally

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

Parent and Family Engagement

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

- provides activities that educate parents regarding the intellectual and developmental needs of their children. These activities promote cooperation between the division and other agencies or school/community groups (such as parent-teacher groups, the Head Start program, the Reading First program, Early Reading First program, Even Start program, and Parents as Teachers program) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development;
- implements strategies to involve parents in the educational process, including:
 - keeping families informed of opportunities for involvement and encouraging participation in various programs
 - providing access to educational resources for parents and families to use with their children
 - keeping families informed of the objectives of division educational programs as well as of their child's participation and progress with these programs;
- enables families to participate in the education of their children through a variety of roles. For example, family members may
 - provide input into division policies
 - volunteer time within the classroom and school program;
- provides professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies;
- performs regular evaluations of parent involvement at each school and in the division;
- provides access, upon request, to any instructional material used as part of the educational curriculum; and

- if practicable, provides information in a language understandable to parents.

In addition, for parents of students eligible for English learner programs, the School Board informs such parents of how they can be active participants in assisting their children

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

Parental Involvement in Title I Plan

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

Parental Involvement in School Review and Improvement

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

Division Responsibilities

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

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

- and local programs, including public preschool and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children
- ensures that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand
 - provides such other reasonable support for parental involvement activities as parents may request

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

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

~~School~~ Parent and Family Engagement Policies – Schools

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

- convening an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to

explain the requirements of Title I, Part A, and the rights of parents to be involved;

- offering a flexible number of meetings, such as meetings in the morning or evening. Schools may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
- involving parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A, programs including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under 20 U.S.C. § 6314(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
- providing parents of participating children:
 - timely information about Title I, Part A, programs;
 - a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
 - if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and responding to any such suggestions as soon as practicably possible; -
- if the school wide program plan under 20 U.S.C. § 6314(b) is not satisfactory to the parents of participating children, submitting any parent comments on the plan when the school makes the plan available to the School Board.

Parent and Family Involvement in Allocation of Funding

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

Policy Review

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

- barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English

- proficiency, have limited literacy or are of any racial or ethnic minority background);
- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - strategies to support successful school and family interactions.

Adopted: September 4, 2003

Revised: April 17, 2008

Revised: June 25, 2013

Revised: June 20, 2017

Reviewed: August 4, 2022

Adopted:

Legal Refs.: 20 U.S.C. §§ 6312, 6318.

Code of Virginia, 1950, as amended, § 22.1-23.3, 22.1-78.

Cross Refs.: AD Educational Philosophy
BCF Advisory Committees to the School Board
IAA Notification of Learning Objectives
IKA Parental Assistance with Instruction

OFF-SITE INSTRUCTION AND VIRTUAL COURSES

Homebound Instruction

The **Charlottesville City School Board-Division** maintains a program of homebound instruction for students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician, ~~physician assistant, advanced practice registered nurse,~~ or licensed clinical psychologist. **The Superintendent establishes procedures for determining eligibility, coordinating instruction, and ensuring appropriate services are provided.**

Credit for the work is awarded when it is done under the supervision of a licensed teacher qualified in the relevant subject areas and employed by the School Board, and there is evidence that the instructional time requirements or alternative means of awarding credit adopted by the School Board have been met.

Virtual Courses

Students may enroll in and receive a standard and verified unit of credit for supervised virtual courses with prior approval of the principal. The ~~s~~**Superintendent** is responsible for developing regulations governing this method of delivery of instruction **in alignment with Board of Education regulations.** ~~that include the provisions of 8 VAC 20-131-110 and the administration of required Standards of Learning tests prescribed by 8 VAC 20-131-30.~~ For courses offered for possible high school credit, standard units of credit are awarded for successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher qualified in the relevant subject areas. A verified unit of credit may be earned when the student has successfully completed the requirements specified ~~in 8 VAC 20-131-110~~ **by the Board of Education.**

Adopted: July 16, 1998
Revised: April 17, 2008
Revised: June 17, 2010
Revised: June 16, 2011
Revised: June 25, 2013
Revised: June 27, 2016
Revised: June 19, 2018
Adopted: June 23, 2023
Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-253.13:3, 54.1-2952.2, 54.1-2957.02.

INSTRUCTION

File: IGBG-RL

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8 VAC 20-132-40, 8 VAC 20-132-110, 8 VAC 20-134-1870.

Cross Ref.: IGBGA
IKFD

Online Courses and Virtual School Programs
Alternative Paths to Attaining Standard Units of Credit

SEXUALLY EXPLICIT INSTRUCTIONAL MATERIALS**Generally
Purpose**

This policy establishes clear procedures for (i) the identification of instructional materials with sexually explicit content, (ii) parental notifications of any instructional materials with sexually explicit content, (iii) parental review of instructional materials with sexually explicit content, and (iv) the provision in a non-punitive manner of alternative instructional materials that do not include sexually explicit content for any student whose parent so requests.

Definitions

“Instructional material” and “instructional materials” mean any content used by one or more students for an educational purpose in connection with Charlottesville City Schools regardless of (a) its format, whether printed, representational, audiovisual, electronic, or digital (such as materials, social media content, and software applications accessible through the internet), or (b) the time, place and manner in which the content is used. Library materials are considered instructional materials when used (a) for completion of an assignment from Charlottesville City Schools, or (b) as part of an academic or extracurricular education program conducted by Charlottesville City Schools. They include any division, school, and/or classroom purchased or created assessments. They do not include standardized national or state assessments, such as ACT, SAT, NAEP (National Assessment of Educational Progress), AP (Advanced Placement), or SOL (Standards of Learning) exams.

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

“Sexually explicit content,” as defined by Va. Code § 2.2-2827, means (a) any description of or (b) any picture, photograph, drawing, motion picture film, digital image or similar visual representation depicting sexual bestiality, a lewd exhibition of nudity, as defined in this policy, sexual excitement, sexual conduct or sadomasochistic abuse, as defined in this policy, coprophilia, urophilia, or fetishism. Instructional materials shall not be designated as sexually explicit based solely on the sexual orientation of the characters therein.

~~The Charlottesville City School Board is responsible for the selection and use of instructional materials.~~ ¶

¶

~~The superintendent or superintendent’s designee creates and updates, as necessary, guidelines and procedures for the selection of instructional materials. The guidelines and procedures are designed to ensure that appropriate instructional materials are selected and provide an opportunity for the professional staff and~~

~~community to participate and be informed on the selection and use of instructional materials.~~ ¶

¶

~~Parents may inspect, on request, any instructional material used as part of their student's curriculum.~~¹ ¶

¶

Sexually Explicit Instructional Materials

Charlottesville City School Board ensures that at least thirty (30) days prior to the use of any instructional materials with sexually explicit content, written notice is provided to parents that (i) specifically identifies the instructional materials with sexually explicit content, (ii) informs parents of their right to review such instructional materials, and (iii) informs parents of their right to have their child use, in a non-punitive manner, alternative, instructional materials that do not include sexually explicit content. ~~parental notification of any instructional material that includes sexually explicit content.~~ ¶

¶

~~[Charlottesville City] School Board provides nonexplicit instructional material and related academic activities to any student whose parent requests that the student be provided with such instructional material and/or activities.~~

The ~~s~~Superintendent is responsible for creating, implementing, and periodically updating procedures for implementing this policy. Those procedures will include

- a process for identifying instructional materials, including supplementary materials, with sexually explicit content;
- a process for identifying, prior to the start of each school year, any instructional material that includes sexually explicit content that may be used during the upcoming school year;
- a process by which principals will provide written notice to parents at least 30 days prior to the use of any instructional materials with sexually explicit content, that (a) specifically identifies the instructional materials with sexually explicit content, (b) informs parents of their right to review such instructional materials, and (c) informs parents of their right to have their child use, upon request, in a non-punitive manner, alternative instructional materials that do not include sexually explicit content;
- a process by which parents may change their decision with respect to the use of alternative instructional materials by providing written notice;

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

¶

~~If the division has established any applicable procedures for granting a request by a parent for access to instructional materials, a reference to those procedures should be included here.~~ ¶

¶

INSTRUCTION

File: IIA-RL

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- a process for maintaining a current list of instructional materials with sexually explicit content by grade and subject matter on the division's website; and
- a process for online access for parental review of instructional materials that include sexually explicit content unless such review is not technically feasible or is prohibited by copyright protection. The process shall include provisions requiring schools to have instructional materials including sexually explicit content available for review by parents.

Definitions¶



“Instructional material” and “instructional materials” mean any content used by one or more students for an educational purpose in connection with **Charlotteville City** Public Schools regardless of (a) its format, whether printed, representational, audiovisual, electronic, or digital (such as materials, social media content, and software applications accessible through the internet), or (b) the time, place and manner in which the content is used. Library materials are considered instructional materials when used (a) for completion of an assignment from **[Charlotteville City]** Public Schools, or (b) as part of an academic or extracurricular education program conducted by **[Charlotteville City]** Public Schools. They include any division, school, and/or classroom purchased or created assessments. They do not include standardized national or state assessments, such as ACT, SAT, NAEP (National Assessment of Educational Progress), AP (Advanced Placement) or SOL (Standards of Learning) exams.¶



“Nudity” means a state of undress so as to expose the human male or female genitals, pubic area or buttocks with less than a full opaque covering, or the showing of the female breast with less than a fully opaque covering of any portion thereof below the top of the nipple, or the depiction of covered or uncovered male genitals in a discernibly turgid state.¶



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



“Sadomasochistic abuse” means actual or explicitly simulated flagellation or torture by or upon a person who is nude or clad in undergarments, a mask or bizarre costume, or the condition of being fettered, bound or otherwise physically restrained on the part of one so clothed.¶



“Sexually explicit content” means (a) any description of or (b) any picture, photograph, drawing, motion picture film, digital image or similar visual representation depicting sexual bestiality, a lewd exhibition of nudity, as defined in this policy, sexual excitement, sexual conduct or sadomasochistic abuse, as defined in this policy, coprophilia, urophilia, or fetishism. Instructional materials shall not be designated as sexually explicit based solely on the sexual orientation of the characters therein.¶

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Adopted: July 16, 1998
Revised: April 17, 2008
Revised: June 19, 2008
Reviewed: June 25, 2013
Revised: June 26, 2014
Revised: August 1, 2019
Revised: February 2, 2023
Adopted:

Legal Refs.: 20 U.S.C. § 1232h.

34 CFR Part 9

Code of Virginia, 1950, as amended, §§ 2.2-2827, 18.2-390, 22.1-1, 22.1-16.8.

8 VAC 20-720-160.

Cross Ref.:	IGAH	Family Life Education
	IGBC	Parent and Family Engagement
	IIAA	Textbook Selection, Adoption, and Purchase
	IIAB	Supplementary Materials Selection and Adoption
	IIBD	School Libraries/Media Centers
	IIBEA/GAB	Acceptable Computer System Use
	INB	Teaching About Controversial Issues
	JOB	Administration of Surveys and Questionnaires
	KLB	Public Complaints About Learning Resources

TEXTBOOK SELECTION, ADOPTION, AND PURCHASE

Selection of Textbooks and High-Quality Instructional Materials

The Charlottesville City School Board may adopt textbooks and high-quality instructional materials (HQIM), including print or electronic media, for student use that serve as the primary curriculum basis for a grade-level subject or course from the list of textbooks approved by the Board of Education. The School Board may also adopt textbooks and HQIM which are not on the state-adopted list in accordance with the Board of Education regulations.

