

# INSTRUCTION

File: I

## PURPOSE AND MISSION STATEMENT

The Charlottesville City Schools shall implement an educational program that is in compliance with the Regulations Establishing Standards for Accrediting Public Schools in Virginia enacted by the Virginia Board of Education and with the Standards of Quality enacted by the Virginia General Assembly.

The Charlottesville City Public Schools' core purpose is to establish a community of learners and learning through rigor, relevance, and relationships, one student at a time.<sup>1</sup> The division is committed to nurturing a climate that promotes trust, idea sharing, and sensitivity to student needs and ensures a healthy environment for intellectual development for all children.

## MISSION STATEMENT

The mission of the Charlottesville City Schools is "Personal and Academic Success for All". All students will be expected to master a challenging set of academic standards. They will be taught to find and use information, read, speak and write effectively, make responsible decisions, and work to achieve personal goals. Students will learn to appreciate history, diversity and the achievements of humankind. They will learn to make contributions to the well-being of the community. Upon graduation, students will be prepared to secure employment, continue their education, and adapt skillfully to a changing technological society.

Adopted: July 16, 1998  
Revised: March 18, 2004  
Revised: April 17, 2008

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Legal Reference: Code of Virginia, section 22.1-253.13:3.

Regulations Establishing Standards for Accrediting Public Schools in Virginia 8 VAC 20-131-10.

2003 Standards of Quality

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<sup>1</sup> The notion of one student at a time is quoted from Eliot Levine's book titled One Kid at a Time (2002).  
Charlottesville City Public Schools

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## INSTRUCTIONAL GOALS AND OBJECTIVES

### A. Generally

The School Board accepts the overall goals of public education as expressed by the Standards of Quality legislated by the Virginia General Assembly and implemented by State Board of Education regulations. The Charlottesville City School Division is committed to excellence in education and to equality of educational opportunity. Inasmuch as students differ in their rate of physical, mental, emotional and social growth and vary in their needs and abilities, learning opportunities that promote personal development are essential.

The educational program shall introduce students to areas of interest as well as subject areas that offer exposure to the range of opportunities available in subsequent years. These experiences provide the foundation for further education and future employment. As students demonstrate increased maturity, they may assume increased responsibility for the decisions regarding their education.

The school environment shall be conducive to learning. The physical environment facilitates and enhances the learning experiences available to each student. A supportive environment includes competent, dedicated teachers using a variety of methods and a classroom atmosphere where students may function and develop according to their abilities. Safety, comfort, and appearance are vital components of the school environment.

### B. Standards of Quality and Objectives

The School Board accepts the overall goals of public education as expressed by the Standards of Quality legislated by the Virginia General Assembly and implemented by State Board of Education regulations. Education seeks to aid each student, consistent with his/her abilities, to:

1. Develop competence in the basic learning skills:
2. Develop the intellectual skills of critical thinking, rational thought and creativity;
3. Acquire knowledge and process skills of science and technology;
4. Progress on the basis of achievement;
5. Qualify for further education and/or employment;
6. Develop personal standards of ethical behavior and moral choice;
7. Participate in society as a responsible family member and citizen;
8. Develop a positive and realistic concept of self and others;
9. Practice sound habits of personal health and physical fitness;
10. Enhance the quality of the environment;

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11. Develop skills, knowledge, and attitudes regarding the arts;
12. Acquire a basic understanding and appreciation of democracy and the free enterprise system;
13. Raise student and school achievement in the core Standards of Learning.
14. Develop proficiency in the use of computers and related technology.

### C. Standards of Quality - Programs and Services

The School Board commits itself to providing programs and services as stated in the Standards of Quality to an extent proportionate to the availability of state and local funding.

Adopted: July 16, 1998

Revised: April 17, 2008

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Legal Reference: Code of Virginia, 1950, as amended, sections 22.1-78, 22.1-253.13:1.8 VAC 20-131-20 et.seq.

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## NOTIFICATION OF LEARNING OBJECTIVES

### I. Annual Notice

At the beginning of each school year, each school within the Charlottesville City School Division will provide to its students' parents or guardians:

1. The learning objectives developed in accordance with the Standards of Accreditation to be achieved at their child's grade level, or, in high school, a copy of the syllabus for each of their child's courses;
2. A copy of the Standards of Learning (SOLs) applicable to the child's grade or course requirements and the approximate date and potential impact of the child's SOL testing;  
An annual notice to students in all grade levels of all requirements for Standard, Advanced Studies, and Modified Standard Diplomas; and  
The board's policies on promotion, retention, and remediation.

No later than the end of the first semester of each school year, the Superintendent must certify to the Department of Education that it has given the notice required by this policy.

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

- A. The school board will notify the parent of rising eleventh and twelfth grade students of
  - (i) the number of standard and verified units of credit required for graduation pursuant to the Standards of Accreditation and
  - (ii) the remaining number of such units of credit the individual student requires for graduation.
- B. The school board will notify the parent of students with disabilities who have an Individualized Education Program (IEP) and who fail to meet the requirements for graduation of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Va. Code § 22.1-213 et seq.
- C. The school board will notify the parent of students who fail to graduate or who fail to achieve the number of verified units of credit required for graduation as provided in the standards of accreditation and who have not reached 20 years of age on or before August 1<sup>st</sup> of the school year of the right to a free public education. If the student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the school board will notify the parent of the student's opportunity for a free public education in accordance with Va. Code § 22.1-5.

Adopted: April 17, 2008

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Legal Reference: Code of Virginia, 1950, as amended, § 22.1-253.13:4.  
8 VAC 20-131-270.

Cross References: IGBC Parental Involvement  
IKF Standards of Learning Tests and Graduation  
Requirements

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Charlottesville City Public Schools

# INSTRUCTION

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## ACADEMIC EXPRESSION

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

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

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

Adopted: July 16, 1998  
Revised: December 7, 2000  
Reviewed: April 17, 2008  
Revised: June 19, 2008

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Legal Reference: Code of Virginia, 1950, as amended, section 22.1-78.  
Code of Virginia, 1950, as amended, section 22.1-203.3

Cross References: IKB Homework  
INDC Religion in the Schools

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# INSTRUCTION

## SCHOOL YEAR/SCHOOL DAY

File: IC/ID

### School Year

In accordance with the Code of Virginia, the Charlottesville City Schools shall be operated with students in attendance a minimum 180 teaching days or 990 hours (540 hours for kindergarten) per school year. Days on which schools are closed due to inclement weather or emergencies shall be made up if necessary to meet these requirements.

### 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 a school division for

- five or fewer days, all missed days will be 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 will be 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 a 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.

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

### School Calendar

The first day of school will be after Labor Day unless this requirement has been waived by the Board of Education pursuant to the Code of Virginia, § 22.1-79.1.

The school board will establish the division's calendar and 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.

The official school calendar for the following year will be adopted no later than June 1 by the School Board upon the recommendation of the superintendent. Any exceptions or revisions to the calendar must be approved in advance by the Board.

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

### School Day

The length of the regular school day will not be less than five and one-half nor more than six and one-half hours, for grades 1-12, exclusive of time for meals.

The length of each kindergarten session shall not be less than three hours and shall meet the minimum class time as prescribed by the Virginia Board of Education.

All students in grades 1 through 12 will maintain a full day schedule of classes (5-1/2 hours), unless a waiver is granted in accordance with policies defined by the school board.

Each elementary school shall provide students with a daily recess during the regular school year, as determined appropriate by the school. Guidelines for recess times will be included in the regulations accompanying this policy.

The secondary school class schedule will contain a minimum of 140 clock hours for each unit of credit. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided.

The time for dismissal of each grade in the various schools will be determined by the superintendent and approved by the Board.

No classes will be dismissed before the scheduled dismissal hour except with the approval of the superintendent, provided that the daily program for students in grades 1 through 12 will average at least 5 ½ hours, not including meal intermissions. If the required program length is maintained, the school board may approve occasional shortened days for staff development, conferences, planning, and other activities designed to improve the instructional program, provided that no more than one day in each five-day week may be shortened to no less than four hours. The daily program for kindergarten will be at least three hours, not including meal intermissions.

When exceptions in the length of the daily program are necessary for special education, alternative education, double shifts, and scheduling or other unusual situations, the board will request approval by the Superintendent of Public Instruction of the exceptions by August 1 preceding the school year for which they are requested.

The length of the work day for employees will be determined by the school board. It will be of sufficient length to allow for the daily program for students and additional time as may be necessary for such activities as planning, preparation, meetings, workshops, conferences, meal intermissions, or other contractual obligations.

The length of the school day shall be modified if appropriate per the Individual Education Plan (IEP) for a special education student.

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Adopted: July 16, 1998  
Revised: April 17, 2008

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Legal References: Code of Virginia, 1950, as amended sections 22.1-79.1; 22.1-98.

8 VAC 20-131-80

8 VAC 20-131-150

8 VAC 20-490-30

Cross Reference: GAA Staff Time Schedules

# INSTRUCTION

File: IE

## MINUTE OF SILENCE

At each school, a minute of silence shall be observed daily. The principal shall designate the time for the minute of silence to occur each day.

The teacher shall ensure that each student: (1) remains seated and silent and (2) does not disrupt or distract other students during the minute of silence. The minute may be used for any lawful silent activity, including personal reflection, prayer and meditation. However, the teacher responsible for each class shall not influence, in any way, students to pray or meditate or not to pray or meditate during the minute of silence. Students and employees are prohibited from praying aloud during the minute of silence.

Adopted: July 16, 1998

Revised: September 20, 2000

Revised: March 18, 2004

Revised: April 17, 2008

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Legal References: Code of Virginia, § 22.1-203; Virginia State Board of Education "Guidelines Concerning Religious Activity in the Public Schools;" Wallace v. Jaffree, 472 U.S. 38 (1985).

# INSTRUCTION

File: IEA

## RECITATION OF THE PLEDGE OF ALLEGIANCE

The Pledge of Allegiance, as established in 4 U.S.C. § 4, shall be recited daily in each classroom of the Charlottesville City Public School Division. During the recitation of the Pledge, participating students shall stand and recite the Pledge while facing the flag with their right hands over their hearts or in an appropriate salute if in uniform.

No student shall be compelled to recite the Pledge if the student, parent or legal guardian objects on religious, philosophical, or other grounds to the student's participation in this exercise. Students who are exempt from reciting the Pledge shall quietly stand or sit at their desks while others recite the Pledge and shall make no display that disrupts or distracts those who are reciting the Pledge.

