

Legal Guardian.....	21
Absence and Tardiness.....	21
Disciplinary Procedures.....	21
Early Dismissal.....	22
Inclement Weather School Closing.....	22
Insurance.....	22
Qualifications of Teachers and Instructional Assistants.....	22
Student Records.....	22
FERPA.....	24
Directory Information Notice.....	25
PSRA.....	26
Access to Sex Offender Registry.....	27
Exchanging Gifts.....	27
Management of Funds.....	27
Bicycle Riding.....	27
Fund-Raising.....	27
Parent Participation in School Programs.....	27
School Visits.....	27
School Volunteers.....	27
Parental Involvement.....	28

A Warm Welcome Awaits You

Our elementary schools work to provide every opportunity for students to develop into thinking, moral, and contributing citizens in our society. Your cooperation is important. We urge you to be involved in your school, to visit school and to take advantage of opportunities to discuss your child’s progress.

School Building Administrators 2007-2008

Charlottesville High School (grades 9-12)

Mr. Kenneth H. Leatherwood, Principal
 1400 Melbourne Road 22901
 (434) 245-2410; FAX 245-2610

Buford Middle School (grades 7-8)

Mr. Eric Johnson, Principal
 617 9th Street, S.W. 22903
 (434) 245-2411; FAX 245-2611

Walker Upper Elementary School (grades 5-6)

Ms. Terri Perkins, Principal
 1564 Dairy Road 22903
 (434) 245-2412; Fax 245-2612

Burnley-Moran Elementary School (grades PreK-4)

Ms. Daphne R. Keiser, Principal
 1300 Long Street 22901
 (434) 245-2413; Fax 245-2613

Clark Elementary School (grades PreK-4)

Mr. James R. Pierce, Principal
 1000 Belmont Avenue 22902
 (434) 245-2414; Fax 245-2614

Greenbrier Elementary School (grades PreK-4)
Malcolm Jarrell, Interim Principal
2228 Greenbrier Drive 22901
(434) 245-2415; Fax 245-2615

Jackson-Via Elementary School (grades PreK-4)
Dr. ElizaBeth McCay, Principal
508 Harris Road 22903
(434) 245-2416; Fax 245-2616

Johnson Elementary School (grades PreK-4)
Mr. Vernon Bock, Principal
1645 Cherry Avenue 22903
(434) 245-2417; Fax 245-2617

Venable Elementary School (grades PreK-4)
Dr. S. Lacy Peale, Principal
406 14th Street, N.W. 22903
(434) 245-2418; Fax 245-2618

School Day

K-4	8:30 AM to 3 PM
Grades 5-8	8 AM to 2:30 PM
Grades 9-12	9 AM to 3:30 PM

Early dismissal times are 2 hours earlier than usual departure times.

School lunch prices (new)

K-6 = \$1.75

7-12 = \$2.00

Adults = \$2.50

Your School Board

The seven members of the School Board are responsible for the policies and regulations that govern the school system. The school board meets at 7:00 p.m. on the first and third Thursdays of each month at the Booker T. Reaves Media Center in Charlottesville High School. Work sessions are held on the first Thursday of the month; a business meeting is held on the third Thursday of the month. The school board meeting agenda is printed in advance and distributed to all schools, the media, and community organizations. Agendas are online at www.charlottesvilleschools.org.

School Board Members

Dr. Alvin Edwards, Chair
614 Beechwood Drive
Charlottesville, Virginia 22901
Home Phone: 971-8616
drque1976@earthlink.net

Ms. Julie L. Gronlund
1934 Lewis Mountain Road
Charlottesville, Virginia 22903
Home Phone: 293-7488
juliegronlund@earthlink.net

Mr. Charles Kollmansperger
767 Belmont Avenue
Charlottesville, Virginia 22902
Home Phone: 242-6254
charlie@carekconnect.com

Mr. Ned Michie
1704 Concord Drive
Charlottesville, Virginia 22901
Home Phone: 296-6961
nedmichie@aol.com

Ms. Leah W. Puryear
2415 Kerry Lane
Charlottesville, VA 22901
Home Phone: 964-1275
lcp6f@virginia.edu

Ms. Peggy Van Yahres, Vice-Chair
1700 Chesapeake Street
Charlottesville, Virginia 22902
Home Phone: 295-2707
vanyahres@aol.com