In approving textbooks and HQIM, the School Board:

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

Procurement of Textbooks and HQIM Approved by the Board of Education

The Charlottesville City School Board may either enter into written term contracts or issue purchase orders with publishers of textbooks and HQIM approved by the Board of Education in alignment with Va. Code § 22.1-241. ~~Such written contracts or purchase orders are exempt from the Virginia Public Procurement Act (Va. Code § 2.2-4300 et seq.) The contract price shall not exceed the lowest wholesale price at which the textbook or textbooks involved in the contract are currently bid under contract anywhere in the United States. If, subsequent to the date of any contract entered into by the School Board, the prices of textbooks named in the contract are reduced or the terms of the contract are made more favorable to purchase anywhere in the United States or a special or other edition of any book named in the contract is sold outside of Virginia at a lower price than contracted in Virginia, the publisher shall grant the same reduction or terms to the School Board and give the School Board the option of using such special or other edition adapted for use in Virginia and at the lowest price at which such special edition is sold elsewhere and the contract shall so state.~~

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

INSTRUCTION

File: IIAA-RL

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Publishers shall deliver the NIMAS file of the textbooks and HQIM on or before the date of delivery of the regular text versions.

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

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

Procurement of Locally-Approved Textbooks and HQIM

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

The publishers of such textbooks and HQIM shall:

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

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

HQIM Liaison

The Charlottesville City School Board designates a faculty member to serve as the HQIM liaison. The liaison receives support from the Department of Education to serve as a resource for the division and its schools to select and implement textbooks and other HQIM and aligned professional learning resources.

Adopted: July 16, 1998

Revised: April 17, 2008

Revised: June 19, 2008

Revised: June 17, 2010

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Revised: June 27, 2016

Reviewed: June 17, 2021

Adopted:



Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-238, 22.1-253.13:2, 22.1-241.

8 VAC 20-720-170.

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

ACCEPTABLE COMPUTER SYSTEM USE

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

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

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

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

The Guidelines include:

- (1) a prohibition against use of the division's computer equipment and communications services for sending, receiving, viewing, or downloading illegal material via the internet;
- (2) provisions, including the selection and operation of a technology protection measure for the division's computers having internet access to filter or block internet access through such computers, that seek to prevent access to:
 - a. child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;

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- b. obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and
 - c. material that the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;
- (3) provisions establishing that the technology protection measure is enforced during any use of the division's computers;
 - (4) provisions establishing that all usage of the computer system may be monitored;
 - (5) provisions designed to educate students and employees about appropriate online behavior, including interacting with students and other individuals on social networking websites, blogs, in chat rooms, and cyberbullying awareness and response;
 - (6) provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful online activities;
 - (7) provisions requiring every user to protect the security of information necessary to access the computer system, such as usernames and passwords, and prohibiting the sharing of passwords;
 - (8) provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and
 - (9) a component of internet safety for students that is integrated in the division's instructional program **that includes instruction on key modern digital safety topics, including online scams, misinformation, and content generated by artificial intelligence.**

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

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

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

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

No employee or agent of the School Board or person or entity contracting with the School Board may download or use any application, including TikTok or WeChat, or access any website developed by ByteDance Ltd. or Tencent Holdings Ltd. on any device or equipment issued, owned, or leased by the School Board, including mobile phones, desktop computers, laptop computers, tablets, or other devices capable of connecting to the Internet.

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

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

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

Adopted: October 21, 1999
Revised: July 19, 2007
Reviewed: March 20, 2008
Revised: June 17, 2010
Revised: September 1, 2011
Revised: June 25, 2013
Revised: August 1, 2019
Revised: June 17, 2021
Revised: April 13, 2023
Revised: June 27, 2023
Adopted: August 7, 2025
Adopted:

Legal Refs.: 18 U.S.C. §§ 1460, 2256.
47 U.S.C. §§ 54.520, 254.

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Code of Virginia, 1950, as amended, §§ 2.2-5514.1, 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-23.3, 22.1-70.2, and 22.1-78.

Cross Refs.:	ECAB	Vandalism
	EGAA	Reproduction and Use of Copyrighted Materials
	ET (Optional)	Educational Technology Foundations and Public School Foundations
	GBA/JHFA	Prohibition Against Harassment and Retaliation
	GCPD	Professional Staff Discipline
	GCQB	Staff Research and Publishing
	JECB (Option 1)	Admission of Nonpublic Students for Part-Time Enrollment
	JFC	Student Conduct
	JFCM	Student Cell Phone and Smart Device Possession and Use
	JRCA	School Service Providers' Use of Student Personal Information
	LBD	Home Instruction
	IIBC	Use of Generative Artificial Intelligence
	IIBC-R	Use of Generative Artificial Intelligence

GUIDANCE AND COUNSELING PROGRAM

School Guidance and Counseling Services

The Superintendent ensures that Each school provides the following guidance and counseling services to all students:

- Academic guidance which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing and to seek post-secondary academic opportunities.
- Career guidance which helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational and career opportunities.
- Personal/social counseling which assists a student to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities and aptitudes. Information and records of personal/social counseling will be kept confidential and separate from a student's educational records and not disclosed to third parties without prior parental consent or as otherwise provided by law. Parents may elect, by notifying their child's school in writing, to have their child not participate in personal/social counseling.

No student is required to participate in any counseling program to which the student's parents object.

The guidance and counseling program does not include the use of counseling techniques which are beyond the scope of the professional certification or training of counselors, including hypnosis, or other psychotherapeutic techniques that are normally employed in medical or clinical settings and focus on mental illness or psychopathology.

Parents are notified annually about the counseling programs which are available to their children. The notification will include the purpose and general description of the programs, information regarding ways parents may review materials to be used in guidance and counseling programs at their child's school, and information about the procedures by which parents may limit their child's participation in such programs.

Employment Counseling and Placement Services

The School Board provides to secondary students with employment counseling and placement services to furnish information relating to the employment opportunities available to students graduating from or leaving the schools in the school division. Such information includes all types of employment opportunities, including, but not limited to, apprenticeships, the military, career education schools and the teaching profession. In providing such services, the School Board consults and cooperates with the Virginia

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Employment Commission, the Department of Labor and Industry, local business and labor organizations and career schools.

If the School Board provides access to one or more of its high schools and contact with such high school's student body or other contact with its high school students during a school or school division-sponsored activity to persons or groups for occupational, professional, or educational recruitment, it **must** provide equal access on the same basis to official recruiting representatives of the military forces of the Commonwealth and the United States.

Adopted: July 16, 1998
Revised: April 17, 2008
Reviewed: June 25, 2013
Revised: June 26, 2014
Revised: June 20, 2017
Revised: June 19, 2018
Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-23.3, 22.1-130.1, 22.1-209.

8 VAC 20-~~620-10~~**720-50**.

Cross Ref.:	IGAD	———— Career and Technical Education
	IJD	———— College and Career Readiness
	IK	Academic Planning and Course Selection
	JHC	Student Health Services
	JO	———— Student Records

ACADEMIC PLANNING AND COURSE SELECTION**Policy Statement on Academic Planning**

The Charlottesville City School Board is committed to ensuring that students and parents are provided comprehensive information regarding academic planning, course selection, graduation requirements, postsecondary opportunities, and career preparation. Academic planning and course selection must align with the Standards of Learning established by the Board of Education and other applicable laws and regulations.

School counselors and appropriate staff will assist students in developing academic and career plans aligned with Board of Education guidelines and the student's goals and interests.

Course Registration Notice

At least 30 days prior to course registration deadlines, the division notifies parents of middle and high school students of those enrollment deadlines and provides information on the process for requesting changes to the student's course selections.

Administrative Procedures

The Superintendent is responsible for establishing procedures to implement this policy.

Adopted: May 30, 2024

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78; 22.1-79.3:2;
22.1-237.1-5; 22.1-253.13:1.

Cross Ref.:	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
	IJ	Guidance and Counseling Program
	IJD	College and Career Readiness
	IK	Academic Planning and Course Selection
	JHCF	Student Wellness
	LEB	Advanced/Alternative Courses for Credit

COLLEGE BOARD SCHOOL DAY PROGRAM

Generally

In accordance with Virginia law, the Charlottesville City School Board provides for the administration of an approved college entrance assessment program to eligible students during the school day.

Assessment Administration

Each division must participate in an approved college entrance assessment program, which may include the SAT or any similar assessment administered by the College Board. Such assessment will be administered during regular school hours.

If the program is offered during the fall testing window, the division must, to the extent feasible, align the program day with the PSAT testing window and offer eligible students the opportunity to take either the SAT or the PSAT, as appropriate, during regular school hours at the high school in which the student is enrolled.

Student Eligibility

All students will be afforded the opportunity to participate in such program at least once during their 11th or 12th grade year, in the fall or spring testing window. Each student must be provided with the opportunity to participate in the assessment program at the high school in which they are enrolled.

Reasonable accommodations must be provided to students with disabilities and English learners in accordance with applicable laws and testing requirements.

Students are not required to participate in this program.

Division Responsibilities

The Superintendent or Superintendent's designee shall coordinate administration of the assessment program in accordance with applicable law and state guidelines. The division must establish administrative procedures for communicating with students and families regarding program availability, scheduling, and expectations, and develop and implement procedures for student participation and processing opt-out requests.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-79.10

STUDENT ABSENCES/EXCUSES/DISMISSALS

Student Attendance Policy

Student attendance is a cooperative effort, and the School Board involves parents and students in accepting the responsibility for good attendance.

Each parent/guardian or person having control or charge of a child within the compulsory attendance age is responsible for such child's regular and punctual attendance at school as required under provisions of the law.

Students shall must attend school for a full day unless excused by the principal or the principal's designee.

Nothing in this policy shall be construed to limit in any way the authority of any attendance officer or the Superintendent to seek immediate compliance with the compulsory school attendance law.



Excused Absences

If circumstances permit, parents should provide the school administration with the reason for the nonattendance prior to the absence. Otherwise, Parents of students who are absent must inform the school of the reason for the absence no later than upon the student's return to school. Absences are excused for the following reasons:

- for middle and high school students, one school day per school year to engage in a civic event;
- a maximum of one school day per academic year for participation in a 4-H educational program or activity; no credit will be provided for a student whose participation in a 4-H educational program or activity occurs during scheduled Standards of Learning assessments or during any period of time that the student is suspended or expelled from school; the student's principal or assistant principal may request a representative of 4-H to provide documentation of a student's participation in order for the student's absence to be excused;
- subject to guidelines established by the Virginia Department of Education, students who are members of a state- or federally-recognized tribal nation that is headquartered in Virginia shall be granted one excused absence per academic year to attend such nation's pow wow gathering provided that the student's parent provides the student's school advance notice of the absence in the manner required by the school;
- A student whose immediate family member is an active duty member of the uniformed services as defined in § 22.1-360, and whose family member has received orders for, is on leave from, or has recently returned from deployment

outside the United States, shall be allotted five excused absences to visit with the family member in connection with such leave or deployment, provided that the student provides written documentation verifying such leave or deployment if requested by the local school division; **and**

- illness (including mental and physical illness), injury, funeral, legal obligations, medical procedures, suspensions, religious observances, and extenuating circumstances as determined by the school administrator.
 - o Further details on excused absences are included in Regulation JED-R.