Appropriate accommodations shall be made for students who are unable to comply with the procedures described herein due to disability.

Adopted: July 16, 1998  
Revised: September 20, 2000  
Revised: March 18, 2004  
Revised: April 17, 2008

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Legal References: Code of Virginia, 1950, as amended, § 22.1-202.  
4 U.S.C. § 4.  
36 U.S.C. § 175 et seq.

# INSTRUCTION

## NATIONAL MOTTO

File: IEB

The statement, "In God We Trust," the National Motto, enacted by Congress in 1956" shall be posted in a conspicuous place in each school for all students to read.

Adopted: March 18, 2004

Reviewed: April 17, 2008

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Legal Reference: Acts 2002, c. 891.

## INSTRUCTION

### BILL OF RIGHTS OF THE CONSTITUTION OF THE UNITED STATES

File: IEC

The Bill of Rights of the Constitution of the United States shall be posted in a conspicuous place in each school for all students to read.

Adopted: March 18, 2004

Reviewed: April 17, 2008

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Legal Reference: Acts 2003, c. 902.

# INSTRUCTION

## CURRICULUM DEVELOPMENT AND ADOPTION

File: IF

The curriculum shall meet or exceed the requirements of the Code of Virginia and regulations of the State Board of Education and shall be aligned to the Standards of Learning.

The curriculum is a means to achieve pupil learning. The curriculum development is a goal-based process and encompasses (1) identification of division goals, (2) identification of program goals and student learning results, (3) curriculum evaluation, and (4) curriculum improvement. Personnel in the department of Curriculum and Instruction will offer leadership in developing and revising curriculum guides.

The purposes of the process are to:

1. Respond to the division's needs assessment.
2. Define desired student learning results in each curriculum area.
3. Evaluate the curriculum and its implementation.
4. Provide for continuous curriculum improvement.
5. Provide for curriculum coordination within, between and across grade levels.
6. Determine how well individual students accomplish program goals and achieve expected learning results.
7. Provide a process for staff and community participation in developing and implementing curriculum.

The administration and faculty shall evaluate the educational program and report at least annually the findings to the Board, along with recommendations for the Board's review and consideration. These recommendations may include modifications of desired learning results; modifications of division or program goals; additions or deletions of courses or course content; additions to resources, materials, and learning experiences.

Proposed curriculum and program changes shall be submitted, in writing, to the associate superintendent for review with recommendations to the Superintendent.

The Superintendent shall present new courses and new educational programs to the Board for action, as well as programs and courses that have extensive revisions or additions.

Adopted: July 16, 1998  
Revised: April 17, 2008  
Revised: June 19, 2008

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Legal References: Code of Virginia, 1950, as amended, sections 22.1-78, 22.1-253.13:1.B  
8 VAC 20-131-10 et. seq.

Cross References: AF Comprehensive Plan

# INSTRUCTION

## PILOT, RESEARCH, OR EXPERIMENTAL PROJECTS

File: IFB

### Right to Inspect Instructional Materials

In addition to any other rights with respect to the inspection of instructional materials, the parent or guardian of a child enrolled or engaged in any research or experimentation program or project which is funded by the United States Department of Education shall be entitled to inspect all instructional materials to be used in conjunction with such program or project.

### Research

The term "research or experimentation program or project" means any systematic investigation which departs from the application of established and accepted methods used to meet the needs of the students and may result in physical or psychological injury to participants. The designation of any program or project as a research or experimentation program or project shall be made by the superintendent or designee.

### Informed Consent

No research shall be conducted or authorized unless the student's parents or legally authorized representative or emancipated student signs a student consent form and has it witnessed. The form shall comply with the Code of Virginia, 1950, 32.1-162.18 as amended.

Any research involving students shall be approved and conducted under the review of a human research committee established by the school division.

If the subjects cannot be identified and the research falls within the exemptions of the Code of Virginia, 1950, as amended, the research is exempted from these requirements.

Any complaints arising under this policy shall be submitted under Policies (KL) or (KLB) as appropriate.

### Pilot Programs

A pilot program is defined to mean a program which has been developed but has not been utilized in Charlottesville City Schools. The designation of any program as a pilot shall be made by the Superintendent/designee. All new pilot programs will be communicated to the Board and must be consistent with the mission, goals and priorities of the Board. Before a pilot program is adopted for system-wide implementation, the pilot will be evaluated to determine its effectiveness.

Adopted: July 16, 1998

Revised: April 17, 2008

## INSTRUCTION

File: IFB  
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Legal References: 20 U.S.C. § 1232h(a)  
45 C.F.R. 46.101 et seq.  
Code of Virginia, 1950, as amended, §§ 22.1-16.1, 22.1-78, 32.1-162, 16-162.20.  
8 VAC 20-565-10 et seq.

Cross References: JHDA Human Research  
KFB Administration of Surveys and Questionnaires

# INSTRUCTION

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File: IFB

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Adopted: July 16, 1998

Revised: April 17, 2008

## INSTRUCTION

File: IFB  
Page 2

Legal References: 20 U.S.C. § 1232h(a)  
45 C.F.R. 46.101 et seq.  
Code of Virginia, 1950, as amended, §§ 22.1-16.1, 22.1-78, 32.1-162, 16-162.20.  
8 VAC 20-565-10 et seq.

Cross References: JHDA Human Research  
KFB Administration of Surveys and Questionnaires

## INSTRUCTION

### CURRICULUM GUIDES AND COURSE OUTLINES

File: IFE

The staff, under the direction of the Superintendent or designee, shall develop curriculum guides and courses of study and shall provide for the review and revision of these documents. Annually the superintendent shall budget funds to support such projects and is authorized to create committees, if necessary, to carry out this policy.

Adopted: July 16, 1998

Reviewed: April 17, 2008

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

# INSTRUCTION

File: IGA

## BASIC INSTRUCTIONAL PROGRAM

Because education is a lifelong process, the educational program shall provide both formal studies to meet the general academic needs of all students, and opportunities for individual students to develop specific talents and interests in career and technical and other specialized fields and grow toward independent learning.

The various instructional programs shall be developed with the view toward maintaining balanced, integrated, and sequentially articulated curricula which shall serve the educational needs of all school-aged children in the division.

The Charlottesville City School Board subscribes to the philosophy that a well educated citizenry is essential to our society. It will adopt specific outcomes to be achieved from the educational process for students in kindergarten through grade twelve. These outcomes will include basic knowledge and the ability to spell, speak, and write effectively. The Board should adopt specific requirements to ensure that high school graduates are sufficiently competent in these essential skills.

At all levels, provisions shall be made for a wide range of individual differences in student abilities and learning rates through uses of a variety of materials, adjustments in programs, and courses adapted to special needs of students.

The curriculum shall meet or exceed those requirements established by the Code of Virginia, the State Department of Education, and the State Board of Education. The curriculum will be aligned to the Standards of Learning.

Adopted: April 17, 2008

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Legal Reference: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:1 et seq.  
8 VAC 20-131-10 et seq.

# INSTRUCTION

File: IGAD

## CAREER AND TECHNICAL EDUCATION

The Charlottesville City School Board shall provide a program of career and technical education in order that students may acquire the skills, knowledge, attitudes and habits of work necessary for life and for success in employment. Occupational career and technical programs shall be aligned with industry and professional standard certifications, if applicable. The division shall also provide career exploration opportunities in the middle school grades. The Superintendent and staff shall plan and shall make recommendations for career and technical education in compliance with the Standards of Quality and State Board of Education Regulations.

The School Board shall develop and implement a plan to ensure that competency-based career and technical education programs are implemented. These programs shall integrate academic outcomes, career guidance, and job-seeking skills for all secondary students including those identified as disabled based on labor market needs and student interest. Career guidance shall include employment counseling, designed to provide information on available employment opportunities to all students, including those identified as disabled. Placement services shall be provided for students exiting school. The plan shall be developed with the participation of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.

Adopted: July 16, 1998  
Revised: September 20, 2007  
Reviewed: April 17, 2008

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Legal References: Code of Virginia, 1950, as amended, section 22.1-253.13:1

8 VAC 20-120-10 et seq.

# INSTRUCTION

## HEALTH/PHYSICAL EDUCATION

File: IGAE/IGAF

Each school shall organize and maintain a physical and health education program in accordance with State Board of Education regulations and State Board of Health Guidelines.

The Charlottesville City School division's goal is that a program of physical fitness will be available to all students for at least 150 minutes per week on average during the regular school year. Such program may include any combination of physical education classes, extracurricular activities, and other programs and activities.

Adopted: July 16, 1998  
Revised: April 17, 2008  
Revised: June 19, 2008

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Legal References: Code of Virginia, 1950, as amended, sections 22.1-207, 22.1-212.1:1.  
8 VAC 20-320-10

Cross References: IGAG Teaching About Drugs, Alcohol, and Tobacco  
JHCA Physical Examinations of Students  
JFCH Student Wellness  
JO Student Records

## INSTRUCTION

### TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

File: IGAG

Each student shall receive instruction related to alcohol and drug abuse and smoking and health. The health education program will include instruction in drug and substance abuse prevention. It will encourage and support organizations and activities that will develop a positive peer influence concerning substance abuse and create a climate whereby students may seek and receive counseling about substance abuse and related problems without fear of reprisal.

Each student shall receive instruction concerning the public safety hazards and dangers of alcohol abuse, underage drinking, and drunk driving.

Adopted: July 16, 1998  
Reviewed: April 17, 2008  
Revised: June 17, 2010

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Legal References: Code of Virginia, 1950, as amended, section 22.1-206.

8 VAC 20-720-90

# INSTRUCTION

File: IGAH

## FAMILY LIFE EDUCATION (FLE)

### Generally

The Charlottesville School Board approves the inclusion of Family Life Education (FLE) in the curriculum. Instruction shall be organized and maintained under the FLE standards of learning objectives developed by the Virginia Department of Education.

### Community Involvement Team

Under the procedures adopted by the Board, a community involvement team shall be established. The team may include but not be limited to school administrators, teachers, parents, clergy, medical professionals, mental health professionals, and others in the community.

### Instructional Materials

All instructional materials used in Family Life Education (FLE) must be approved by the Superintendent or his/her designee. No materials relating to FLE may be available for circulation to students through the school libraries or resource and media centers unless the Board has approved these materials.