Mr. Juandiego R. Wade
909 St. Charles Avenue
Charlottesville, VA 22901
Home Phone: 293-7432
grantwade@embarqmail.com

Programs for the Young Child

Preschool

Fifteen preschool classrooms are housed within six Charlottesville City elementary schools. The preschool is funded through federal, state, and local monies. Nine of these classes serve preschool children who are four years old by September 30 of the school year. Another class serves three-year-old children. In order to be eligible for this program, children must demonstrate educational, financial, or emotional needs. The remaining classrooms serve special education preschool children. In order to be eligible for this service, children must be at least two years old by September 30 of the school year and must exhibit a significant delay in physical development, cognitive development, communication development, social or emotional development and/or adaptive development.

Preschool classes are in session Monday through Friday according to the regular elementary school calendar. School buses transport these children. A special bus transports special education students.

Each general four-year-old preschool classroom serves 16 children and each special education preschool classroom serves a maximum of 8 children. Each class is instructed by a certified teacher and an assistant who create the environment required to stimulate the development of the children and who provide guided educational experiences for them. Classrooms are organized into active learning centers. The daily routines include breakfast, whole class meetings, small group activities, individual choices, outdoor play, lunch, and quiet times. Field trips are an integral part of the curriculum.

In order for a child to feel secure and successful, consistency between the home and school is important. Through home visits, parent meetings, and parent participation in take-home activities, the teacher works with the parent to meet the needs of the child. Support services to families of the children are provided through a family worker who connects family members to community agencies.

The Virginia Standards of Learning

In June 1995, the Virginia Board of Education adopted Virginia Standards of Learning (SOLs) in four core subject areas: mathematics, science, English, and history and social sciences. These SOLs define the basic skills students are expected to learn at each grade level. In grades 3 through 8 students are tested on mastery of these standards. At the high school level, students are tested on mastery through end-of-course SOL tests within the identified areas.

In the fall of the school year, a booklet is sent home that lists the Standards of Learning for the child's grade level. You can also find SOL information online at the Virginia Department of Education— www.pen.k12.va.us.

Graduation Requirements

As your child progresses through Charlottesville City Schools, the current high school graduation requirements for students graduating after 2002 are:

Standard Diploma

<u>Discipline Area</u>	<u>Units of Credit</u>	<u># of Credits Required to be Verified</u>
English 4	2	
Mathematics*	3	1
Laboratory Science**	3	1
History & Social Science***	3	1
Health & Physical Education	2	
Fine Arts or Practical Arts	1	
Electives	6	
Student Selected Test		1
TOTAL	22	6

Advanced Studies Diploma

of Credits Required

<u>Discipline Area</u>	<u>Units of Credit</u>	<u>to be Verified</u>
English	4	2
Mathematics*	4	2
Laboratory Science**	4	2
History & Social Science***	4	2
International Language****	3	
Health & Physical Education	2	
Fine Arts or Practical Arts	1	
Electives	2	
Student Selected Test		1
TOTAL	24	9

To earn a verified unit of credit for graduation, the student must pass the course and achieve a passing score on the end-of-course Standards of Learning test for that course.

* Courses completed to satisfy this requirement shall be at or above the level of Algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra and Geometry.

** Courses completed to satisfy this requirement shall include course selections in at least two different science disciplines for a Standard Diploma and at least three different science disciplines for an Advanced Studies Diploma from among Earth Science, Biology, Chemistry, or Physics.

*** Courses which satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and may include World History/Geography courses or World Geography.

**** Three years of one language or two years of two languages.

English

The elementary English curriculum is structured around three strands found in the Virginia Standards of Learning—oral language, reading and writing.

Oral language includes speaking and listening. In the early grades, students will learn to participate in classroom discussion. Over the course of several grade levels, students will learn to prepare and to deliver presentations and to critique them in order to improve delivery. Students' homes and cultural languages are the starting point for all language learning; however, competency in the use of standard English is the goal for all students. Therefore, daily speaking opportunities, both formal and informal should be a part of every English curriculum.

Reading begins with an awareness of the concepts of print and the sounds and structure of language. Students acquire a strong foundation in the phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies in the primary grades. Students continue to study the structure of words and language, and refine comprehension strategies throughout all grades. Daily oral language and reading experiences are essential for all students. Students' appreciation for literature will be enhanced by frequent interaction with a broad array of classic and contemporary literature.