~~The superintendent, by regulation, establishes procedures for appropriate interventions when a student engages in a pattern of absences for less than a full day, the explanation of which, if it were a full-day absence, would not be an excused absence.~~¶

The **s**Superintendent's regulations include procedures for excusing students who are absent by reason of observance of a religious holiday. Such regulations ensure that a student is not deprived of any award or of eligibility or opportunity to compete for any award, or of the right to take an alternate test or examination, which the student missed by reason of such absence, if the absence is verified in an acceptable manner.

~~Students shall attend school for a full day unless excused by the principal or principal's designee.~~¶

High school students may spend a reasonable number of school days each academic year participating in High School to Work Partnerships established pursuant to guidelines developed by the Board of Education. Students who miss a partial or full day of school while participating in Partnership programs are not counted as absent for the purposes of calculating average daily membership. The **s**Superintendent's regulations include procedures by which students may make up work missed while participating in a High School to Work Partnership.

~~An attendance officer, or a division superintendent or superintendent's designee when acting as an attendance officer pursuant to Va. Code § 22.1-258, may complete, sign, and file with the intake officer of the juvenile and domestic relations district court, on forms approved by the Supreme Court of Virginia, a petition for a violation of a school attendance order entered by the juvenile and domestic relations district court pursuant to Va. Code § 16.1-278.5 in response to the filing of a petition alleging the pupil is a child in need of supervision as defined in Va. Code § 16.1-228.~~¶

~~Nothing in this policy shall be construed to limit in any way the authority of any attendance officer or the division superintendent to seek immediate compliance with the compulsory school attendance law.~~¶

Compulsory Attendance Procedures-Unexcused Absences

Whenever a student fails to report to school on a regularly scheduled school day and no information has been received by school personnel that the student's parent is aware of and supports the absence, or the parent provides a reason for the absence that is unacceptable to the school administration, the school principal, principal's designee, attendance officer, or other school personnel or volunteer notifies the parent by phone, email, or other electronic means to obtain an explanation. School staff records the student's absence for each day as "excused" or "unexcused." Early intervention with the student and parent or parents takes place for repeated unexcused absences as designated in the superintendent's regulations.

The Superintendent, by regulation, establishes procedures for appropriate interventions when a student engages in a pattern of absences for less than a full day, the explanation of which, if it were a full-day absence, would not be an excused absence.

¶

A. Upon Fifth Absence Without Parental Awareness and Support

¶

If (1) a pupil fails to report to school for a total of five scheduled school days for the school year, and (2) there is no indication that the pupil's parent is aware of and supports the absence, and (3) a reasonable effort to notify the parent has failed, then the principal or principal's designee makes a reasonable effort to ensure that direct contact is made with the parent in person, through telephone conversation, or through the use of other communication devices to obtain an explanation for the pupil's absence and to explain to the parent the consequences of continued nonattendance. The school principal or principal's designee, the pupil, and the pupil's parent shall jointly develop a plan to resolve the pupil's nonattendance. Such plan shall include documentation of the reasons for the pupil's nonattendance.

¶

B. Upon Additional Absences Without Parental Awareness and Support

¶

If the pupil is absent for more than one additional day after direct contact with the pupil's parent and school personnel have received no indication that the pupil's parent is aware of and supports the pupil's absence, the school principal or principal's designee shall schedule a conference with the pupil, the pupil's parent and school personnel. Such conference may include the attendance officer and other community service providers to resolve issues related to the pupil's nonattendance. The conference shall be held no later than 10 school days after the tenth absence of the pupil, regardless of whether the student's parent approves of the conference. The conference team shall monitor the pupil's attendance and may meet again as necessary to address concerns and plan additional interventions if attendance does not improve. In circumstances in which the parent is intentionally noncompliant with compulsory attendance

~~requirements or the pupil is resisting parental efforts to comply with compulsory attendance requirements, the principal or principal's designee shall make a referral to the attendance officer. The attendance officer shall schedule a conference with the pupil and pupil's parent within 10 school days and may (i) file a complaint with the juvenile and domestic relations district court alleging the pupil is a child in need of supervision as defined in Va. Code § 16.1-228 or (ii) institute proceedings against the parent pursuant to Va. Code § 18.2-371 or § 22.1-262. In filing a complaint against the student, the attendance officer shall provide written documentation of the efforts to comply with the provisions of this policy. In the event that both parents have been awarded joint physical custody pursuant to Va. Code § 20-124.2 and the school has received notice of such order, both parents shall be notified at the last known addresses of the parents.~~ ¶

An attendance officer, or ~~at the division~~ Superintendent or superintendent's designee when acting as an attendance officer pursuant to Va. Code § 22.1-258, may complete, sign, and file with the intake officer of the juvenile and domestic relations district court, on forms approved by the Supreme Court of Virginia, a petition for a violation of a school attendance order entered by the juvenile and domestic relations district court pursuant to Va. Code § 16.1-278.5 in response to the filing of a petition alleging the pupil is a child in need of supervision as defined in Va. Code § 16.1-228.

Report for Suspension of Driver's License

In addition to any other actions taken pursuant to this policy, if a student who is under 18 years of age has 10 or more unexcused absences from school on consecutive school days, the principal may notify the juvenile and domestic relations court, which may take action to suspend the student's driver's license.

Attendance Reporting

Student attendance is monitored and reported as required by state law and regulations. At the end of each school year, each public school principal reports to the Superintendent the number of pupils by grade level for whom a conference was scheduled ~~pursuant to Part II (B) above~~ to address unexcused absences. The Superintendent compiles this information and provides it annually to the Superintendent of Public Instruction.

Dismissal Precautions

Principals do not release a student during the school day to any person not authorized by the student's parent/guardian to assume responsibility for the ~~pupil~~ student. Students are released only on request and authorization of a parent or guardian. The Superintendent establishes procedures for release of ~~pupils~~ students who are not residing with or under the supervision of a parent/guardian. The burden of proof on the authority of the person to receive the student is on the requesting party. A formal check-out system is maintained in each school.

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Adopted: June 19, 2008
Revised: June 18, 2009
Revised: June 19, 2010
Revised: June 25, 2013
Revised: June 20, 2017
Revised: June 19, 2018
Revised: August 6, 2020
Revised: June 17, 2021
Revised: August 4, 2022
Revised: August 1, 2024
Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-227.1, 22.1-254, 22.1-258, 22.1-260, 22.1-279.3, 46.2-323, 46.2-334.01, and 54.1-3900.

8 VAC 20-73~~20-10-4~~

~~8 VAC 20-73~~ 20-230.

Cross Refs.: IGAJ
JFC
JHC

Driver Education
Student Conduct
Student Health Services

TEACHER REMOVAL OF STUDENTS FROM CLASS

Teachers have the initial authority to remove students from class for disruptive behavior. “Disruptive behavior” means a violation of School Board policies or **Superintendent** regulations ~~issued by the superintendent~~ governing student conduct that interrupts or obstructs the learning environment.

~~This removal is not equivalent to a referral to the school administration for disciplinary actions including suspension. This removal is teacher-directed with principal notification for temporary placement of a student in another setting within the school.~~

The procedures outlined in this policy are not intended to address temporary or short-term removal of a student from a classroom as a “time-out” or as part of a behavior management plan of a student. These procedures are intended to address severe behaviors that would warrant long-term removal.

Criteria for Removal

In order for a teacher to remove a student from class for disruptive behavior

- removal of the student from the class must be necessary to restore a learning environment free from interruptions and obstructions caused by the student’s behavior;
- interventions by the teacher and/or administrators have been attempted and failed to end the student’s disruptive behavior; **and**
- notice of the student’s disruptive behavior and the opportunity to meet with the teacher and/or school administrators must have been provided to the student’s parents as described below.

When all of the above criteria have been satisfied, a teacher may remove a student from class.

Requirements for Incident Reports

Teachers should write incident reports regarding all incidents of disruptive behavior. The reports will be filed with the school administration and provided to the student’s parents within 24 hours of the incident. The parents must be given the opportunity to meet with the teacher and/or school administrator to discuss the student’s behavior and the possible consequences if the behavior continues. The teacher will document, in writing,

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attempts to request and encourage the parents to meet with ~~the teacher~~ him or her or school administrators.

A student may not be removed from class for disruptive behavior unless two written incident reports have been filed with school administrators and provided to the student's parents concerning two prior incidents of disruptive behavior. Upon removal, the teacher ~~shall~~**must** file a "Student Removal Form," Policy Form JFCA-F, with school administrators. The teacher will include any other documentation supporting the removal, including, but not limited to, the previous two incident reports.

Procedures for Written Notification of Student and Parents

The teacher ~~shall~~**must** provide copies of any incident report and Student Removal Form to the student and the student's parents and notify them of the opportunity to meet with the teacher and/or school administrators to discuss the behavior and the possible consequences if the behavior continues. Such notice ~~shall~~**must** be provided within twenty-four hours of each incident. The teacher ~~shall~~**must** document, in writing, attempts to request and encourage the parents to meet with school administrators and/or the teacher. Such notice and documentation ~~shall be~~**are** required for each incident report and student removal.

Guidelines for Alternative Assignment and Instruction of Removed Students

The principal ~~shall~~**determines** the appropriate placement of any student removed from class by a teacher. The principal may:

- assign the student to an alternative program;
- assign the student to another class;
- send the student to the principal's office or study hall. If the principal chooses this option, the teacher shall provide and evaluate appropriate make-up work for the student;
- suspend the student or recommend the student for expulsion. If the principal chooses this option, alternative instruction and assignment, if any, shall be provided according to School Board policy and in the case of students with disabilities, in accordance with federal law; **or**
- return the student to class in accordance with the procedures below

Procedure for the Student's Return to Class

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The principal ~~shall~~**must** determine, after consultation with the teacher, the duration of the student's removal from class. The principal shall notify the teacher of the decision to return the student to class. If the teacher disagrees with the principal's decision to return a student to the class

- the teacher and principal ~~shall~~**will** discuss the teacher's objection to returning the student to class and the principal's reason for returning the student.
- the teacher, after meeting with the principal, may appeal the principal's decision to the ~~s~~**Superintendent** or **Superintendent's** designee within one school day. The incident reports and removal form must accompany the appeal. After discussion with the principal and teacher or receiving their written comments, the decision of the ~~s~~**Superintendent** or **Superintendent's** designee shall be final. The decision shall be made within forty-eight hours of the teacher's appeal. During the appeal process, the student shall not be returned to class, and the principal will determine an appropriate placement for the student.

Once the decision has been made to return the student to class, the teacher and principal ~~shall~~**must** develop a plan to address future disruptive behavior.