### Staff Training/Grade Level Leaders

The superintendent, or a designee, shall appoint a FLE leader for each grade level. The FLE leader will assist in training teachers, work with the community involvement team, and assist in the implementation and evaluation of the program.

### Separate Sessions

Portions of classes in the FLE program which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.

### "Opt-out" Procedures

The Superintendent shall develop "opt-out" procedures for parents or guardians who do not want their children included in all or part of the FLE program.

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## Curriculum

The FLE curriculum shall be reviewed annually. Such review shall allow for community participation. No outside agency will be able to provide Family Life Education curriculum without Superintendent recommendation and Board approval.

## Right of Parental Review

A parent or guardian shall have the right to review the family life curricula, including all supplemental materials used in the program.

The school board shall develop and distribute to the parents or guardians of students participating in the family life education program a summary designed to assist them in understanding the program implemented in its school division and to encourage parental guidance and involvement in the instruction of the students. Such information shall reflect the curricula of the program as taught in the classroom. The following statement will be included on the summary: "Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction."

Adopted: July 16, 1998  
Revised: March 18, 2004  
Revised: April 17, 2008  
Revised: June 18, 2009  
Revised: June 16, 2011

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Legal References: Code of Virginia, 1950, as amended, sections 22.1-207.1; 22.1-207.2.  
8 VAC 20-131-170

Virginia Department of Education, Family Life Education: Board of Education Guidelines and Standards of Learning for Virginia Public Schools (revised 2009)

[http://www.doe.virginia.gov/testing/sol/standards\\_docs/family\\_life/familylife\\_guidelines\\_standards.pdf](http://www.doe.virginia.gov/testing/sol/standards_docs/family_life/familylife_guidelines_standards.pdf)

Cross References.: IIA Instructional Materials  
INB Teaching About Controversial Issues  
KLB Public Complaints About Learning Resources

# INSTRUCTION

## CHARACTER EDUCATION

File: IGAI

The Charlottesville City Schools shall establish, within its existing programs, a character education program in its schools. 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 shall be cooperatively developed with students, parents, and the community. Specific character traits emphasized may include trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Character education shall be 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 shall also address the unacceptable nature of bullying, as defined in the Student Conduct Policy Guidelines adopted by the Board of Education pursuant to § 22.1-279.6.

Each local character education program shall:

- Specify those character traits to be taught, selecting from those which are common to diverse social, cultural, and religious groups.
- Be implemented at the elementary and secondary levels.
- Provide for relevant professional development and adequate resources.
- Include a method for program evaluation.

Character education is intended to educate students regarding those core civic values and virtues which are basic to civilized society and are common to the diverse social, cultural, and religious groups of the Commonwealth. It shall 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

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Legal References: Code of Virginia, 1950, as amended, section 22.1-208.01

United State Constitution, First Amendment

Superintendent's Memo #45 (March 10, 2000)

Cross References: IKF Standards of Learning and Graduation Requirements  
INB Teaching About Controversial Issues  
INDC Religion in Schools

# INSTRUCTION

File: IGAJ

## DRIVER EDUCATION

A program of driver education in the safe operation of motor vehicles and knowledge of rules, regulations and laws shall be offered in the high school. The program, shall consist of classroom training and “behind-the-wheel training.” The School Board shall establish fees that do not exceed the limit established by the State Department of Education for the “behind-the-wheel” portion of the program. The School Board may also request approval from the Board of Education to assess a surcharge to recover program costs that exceed state funding. 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. The program shall include instruction concerning alcohol and drug abuse, aggressive driving, motorcycle awareness, distracted driving, organ and tissue donor awareness and fuel-efficient driving practices.

No student shall be 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 shall be provided by the administration to the Department of Motor Vehicles upon request, in accordance with state law.

At the beginning of each school year and thereafter as necessary, the Superintendent shall report 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

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Legal References: Code of Virginia, 1950, as amended, §§ 22.1-204; 2.1-205; 46.2-335, 46.2-325, 46.3-334, 46.2-340

8 VAC 20-340-10

Cross Reference: JN Student Fees, Fines and Charges  
JED Student Absences/Excuses/Dismissals  
JFC-R Standards of Student Conduct

# INSTRUCTION

File: IGAK

## ALTERNATIVES TO ANIMAL DISSECTION

The Charlottesville City School Board provides one or more alternatives to animal dissection for students enrolled in biological sciences classes that incorporate dissection exercises. These alternatives may include computer programs, Internet simulations, plastic models, videotapes, digital videodiscs, and charts. The alternative techniques require a comparable amount of time and effort as do the dissection exercises and provide comparable depth and scope of learning. The alternative techniques provide the student, through means other than dissection, with knowledge similar to that expected to be gained by other students in the course who perform, participate in, or observe the dissection. Testing procedures that do not require the use of dissected specimens are provided for those students who choose an alternative technique.

A student's objection to participating in an animal dissection should be substantiated by a signed note from his or her parent or guardian.

Adopted: April 17, 2008

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Legal Reference: Code of Virginia, 1950, as amended, § 22.1-200.01.

Guidelines for Alternatives to Dissection (Attachment to Virginia Department of Education Superintendent's Memo #161 (Aug. 6, 2004)).

## INSTRUCTION

### PROGRAMS FOR STUDENTS WITH DISABILITIES

File: IGBA

The Charlottesville City School Board shall establish a child-find program designed to identify, locate and evaluate those children from ages 2 to 21 inclusive who may have disabilities and may need special education and related services. The Board shall ensure that a free, appropriate public education will be available for all children and youth with disabilities, ages 2 through 21, who are residents of Charlottesville.

The School Board shall ensure that students with disabilities and their parents/guardians are guaranteed the appropriate procedural safeguards in the process of identification, evaluation, placement, and provision of an appropriate education program. To the maximum extent appropriate, students with disabilities will be educated with children who are not disabled. Prior to the identification, evaluation, placement, or provision of a free appropriate public education to a disabled student, a full explanation of all procedural safeguards shall be made available to parents/guardians.

An Individualized Education Program (IEP) shall be designed and maintained for each child eligible for special education under the Individuals with Disabilities Education Act. The program will be developed in a meeting with the child's teachers, parent(s)/guardians(s), the student (when appropriate), a school division representative qualified to provide or supervise the provision of special education services and other individuals at the discretion of the parents/guardians or school division in accordance with state and federal law. This IEP shall be reviewed at least annually. The IEP shall be inclusive of areas specified by state and federal statutes and regulations.

The School Board shall establish a local advisory committee to advise in the development of special education services and to support the program in the community. Annually, the committee shall review the special education program and determine the extent to which the goals established for the program were achieved. The recommendations of the committee shall be provided in writing to the superintendent and to the School Board. The program shall be in compliance with the Code of Virginia and with the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Adopted: March 18, 2004  
Revised: April 17, 2008  
Revised: June 16, 2011

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Legal References: 20 U.S.C. § 1400 et seq.  
29 U.S.C. § 701 et seq.  
42 U.S.C. § 12101 et seq.

Code of Virginia, 1950, as amended, sections 22.1-213, 22.1-215

8 VAC 20-81-50.  
8 VAC 20-81-80.  
8 VAC 20-81-100.  
8 VAC 20-81-110.  
8 VAC 20-81-130.  
8 VAC 20-81-170.

# INSTRUCTION

File: IGBB

## PROGRAMS FOR GIFTED STUDENTS

The Charlottesville City School Board shall approve a comprehensive plan for the education of gifted students that includes the components identified in Board of Education regulations. The plan for the education of gifted students shall be accessible through the division's website and the division will ensure that printed copies of the plan are available to citizens who do not have online access.

The school division has uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude as well as in visual or performing arts aptitude

The school division will provide written notification to and seek written consent from parents and legal guardians to conduct any required assessment to determine a referred student's eligibility for the division's gifted education programs, and provide services for an identified gifted student in the division's gifted education programs .

The School Board will establish a local advisory committee composed of parents, school personnel, and other community members appointed by the School Board. The committee will reflect the ethnic and geographical composition of the school division. The committee will annually review the division's plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the division superintendent and the School Board.

Adopted: July 16, 1998  
Revised: October 21, 1999  
Revised: March 18, 2004  
Reviewed: April 17, 2008  
Revised: June 16, 2011

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Legal References: Code of Virginia, 1950, as amended, sections 22.1-253.13:1.D.6 and 22.1-18.1.

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

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

# INSTRUCTION

File: IGBC

## PARENTAL INVOLVEMENT

The Charlottesville School Board recognizes that the education of each student is a responsibility shared by the school and the student's family. The Charlottesville School Board endorses the parental involvement goals of Title I (20 U.S.C. § 6318) and Title III (20 U.S.C. § 7012(e)) and encourages participation by parents of all children, including those eligible for Title I and Limited English Proficiency (LEP) programs.

In keeping with these beliefs, it is the intention of the Charlottesville School Board to cultivate and support active parental involvement in student learning. The Charlottesville School division will:

- Provide activities that educate parents regarding the intellectual and developmental needs of their children. These activities will be designed to promote cooperation between the division and other agencies or school/community groups, to furnish learning opportunities, and to disseminate information about parenting skills and child/adolescent development.
- Implement 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, and
  - Keeping families informed of the objectives of division educational programs as well as of their child's participation and progress in these programs.
- Enable families to participate in the education of their children in a variety of ways.
- Provide opportunities for teachers and staff to enhance their understanding of effective parental involvement strategies.
- Document parental involvement at each school and in the division.
- Provide access, upon request, to any instructional material used as part of the educational curriculum.
- If practical, provide information in a language understandable to parents.
- Inform parents of students eligible for LEP programs of how they may 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.

# INSTRUCTION

File: IGBC

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## Parental Involvement in Title I Plan

The Charlottesville School Division 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 School Division encourages parents of children eligible to participate in Title I, Part A, and LEP programs to participate in the process of school review and, if applicable, school improvement as directed by the No Child Left Behind Act of 2001, 20 U.S.C. § 2316.

## Division Responsibilities

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

- Provide assistance to parents of children served by the school or division, as applicable, in understanding topics such as Virginia's academic content standards and student academic achievement 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;
- Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate to foster parental involvement;
- Educate teachers, pupil services personnel, principals, 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; in how to implement and coordinate parent programs, and in how to build ties between parents and the school;
- To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs that encourage and support parents in participating in the education of their children;
- Ensure 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; and
- Provide such other reasonable support for parental involvement activities as parents may request.