Writing begins with letter formation and penmanship. From kindergarten through the upper grades, students become increasingly aware of the structure of language and the writing process. Improvement in written communication is achieved through frequent opportunities to apply narrative, persuasive, expository, and technical skills.

(From the English Standards of Learning, 2003, Virginia Department of Education)

All children receive English instruction daily; the integration of speaking, listening, reading, and writing forms the basis for instruction. Students learn to use a variety of reading strategies, including context and phonics. Open Court Reading, an integrated language arts program, is used along with other resources. Students receive instruction in the five elements of literacy: phonemic awareness, phonics/word study, fluency, vocabulary, and comprehension.

The writing process, which incorporates prewriting, drafting, revising, proofreading, and publishing, is the primary means for teaching composition, grammar, spelling, and handwriting. The early grades place emphasis on

the initial phases of the writing process. Beginning in third grade, increased emphasis is placed on the mechanics of writing and on the development of an idea during the revising and proofreading phases. Open Court, Silver Burdett *English* textbook series and D.C. Heath *The Write Track* (grade three), *Writers Express* (grades four and five) are resource books for grammar.

A continuous (K-6) language arts record documents each student's development. This record of informal and formal assessments guides the teacher in providing appropriate instruction and in charting the growth of each student.

Mathematics

The mathematics program integrates the development of critical thinking with computational and procedural skills in order to strengthen problem-solving ability. While learning mathematics, students are actively engaged, using concrete materials and appropriate technologies such as calculators and computers. Mathematics has its own language, and the acquisition of specialized vocabulary is crucial to a student's understanding of the subject. Teachers employ a variety of techniques to help children develop and apply mathematical processes. The curriculum is organized into strands as follows:

Numbers and Number Sense—The focus promotes an understanding of counting, numbers, place value, and number relationships (“more than,” “less than,” and “as many as”).

Computation and Estimation—Computation and estimation in the elementary grades revolve around developing an understanding of operations and how they relate to each other. Teachers help students make meaning of the operations, as well as to learn efficient algorithms (such as regrouping for addition and subtraction) for performing them.

Measurement—The focus is on developing the skills and tools needed to measure length, weight/mass, capacity, time, temperature, area, perimeter, volume, and money. The use of concrete materials is emphasized, as children can see the usefulness of measurement if experiences center around real objects.

Geometry—The study of geometry helps students represent and make sense of the world. Students discover relationships by constructing, measuring, and classifying 2- and 3-dimensional geometric shapes. Children also study points, lines, line segments, rays and angles.

Probability and Statistics—The focus of probability is to help students develop an understanding of the concept of chance. They begin to describe the likelihood of events, using the terms impossible, unlikely, equally likely, more likely, and certain; and in upper elementary grades, using numerical representations (fractions and decimals from 0 to 1.0). In statistics, students develop methods of collecting, organizing, displaying, and interpreting data.

Patterns, Functions, and Algebra—Students recognize, extend, and describe a variety of patterns. Children's observations and discussions of how patterns work will eventually lead to the notion of functions (relationships with inputs and outputs) and ultimately to algebra.

(Strand information from Mathematics Standards of Learning Curriculum Framework, 2002, Virginia Department of Education.)

Adopted textbooks for mathematics are listed. Other resources are used as well.

For grades K–4:

Mathematics (Scott Foresman–Addison Wesley, 2006)

Investigations in Number, Data, and Space (Scott Foresman, 2004).

For grades 5–6:

Mathematics (Scott Foresman–Addison Wesley, 2006)

Investigations in Number, Data and Space (Scott Foresman, 2004)

Math Courses 2 & 3 (Prentice Hall, 2006)

Connected Math (Prentice Hall, 2006).

Science

Scientific Investigation, Reasoning, and Logic – This strand represents a set of systematic inquiry skills that defines what a student should be able to do when conducting activities and investigations. By developing these skills students will achieve greater understanding of scientific inquiry and the nature of science.

Force, Motion, and Energy – This strand focuses on student understanding of what force, motion, and energy are and how the concepts are connected. The major topics developed in this strand include magnetism, types of motion, simple and compound machines, and energy forms and transformations, especially electricity, sound, and light.