Other Provisions

The principal ~~shall~~**must** ensure that students removed from class under this policy continue to receive an education in accordance with School Board policies.

Application of this policy to students with disabilities ~~shall~~**must** be consistent with federal and state law and regulations as well as School Board policy regarding students with disabilities.

Teacher deficiencies in classroom management ~~shall~~**will** be addressed in teacher evaluations pursuant to Policy GCN Evaluation of Professional Staff.

This policy does not limit or restrict the ability of School Board employees to apply other policies, regulations, or laws for maintaining order in the classroom.

Adopted: April 15, 2004
Revised: June 19, 2008
Revised: June 25, 2013
Reviewed: June 20, 2017

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Revised: August 6, 2020

Revised: June 17, 2021

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-276.01, 22.1-276.2

Cross Refs.:	GCN	Evaluation of Professional Staff
	JFC	Student Conduct
	JFC-R	Standards of Student Conduct
	JFCM	Student Cell Phone and Smart Device Possession and Use
	JGDA	Discipline of Students with Disabilities
	JGDB	Discipline of Students with Disabilities for Infliction of Serious Bodily Injury
	JGD/JGE	Student Suspension/Expulsion

WEAPONS ON SCHOOL PROPERTY

General Application to All Persons

No person may possess or use any firearm, dangerous device, or other weapon on school property (including school vehicles), on that portion of any property open to the public and then exclusively used for school-sponsored functions or activities when such functions or activities are taking place, at a school sponsored activity, or on any school bus, except as expressly authorized by law.

The superintendent or superintendent's designee shall implement this policy in a manner consistent with state law and shall permit possession of a firearm or other weapon on school property or at school functions or activities only by person and in such circumstances as expressly authorized by law.

Consistent with Virginia law, such weapons include, but are not limited to:

- any pistol, shotgun, stun weapon, revolver, or other firearm listed in Va. Code § 22.1-277.07, designed or intended to propel a projectile of any kind, including a rifle,
- unloaded firearms in closed containers,
- any air rifle or BB gun,
- toy guns and look-alike guns,
- any dirk, bowie knife, switchblade or stiletto knife, ballistic knife, machete, knife or razor,
- slingshots or slingbows,
- spring sticks,
- brass or metal knuckles, blackjacks,
- any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain,
- any disc, of whatever configuration, having at least two points or pointed blades, and which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart,
- explosives, and
- destructive devices as defined in Va. Code § 22.1-277.07, and

- other dangerous articles.

Illegal conduct will be reported to law enforcement officials.

Student Expulsion for Possession of Firearms

A student who has possessed a firearm on school property, school buses, or at a school-sponsored activity as prohibited by Va. Code § 18.2-308.1 or who has possessed a firearm or destructive device as defined in Va. Code § 22.1-277.07, or a firearm muffler or firearm silencer, or a pneumatic gun as defined in Va. Code § 15.2-915.4 on school property or at a school-sponsored activity may be expelled for at least one year in accordance with Policy JGD/JGE Student Suspension/Expulsion. The School Board may 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. The School Board 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. If it is determined by the superintendent or superintendent's designee that a disciplinary action other than expulsion is appropriate, such disciplinary action is taken in accordance with Article 3 of Chapter 14 of Title 22.1 of the Code of Virginia.

Students with Disabilities

- A. Students with disabilities are subject to 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 weapons violation.
 1. In addition to the authority granted in subsection A above, a student with a disability may also 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 carries or possesses a weapon to or at school, on school premises, or to 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.

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2. For purposes of this forty-five (45) school day removal, the weapon must meet the following definition:

“a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2 ½ inches in length.”¹

Revised: April 19, 2007
Revised: June 19, 2008
Revised: June 16, 2011
Revised: June 26, 2014
Revised: June 30, 2015
Revised: August 6, 2020
Adopted: August 7, 2025
Adopted:

Legal Refs.: 18 U.S.C. § 930.

20 U.S.C. § 1415.

Code of Virginia, 1950, as amended, §§ 15.2-915.4, 18.2-308, 18.2-308.1, 18.2-308.7, 22.1-277.07, 22.1-277.07:1, 22.1-280.2:1, 22.1-280.2:4.

Cross Refs.:	EB	School Crisis, Emergency Management, and Medical
		Emergency Response Plan
	EBB	Threat Assessment Teams
	GBEB	Staff Weapons in School
	JFC	Student Conduct
	JFCC	Student Conduct on School Buses
	JFG	Search and Seizure
	JGA	Corporal Punishment
	JGD/JGE	Student Suspension/Expulsion
	JGDA	Discipline of Students with Disabilities
	JGDB	Discipline of Students with Disabilities for Infliction of Serious Bodily Injury

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

This language is taken from the language in the federal definition of “dangerous weapon” in 18 U.S.C. § 930(g)(2). It is used in the Individuals with Disabilities Education Act (IDEA) and other related U.S Department of Education regulations.

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STUDENT CELL PHONE AND SMART DEVICE POSSESSION AND USE

Definitions

As used in this policy and related regulations,

“Bell to bell” means after the first bell rings at the start of the school day to begin instructional time until the dismissal bell rings at the end of the school day. “Bell to bell” includes lunch and time in between class periods.

“Smart device” means any personal electronic device that can connect to the internet and wirelessly collect, process, and transmit data, including **but not limited to** smart watches and tablets.

Generally

The Charlottesville City School Board establishes age-appropriate and developmentally appropriate restrictions for student use and possession of cell phones and smart devices on school property from bell- to- bell.

Student Cell Phones and Smart Devices on School Property

Students are permitted to use and possess cell phones and smart devices on school property before or after bell to bell, subject to additional regulations as may be issued. Such permitted use must not result in distractions or disruptions to the learning environment, disruptive behavior, bullying, harassment, crime, or any other behavior that violates other policies, regulations or laws.

From bell to bell, students are ~~restricted~~**prohibited** from using ~~or possessing~~ cell phones **and smart devices** on school property in accordance with this policy, issued regulations, and applicable laws. **The division places restrictions on the student possession of cell phones and smart devices from bell to bell as outlined below.**

- The student use of any type of unauthorized electronic or mechanical device that is not part of the instructional program is prohibited. Cell phones and similar devices are “off and away” for the entire school day (bell-to-bell: upon arrival at school through the end of the academic day).
- The division may implement additional requirements for phone and device storage (such as in magnetic pouches, pencil boxes, or other).
- Cell phone breaks will not be allowed.
- Video and/or audio recording of staff and/or students during the school day or school sponsored activity is prohibited. This shall include, but is not limited to:

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any smart device, such as cell phones, portable musical devices, laser pointers, cameras, laptop computers, MP3 players, iPods, portable DVD players, portable TV's, smart watches, etc.

- Cell phones may be used at school sponsored activities after regular school hours. However, cell phone use must not interfere with any after school activity.

If students violate the “off and away” or bell-to-bell expectations, they will be asked to relinquish their phone to administration for the remainder of the day. If this behavior continues, confiscated phones will only be released to parents / guardians at the end of the day.

Exemptions

Any student who, pursuant to an Individualized Education Plan, Section 504 Plan, individualized health care plan, **diabetes medical management plan**, or Limited English Proficiency plan, is permitted to possess and use a cell phone or smart device on school property, including in the classroom, from bell to bell to monitor or address a health concern or as an accommodation or assistive technology support.

Additional exemptions may include circumstances involving emergency communications between schools, students, and families.

Implementation and Enforcement

The **s**Superintendent and the school administration of each elementary and secondary school in the division are responsible for implementing and enforcing this policy. Any implementation and enforcement of this policy minimizes, to the extent possible, any conflict with the instructional responsibilities of teachers or any disturbance to instructional time and does not involve any school resource officer employed in any school in the division.

Discipline of Students

No student will be suspended or expelled solely for a violation of this policy. Any violation of this policy that involves, coincides with, or results in an instance of disruptive behavior, bullying, harassment, crime, or any other behavior that violates other policies, regulations or laws, is subject to discipline, addressed in accordance with the Standards of Student Conduct and applicable policies and regulations.

Adopted: August 7, 2025

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Revised:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-79.3:1, 22.1-276.01, 22.1-277, 22.1-279.6.

Cross Refs.:	GAB/IIBEA	Acceptable Computer System Use
	JFC	Student Conduct
	JFCA	Teacher Removal of Students from Class
	JFG	Search and Seizure
	JFHA/GBA	Prohibition Against Harassment and Retaliation
	JGD/JGE	Student Suspension/Expulsion
	JGDA	Disciplining of Students with Disabilities
	JRCA	School Service Providers' Use of Student Personal Information

DISCIPLINING OF STUDENTS WITH DISABILITIES

The Charlottesville City School Board recognizes that federal law requires that students with disabilities be afforded certain procedural protections when disciplinary action is considered. A student with a disability remains subject to the division's student conduct policy, rules, and regulations, but discipline shall be administered in accordance with applicable federal and state law, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and applicable Virginia statute and regulations.

The School Board also recognizes that a disciplinary decision for a student with a disability requires consideration of the student's disability-related needs and legal protections. Accordingly, when disciplining students with disabilities, the division will:

- provide required procedural safeguards affording the same due process rights that all children are entitled to under the law;
- conduct manifestation determinations when required by law;
- provide educational services during discipline removals when required by law;
- permit placement in interim alternative educational settings when authorized by law;
- protect the due process rights of students and parents.

The Superintendent shall develop regulations to implement this policy, including procedures governing:

- positive behavior interventions and supports to address the behavior;
- functional behavioral assessments;
- changes in placement;
- short-term removals and services during those removals;
- long term removals;
- manifestation determination reviews;
- interim alternative educational placements;
- appeals;
- protection for children not yet eligible for special education and related services; **and**
- referral to and action by law enforcement and judicial authorities.

Nothing in this policy prohibits school officials from reporting criminal conduct to appropriate law enforcement authorities or prevents state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a child with a disability to the extent such action applies to a student without a disability.

Students with disabilities, who violate the student code of conduct, or engage in conduct for which they may be disciplined, will be disciplined in accordance with this policy. Additionally, the regular disciplinary procedures must be followed. School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability as a result of discipline.

I. Long Term Suspensions, Expulsions or Short Term Suspensions Which Constitute a Pattern are Long Term Removals and Considered a Disciplinary Change in Placement

For the purpose of removing students with disabilities from their current educational placements, a disciplinary change in placement occurs when:

- (1) the removal is for more than 10 consecutive school days at a time; or
- (2) Pattern analysis: there is a series of removals during the school year, each of which is for 10 days or less and they cumulate to more than 10 days in a school year and constitute a pattern because of:
 - (a) the length of each removal,
 - (b) the proximity of the removals to each other,
 - (c) the total time the student is removed, and
 - (d) the child's behavior is substantially similar to the child's behavior in the series of removals for previous incidents in the school year.
- (e) The pattern analysis determination is made and documented by the administration.

If the disciplinary action will result in a long term removal, the student's parents must be sent notice of the recommendation of discipline the same day as the decision is made for the disciplinary change in placement and must be provided with a copy of the procedural safeguards. The procedures outlined in Section IV must also be followed.