## INSTRUCTION

File: IGBC

Page 3

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

- Provide literacy training from Title I funds if the division has exhausted all other reasonable available sources of funding for such training;
- Pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions;
- Arrange school meetings at a variety of times, or conduct in-home conferences for parents who are unable to attend such conferences at school in order to maximize parental involvement and participation; and
- Support a division parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.

### School Parental Involvement Policies

Each school served under Title I, Part A, shall jointly develop with and distribute to parents of participating children a written parental involvement policy, agreed on by such parents, that describes the means for carrying out the following:

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be 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;
- Offer a flexible number of meetings, such as meetings in the morning or evening;
- Involve 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 parental involvement policy and the joint development of the schoolwide program plan under the No Child Left Behind Act of 2001, 20 U.S.C. § 6312(b)(2), 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;
- Provide 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 academic assessments used to measure student progress, and the proficiency levels students are expected to meet; and, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

# INSTRUCTION

File: IGBC

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- Submit any parent comments on the plan when the school makes the plan available to the Division if the schoolwide program plan under the No Child Left Behind Act of 2001, 20 U.S.C. § 6312 (b)(2) is not satisfactory to the parents of participating children.

## Parental Involvement in Allocation of Funding

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

## Policy Review

The content and effectiveness of this policy will be evaluated annually with regard to improving the academic quality of the schools receiving Title I, Part A, or LEP funds. This evaluation will identify barriers to greater participation by parents (particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and use the findings of that evaluation to design strategies for more effective parental involvement, and to revise, if necessary, this policy.

Adopted: September 4, 2003

Revised: April 17, 2008

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Legal References: 20 U.S.C. §§ 6312, 6316, 6318.  
Code of Virginia, 1950, as amended, sections 22.1-78.

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

## INSTRUCTION

File: IGBE

### PREVENTION, INTERVENTION, REMEDIAL INSTRUCTION PROGRAM

#### Standards of Learning Assessment Tests

The School Board shall implement programs of prevention, intervention or remediation for students who are educationally at risk, including those who fail to pass any Standards of Learning assessments in grades three through eight, or who fail an end-of-course test required for the award of a verified unit of credit required for graduation.

Any student who does not pass any of the Standards of Learning assessments in grades three through eight shall be required to attend a summer school program or participate in another form of remediation. Any student who passes one or more, but not all, of the Standards of Learning assessments in grades three through eight may be required to attend a remediation program. Such summer school program or other form of remediation shall be chosen by the school division to be appropriate to the academic needs of the student.

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

#### Instruction

In designing the remediation programs required by the Standards of Quality, the School Board shall annually evaluate and modify, as appropriate, the remediation plan based on an analysis of the percentage of students meeting their remediation goals and consideration of the pass rate on the Standards of Learning assessments.

The program shall include, when appropriate, a procedure for early identification of students who are at risk of failing the Standards of learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation. Such students shall be provided appropriate remediation activities.

#### Compulsory Attendance

When a student is required to participate in a remediation program pursuant to this policy, the Superintendent may seek immediate compliance with the compulsory school attendance laws after a reasonable effort to seek the student's attendance has failed. The effort should include direct notification of the parents of such attendance requirements. The compulsory attendance will be enforced if the student does not

## INSTRUCTION

File: IGBE

Page 2

attend and the Superintendent determines that remediation of the student's poor academic performance, passage of the Standards of Learning assessments in grades three through eight or promotion is related directly to the student's attendance in the remediation program.

Adopted: March 18, 2004  
Revised: September 20, 2007  
Revised: April 17, 2008  
Revised: June 16, 2011

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Legal References: Code of Virginia, 1950, as amended, sections 22.1-253.13:1,  
22.1-254, 22.1-254.01

8 VAC 20-630-40

Cross References: BCF Advisory Committees to the School Board  
IGCA Summer Schools

# INSTRUCTION

File: IGBF

## LIMITED ENGLISH PROFICIENT STUDENTS

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

### Assessments

The School division will annually assess the English proficiency of all students with limited English proficiency.

### Notification

The School division will, not later than 30 days after the beginning of the school year, inform a parent or the parents of a child with limited English proficiency identified for participation in, or participating in, a program for students with limited English proficiency of

- the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction education program;
- the child's level of English proficiency, how that level was assessed, and the status of the child's academic achievement;
- the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
- how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
- how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
- the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for children with limited English proficiency, and the expected rate of graduation from secondary school for such program;
- in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
- information pertaining to parental rights that includes written guidance
- detailing the right that parents have to have their child immediately removed from such program upon their request and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, and
- assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the school division.

For a child who has not been identified for participation in a language instruction education program prior to the beginning of the school year, the School Board shall provide the notice detailed above within 2 weeks of the child being placed in the program.

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

## INSTRUCTION

File: IGBF  
Page 2

Students may be accepted and provided English-Second language programs if they entered school in Virginia for the first time after reaching their 12th birthday, and who have not reached age 22 on or before August 1 of the school year. No tuition shall be charged such students, if state funding is provided for such programs.

Adopted: July 16, 1998  
Revised: October 21, 1999  
Revised: April 17, 2008  
Revised: June 16, 2011

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Legal References: 20 U.S.C. sections 6311, 6312, 6825, 7012.  
Code of Virginia, 1950, as amended, § 22.1-5.

Cross Reference: IGBC Parental Involvement

# INSTRUCTION

File: IGBG

## HOMEBOUND, CORRESPONDENCE AND ALTERNATIVE MEANS OF INSTRUCTION

The School Board shall maintain 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, or licensed clinical psychologist.

Credit for the work shall be awarded when it is done under the supervision of a licensed teacher, a person eligible to hold a Virginia license, or other appropriately credentialed personnel, employed by the Board, and there is evidence that the instructional time requirements or alternative means of awarding credit adopted by the School Board have been met.

### Correspondence Courses

Students may enroll in and receive a standard and verified unit of credit for supervised correspondence courses with prior approval of the principal. Standard units of credit will be awarded for the 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, or a person eligible to hold a Virginia license, approved by the local school board. Verified units of credit may be earned when the student has passed the SOL test associated with the correspondence course completed. The division superintendent will develop regulations governing this method of instruction in accordance with the regulations of the Board of Education.

### Instruction through Alternative Technological Means

Standard units of credit will be awarded for the successful completion of courses delivered through emerging technologies and other similar means 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, or a person eligible to hold a Virginia license, and approved by the School Board. Verified units of credit may be earned when the student has successfully completed the requirements and passed the SOL test associated with the course. The Superintendent will develop regulations governing this method of delivery of instruction in accordance with the regulations of the Board of Education.

Adopted: July 16, 1998  
Revised: April 17, 2008  
Revised: June 17, 2010  
Revised: June 16, 2011

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Legal Reference: Code of Virginia, 1950, as amended, section 22.1-253-13:2, 54.1-2952.2, 54.1-2957.02  
8 VAC 20-131-180  
Cross Reference: IGBGA Online Courses and Virtual School Programs

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## INSTRUCTION

File: IGBGA

### ONLINE COURSES AND VIRTUAL SCHOOL PROGRAMS

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

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

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

A student who resides in Charlottesville City school division will not be charged tuition for enrolling in any online course or virtual program offered by the school division. However, tuition may be charged to students who do not reside within the boundaries of the school division.

Adopted: June 17, 2010

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Legal References: Code of Virginia, 1950, as amended, §§ 22.1-212.24, 22.1-212.25, 22.1-212.27.

Cross References: DJF Purchasing Procedures  
IGBG Homebound, Correspondence, and Alternative Means of Instruction

INSTRUCTION

ALTERNATIVE SCHOOL PROGRAMS

File: IGBH

As special needs are determined, alternative programs may be established by the Charlottesville City School Board within existing schools or at separate sites that are within the jurisdiction of the Charlottesville City Schools. No person of school age meeting the residency requirements of Section 22.1-3 may be charged tuition for enrollment in an alternative program offered as a regional or divisionwide initiative by the School Board.

Proposals for alternative school programs shall be developed by the superintendent or his/her designee and will be submitted to the Charlottesville City School Board for review and endorsement prior to implementation. Proposals shall include:

1. A statement of justification for the alternative program explaining how it will meet the special needs or expectations of the target population and the community.
2. A plan which delineates the proposed organizational structure as it relates to staffing and the scope and structure of the total instructional program.
3. A statement of financial impact identifying all costs, including administration, staffing, equipping, supplying, transportation, support services, and maintaining the program.
4. A statement of related impact explaining how the proposed program will affect and interrelate with other programs and populations served in existing programs and facilities.
5. A statement of authentication verifying that all aspects of the program are in compliance with all appropriate federal, state, and local laws and regulations, and there is compliance with all applicable accreditation requirements.
6. If the proposal presents a potential conflict with existing regulations of the State Department of Education, special evidence of authorization from the State Department of Education must accompany the proposal.
7. A plan for evaluation that defines anticipated outcomes and establishes criteria and procedures for evaluating achieved outcomes.

Adopted: October 21, 1999

Reviewed: April 17, 2008

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Legal Reference: Code of Virginia, 1950, as amended, section 22.1-253.13:1.  
8 VAC 20-30-10

© 5/99 VSBA

INSTRUCTION

ADVANCED PLACEMENT CLASSES

File: IGBI

Students and their parents shall be notified of the availability of dual enrollment, Advanced Placement classes and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance for low-income students to take the Advanced Placement exam. Students and their parents will also be notified of the eligibility for course offerings at the University of Virginia for students who have successfully completed all courses in the high school program of studies in a particular content area. The Superintendent shall promulgate regulations to implement this policy and to ensure the provision of timely and adequate notice to students and their parents.

Adopted: October 21, 1999

Revised: April 17, 2008

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Legal Reference: Code of Virginia, 1950, as amended, section 22.1-253.13:1(D9)

Cross Reference: LEB Advanced/Alternative Courses for Credit

# INSTRUCTION

File: IGCA

## SUMMER SCHOOLS

### Generally

The courses offered and the quality of instruction in the summer school program shall be comparable to that offered during the regular school term. At the middle and secondary school levels, credit for courses taken toward graduation other than a repeat course shall be awarded in accordance with the requirements of 8 VAC 20-131-110. Students must also meet the requirements for SOL testing if appropriate.