Matter – This strand focuses on the description, physical properties, and basic structure of matter. The major topics developed in this strand include concepts related to the basic description of objects, states of matter (solids, liquids, and gases – especially water), phase changes, mass and volume, and the structure of classification of matter.

Life Processes – This strand focuses on the life processes of plants and animals and the specific needs of each. The major topics developed in the strand include basic needs and life processes of organisms, their physical characteristics, orderly changes in life cycles, behavioral and physical adaptations, and survival and perpetuation of species.

Living Systems – This strand begins in second grade and builds from basic to more complex understandings of a system, both at the ecosystem level and at the level of the cell. The concept of kingdoms of living things and a general classifying of organisms are also presented. The other major topics developed in the strand include the types of relationships among organisms in a food chain, different types of environments and the organisms they support, and the relationship between organisms and their nonliving environment.

Interrelationships in Earth/Space Systems – This strand focuses on student understanding of how Earth systems are connected and how the Earth interacts with other members of the solar system. The topics developed include shadows; relationships between the sun and the Earth; weather types, patterns, and instruments; properties of soil; characteristics of the ocean environment; and organization of the solar system.

Earth Patterns, Cycles, and Change – This strand focuses on student understanding of patterns in nature, natural cycles, and changes that occur both quickly and slowly over time. An important idea represented in this strand is the relationship among Earth patterns, cycles, and change and their effects on living things. The topics developed include noting and measuring changes, weather and seasonal changes, the water cycle, cycles in the Earth-moon-sun system, and change in the Earth's surface over time.

Resources – This strand focuses on student understanding of the role of resources in the natural world and how people can utilize those resources in a sustainable way. An important idea represented in this strand is the concept of management of resource use. This begins with basic ideas of conservation and proceeds to more abstract consideration of costs and benefits. The topics developed include conservation of materials, soil and plants as resources, energy use, water, Virginia's resources, and how public policy impacts the environment.

(From the VDOE *Science Standards of Learning Curriculum Framework*, 2003)

Students learn scientific content through active involvement in hands-on, problem-solving activities. They use a variety of science processes to explore the world around them. They learn scientific methodology through systematic use of inquiry skills such as observing; classifying and sequencing; communicating; measuring; predicting; hypothesizing; inferring; defining, controlling and manipulating variables in experimentation; and interpreting, analyzing, and evaluating data. Students are encouraged to associate science with aspects of everyday living.

Teachers have access to a variety of resources when teaching the science curriculum. These include science activity kits, textbooks, paperback books, and technology resources. In grades K-5 adopted text material is Harcourt Science, published by Harcourt School Publishers. The 6th grade text materials include two resources, Earth Science and Physical Science, published by McDougal Littell.

History and Social Science

The elementary curriculum for history and social science is structured around the 2001 revised Standards of Learning with spiraling strands in history, geography, civics and economics.

Through the study of history, students better understand their own society, as well as others. The curriculum guides students to understand the relationships between past and present, to appreciate the heritage and contributions of other cultures, and to value ideas and the contributions of individuals as agents of change and progress.

Geography instruction provides an understanding of the human and physical characteristics of the earth's places and regions and how the environment influences culture. Geographic skills include the ability to use maps and globes, to interpret graphs and diagrams, and to observe and record information accurately.

The goal of the civics strand is to develop in all students the requisite knowledge and skills for informed, responsible participation in public life. Civics instruction develops a basic understanding of politics and government and the skills of good citizenship.

In the final strand, students are introduced to the basic economic principles that underlie the market economy to help prepare them to be intelligent consumers, employers and workers.

Fifth grade students focus specifically on Virginia Studies and sixth graders study the United States from pre-Columbian times until 1877. In both of these courses, emphasis is placed on interpretation of primary documents, determining cause and effect relationships, comparing and contrasting historical events, drawing conclusions and making generalizations, and making connections between past and present.

Teachers use a wide variety of resources including primary source documents, correlated trade books, teaching atlases and state recommended web sites. Adopted text materials include Virginia in Grade 5 and Building a Nation in Grade 6, both published by Scott Foresman.