A parent may request a due process hearing to challenge the pattern analysis determination. For any disciplinary change in placement, a Manifestation Determination Review ("MDR") must be held and the Individualized Education Program (IEP) team must meet to determine the educational services to be provided during the long term removal.

II. Short Term Suspensions

A short term suspension is a suspension of 10 consecutive days or less at a time.

School authorities may remove a student with a disability from the student's current educational setting for 10 school days cumulative in a school year to the extent that such removals would be applied to students without disabilities and for additional short-term suspensions during the school year provided no pattern exists. Short-term suspensions which constitute a pattern will be handled through long-term removal procedures. ¶

¶ No MDR or IEP meeting is required for a short-term removal, although an IEP meeting may be held if needed. Educational services are provided for each day of removal after the first ten days of removal in a school year. Educational services should also be provided during the first ten days of removal if services are provided to a student without disabilities in the same circumstances. ¶

¶ III. Functional Behavior Assessments and Behavior Intervention Plans ¶

¶ If the MDR team members determine that a manifestation exists, the IEP team must: ¶

- conduct a Functional Behavioral Assessment (FBA) and implement a Behavioral Intervention Plan (BIP), if no FBA was conducted previously; or, ¶
- if the student already has an FBA and a BIP in place, review and modify the BIP, as necessary to address the behavior. ¶

¶ If a manifestation is found, the school division and the parent may still agree to a change in placement made through the IEP process. Without this agreement, the student must return to the placement from which the student was removed. Nothing in this section limits the authority of the school division for the first ten days of removal in a school year or for applicable forty-five school day removals. ¶

¶ If the MDR team members determine that there is no manifestation, then the IEP team should decide whether there is a need to conduct or review an FBA and BIP. ¶

¶ IV. Educational Services While Disciplined ¶

¶ For the first 10 days of removal in a school year, the School Board is not required to provide educational services to the student with a disability if services are not provided to students without disabilities who have been similarly removed. ¶

¶ After the first 10 days of removal in a school year, the School Board shall provide educational services to the student during the period of removal. The services must enable the student to: ¶

- 1) continue to progress in the general curriculum, although in another setting, and ¶

- 2) make progress toward meeting the goals set out in the student's IEP.

The determination of the educational services is made by the IEP team if the discipline constitutes a change in placement. For a short term removal which is not a change in placement, the determination of the education services is made by school personnel in consultation with the student's special education teacher.

V. Manifestation Determination Review

When a disciplinary action is proposed that will result in a disciplinary change of placement, an MDR shall be conducted within 10 school days after the date on which the decision to take disciplinary action is made. This review shall be conducted by the Manifestation Team which consists of a local educational agency representative, the parent(s) and relevant members of the IEP team (as determined by the parent and the school division).

The Manifestation Team may determine that the behavior of the student was not a manifestation of such child's disability only if the Team:

- 1) considers all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information supplied by the parents; and
- 2) determines that:
 - (a) the conduct in question was not caused by, or did not have a direct and substantial relationship to, the student's disability; and
 - (b) the conduct in question was not the direct result of the school division's failure to implement the IEP.

VI. Disciplinary Action Following an MDR Determination that there is No Manifestation

If the behavior is not a manifestation of the student's disability, the disciplinary procedures will be applied in the same manner as applied to students without disabilities. The student must continue to receive the educational services necessary to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. In addition, the special education and disciplinary records of the student must be made available to the person who makes the final decision regarding the imposition of discipline.

A parent may request an expedited due process hearing if the parent disagrees with the determination that the behavior was not a manifestation of the student's disability or if the parent disagrees with any decision regarding the

placement of the student while disciplined. During any appeal, the student will remain in the interim alternative education setting unless reversed by decision of the hearing officer; provided, however, the student may still serve the balance of any applicable forty-five school day removal. The placement may also be changed through the IEP process with the consent of the parent.

VII. Disciplinary Action Following MDR Determination that there is a Manifestation

A student with a disability whose behavior is determined to be a manifestation of the student's disability may not be disciplined except to the extent a removal is otherwise permitted by law. The student may be removed to a more restrictive placement by following change in placement procedures through the IEP process. The IEP team must conduct or review an FBA and/or BIP as provided in Section III.

VIII. Interim Alternative Educational Settings for Weapons, Drugs and Infliction of Serious Bodily Injury

Students with disabilities 1) who carry or possess a weapon to or at school, or on school premises, or to or at a school function under the jurisdiction of a state or local educational agency; 2) who knowingly possess or use illegal drugs or sell or solicit 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; or 3) who inflict serious bodily injury upon another person at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency may be disciplined pursuant to Policies JFCD Weapons in School, JGCF Drugs in School or JGDB Discipline of Students with Disabilities for Infliction of Serious Bodily Injury and may be placed in an interim alternative educational setting for up to forty-five school days. These options are available even if a manifestation exists. If no manifestation is found, the student may be disciplined to the extent a student without disabilities would be disciplined.

Weapons, controlled substance and serious bodily injury have the meaning given under state regulations in 8 VAC 20-81-10.

Any interim alternative educational setting shall be selected, by the IEP team, so as to enable the student to continue to progress in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The student must also receive, as appropriate, an FBA, behavioral intervention services and modifications designed to address the behavior so it does not recur.

IX. Change of Placement by Hearing Officer

In addition to the other options for removal, a hearing officer through an expedited due process hearing requested by the school division, may order a change in the placement for a student with a disability to an appropriate interim alternative educational setting for not more than forty five (45) school days if the hearing officer determines that maintaining the current placement of such student is substantially likely to result in injury to the student or others. Additional forty five (45) school day removals may be authorized by the hearing officer as appropriate.

X. Placement During Appeals

During the course of any appeals, the student's placement shall be in accordance with the provisions of state and federal law unless the parent and the school division agree otherwise. Students with disabilities are also entitled to the due process rights available to a non-disabled student who is subject to discipline. In addition, students with disabilities are entitled to the due process procedures available under the Individuals with Disabilities Education Act, as amended, and any state procedures.

XI. Students Not Yet Identified as Disabled

Students for whom the parents assert there is a disability but who have not yet been identified as disabled may be subjected to the same measures applied to students without disabilities if the school division did not have knowledge of the disability before the behavior that precipitated the disciplinary action occurred. A school division will be found to have knowledge of the student's disability if, before the behavior that precipitated the disciplinary action occurred, one of the following occurred:

- (1) the parent expressed concern in writing to supervisory or administrative personnel of the school division, or to a teacher of the student, that the student is in need of special education and related services; or
- (2) the parent requested an evaluation of the student for special education eligibility; or
- (3) the student's teacher or other school personnel expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education or to other supervisory personnel of the school division that suggests the presence of a disability.

A school division would not be found to have knowledge of a student's disability if:

- (1) the parents refused to allow an evaluation of the student or refused special education services; or

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- ~~(2) the student was evaluated and found not eligible for special education services.~~

¶

~~If a request for an initial evaluation is made during the period a student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. If the student is found eligible as a child with a disability, taking into consideration information from the evaluation conducted by the school division and information provided by the parents, then the student must be provided special education and related services, although in another setting. Pending the results of the evaluation, the student shall remain in the educational placement determined by the school authorities which placement can include suspension or expulsion without services.~~

¶

~~XII. Disciplining Certain Section 504 Students Who Violate Alcohol and Drug Policies~~

¶

~~Students who are identified as disabled solely under Section 504 of the Rehabilitation Act, and who are currently engaging in the illegal use of drugs or alcohol, may be disciplined for violating the division's alcohol and drug policies to the same extent as non-disabled students. The student is not entitled to a due process hearing under special education procedures in this circumstance but does retain the protections afforded to regular education students.~~

¶

~~XIII. Reporting of Crimes~~

¶

~~Nothing in these procedures prevents the reporting of a crime to appropriate authorities or prevents state law enforcement and judicial authorities from exercising their responsibilities.~~

¶

Adopted: June 19, 2008
Revised: June 16, 2011
Revised: June 27, 2016
Revised: June 20, 2017
Revised: June 17, 2021
Adopted:

Legal Refs.: 20 U.S.C. § 1415.
29 U.S.C. § 705.

34 C.F.R. 300.530-300.536.

Code of Virginia, 1950, as amended, § 22.1-279.6.

STUDENT HEALTH SERVICES

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

Sickle Cell Disease Training

All school nurses employed by the school division must complete, within six months of employment and at least every three years thereafter, an online or in-person course of instruction approved by the Board of Education in collaboration with the Department of Health regarding recognition and management of sickle cell disease.

Telehealth Services and Mental Health Teletherapy Services

The School Board may provide school-based mental health teletherapy services and permit any student to schedule and participate in telehealth services and mental health teletherapy services on school property during regular school hours on the same basis as such students are permitted to schedule and participate in school counseling services.

When telehealth services are offered, the School Board enters into a memorandum of understanding with a nationally recognized school-based telehealth provider in accordance with the model memorandum of understanding developed by the Department of Education and provides guidance relating to the implementation of this telehealth services policy for administrative and instructional personnel and posts such guidance on its website at the beginning of each school year.

When school-based telehealth services and mental health teletherapy services are made available, each school where telehealth services are provided shall:

- Designate a location with internet access within the school for students to use for telehealth appointments that ensures the privacy and safety of the student;
- Implement measures to ensure the privacy and safety of each student participating in a telehealth appointment

Any student who participates in a telehealth appointment during regular school hours will not be subject to any disciplinary measure or consequences for participating in such an appointment if the student would otherwise be considered absent or excused for the purposes of receiving health care services.

Adopted: July 16, 1998

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Revised: June 19, 2008
Revised: June 16, 2011
Revised: July 5, 2012
Reviewed: June 17, 2021
Adopted: August 7, 2025
Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-272.2, 22.1-272.3, 22.1-274, 22.1-274.9.

Cross Refs.:	EBBA	Emergency First Aid, CPR and AED Certified Personnel
	GCPD	Professional Staff Discipline
	GCPF	Suspension of Staff Members
	IJ	Guidance and Counseling Program
	JED	Student Absences/Excuses/Dismissals
	JHCA	Physical Examinations of Students
	JHCB	Student Immunizations
	JHCC	Communicable Diseases
	JHCCA	Blood Borne Contagious or Infectious Diseases
	JHCD	Administering Medicines to Students
	JHH	Suicide Prevention

ADMINISTERING MEDICINES TO STUDENTS**Self-Care and Self-Administration of Diabetes Medication**

The Charlottesville City School Board shall develop, amend as necessary, and implement a divisionwide plan for the care of students diagnosed with diabetes in accordance with Va. Code § 22.1-274.01:2.

The Superintendent, or Superintendent's designee, is responsible for drafting, coordinating, and recommending the divisionwide plan and any subsequent revisions thereto. The plan must be presented to the School Board for review and final board action. The Superintendent is responsible for the implementation and administration of the plan as established by the School Board.