At the middle and secondary school levels, credit for repeat courses ordinarily will be granted on the same basis as that for new courses; however, with prior approval of the principal, students may be allowed to enroll in repeat courses to be completed in no less than 70 clock hours or instruction per unit of credit. Students must also meet the requirements for SOL testing if appropriate.

### Eligibility

The division superintendent may require students who are educationally at risk to take special programs of prevention, intervention, or remediation in summer school if the superintendent determines that remediation of the student's poor academic performance, performance on the Standards of Learning assessments in grades three through eight, or promotion necessitates the student's attendance in summer school.

Any student who fails to achieve a passing score on all of the Standards of Learning assessment for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit may be required to attend summer school or to participate in another form of remediation. The requirement for remediation, may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation which has been selected by his parent, in consultation with the superintendent or designee, and is either (i) conducted by an accredited private school or (ii) a special program which has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or special program shall be borne by the student's parent.

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

### Compulsory Attendance

The division superintendent may seek immediate compliance with the compulsory school attendance law as set forth in Va. Code 22.1-254 after a reasonable

## INSTRUCTION

File: IGCA

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effort to seek the student's attendance in the summer school program has failed. The effort will include direct notification to the parent regarding the attendance requirements. Compulsory attendance may be required when:

- A student is required to take a special program of prevention, intervention, or remediation in a public summer school; and
- the superintendent determines that remediation of the student's poor academic performance, passage of the Standards of Learning Assessment in grades three through eight or promotion is related directly to the student's attendance in the summer school program.

### Fees

Students required to attend a division summer school program shall not be charged tuition.

Adopted: July 16, 1998  
Revised: September 20, 2007  
Reviewed: April 17, 2008  
Revised: June 17, 2010

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Legal References; Code of Virginia, 1940, as amended, sections,  
22.1-211, 22.1-253.13:1, 22.1-254, 22.1-254.01

8 VAC 20-131-120

Cross Reference: IGBE Remedial Instruction Program

## INSTRUCTION

### STUDENT ORGANIZATIONS (SECONDARY SCHOOLS)

File: IGDA

#### Policy Statement

It is the policy of the division to permit the organization and operation of student organizations in the secondary schools and to permit such organizations to meet on school premises. The purpose of this policy is to establish criteria and procedures governing the operation of student organizations.

#### Student-Initiated Organizations

Curriculum-related student organizations serve as an extension of the regular school curriculum. Their function is to enhance the participants' educational experience and supplement the course materials within the educational program of the schools. The activities of these organizations should bear a clear relationship to the regular curriculum. Student organizations meeting these criteria and approved by the principal will be deemed to be officially recognized, school-sponsored student organizations.

Secondary school students also are permitted to organize and conduct meetings of noncurriculum-related organizations to pursue activities outside of the school curriculum, subject to the provisions of this policy. Such organizations must be student initiated and directed, and school personnel, parents and any other persons who are not students enrolled in the division are prohibited from directing, controlling, conducting or regularly attending the meetings of such organizations, except that the faculty sponsor(s)/supervisor(s) must attend all meetings. Noncurriculum-related student organizations that are student initiated shall not be deemed to be school sponsored or endorsed. The fact that such organizations are permitted to conduct meetings under this policy shall not constitute an expression of division support for the purposes of such organizations or the content of any meetings thereof.

#### Membership

Membership in all student-initiated organizations shall be open to and limited to all students currently enrolled in the sponsoring school on a voluntary basis. These student organizations may establish academic qualifications for membership where necessarily related to the purposes of the organization. No student shall be denied membership on account of his/her race, color, gender, sexual orientation, religion, or national origin. Qualifications based on sex may be imposed only where based on competitive athletic skill or where the activity involved is a contact sport.

## INSTRUCTION

File: IGDA  
Page 2

### Faculty Supervision

Curriculum-related student organizations shall be sponsored and supervised by one or more of the members of the school faculty and approved by the principal. Faculty sponsors shall participate in the supervision and direction of all activities of the organization and shall attend all meetings.

Noncurriculum-related student organizations that are student initiated shall not have a faculty sponsor. However, a member of the school's professional staff shall attend every meeting or activity of such organizations in a non-participatory capacity for purposes of general supervision. The organization shall be responsible to assure the presence of a staff member for its meetings.

No school employee shall be compelled to attend a meeting of any student organization if the content of such meeting is contrary to the beliefs of that school employee. School employees present at any meeting of a noncurriculum-related student organization which includes religious worship, prayer or practice or is identified as having a religious purpose shall attend in a non-participatory capacity only.

### Meetings of Student Organizations

All student organizations shall have the right to meet on school premises during time designated by the school principal. No student organization shall be denied equal access to school facilities during designated meeting times on the basis of the religious, political, philosophical or other content of the speech at the meetings of such organization. No public funding or support shall be extended to any noncurriculum-related student organization other than the opportunity to meet on school premises on an equal basis as other student organizations.

The principal of each school shall develop guidelines and rules concerning the procedure for scheduling meetings of student organizations and setting the times and facilities which are available for such meetings. These guidelines and rules shall be made available to all students. Student organizations wishing to conduct meetings under this policy must make application to the principal for permission in accordance with division procedures.

### Compliance with Law and Policy

Student organizations shall not engage in any activity which is contrary to law, division policy or school rules; which disrupts or clearly threatens to disrupt the orderly operation of the school; or which would adversely affect the health, safety or welfare of any students or staff members. Failure to comply with these provisions shall be grounds for disciplinary action.

**INSTRUCTION**

File: IGDA  
Page 3

Adopted by School Board: July 16, 1998

Legal References: 20 USC section 4071 et seq. - Equal Access Act.

Title IX, Education Amendments of 1972, 34 C.F.R. Parts 101 and  
106 - Nondiscrimination on the Basis of Sex

**INSTRUCTION**

**ADULT EDUCATION**

**File: IGE**

Adult Education Programs shall be offered to those residents of the school division over the age of compulsory school attendance who are not enrolled in the regular public school program and who are functioning below the high school completion level. The School Board shall seek to ensure that every adult participating in such a program has the opportunity to earn a general educational development (GED) certificate or a high school diploma. Such programs may be conducted solely by the School Board or through a collaborative arrangement between the School Board and other School Boards or agencies. Additional educational programs for adults also may be offered. Tuition and fees shall be established by the School Board.

Adopted: July 16, 1998  
Revised: October 21, 1999  
Reviewed: April 17, 2008

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Legal References: Code of Virginia, 1950, as amended, sections 22.1-210; 22.1-223 through 22.1-226.4, 22.1-253.13:1 (D7).

8 VAC 20-30-10.

8 VAC 20-360-10.

Cross References: JEG Exclusions and Exemptions from School Attendance  
IKF Standards of Learning and Graduation Requirements

**INSTRUCTION**

GROUPING FOR INSTRUCTION

File: IHA

The principal is recognized as the instructional leader of the school and is responsible for effective school management. The grouping of students within individual schools for instructional purposes shall be based solely on:

1. the best interests and needs\_of the student,
2. the educational level and the achievement level of the student,
3. the availability of space,
4. the educational climate for learning
5. the student's best chance for success.

Grouping shall remain flexible in order to ensure the appropriate placement of each student. Some students may be grouped together for one activity and then may be regrouped for a different activity. Students should not be permanently assigned to a group with no opportunity to move to another one.

Adopted: July 16, 1998  
Revised: April 17, 2008

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

## INSTRUCTION

File: IHB

### CLASS SIZE

The Charlottesville City School Board recognizes that new forms of school organizations and innovations will govern the number of students assigned to a group. The basic concern of the Board is that the size of the class be educationally sound and suited the needs of the students. Other factors that may enter into determining class size are flexibility, available facilities, age of the students, grade level, and the subject to be taught.

The Charlottesville City School Board will assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios:

- 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide will be assigned to the class;
- 24 to one in grades one, two, and three with no class being larger than 30 students;
- 25 to one in grades four through six with no class being larger than 35 students; and
- 24 to one in English classes in grades six through 12.

In addition, the Charlottesville City School Board shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools.

When determining the assignment of instructional and other licensed personnel for purposes of this policy, full-time students of approved virtual school programs will not be included.

### CLASS SIZE

Average and maximum class sizes will be consistent with the accreditation requirements of the State Board of Education and within staffing formulas approved by the School Board during the annual budget process. School staffing formulas shall establish the number of classroom teaching positions based on school-wide ratios and other positions approved annually during the budget process. The formulas will reflect the needs of the students and the requirements of the instructional program.

File: IHB

## INSTRUCTION

Page 2

### Staffing Preschool – Grade 4

Preschool staffing will be based on requirements established by legislative guidelines.

Elementary classroom teaching positions will be determined by establishing building level class averages and maximum class sizes. The percent of disadvantaged students served in the school, as determined by the free and reduced lunch count, will be used in establishing targeted school wide ratios and support program staffing, such as Title I.

Other elementary positions will be assigned based on building, student and instructional needs.

### Staffing Grades 5 - 12

Staffing for grades 5 – 12 will include a classroom teacher allotment based on school-wide class size averages and required staffing based on building, student and instructional needs. The total daily student load of the teacher will be considered in staffing.

Adopted: June 19, 2008

Revised: June 17, 2010

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Legal Reference: Code of Virginia, 1950, as amended, § 22.1-253.13:2.C.

INSTRUCTIONAL MATERIALS

The Board is responsible for the selection, evaluation, approval, and use of instructional materials. The superintendent or his/her designee will periodically review guidelines and procedures for the selection of instructional materials and bring recommendations for changes to the Board.

The procedures for selection and evaluation of instructional materials shall offer a thorough and efficient approach which ensures 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. The procedures will include

- local criteria for selection of instructional materials;
- evaluation of materials in relation to instructional goals and objectives;
- an evaluation committee which should include, when appropriate, parents, students, teachers, supervisors, and nonparent patrons;
- opportunity for the examination of materials by appropriate committees and individuals;
- notice to parents that materials under consideration for approval will be available at designated locations for review by any interested citizens. Provision should be made for those reviewing such materials to present their comments and observations, if any, to the school board;
- procedures for the reconsideration of challenged materials; and
- special emphasis on the thorough evaluation of materials related to controversial or sensitive topics such as Family Life Education.