Health

The goal of elementary health education is to help students demonstrate through their behavior a sense of pride in and responsibility for their mental and physical well-being. Fostering self-esteem and helping children to practice good communication and decision-making skills are key elements of the health curriculum. Resource materials serve to introduce topics such as mental health, personal health and growth, nutrition, disease prevention and control, first aid and safety, and family life education. Parents receive a brochure explaining the family life education program for the child's grade level. Health is taught as part of the physical education program in grades five and six.

Character Education

The educational program is designed to help students develop into thinking, moral, and contributing citizens. Thus, character education is an integral part of the comprehensive elementary curriculum. A comprehensive approach seeks to foster virtue through the teacher's example, the subject matter of the curriculum, the rigor of the academic standards, the conduct of sports and other activities, the handling of rules and discipline, and the school's intellectual and moral climate.

A comprehensive approach recognizes that everything in a school's moral life affects character, for good or for ill. Values such as respect for self and others, responsibility, honesty, fairness, self-discipline and effort, helpfulness, cooperation, and courage are reinforced through curriculum-based, age-appropriate activities.

Music

Students in grades K-4 participate each week in music classes taught by a music specialist. Music appreciation, concepts, and skills are taught through a variety of activities and experiences and they are often correlated with the academic Standards of Learning. There is also a fourth grade chorus in each elementary school. An extensive fine arts introduction and recruitment program takes place during the fourth grade to help students make an informed decision to enroll in either band, orchestra, chorus, or art the following year. This is an extremely important decision considering the calibre and scope of the musical opportunities offered in the upper elementary grades and later, in the middle and high school grades.

Art

Students in grades K-4 participate each week in art classes taught by an art specialist. At grade five, art is one of the fine arts options. The nationally recognized, sequential curriculum includes art history, art appreciation and criticism, and the production of art. Art activities are also generated by the regular classroom teacher and are often correlated with the academic Standards of Learning. In spring, a K-12 art exhibit is held to share student art work with the community. Student art is also exhibited throughout the year at the individual schools, Central Office, City Hall, and various other locations in the area. Student art is included annually in The Unfinished Jigsaw, a divisionwide anthology of creative literary and art work.

Fine and Performing Arts

Art and music classes are supplemented by a variety of opportunities which allow students to discover and deepen their interests in the arts. Musical and theatrical assembly programs, workshop demonstrations, and artists-in-residence allow students to interact with professionals in fine and performing arts. Groups such as the Richmond Ballet, Virginia Opera, and Theatre IV frequently perform for students. These programs emphasize an appreciation for and knowledge of the arts, their historical development, and their role in the lives of humankind.

Every spring, a K-12 anthology of student literary and art work, *The Unfinished Jigsaw*, is published for the purpose of encouraging students to develop their creative abilities and to share their creative work. Students share their artistic and musical talents at the annual spring art exhibit and at concerts and plays throughout the year.

The fine and performing arts programs of the Charlottesville schools are enhanced by activities sponsored by Ash Lawn-Highland Summer Festival, Charlottesville Chamber Music Festival, Community Children's Theatre, McGuffey Art Center, Paramount Theater, Piedmont Council of the Arts, Piedmont Virginia Community College, Tuesday Evening Concert Series, University of Virginia Art Museum, Virginia Commission for the Arts, and other local organizations.

Technology Education

Each elementary school has desktop computer equipment intended for use by all students. Some schools concentrate this equipment into computer labs while others distribute this equipment to classrooms. In addition, all schools have mobile laptop labs.

Classroom teachers review with students the Charlottesville City Schools Appropriate Use Policy found in the Code of Student Conduct and instruct students in the appropriate use of technology resources. Teachers tailor word processing, graphics, and report preparation activities to be suitable to the development of students at each grade level. Teachers focus on technology as a tool to enhance learning within the students' regular classroom curricula. Each school provides software which complements the regular program of studies.

Physical Education

Students in the elementary schools are taught physical education by specially trained teachers. The program provides many opportunities for students to learn the skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle. The program focuses on individual development in the areas of skillful movement, movement principles and concepts, personal fitness, responsible behaviors, and a physically active lifestyle. Instruction and activities involve directed play, rhythm and dance, lifetime physical activities, and individual and team games. Aquatics is included in the physical education program for grades five and six. Students are encouraged to grow in strength, coordination, and overall personal fitness and wellness. Students who reach high levels of physical fitness earn President's Council on Physical Fitness Awards.