Each enrolled student who is diagnosed with diabetes, with parental consent and written approval from the prescriber, is permitted to:

- carry with ~~them~~him and use supplies, including a reasonable and appropriate short-term supply of carbohydrates, an insulin pump, and equipment for immediate treatment of high and low blood glucose levels; ~~and~~
- self-check ~~their~~his own blood glucose levels on school buses, on school property, and at school-sponsored activities; ~~and~~
- carry and use a cell phone or smart device to monitor, address, or contact their parent, the school, or their health care provider regarding diabetes care and management needs or decisions.:

A School Board employee, as defined in Va. Code § 22.1-274(-E), who is a registered nurse, a licensed practical nurse, ~~or certified nurse aide~~ or when applicable, authorized pursuant to Va. Code and § 54.1-3408(H), who has been trained in the administration of insulin, including the use and insertion of insulin pumps, and the administration of glucagon, may assist a student who is diagnosed with diabetes and who carries an insulin pump with the insertion or reinsertion of the student's prescribed pump or any of its parts. Prescriber authorization and parental consent shall be obtained for any such employee to assist with the insertion or reinsertion of the pump or any of its parts prior to any assistance. Nothing in this policy requires any employee to assist with the insertion or reinsertion of the pump or any of its parts. ~~provide such assistance.~~

The divisionwide plan for the care of students with diabetes may establish reasonable restrictions or parameters on the implementation of diabetes-related care by School Board employees, in conjunction with a student's provider, for the purpose of ensuring effective, efficient, and safe administration and operation of schools and school personnel in accordance with Va. Code § 22.1-274.01:1(C).¶

¶

Self-Administration of Asthma Medications and Auto-Injectable Epinephrine

Students with a diagnosis of asthma or anaphylaxis, or both, are permitted to possess and self-administer inhaled asthma medications or auto-injectable epinephrine, or both, as the case may be, in accordance with this policy during the school day, at school-sponsored activities, or while on a school bus or other school property. A student may possess and self-administer asthma medication, or auto-injectable epinephrine, or both, when the following conditions are met:

- Written parental consent that the student may self-administer inhaled asthma medications or auto-injectable epinephrine, or both, is on file with the school.
- Written notice from the student's health care provider is on file with the school, indicating the identity of the student, stating the diagnosis of asthma or anaphylaxis, or both, and approving self-administration of inhaled asthma medications or auto-injectable epinephrine, or both, that have been prescribed for the student; specifying the name and dosage of the medication, the frequency in which it is to be administered and the circumstances which may warrant its use; and attesting to the student's demonstrated ability to safely and effectively self-administer the medication.
- An individualized health care plan is prepared, including emergency procedures for any life-threatening conditions.
- There is a consultation with the student's parent before any limitations or restrictions are imposed on a student's possession and self-administration of inhaled asthma medications and auto-injectable epinephrine, and before the permission to possess and self-administer inhaled asthma medications and auto-injectable epinephrine at any point during the school year is revoked.
- Self-administration of inhaled asthma medications and auto-injectable epinephrine is consistent with the purposes of the Virginia School Health Guidelines and the Guidelines for Specialized Health Care Procedure Manual, which are jointly issued by the Virginia Department of Education and the Virginia Department of Health.
- Information regarding the health condition of the student may be disclosed to school board employees in accordance with state and federal law governing the disclosure of information contained in student scholastic records.

Permission granted to a student to possess and self-administer asthma medications or auto-injectable epinephrine, or both, will be effective for a period of 365 calendar days, and must be renewed annually. However, a student's right to possess and self-administer inhaled asthma medication or auto-injectable epinephrine, or both, may be limited or revoked after appropriate school personnel consult with the student's parents.

Seizure Rescue Medications

Secondary school students with a diagnosis of a condition causing seizures are permitted to possess seizure rescue medications during the school day, at school-sponsored activities, or while on a school bus or other school property if (i) the student's parent has submitted a seizure management and action plan in accordance with Va. Code § 22.1-274.6 that includes written consent of the parent and written approval of the student's primary care provider for such self-possession and (ii) the school nurse has been notified of such self-possession.

Pursuant to a written order or standing protocol by the prescriber within the course of his professional practice and with the consent of the student's parent as defined in Va. Code § 22.1-1, an employee of the School Board, local governing body, or local health department who is trained in the administration of seizure rescue medications may be authorized to administer seizure rescue medications to a student with a diagnosis of a condition causing seizures, when the student is believed to be experiencing or about to experience a seizure, and a licensed nurse, an advanced practice registered nurse, a physician, or a physician assistant is not capable of reaching the student within the amount of time necessary to effectively perform the administration of the medication.

Epinephrine

Pursuant to an order or standing protocol issued by the prescriber within the course of his professional practice, any school nurse, School Board employee, employee of a local appropriating body or employee of a local health department who is authorized by a prescriber and trained in the administration of epinephrine may possess epinephrine and administer it to any student believed to be having an anaphylactic reaction.

Albuterol Inhalers

Albuterol inhalers and valved holding chambers are stocked in each school in the division to be administered by any school nurse, licensed athletic trainer under contract with the school division, employee of the School Board, employee of a local appropriating body, or employee of a local health department who is authorized by the local health director and trained in the administration of albuterol inhalers and valved holding chambers for any student believed in good faith to be in need of such medication.

Opioid Antagonists

A dosage of opioid antagonist may be administered by a school nurse or trained and certified employee to any student who is believed to be experiencing or about to experience a life-threatening opioid overdose in accordance with Policy EBBC Opioid Antagonists and any related regulations and applicable laws.

Regulations

The **S**uperintendent shall develop a regulation for administration of medicines to students. The regulation shall include provisions for the handling, storage, monitoring, documentation, and disposal of medication.

Adopted: July 16, 1998
 Revised: April 15, 1999
 Revised: April 15, 2004
 Revised: June 19, 2008
 Revised: June 16, 2011
 Revised: July 5, 2012
 Revised: June 20, 2017
 Revised: December 5, 2019
 Revised: June 17, 2021
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 Adopted: August 7, 2025
 Adopted:

Legal Refs.: Code of Virginia, as amended, §§ 8.01-225, 22.1-78, 22.1-274, 22.1-274.01:1, 22.1-274.2, 22.1-274.6, 54.1-2952.2, 54.1-2957.02, 54.1-3408.

-Cross Refs.:	EB	School Crisis, Emergency Management and Medical Emergency Response Plan
	EBBA	Emergency First Aid, CPR and AED Certified Personnel
	EBBC	Opioid Antagonists
	GCPD	Professional Staff Discipline
	JHCE	Recommendation of Medication by School Personnel
	JO	Student Records
	KGD	Notification of School-Connected Student Overdose

STUDENT-ATHLETE EXTREME HEAT SAFETY AND PROTECTION**Purpose**

To prioritize the health and safety of student-athletes, the Charlottesville City School Board implements this policy to govern outdoor athletics during periods of high heat and humidity. Through the use of tiered safety procedures, equipment modifications, and supervised recovery protocols, this policy provides coaches and administrators with the necessary tools to prevent severe heat-related emergencies and ensure a safe environment for physical competition.

For purposes of this policy, heat guidelines are based on Wet Bulb Globe Temperature (WBGT) levels developed by an organization or entity whose purpose is to regulate or govern interscholastic athletics programs in the Commonwealth.

Heat-Acclimation and Modification Procedure

The scheduling or cancellation of outdoor athletics practices or games are determined in relation to parameters established in connection with the different WBGT levels and tiers of the heat-acclimation and modification procedures.

The Charlottesville City School Board establishes the following procedures for outdoor athletics practices or games with at least five tiers of procedures based on heat or humidity levels, beginning with the first tier for the lowest heat or humidity level requiring special student-athlete safety and protection precautions and the final tier for the most severe heat or humidity level before the level at which all outdoor athletics practices or games will be cancelled.

Each tier identifies:

- required equipment modifications, if applicable for the sport;
- work-to-rest ratios;
- modification of water break requirements; **and**
- use of shaded areas for rest breaks

Procedures:

Level 1	WBT (Not air temp)	WBGT (Not air temp)	Duration	Fluid Consumption	Practices
1	<66°	<80°	3 hours maximum	Insist that adequate fluid be ingested.	Full gear, minimum of 2 water breaks per hour.

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2	66°-74.9°	<80°-82.4°	3 hours maximum	Insist that 4-6 oz. fluid be ingested every 20 minutes;	Full gear; minimum of 3 water breaks per hour.
3	<75°-76.9°	<82.5°-84.9°	3 hours maximum	Insist that 6-8oz. fluid be ingested every 20 minutes	Remove helmets unless active in drill, monitor athletes, rest as needed
4	<77°-78.9°	<85°-87.4°	3 hours maximum, every 45 minutes of work ≥ 15 minutes of rest each hour	Insist that 8-10oz fluid be ingested every 15 minutes	No equipment during non-contact drills; remove helmet unless active in drill, remove pads when teaching or non-contact portions of practice exceed 10 minutes in length
5	<79°-80.9°	<87.5°-89.9°	3 hours maximum, every 40 minutes of work ≥ 20 minutes of rest each hour	Insist that 8-10oz fluid be ingested every 15 minutes	Shirt and shorts only, no helmets or equipment; reduce intensity of activity
6	81°+	90°+	NO OUTDOOR PRACTICES, SCRIMMAGES, OR COMPETITIONS	Re-hydrate 24oz for every pound of body weight loss per day	Practices conducted indoors

Cancellation of Athletics Practice or Games

Any athletics practice or game that is scheduled to take place during a time when the WBGT is above the highest tier addressed in the Heat-Acclimation and Modification Procedure, such event will be cancelled.

Hydration and Cooling Space

Each student-athlete is given unhindered access at all times to hydration and a cooling space. The cooling space may be a shaded or air-conditioned area. Ice is made available and provided to each student-athlete and coach at any time there is a WBGT level of 80 degrees Fahrenheit or higher.

Additional Procedures

The Superintendent establishes:

- parameters for scheduling and cancelling outdoor athletics practices or games in accordance with the heat-acclimation and modification procedure;
- procedures relating to preventing, recognizing, and addressing heat-related illnesses, including dehydration, heat syncope, heat exhaustion, and heat stroke; **and**
- a process for reporting and investigating any instance in which a student-athlete experiences a severe heat-related illness requiring emergency medical treatment or resulting in death.

Adopted: September 4, 2025

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-271.910.

Cross Refs.: EB	School Crisis, Emergency Management and Medical Emergency Response Plan
EBBA	Emergency First Aid, CPR and AED Certified Personnel
JJAF	Student-Athlete Sudden Cardiac Arrest
KG	Community Use of School Facilities
KGB	Public Conduct on School Property

FINANCIAL AID INFORMATION AND GUIDANCE FOR HIGH SCHOOL STUDENTS

Purpose

The Charlottesville City School Board is committed to supporting student awareness of financial aid opportunities, including the Free Application for Federal Student Aid (FAFSA). This policy is intended to promote student awareness of and access to financial aid in compliance with Va. Code § 22.1-206.4.

Definition

For purposes of this policy, “Student Financial Aid Application,” as defined in Va. Code § 22.1-206.4, means the Free Application for Federal Student Aid (FAFSA) to be submitted to the U.S. Department of Education. Nothing in this definition shall be construed to limit the division’s obligation to provide information regarding alternative financial aid applications, including the Virginia Alternative State Aid (VASA) application, as required by law.