Adopted: July 16, 1998  
 Revised: April 17, 2008  
 Revised: June 19, 2008

Legal References: Code of Virginia, 1950, as amended, §§ 22.1-238

8 VAC 20-170-10.  
 8 VAC 20-230-10

Cross References: IGAH Family Life Education  
 IIAA Textbook Adoption and Selection  
 IIAB Supplementary Materials Selection and Adoption

## INSTRUCTION

File: IIAA

### TEXTBOOK SELECTION, ADOPTION, AND PURCHASE

The School Board shall adopt textbooks, including print or electronic media for student use that serves 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 books which are not on the state-adopted list in accordance with the Board of Education relations.

The Charlottesville City School Board will adopt textbooks for use in the local division based upon recommendations presented by the Superintendent following the procedures described in Policy IIA Instructional Materials.

The Charlottesville City School Board may either enter into written term contracts or issue purchase orders with publishers of textbooks approved by the Board of Education. 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 approved by the Board of Education shall require the publisher to furnish an electronic file of the textbook 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 textbook may be produced for students with print disabilities, as defined in 20 U.S.C. § 1474. Publishers shall deliver the NIMAS file of the textbook on or before the date of delivery of the regular text version.

Contracts and purchase orders with publishers of textbooks approved by the Board of Education for use in grades 6-12 shall allow for the purchase of printed textbooks or electronic media for student use as recommended by the Textbook Adoption Committee, printed textbooks with electronic files, or electronic textbooks separate and apart from printed versions of the same textbook. 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 books needed to supply the public schools in the school division. The publishers shall ship the books to the school board. The purchase price of such books shall be paid directly to the publishers by the school board.

## INSTRUCTION

File: IIAA  
Page 2

Adopted: July 16, 1998  
Revised: April 17, 2008  
Revised: June 19, 2008  
Revised: June 17, 2010

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Legal References: Constitution of Virginia, Art. VIII, § 3  
  
Code of Virginia, 1950, as amended, §§ 22.1-238,  
22.1-241.  
  
8 VAC 20-230-10

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

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

The School Board delegates the responsibility for the selection and use of supplemental materials to the individual schools. Selection and use shall be in accordance with policies and regulations of the State Board of Education. The same care shall be exercised in the selection of supplemental materials as in the selection of other types of instructional materials.

Materials used by students under the guidance of teachers to extend, expand, and supplement basal materials constitute an integral part of the instructional program. Supplemental materials are those items which are used to assist the teaching and learning process and include such items as magazines, books, other visual and electronic media, computer software, games, digital media, Internet access, educational TV and satellite programs. Materials selected for supplemental use must relate directly to the established objectives of the course or content area in which they are used.

Teachers must carefully review materials prior to use and exercise a high degree of professional judgment in their selection and use of supplemental materials, to ensure that the use of such materials serves to both support and complement the basic educational objectives within the specific subject areas and classrooms.

Adopted: July 16, 1998  
Revised: April 17, 2008

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Legal References: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-238.

Cross References: IIA Supplementary Materials  
IIAA Textbook Selection, Adoption and Purchase  
KQ Commercial, Promotional, and Corporate Sponsorships  
and Partnerships

INSTRUCTION

File: IIAE

INNOVATIVE OR EXPERIMENTAL PROJECTS

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

The parent or guardian of a child enrolled or engaged in any research or experimentation program or project which is funded by the United States Department of Education shall be entitled to inspect all instructional materials which will be used in conjunction with such program or project.

Any complaints arising under this policy may be submitted under Policies KL or KLB, as appropriate.

Adopted: April 17, 2008

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Legal References: 20 U.S.C. §1232h.

Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78

8 VAC 20-131-10 et seq.

INSTRUCTION  
SCHOOL LIBRARIES/MEDIA CENTERS

File: IIBD

The primary function of a school's library media center is to implement, enrich and support the educational program of the school. The center provides a wide range of materials at various levels of sophistication with a diversity of appeal and the presentation of different points of view.

To this end, the primary responsibilities of the library media center are:

1. To provide materials that will stimulate the acquisition of factual knowledge and the development of literary appreciation, aesthetic values and ethical standards;
2. To provide a source of information which, when consulted may enable pupils to make informed judgments;
3. To provide materials containing a wide range of views on issues so that students may develop the practice of critical reading and thinking;
4. To provide opportunities to integrate into the curriculum various perspectives and contributions which continue to shape the community, the Commonwealth, the nation and the world;
5. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library media center.
6. To provide a collection that meets individual learning needs, abilities and learning styles.
7. To provide background materials to supplement classroom instruction.
8. To stay current with media technology.

Adopted: July 16, 1998  
Revised: April 17, 2008

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Legal References: 8 VAC 20-131-190

## INSTRUCTION

File: GAB/IIBEA

### ACCEPTABLE USE OF TECHNOLOGY POLICY

Charlottesville City Schools (CCS) recognizes that technology enhances learning opportunities. CCS provides technology resources for educational purposes only. Use of CCS technology resources, including the CCS network and access to the Internet, is a privilege, not a right. Inappropriate use may result in immediate termination or suspension of access and other privileges relating to the use of CCS technology resources. Inappropriate use may also result in disciplinary action (up to and including suspension or expulsion for students, or formal reprimand, suspension or dismissal for staff) as well as potential civil or criminal liability and prosecution. CCS reserves the right to monitor the use of CCS technology resources, including e-mail communications and access to the Internet, in order to provide an acceptable level of service to all authorized users and to enforce the terms of this policy. Users of CCS technology resources should be aware that data that resides on CCS technology resources or passes through the CCS network is not private and is subject to review without prior notice. CCS is not responsible for any information that may be lost, damaged, or unavailable due to technical or other difficulties. CCS cannot ensure that electronic transmissions are secure and private and cannot guarantee the accuracy or quality of any information obtained using CCS technology resources.

The Charlottesville City School (CCS) division may capture student images, likeness and/or voice on digital media. CSS reserves the right to use this media for promotional purposes unless a student's parent or guardian has withheld consent by completing the Opt-Out Form for Promotional Activities, however student names must not be used in association with this media.

The school division will:

- Provide access to technology resources for students, staff, and other authorized users (as approved by the Network Administrator or designee) who have agreed to abide by the terms of this policy.
- Provide instruction on proper use of technology resources and Internet safety for all authorized users.
- Implement and monitor Internet Safety instruction and curriculum to meet all federal and state mandates. All students and staff will receive instruction in Internet safety including the following topics: personal safety, cyber bullying, cyber security, intellectual property, and copyright. Policy and implementing procedures will be reviewed every 2 years and revision will be made as needed.
- Supervise and monitor student use of the Internet and make an effort to ensure that students access sites with only age- and topic-appropriate materials specifically:
  - Elementary (K-4) staff will make an effort to bookmark sites or use portals to direct students to pre-selected Internet sites.
  - Upper Elementary (5-6) staff will model skills needed to: search for information within an area of study, filter information for credibility and worth, and recognize inappropriate information sources or sites. Teachers will explore Internet sites before directing students to those sites.

File: GAB/IIBEA

## INSTRUCTION

Page 2

Middle School (7-8) staff will supervise student-initiated information search activities and provide support as students begin to assume responsibility for becoming independent users of the Internet.

High School (9-12) staff will advise students as they participate in independent Internet use.

- Employ technology protection measures to comply with federal and state mandates to filter or block materials deemed to be harmful to juveniles. However, no known process can control or censor all harmful or inappropriate material that may be available to users of CCS technology resources.
- Provide access to technology resources that allow users to create and post web pages on the CCS network and the Internet. All such web content must follow CCS Web Policy guidelines.
- Provide access to electronic mail for all staff members. Students will not be issued individual e-mail accounts; students should only access e-mail through a teacher-supervised class account. Students may not access personal e-mail or real-time messaging accounts using CCS technology resources unless the student is doing so for an educational purpose and has received explicit permission from a CCS staff member.

Authorized users will:

- Use CCS technology resources in compliance with all local, state, and federal laws including, but not limited to, laws that govern copyright and intellectual property.
- Use CCS technology resources responsibly and with respect for others. Users must leave computers, keyboards, mice, monitors, printers and other peripherals unaltered and in good working condition. Users may not use CCS technology resources to offend, harass, or intimidate others and shall use appropriate language in all communications. Provisions in the student code of conduct will apply to all student interactions with and use of CCS technology resources.
- Use CCS technology resources for educational or job-related purposes only. Users may not use these resources for financial gain, commercial purposes, or political activities unless it is directly related to their job function. Users may not create, distribute, or forward chain letters or hoaxes; nor may users create, distribute, or forward unsolicited bulk electronic communications that are unrelated to the division's educational mission.
- Use only assigned accounts and passwords (where applicable). Users must take appropriate precautions to safeguard account or password information and prevent the use of assigned accounts and passwords by others.
- Maintain the confidentiality and security of protected information. Users may not provide access to confidential information to others who are not authorized to have such information. Users shall be expected to use appropriate judgment and caution in communications concerning students and staff to ensure that personally identifiable information remains confidential. Employees shall not use e-mail for confidential matters or privileged communications, such as student records, unless appropriate security precautions are taken. A confidentiality statement must be attached to all personally identifiable emails.

File: GAB/IIBEA

Page 3

## INSTRUCTION

- Use student images, likenesses, or voice recordings in digital format in accordance with guidelines.
- Maintain the security and functionality of all CCS technology resources. Users shall not attempt to bypass security measures or gain access to unauthorized resources, including, but not limited to, the use of proxy internet sites. Users may not knowingly create or spread malicious code.
- Access, modify, or delete other user's data only after receiving appropriate permission.
- Use CCS technology resources in a way that does not disrupt resource usage by others or monopolize resources. This includes refraining from the consumption of excessive amounts of: network bandwidth, data storage space, and printer supplies.
- Use only software that has been legally obtained, licensed and authorized for use on CCS computers. Users may not download from the Internet, tamper with, copy, install or use any software that compromises the security or functionality of the CCS network or connected networks.
- Access the CCS network utilizing a personally owned computer or other device only after receiving permission from the Network Administrator or designee.

All violations of this policy or problems with any CCS technology resource shall be reported to a teacher, administrator, or other appropriate source. CCS reserves the right to amend this policy at any time and to enforce such amended policy after giving notice of such amendments.

The School Board will review, amend if necessary, and approve this policy every two years.