Library/Media Center

The mission of the library program is to help students become lifelong learners and users of information both within the walls of the library and beyond through electronic means. The library is central to the instructional program in the elementary school. It strengthens teaching and learning by providing the resources and services to satisfy both the personal and instructional learning needs of students and teachers. Print and nonprint holdings support the state Standards of Learning.

A variety of activities/lessons are planned and implemented jointly by the librarian and teachers. These are intended to motivate students to read, to promote the enjoyment of children's literature, to develop research and critical thinking skills, to enhance cultural awareness, to help students be effective users of ideas and information and to ensure computer literacy. Some library programs include Accelerated Reader, Virginia's Reader's Choice, VA Festival of the Book, State Student Media Festival, Newspapers in Education, building level reading programs, book fairs, clubs and a close affiliation with public library programs.

Field Trips

Field trips are an integral part of the school's educational program. They serve as an extension of the classroom and provide opportunities for students to experience first-hand some of the concepts introduced in the various units of study. Children must have written parental permission to participate in field trips.

Homework, Testing, Report Cards and Promotion

Homework

Most school work is completed under the supervision of the teacher during school hours. Teachers, however, periodically assign additional work to be done outside of school. Homework is viewed as one part of the teaching-learning process. When used effectively, it helps students apply independently what they have learned, develop responsibility, and demonstrate commitment to learning. Homework provides an opportunity for students to practice good work habits and to learn to use time productively.

Although all schools support homework as an essential component of the learning process, it is employed in a variety of ways. Parents are encouraged to confer with the teacher or principal about specific practices related to homework.

Testing Program in the Elementary Schools

The school division administers tests to all students at designated grade levels. In both the fall and spring, kindergarten, first, second and third grade students participate in PALS (Phonological Awareness Literacy Screening). Grade 1 students also take the CogAT (Cognitive Abilities Test) in early spring. In late spring, students take Virginia Standards of Learning tests. Grade 3 and grade 5 students take SOL tests in each of the four core areas: English (reading), mathematics, science, and history. Grade 5 students also take an English (writing) test in early spring. Grade 4 and grade 6 students take SOL tests in English (reading) and mathematics. Grade 6 students also take an SOL test in history.

Schools use test data in the following ways:

- To identify students with special instructional needs.
- To identify the need for special courses and programs.
- To provide data for instructional improvement.
- To pinpoint areas of the school program which need further study.

The school will notify parents when the city-wide tests are given during the year and will provide parents with information on their child's performance as measured by the tests. Parents who have questions about the testing program or their child's school performance should contact the classroom teacher.

Each year English language proficiency assessments are administered at all grade levels to students for whom English is a second language. The English language proficiency assessment is a state and federal requirement.

Students with disabilities and students with limited English proficiency may require special testing accommodations and have additional rights; parents should consult the principal for further information.

Reporting Student Progress

Teachers and parents discuss the student progress at least once a semester in a scheduled parent-teacher conference. In kindergarten and first grades, a written progress report is given at the end of the first and second semesters. For grades 2-6, this report is given after each nine-week term. For grades five and six, an interim report is sent home mid-way through each nine weeks reporting period. Parents may request an individual parent-teacher conference at any time. Informal reports about student performance occur when needed through notes or telephone calls, especially when achievement is noteworthy or when a problem is identified.

Samples of Student Work

Each elementary school has a procedure for sending student work home on a regular basis. Some teachers prefer sending work completed during the week to parents on Friday. Others prefer waiting until completion of the unit of study.

Informal Reporting Procedures

Open house programs, PTO programs, school and class newsletters, and brief notes or telephone calls are important components of the reporting system. In many instances, a quick phone call or short note can alert the

teacher or parent to a possible problem or clarify a misunderstanding. Informal reporting practices strengthen the bonds between home and school.

Report Cards for Grades K-6

Students are assessed in the areas of reading/language arts, mathematics, history and social science, science, fine arts and physical education. The student's record of attendance is included on the report card. Parents are asked to review the report, discuss it with their child, and return the signed portion.

Student Promotion and Retention

In the elementary schools, student promotion to the next grade is based upon a number of considerations including mastery of the skills and knowledge appropriate to the student's grade, age, and level of mental and physical maturity as well as performance on the Standards of Learning tests. When a student fails to make satisfactory progress, he/she may be retained. Retention is never an end-of-the-year surprise to a student or parent. If a student's work falls below an acceptable level and retention is a possibility, the teacher communicates this fact to the parent in time to try to correct the difficulty.