Annual Requirement

The Charlottesville City School Division must provide each high school student and the parent or guardian of each high school student with guidance and information on student financial aid applications, to include resources, eligibility criteria, and deadlines.

The division must also provide additional guidance and informational materials, as provided by the Virginia Department of Education, on alternatives to FAFSA, such as the Virginia Alternative Student Aid application, for the purposes of promoting awareness of federal and state financial aid programs, resources, eligibility criteria, application deadlines, and other processes and requirements.

The division must post data relating to student financial aid applications in a publicly accessible location on the division website.

Goal Setting, Data Collection, and Reporting

The Charlottesville City School Division and Charlottesville High School must establish a five-year goal for increasing the percentage of high school students who complete a Student Financial Aid Application during the student’s final school year before graduation. The division and high school should review their progress toward achieving their goals and report relevant data to the Department of Education, as required.

Students are not required to complete such financial aid applications, and students and parents may decline to participate.

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In implementing this policy, division personnel must not disclose any student's personally identifiable information except that which is necessary and permitted by law.

Implementation

The division will implement this policy in accordance with the procedures developed by the Superintendent or Superintendent's designee.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-206.4.

Cross Ref.: JO Student Records

ADMINISTRATION OF SURVEYS AND QUESTIONNAIRES**I. Purpose**

The purpose of this policy is to safeguard student privacy and ensure parental rights in connection with instructional materials, surveys, evaluations, and certain physical examinations conducted within the school division, particularly those associated with federally funded programs. This policy establishes procedures for parental access to instructional materials, requires informed consent for student participation in activities involving sensitive information, and provides transparency regarding the collection, use, and protection of student data. It also affirms the right of parents and eligible students to opt out of specified activities and ensures compliance with applicable federal and state laws governing student privacy and rights.

II. Definitions

For purposes of this policy, the following terms are used as defined in 20 U.S.C. § 1232h.

- “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.¶
—
- “Student”: any elementary school or secondary school student.
 - “Survey”: the term “survey” includes an evaluation.

III. 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:

- political affiliations or beliefs of the student or the student’s parent,
- mental or psychological problems of the student or the student’s family,
- sex behavior or attitudes,
- illegal, anti-social, self-incriminating, or demeaning behavior,
- critical appraisals of other individuals with whom respondents have close family relationships,
- legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers,
- religious practices, affiliations, or beliefs of the student or student’s parent, or
- 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~~-Sensitive 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~~^{will} 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 III.B. above, the privacy of students to whom the survey is administered is protected by: the use of identification codes with names maintained separately.

IV. IDEA Surveys and Physical Examinations and-or 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.

V. 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. **The Charlottesville City School Division does not sell personal information.**

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.

VI. 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 III.B. above; **or and**
- 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);
- the administration of any survey containing one or more items listed in subsection III.B. above; ~~and~~
- 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.

VII. 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.~~

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~~Survey: the term “survey” includes an evaluation.~~

Adopted: February 21, 2008
Revised: June 16, 2011
Revised: January 8, 2015
Revised: June 30, 2015
Revised: August 1, 2019
Adopted: August 1, 2024
Adopted:

Legal Refs.: 20 U.S.C. § 1232h.

Code of Virginia, 1950, as amended, § 22.1-79.3, 2.2-3800.

Cross Refs.:	INB	Teaching About Controversial Issues
	JHDA	Human Research
	KBA	Requests for Public Records
	KF	Distribution of Information/Materials

ACCEPTANCE OF ELECTRONIC SIGNATURES AND RECORDS

Policy Statement

Electronic or digital signatures can take many forms and can be created using many different types of technology. The authenticity and reliability of electronic signatures relating to transactions are dependent on the accompanying processes, supplemental records and the overall context in which records are created, transferred, and signed. The Charlottesville City School Board adopts the following policy with respect to the use of electronic records and signatures in connection with its communications with parents, guardians, or other persons having control over a child enrolled in this division.

Definitions

“Attribution” – An electronic record or electronic signature is attributable to a person if it was the act of the person. The act of the person may be shown in any manner, including a showing of the efficacy of any security procedure applied to determine the person to which the electronic record or electronic signature was attributable.

“Electronic Signature” – An electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Electronic Record” – Any record created, generated, sent, communicated, received or stored by electronic means.

Applicability

This policy applies to parents, guardians, and other persons having control or charge of a child enrolled in the division; and also to individuals affiliated with the division, whether paid or unpaid, including but not limited to teachers, administrators, staff, students, affiliates, and volunteers.

Electronic Records

Electronic records created or received by the division shall be appropriately attributed to the individual(s) responsible for their creation and/or authorization or approval. The division shall utilize available technology to implement reliable methods for generating and managing electronic records. Any electronic record filed with or issued by the division may be given full force and effect of a paper communication if the following conditions are satisfied:

- The communication is an electronic filing or recording and the Charlottesville City School Board agrees to accept or send such communication electronically; and
- If a signature is required on the record or communication by any statute, rule or other applicable law or School Board policy, the electronic signature must conform to the requirements set forth in this policy governing the use of electronic signatures.

Electronic Signatures

An electronic signature may be used if the law requires a signature unless there is a specific statute, regulation, or policy that requires records to be signed in non- electronic form. The issuance and/or acceptance of an electronic signature by the School Board may be permitted in accordance with the provisions of this policy and all applicable state and federal law. If permitted, such electronic signature shall have the full force and effect of a manual signature only if the electronic signature satisfies all of the following requirements:

1. The electronic signature identifies the individual signing the document by the individual's name and title;
2. The identity of the individual signing with an electronic signature is capable of being validated through the use of an audit trail;
3. The electronic signature and the document to which it is affixed cannot be altered once the electronic signature has been affixed;
4. The electronic signature conforms to all other provisions of this policy.

Acceptance, Use, and Issuance of Electronic Records and Signatures

The School Board ~~shall~~ maintains an electronic recordkeeping system that can receive, store, and reproduce electronic records and signatures relating to communications and transactions in their original form. Such system should include security procedures whereby the School Board can (a) verify the attribution of a signature to a specific individual, (b) detect changes or errors in the information contained in a record submitted electronically, (c) protect and prevent access, alteration, manipulation or use by an unauthorized person, and (d) provide for nonrepudiation through strong and substantial evidence that will make it difficult for the signer to claim that the electronic representation is not valid.

The School Board ~~shall~~**must** ensure that all electronic records and signatures are capable of being accurately reproduced for later reference and retained until such time as all legally mandated retention requirements are satisfied.

The School Board ~~shall~~**must** maintain a secure hard copy log of the PIN/password or actual signature of any individual authorized to provide an electronic signature in connection with School Board business.

The School Board may receive and accept as original, electronic records and signatures so long as the communication, on its face, appears to be authentic.

Adopted: June 25, 2013

Revised: June 30, 2015

Revised: June 17, 2021

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-79.3, 59.1-479 et seq.

Cross Ref.: JO Student Records

EXTRACURRICULAR ACTIVITY NOTIFICATIONS

School board employees and school volunteers are prohibited from using a social media platform as the sole means of communication with students for the facilitation of school-related extracurricular activities. Nothing in this section shall be construed to prohibit the use of school division-approved communication or messaging applications.

What is “extracurricular?”

“Extracurricular activities” means voluntary activities sponsored by a school division or public school therein or an organization sanctioned by a school division. "Extracurricular activities" include preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

The Superintendent may provide a written exception to this prohibition when such use is required to meet an objective that cannot be reasonably achieved without such use. The Superintendent must provide clear, written instructions on such use and may revoke such exception at any time.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-79.3:2.¹

Cross Ref.: KP Parental Rights and Responsibilities

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

During the 2026 legislative session, two separate bills, SB817 and SB245, added a provision numbered 22.1-79.3:2 to the Virginia Code. Once the final code numbering is applied and the conflict resolved, VSBA will update this policy with the correct code provision.

WEAPONS ON SCHOOL PROPERTY

General Application to All Persons

No person may possess or use any firearm, dangerous device, or other weapon on school property (including school vehicles), on that portion of any property open to the public and then exclusively used for school-sponsored functions or activities when such functions or activities are taking place, at a school sponsored activity, or on any school bus, except as expressly authorized by law.

The superintendent or superintendent's designee shall implement this policy in a manner consistent with state law and shall permit possession of a firearm or other weapon on school property or at school functions or activities only by person and in such circumstances as expressly authorized by law.

Consistent with Virginia law, such weapons include, but are not limited to:

- any pistol, shotgun, stun weapon, revolver, or other firearm listed in Va. Code § 22.1-277.07, designed or intended to propel a projectile of any kind, including a rifle,
- unloaded firearms in closed containers,
- any air rifle or BB gun,
- toy guns and look-alike guns,
- any dirk, bowie knife, switchblade or stiletto knife, ballistic knife, machete, knife or razor,
- slingshots or slingbows,
- spring sticks,
- brass or metal knuckles, blackjacks,
- any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain,
- any disc, of whatever configuration, having at least two points or pointed blades, and which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart,
- explosives, and

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- destructive devices as defined in Va. Code § 22.1-277.07, and
- other dangerous articles.

Illegal conduct will be reported to law enforcement officials.

Student Expulsion for Possession of Firearms

A student who has possessed a firearm on school property, school buses, or at a school-sponsored activity as prohibited by Va. Code § 18.2-308.1 or who has possessed a firearm or destructive device as defined in Va. Code § 22.1-277.07, or a firearm muffler or firearm silencer, or a pneumatic gun as defined in Va. Code § 15.2-915.4 on school property or at a school-sponsored activity may be expelled for at least one year in accordance with Policy JGD/JGE Student Suspension/Expulsion. The School Board may 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. The School Board 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. If it is determined by the superintendent or superintendent's designee that a disciplinary action other than expulsion is appropriate, such disciplinary action is taken in accordance with Article 3 of Chapter 14 of Title 22.1 of the Code of Virginia.

Students with Disabilities

- A. Students with disabilities are subject to 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 weapons violation.
 1. In addition to the authority granted in subsection A above, a student with a disability may also 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 carries or possesses a weapon to or at school, on school premises, or to 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

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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, the weapon must meet the following definition:

“a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2 ½ inches in length.”

Adopted: July 16, 1998
Revised: April 19, 2007
Revised: June 19, 2008
Revised: June 16, 2011
Revised: June 26, 2014
Revised: June 30, 2015
Revised: August 6, 2020
Adopted: August 7, 2025
Adopted:

Legal Ref.: 18 U.S.C. § 930.

20 U.S.C. § 1415.

Code of Virginia, 1950, as amended, §§ 15.2-915.4, 18.2-308, 18.2-308.1, 18.2-308.7, 22.1-277.07, 22.1-277.07:1, 22.1-280.2:1, 22.1-280.2:4.

Cross Ref.:	EB	School Crisis, Emergency Management, and Medical
		Emergency Response Plan
	EBB	Threat Assessment Teams
	GBEB	Staff Weapons in School
	JFC	Student Conduct
	JFCC	Student Conduct on School Buses
	JFG	Search and Seizure
	JGA	Corporal Punishment
	JGD/JGE	Student Suspension/Expulsion
	JGDA	Discipline of Students with Disabilities
	JGDB	Discipline of Students with Disabilities for Infliction of Serious Bodily Injury

SERVICE ANIMALS IN PUBLIC SCHOOLS

Service Animals

An individual with a disability is permitted to be accompanied by the individual's service animal on school property when required by law, subject to the conditions of this policy.