Adopted: October 21, 1999

Revised: July 19, 2007

Revised: April 17, 2008

Revised: June 17, 2010

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Legal References: Code of Virginia, 1950, as amended sections 22.1-78 and 22.1-70.2

INSTRUCTION  
FIELD TRIPS

FILE: IIBEB

Field trips that extend the learning opportunities provided in the regular instructional program and that provide opportunities for student participation in extracurricular programs are valuable activities. Day trips shall be approved by the school principal. Overnight trips shall be approved by the superintendent or designee. Principals are expected to consider the educational value of the trip; the availability of the learning opportunities; and the distance, time and expense involved in the trip. Principals also are responsible for following the procedures established to request approval of field trips. Only properly insured modes of transportation may be used for school trips. Principals shall ensure that no student is denied participation on a field trip because of the expense of the trip.

Adopted: July 16, 1998  
Reviewed: April 17, 2008

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Legal Reference: Code of Virginia, 1950, as amended, sections 22.1-70, 22.1-78, 22.1-176.

INSTRUCTION

File: IIBEBA

STUDENT EXCHANGE/TRAVEL/STUDY PROGRAMS

The Charlottesville City Public Schools supports the concept of student participation in exchange/travel/study programs. The accompanying regulations and procedures are designed to promote an environment in which such programs can have the greatest possible educational benefit and to insure quality control and protection for the student family.

Adopted: June 19, 2008

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INSTRUCTION

File: IICB/IICC

COMMUNITY RESOURCE PERSONS/  
SCHOOL VOLUNTEERS

The Charlottesville City Schools support and encourage the active participation of parents and members of the community in providing and extending educational opportunities for children. The involvement of parents, volunteers, and others in the community who can serve as a resource to schools is a fundamentally important component of successful school programs. The administration of each school will direct the activities of parents, volunteers and other community resources at the building level.

Adopted: March 18, 2004

Reviewed: April 17, 2008

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

8 VAC 20-131-20.

8 VAC 20-131-270.

Cross References: KQ Commercial, Promotional, and Corporate Sponsorships  
and Partnerships

## INSTRUCTION

### GUIDANCE AND COUNSELING PROGRAM

File: IJ

The Charlottesville City School Board affirms that parents are the student's first teachers and that the public schools should serve to strengthen family and parental support. No student shall be required to participate in any counseling program to which the student's parents object.

For the purposes of this policy, the following definitions apply:

- A. Academic Guidance (Academic Advising). Advice 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;
- B. Career Guidance (Career Advising). Advice which helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational and career opportunities;
- C. Personal/Social Counseling. Counseling which assists students in developing 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. Such counseling may be provided either (i) in groups in which generic issues of social development are addressed or (ii) through structured individual or small group multi-session counseling which focuses on the specific concerns of the participant(s).
- D. Employment counseling and placement services which furnish information relating to the employment opportunities available to students graduating from or leaving the public schools. Such information will be provided to secondary students and will include 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 will consult and cooperate with the Virginia Employment Commission, the Department of Labor and Industry, local business and labor organizations, and career schools.

The division shall promote a comprehensive school-counseling program that is a shared and collaborative effort with other educators and parents that focuses on all aspects of student learning. Recognizing that there are multiple variables that affect a student's success throughout the school years, and that the school-counseling program is one important variable that affects all areas of growth, a well-planned school-counseling program will provide a collaborative effort and will function as an integral and essential part of the school structure and organization.

INSTRUCTION

File: IJ

Page 2

At least annually, parents shall be notified in writing about the academic and career guidance programs, and the personal/social counseling programs which are available to students within the school division. Parents shall be advised concerning the purpose, general description of the programs, how parents may review materials to be used in the programs, and procedures by which parents may limit the students' participation in the program. Information and records of personal/social counseling shall be kept confidential and separate and not disclosed to third parties without prior parental consent or as otherwise provided by law.

With respect to personal/social counseling, parents shall notify the school division in writing if the student is not to participate in the personal/social counseling program. (Opt-Out)

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 are prohibited.

Adopted: July 16, 1998

Revised: April 17, 2008

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Legal Reference: Code of Virginia, 1950, as amended, sections 22.1-209,  
8 VAC 20-620-10

Cross Reference: JO Student Records

INSTRUCTION  
PARENTAL ASSISTANCE WITH INSTRUCTION

File: IKA

The Charlottesville City School Board encourages parents to provide instructional assistance to their children in the home. Each school shall offer a voluntary training program to the parents of children in kindergarten through third grade, to assist them in developing the skills necessary to provide effective instructional assistance to their children. Information regarding parent training on instructional assistance shall be available in every elementary school within the division.

Adopted: July 16, 1998  
Reviewed: April 17, 2008  
Revised: June 19, 2008

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Legal Reference: Code of Virginia, 1950, as amended, section 22.1-253.13:7.C.5.

Cross Reference: IGBC Parental Involvement

INSTRUCTION  
HOMEWORK

File: IKB

A major goal of the instructional program is to assist students in becoming committed to the process of learning. Learning is not restricted to the classroom, but is a continuous process. Homework is defined as out-of-class tasks assigned to students as an extension or elaboration of classroom work. There are three types of homework: practice, preparation, and extension. The basic objectives of homework are to reinforce the application of previously taught concepts, principles, and skills; extend student learning; and promote creative thinking and independent research.

Practice assignments reinforce newly acquired skills and previously introduced skills that students may need to review. For example, students who have just learned a new method of solving a mathematical problem should be given sample problems to complete on their own. Preparation assignments help students get ready for activities that will occur in the classroom. Homework assignments may also prepare students for the introduction of new information and may include reading assignments and book reports. Students may, for example, be required to do background research on a topic to be discussed later in class. Extension assignments are frequently long-term continuing projects that parallel classwork. Students must apply previous learning to complete these assignments, which include science fair projects and term papers.

Assigning homework serves various educational needs. It serves as an intellectual discipline, establishes study habits, eases time constraints on the amount of curricular material that can be covered in class, and supplements and reinforces work done in school. In addition, it fosters student initiative, independence, and responsibility and brings home and school closer together.

Homework provides an essential communication link between the school and the home. One measure of a program or course is the quality of the work done at home by the student. A strong home-school partnership may be enhanced by a sound program of homework. In addition, homework should be a tool in developing independent thought, self-direction, and self-discipline. It may assist the student in developing good work habits and in the wise use of time.

Guidelines for homework include:

1. Homework should be assigned after an introduction and thorough explanation of the skills necessary to complete the assignment successfully.
2. Homework should be assigned in such a manner that it will be clearly understood by all students.
3. Homework should serve a valid purpose and be closely related to current classroom activities.
4. A student's access to resource materials should be considered when making homework assignments.

INSTRUCTION

File: IKB  
Page 2

5. Homework should be evaluated promptly and returned to the student. Appropriate recognition should be given to those students who successfully complete assigned work. Effort and competency should be recognized.
6. Teachers should seek to determine the causes if a student regularly fails to do assigned work. Teachers should not avoid giving homework because they believe students will not do the work.
7. Excessive homework and the absence of homework should be avoided.
8. Homework should not be used for disciplinary purposes.
9. Principal and teachers should take appropriate steps to communicate with parents regarding the school's homework policy and solicit their support.

Adopted: July 16, 1998  
Revised: April 17, 2008

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

Cross Reference: IB Academic Freedom

INSTRUCTION

ACCELERATION

File: IKEB

The curriculum and schedule of elementary, middle and high schools shall provide flexibility in placing certain students in programs or subjects normally considered above their grade level. The decision to place a student in course(s) above the normal grade level should be based on evidence of ability, scholastic achievement, and cooperation of the student and parent.

When students below the ninth grade successfully complete courses offered for credit in grade 9 through 12, credit shall be counted toward meeting the standard units required for graduation. Such courses shall be equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students below ninth grade level must meet the same requirements applicable to other students.

For any high school credit-bearing course taken in middle school, a parent may request that the grade be omitted from the student's transcript and the student not earn high school credit for the course. Such request shall be made in the format and by the deadline set forth in regulations developed by the superintendent.

Adopted: July 16, 1998  
Reviewed: April 17, 2008  
Revised: June 16, 2011

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

8 VAC 20-131-50  
8 VAC 20-131-110

Cross Reference: IGBB Programs for Gifted Students

PROMOTION AND RETENTION

Each student should learn the relevant grade level/course subject matter before promotion to the next grade. A set of multiple criteria will be used for determining the promotion or retention of students. The decision to retain a student in a grade rests with the principal and teacher(s), in consultation with the parent or guardian. Through grade eight, promotion and retention shall be based on an evaluation of the student's acquisition of skills and knowledge as well as other evidence of growth as determined by the student's teacher(s) and principal. Advancement to grades 10, 11 and 12 will be based on a specified number of credits earned. The decision on the number of credits qualifying students for promotion shall be made by the principal in consultation with the licensed staff.

Adopted: July 16, 1998  
Revised: March 18, 2004  
Revised: April 17, 2008

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Legal References: (1994) Section 22.1-253.13:4

8VAC 20-131-30  
8VAC 20-131-270  
8VAC 20-131-280

# INSTRUCTION

File: IKF

## STANDARDS OF LEARNING, GRADUATION REQUIREMENTS

### I. SOL Tests and Verified Units of Credit

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

The Charlottesville City School Board has developed and implemented a program of instruction that is aligned to the Standards of Learning and that meets or exceeds the requirements of the Board of Education.

In kindergarten through eighth grade, where Standards of Learning (SOL) tests are required by the Board of Education, each student is expected to take the SOL tests. Schools will use the SOL test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students. In addition, each student in middle and secondary school shall take all applicable end-of-course SOL tests. Students who earn a passing grade in the course and achieve a passing score on the associated end-of-course SOL test shall be awarded a verified unit of credit in that course. A student may earn verified credits in any courses for which end-of-course SOL tests are available. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade.

Upon recommendation of the superintendent and demonstration of mastery of course content and objectives, qualified students may receive a standard unit of credit and be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement. The superintendent, by regulation shall determine the manner in which a student may demonstrate mastery of course content and objectives, and documentation of such mastery will be maintained in the student's permanent record.

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

Participation in the SOL testing program by students with disabilities will be prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities will be assessed with appropriate accommodations and alternate assessments where necessary.

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All students identified as limited English proficient (LEP) will participate in the SOL testing program. A school-based committee will convene and make determinations regarding the participation level of LEP students. In kindergarten through eighth grade, limited English proficient students may be granted a one-time exemption from SOL testing in the areas of writing, science, and history and social science.

## II. Graduation Requirements A. Generally

In order to graduate from Charlottesville City Public Schools, a student must meet all applicable requirements set forth in the Standards of Accreditation and the Standards of Quality.