A "service animal" means a dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. (See, however, Section D regarding miniature horses.) The work or tasks performed by a service animal must be directly related to the individual's disability.

A "three-unit service dog team" consists of a trained service dog, a person with a disability, and a person who is an adult and who has been trained to handle the service dog, which can include the parent of such person with a disability.

School officials can ask the owner or handler of an animal whether the animal is required because of a disability and what work or task the animal has been trained to do unless the answers to these inquiries are readily apparent. School officials may not ask about the nature or extent of a person's disability and may not require documentary proof of certification or licensing as a service animal.

Requirements That Must be Satisfied Before a Service Animal Will be Allowed on School Property

- **Vaccination:** The service animal must be vaccinated as required by law.
- **Health:** The service animal must be in good health.
- **Control:** A service animal must be under the control of its handler at all times. The service animal must have a harness, backpack or vest identifying the dog as a trained service dog, a leash (blaze orange in color) for hearing dogs, a harness for guide dogs, or other tether unless either the handler is unable because of a disability to use a harness, backpack, vest, leash, or other tether, or the use of a harness, backpack, vest, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control.

Service Dogs in Training

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Experienced trainers of service animals may be accompanied on school property by a dog that is in training to become a service animal. The dog must be at least six months of age. Trainers must wear a jacket identifying the organization to which they belong. Persons conducting continuing training of a service animal may be accompanied by a service animal while on school property for the purpose of school business. Persons who are part of a three-unit service dog team may be accompanied by a service dog while on school property provided that person is conducting continuing training of a service dog. ~~A three-unit service dog team consists of a trained service dog, a disabled person, and a person who is an adult and who has been trained to handle the service dog.~~ The dogs may accompany these persons while on school property for school purposes.

Use of Harnesses, Vests, etc. A dog that is in training to become a guide dog or a currently trained guide dog that is undergoing continuing training must be in a harness.

A dog that is in training to become a hearing dog or a currently trained hearing dog that is undergoing continuing training must be on a blaze orange leash.

A dog that is in training to become a service dog or a currently trained service dog that is undergoing continuing training must be in a harness, backpack, or a vest identifying the dog as a trained service dog.

The training cannot disrupt or interfere with a school's educational process. It is expected that training would not normally take place in the classroom during instructional time.

All requirements of this policy which apply to service animals, such as annual written requests, and supervision, care and damages, also apply to dogs in training.

Miniature Horses

The school division will make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. In determining whether reasonable modifications in policies, practices, or procedures can be made to allow a miniature horse into a specific facility, the school division considers the following factors:

- The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- Whether the handler has sufficient control of the miniature horse;
- Whether the miniature horse is housebroken; and
- Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

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All additional requirements outlined in this policy, which apply to service animals, also apply to miniature horses.

Extra Charges

The owner or handler of a service animal is not required to pay an admission fee or a charge for the animal to attend events for which a fee is charged.

Supervision and Care of Service Animals

The owner or handler of a service animal is responsible for the supervision and care of the animal, including any feeding, exercising, and clean up.

Damages to School Property and Injuries

The owner or handler of a service animal is solely responsible for any damage to school property or injury to personnel, students, or others caused by the animal.

Removal of Service Animals From School Property

A school administrator can require an individual with a disability to remove a service animal from school property under the following circumstances:

- The animal is out of control and the animal's handler does not take effective action to control it;
- The animal is not housebroken;
- The presence of the animal poses a direct threat to the health or safety of others; **or**
- The presence of an animal would require a fundamental alteration to the service, program, or activity of the school division.

If the service animal is removed, the individual with a disability shall be provided with the opportunity to participate in the service, program, or activity without the service animal.

Denial of Access and Grievance

If a school official denies a request for access of a service animal or a dog in training, the ~~disabled~~ individual **with a disability** or parent or guardian can file a written grievance with the ~~school~~ division's Section 504 Coordinator.

Adopted: June 18, 2009
Revised: June 16, 2011
Revised: January 8, 2015

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Revised: August 6, 2020

Revised: June 17, 2021

Adopted:

Legal Refs.: 28 C.F.R. 35.104, 35.136

Code of Virginia, 1950, as amended, §§ 3.2-6521, 51.5-44.

Cross Refs.:	DJG	Vendor Relations
	GB	Equal Employment Opportunity/Nondiscrimination
	JB	Equal Educational Opportunities/Nondiscrimination
	JBA	Section 504 Nondiscrimination Policy and Grievance
		Procedures
	JFHA/GBA	Prohibition Against Harassment and Retaliation
	KK	School Visitors
	KGB	Public Conduct on School Property
	KN	Sex Offender Registry Notification

PARENTAL RIGHTS AND RESPONSIBILITIES

The Charlottesville City School Board recognizes that parents have a fundamental right to make decisions concerning the upbringing, education, and care of their children and that parents have responsibilities in supporting their child's education. The Charlottesville City School Board is committed to partnering with parents to promote student success and respecting parental rights in accordance with applicable state and federal laws.

Parental Rights

All staff members will respect the rights of all parents and legal guardians. The School Board recognizes the following rights of both custodial and noncustodial parents unless a law, legally binding document, or court order provides otherwise:

- Inspect and review their child's education records, in accordance with the Family Educational Rights and Privacy Act (FERPA) and applicable Virginia law;
- Inspect instructional materials used as part of their child's curriculum;
- Visit the school in accordance with School Board policies governing visitors and school safety, to include Policy KK School Visitors and Policy KN Sex Offender Registry Information
- Receive all notifications required by law to include, but not limited to, their child's academic progress, promotion and retention, attendance, behavior, and progress towards graduation;
- Participate in conferences, Individualized Education Program (IEP) meetings, 504 plan meetings, and other processes affecting their child's education as required by law;
- Receive notification in accordance with Virginia Code § 22.1-272.1 if a School Board employee has reason to believe, as a result of direct communication with their child, that their child is in imminent risk of suicide;
- Receive notification in accordance with Virginia Code § 22.1-272.1:1 if there is a confirmed school-connected student overdose or if the school principal has knowledge of a suspected school- connected student overdose;

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- For students in middle and high school, receive notification by email or SMS text message in accordance with Virginia Code § 22.1-79.3:2 of course registration deadlines and the process for requesting changes to the student's course selection;
- Exercise legally required opt-out rights and receive advance notice and inspect materials for certain curricula;
- Inspect surveys or questionnaires administered to their child and exercise applicable opt-out rights;

Parent Responsibilities

The custodial parent has the responsibility to:

- Provide accurate and up-to-date contact, medical, and emergency contact information and information on how the parent may be contacted at all times;
- Provide the current address and phone number of the noncustodial parent at registration unless such address is unknown and the custodial parent signs a statement to that effect, or unless a court order restricts the educational or contact rights of the noncustodial parent;
- Provide a copy of any legal document which restricts the educational and/or contact rights of the noncustodial parent; **and**
- Ensure their child attends school in compliance with compulsory attendance laws.

The noncustodial parent has the responsibility to:

- Keep the school informed of changes in the parent's phone number and address. At the request of a noncustodial parent, they may be included as an emergency contact for the student's activities unless a court order provides otherwise.

Adopted: January 8, 2004
Revised: February 21, 2008
Revised: July 5, 2012
Revised: June 17, 2021
Adopted:

COMMUNITY RELATIONS

File: KP-RL

Page: 3 of 3

Legal Refs.: 20 U.S.C. §1232g-1232h.

34 C.F.R. § 99.4.

Code of Virginia, 1950, as amended, §§ 1-240.1, 20-124.6, 22.1-4.3, 22.1-78, 22.1-79.3:2, 22.1-207.1, 22.1-254, 22.1-272.1, 22.1-272.1:1, 22.1-287.

Cross Refs.:	IAA	Notification of Learning Objectives
	IGBA	Programs for Students with Disabilities
	IGAH	Family Life Education (optional)
	IIA	Instructional Materials
	JOB	Administration of Surveys and Questionnaires
	JED	Student Absences/Excuses/Dismissals
	JHH	Suicide Prevention
	JO	Student Records
	KGD	Notification of School-Connected Student Overdose

PARENTAL NOTIFICATION OF SAFE STORAGE OF PRESCRIPTION DRUGS AND FIREARMS

As required by Va. Code § 22.1-79.3(F), the Superintendent is responsible for developing a process to notify parents or guardians within 30 calendar days of the first day of each school year, the importance of securely storing any prescription drug as well as the responsibility to safely store any firearm in the household. The parental notification will be posted on the school division's website in multiple languages.

The parental notification must include information on (a) relevant state laws and regulations relating to safe firearm storage and child access to firearms and (b) firearm-related accidents, injuries, and deaths, including the role of firearms in suicides, including youth suicides, tips and resources for seeking help for a child that may be a danger to himself or others, and current statistics published by the Centers for Disease Control and Prevention or an equivalent nationally recognized entity or organization on youth firearm fatality rates.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-79.3

Cross Ref.: KP Parental Rights and Responsibilities

REPORTING STUDENT PROGRESS AND GRADES

In Charlottesville City Schools, we uphold high expectations for all students, ensuring equitable access to rigorous learning experiences aimed at fostering individual growth opportunities. To effectively communicate learning achievement and progress, our school system employs a variety of tools aligned with the Virginia Standards of Learning (SOL), the Portrait of a Graduate, and Charlottesville City Schools' learning expectations tailored to each grade level and content area.

Students' grades shall accurately reflect students' knowledge and skills mastery. The purpose of a grade is to communicate student achievement at a point in time. Grading practices are expected to be precise, resistant to bias, and motivational, acknowledging that students exhibit mastery in diverse forms and at varying rates. Grading shall use calculations that are mathematically sound, easy to understand, and correctly describe a student's level of academic performance through their mastery of grade level/ course standards. Grades will be accurate, supportive of student learning, and consistent. Importantly, grades are not influenced by student behavior, comparisons to peers, or teacher implicit biases.

Grading practices in Charlottesville City Schools will be:

Accurate

- Describe student achievement of knowledge and skills demonstrated in school settings
- Align to standards for student learning
- Be separated from work habits
- Be impartial and fair, not influenced by a teacher's implicit bias or reflective of a student's environment or behavior
- Utilize specific criteria

Supportive of Student Learning

- Reflect individual differences and rates of learning
- Address the unique needs of special populations of students
- Be based on multiple assignments and assessments over time.
- Make adjustments for transitional periods (including elementary to middle and middle to high)
- Encourage students to take an active role in setting goals and assessing progress
- Foster a positive self-image for the student
- Inform teaching practices and student learning
- Promote practices that encourage continuous engagement in learning
- Provide parents and students ongoing, credible, and useful feedback in a timely manner

Consistent

- Ensure uniformity within and across students, teams, departments, courses, and school administrators
 - Support vertical alignment as students transition through schools
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Adopted: May 30, 2024