The school board will award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as are prescribed by the school board and approved by the Board of Education.

### B. Types of Diplomas and Certificates

The Charlottesville City School Board will award the diplomas and certificates in accordance with state laws and regulations, including Standard Diplomas, Standard Technical Diplomas, Advanced Studies Diplomas, Modified Standard Diplomas, Special Diplomas, Certificates of Program Completion, General Achievement Diplomas, and General Educational Development (GED) Certificates.

The requirements for a student to earn a diploma are those in effect when he or she enters ninth grade for the first time.

Adopted: July 16, 1998  
Revised: October 21, 1999  
Revised: November 21, 2002  
Revised: February 15, 2007  
Revised: September 20, 2007  
Revised: April 17, 2008  
Revised: June 17, 2010

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Legal References: Code of Virginia, 1950, as amended,  
Sections 22.1-253.13:1, 22.1-253.13:3, 22.1-253.13:4,

8 VAC 20-131-10  
8 VAC 20-131-30  
8 VAC 20-131-110 B.3,

Cross References: IAA Notification of Learning Objectives  
IGA Basic Instructional Program  
IKFA Locally Awarded Verified Credits

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# INSTRUCTION

File: IKFA

## LOCALLY AWARDED VERIFIED CREDIT

### A. Background

The Charlottesville School Board shall award verified credits toward a standard diploma in science and history/social sciences to students entering ninth grade for the first time in school year 2000-2001 or thereafter in accordance with this policy.

### B. General Eligibility

To be eligible to earn locally awarded verified credits in science, or history/social science, a student must have:

1. Entered the ninth grade for the first time in school years 2000-2001 or thereafter,
2. Passed the high school courses and not passed the related Standards of Learning test,
3. Taken the Standards of Learning test at least twice;
4. Scored within a 375-399 scale score range on any administration of the associated Standards of Learning test; and
5. Demonstrated achievement in the academic content by meeting additional achievement criteria specified by the appeal process.

### C. The Appeal Process

The School Board will appoint a Local Review Panel comprised of:

- The Division Director of Testing (DDOT),
- The School Testing Coordinator (STC),
- The Chairperson of Guidance, and
- The Department Chairperson for the Associated Course.

The Local Review Panel will review information that provides evidence of the student's achievement of adequate knowledge of the associated Standards of Learning content. The panel shall have discretion in determining the information to be considered and may include, but not be limited to, results of classroom assessments, division-wide exams, course grades, and additional academic assignments (e.g., papers, projects, essay or written questions) as deemed appropriate.

Based on the evidence reviewed, the Local Review Panel may:

1. award the verified credit,
2. deny the verified credit,
3. suggest participation in a remedial program and retesting, or

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4. make additional academic assignments prior to determining whether to award the verified credit.

The decision of the Local Review Panel will be final.

### E. General Provisions

1. A student may be awarded no more than two locally verified credits through this process.
2. These procedures may not be used to award verified credits toward meeting the requirements for the Advanced Diploma.
3. The award of verified credits under these procedures will have no affect on a school's accreditation rating.

Adopted: July 16, 1998  
Revised: October 21, 1999  
Revised: November 21, 2002  
Revised: February 15, 2007  
Revised: September 20, 2007  
Reviewed: April 17, 2008

Legal References: Code of Virginia, 1950, as amended,  
Sections 22.1-253.13:1, 22.1-253.13:3, 22.1-253.13:4,  
22.1-254 (D), 22.1-254.2.  
8 VAC 20-131-10  
8 VAC 20-131-30  
8 VAC 20-131-110 B.3,  
8 VAC 20-360-10  
8 VAC 20-360-20  
8 VAC 20-680-10  
8 VAC 20-680-20

Superintendent's Memoranda No. 36 (March 3, 2000) and No. 39 (February 20, 2004).

*Guidelines for Local School Boards to Award Verified Credits for The Standard Diploma to Transition Students* (Attachment to Virginia Department of Education Superintendent's Memo No. 52 (Aug 9, 2002), as amended by the Board of Education October 25, 2006.

Senate Bill 609 and House Bill 493 adopted by the 2002 General Assembly

# INSTRUCTION

File: IKG

## SOL REMEDIATION RECOVERY PROGRAM

The Charlottesville City School Division supports efforts to provide instructional support to those students who have demonstrated a need for such support by their failure to pass certain SOL assessments. Therefore, the Charlottesville City School Division will establish a Remediation Recovery Program. Such program will be delineated through regulations promulgated by the Superintendent. Students eligible to participate in such program will include students in kindergarten through eighth grade who have failed the SOL assessment in the areas of English (Reading, Literature, and Research) or mathematics, and students at the high school level who have failed to pass an SOL assessment in mathematics.

Students who retake an SOL must have participated in some form of remediation, including the remediation recovery program, to be eligible for retesting. Also, students who participate in the remediation recovery program are expected to retake the applicable SOL test at the next regularly scheduled administration of the test, and may only be counted in remediation recovery once for one grade/SOL test. At the high school level, students may continue to retake end-of-course tests as many times as necessary to earn verified credit.

Schools shall maintain evidence of a student's participation in a remediation recovery program along with the scores of any SOL tests taken following remediation in the student's record.

The following students are ineligible for the remediation recovery program:

- Students in kindergarten through eighth grade who are retested because they were retained and had not previously passed a grade-level test in English (Reading, Literature, and Research) or mathematics.
- Students who retake an end-of-course test as a result of failing and retaking a mathematics course at the high school level.

Adopted: April 17, 2008

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Legal References: Code of Virginia, 1950, as amended, § 22.1-253.13:1.  
8 VAC 20-131-10 et seq.  
8 VAC 20-131- 30.C.

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# INSTRUCTION

File: IKH

## RETAKE SOL ASSESSMENTS

Eligible students may qualify for an expedited retake of an end-of-course SOL assessment to earn a verified credit where the student meets the criteria established by the Virginia Board of Education.

Under the criteria established by the state Board, the student must:

- Need the test for verified credit; and
- Have passed the course associated with the test, and one of the following:
  - Failed the test by a narrow margin, or
  - Failed the test by any margin and have extenuating circumstances that would warrant retesting, or
  - Did not sit for the regularly scheduled test for legitimate reasons.

For purposes of these criteria, “narrow margin” means a scaled score of 375-399. The division superintendent will be responsible for making the determination of what constitutes “extenuating circumstances” and “legitimate reasons” for purposes of establishing eligibility for an expedited retest of an end-of-course SOL assessment.

Adopted: April 17, 2008

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Legal References: Code of Virginia, 1950, as amended, §§ 22.1-253.13:1, 22.1-254(D).

8 VAC 20-131-10 et seq.

8 VAC 20-131-10 et seq.

# INSTRUCTION

## TESTING PROGRAMS

File: IL

A program of standardized testing prescribed by the Virginia Department of Education is administered annually. Standardized tests will be administered according to state and local directives. However, in administering tests or other assessment instruments, school board employees shall not require any public elementary school students being tested to disclose their race or ethnicity on such tests. A school division, however, may obtain such information from a student's permanent record and place the information on the test or assessment.

In addition to this testing program, school personnel may test to meet specific needs within a school. This testing should be submitted to the superintendent for approval.

Adopted: July 16, 1998  
Revised: April 17, 2008

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Legal References: Code of Virginia, 1950, as amended, sections 22.1-78, 22.1-253.13:1, 22.1-253.13:3C

8 VAC 20-131-20



## INSTRUCTION

### TEACHING ABOUT CONTROVERSIAL ISSUES (INCLUDING POLITICAL CAMPAIGNS)

File: INB

Training students for effective citizenship is one major purpose of education. Many important areas of study involve issues about which differing points of view are held by individuals or groups.

In considering such issues, it shall be the purpose of the Charlottesville City Schools to allow the study of teacher-assigned issues in accordance with the following:

1. Ensure free access to all relevant information and materials in the school,
2. Conduct research in an atmosphere of freedom from bias and prejudice, and
3. Form and express opinions on assigned issues respectfully

The role of the teacher in the presentation of an assigned issue is important. All sides of the issue should be shared with students in a dispassionate manner. The goal is for students to be taught to think clearly on all matters of importance, and to make decisions in light of the material that is presented or researched on the issue. Indoctrination is not the intent or purpose of the school division.

Although the instructional program of the school division includes many facets of the political party system in the United States, the Board does not approve of, as a part of the school program, the involvement of students in activities that imply school endorsement of an individual political party or candidate.

No student shall be required to convey or deliver materials that:

1. Advocate the election or defeat of any candidate seeking public office;
2. Advocate the passage or defeat of any referendum question; or,
3. Advocate the passage or defeat of any measure pending before a local school board, local governing body, the General Assembly or Congress.

Although Section 22.1-278.3 prohibits the use of students in delivering or conveying any materials that advocate a political position, the section is not meant to prohibit the discussion of or use of political or issue-oriented materials as part of classroom activities or to prohibit the delivery of information materials.

Adopted: July 16, 1998  
Revised: November 2, 2000  
Reviewed: April 17, 2008

## INSTRUCTION

File: INB

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Legal References: Code of Virginia, 1950, as amended, section 22.1-78.  
Code of Virginia, 2000, as amended, section 22.1-78.3.

# INSTRUCTION

## RELIGION IN THE SCHOOLS

File: INDC

In accordance with the mandate of the Constitution of the United States prohibiting the establishment of religion, it is the policy of the School Board that the Charlottesville City Schools shall be neutral in matters of religion. The Charlottesville City Schools will assume no role or responsibility for the religious training of any student and will not become involved in the religious belief, disbelief or doubt of any student.

This requirement of neutrality need not preclude nor hinder the Charlottesville City Schools in fulfilling their responsibility to educate students to be tolerant and respectful of religious diversity. The Division recognizes that one of its educational responsibilities is to advance the students' knowledge and appreciation of the role that religion has played in the social, cultural, and historical development of civilization.

The Division shall approach religion from an objective, curriculum-related perspective, encouraging all students and staff members to be aware of the diversity of beliefs and respectful of each other's religious and/or non-religious views. In the spirit of respect, students and staff members may be excused from participating in activities that are contrary to their religious beliefs unless there are clear issues of compelling public interest that would prevent it.

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

Adopted: March 18, 2004  
Revised: April 17, 2008

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Legal Reference: U.S. Constitution, Amend. I

Code of Virginia, 1950, as amended, sections 22.1-78, 22.1-202.1