The Learning Environment

The creation and maintenance of a productive and creative learning and teaching environment is a goal of the Charlottesville City Schools. All members of the school community are expected to work toward this common goal. A basis for this goal is found in the beliefs educators hold regarding students and teachers.

We believe that all teachers care about their students, expect students to achieve, desire success, strive to be effective, and want students to enjoy learning.

We believe that all students want to enjoy school and learn, want to be respected and treated with dignity, and want to be loyal to teachers and classmates.

Student Rights and Responsibilities

In order to grow, students need an environment in which a concerned teacher sets firm, consistent, positive limits while providing warmth and support for appropriate behavior.

Rights

- To feel secure
- To be treated with dignity and respect
- To be recognized
- To work in a safe and pleasant environment
- To study and learn
- To use all of the facilities and materials available in the school

Responsibilities

- To abide by rules, regulations, and policies
- To treat teachers, administrators, and peers with dignity and respect
- To help make school an orderly and pleasant environment for learning
- To be receptive to instruction and to participate in learning activities
- To come prepared with personal supplies
- To respect the rights and property of others
- To avoid the use of profane and vulgar language
- To be punctual and maintain regular attendance

Respect for School and Personal Property

Students are expected to respect and care for personal and school property at all times. Care should be taken by parents and teachers to help students develop an attitude of pride and respect for personal property and the property of others.

If a student injures, destroys, or defaces school property, the student and/or his parents or guardians will be required to pay the amount lost in addition to whatever other disciplinary action may be deemed necessary by the principal of the school.

Code of Student Conduct

The Charlottesville School Board, under Virginia Law, has the authority to enact and enforce reasonable rules for the governance of its schools and to regulate the conduct of students going to and returning from school. The school board holds all school employees responsible for supervising student behavior while students are legally under the supervision of the schools. Additionally, the school board holds all parents and students responsible for appropriate conduct as defined in the Charlottesville City Schools Code of Student Conduct. This document is distributed to students, parents and school personnel. It defines the standards of the Charlottesville School Board for student conduct and explains the procedures used to ensure a safe, secure and orderly environment for learning.

Pledge of Allegiance

All students are required by state law (Code of Virginia 22.1-202) to learn the Pledge of Allegiance and to demonstrate such knowledge through daily recitation in the classroom. Students shall stand and recite the Pledge. No student, however, shall be compelled to recite the Pledge if he/she, or his/her parent or legal guardian objects on religious, philosophical or other grounds. Students who are thus exempt shall remain quietly standing or sitting and shall make no display that disrupts or distracts others who are reciting the Pledge.

Minute of Silence

State law (Code of Virginia 22.1-203) requires the daily observance of one minute of silence in each classroom. During the period of silence, the teacher shall take care that all students remain seated and silent. The teacher further shall ensure that no student disrupts or distracts other students during the minute of silence.

Special Services and Programs

Counseling and Guidance

Counselors in the Charlottesville City Schools provide a comprehensive and developmental counseling and guidance program for students in kindergarten through grade 12. Through a sequence of appropriate individual and group activities, counselors help students to develop positive self-concepts, effective relationships, decision-making skills, understanding of present and future life roles, and to make appropriate and meaningful educational and career decisions and choices. The elementary school counselors provide individual and group counseling, group and classroom guidance activities, parent and teacher consultation, and referral assistance to community services and programs.

Student Health Services

Licensed practical and registered nurses are assigned to the schools to conduct health screenings, dispense medications, administer first aid, and assist with health problems that occur at school.

Communicable Diseases and Conditions

No child with a suspected communicable disease, including pertussis, ringworm, impetigo, lice, or conjunctivitis, is permitted to remain in school. In order to return to school, the principal/nurse must receive - written notice that the student has received adequate treatment.

Child Abuse and Neglect

School employees are required by law to report all suspected cases of child abuse or neglect to the Protective Services Office of the Charlottesville Department of Public Welfare.

Procedures for Accidents and Illness at School

It is essential that parents provide a telephone number where they may be reached in an emergency. First aid will be given to accident victims and students who become ill. Parents will be notified and requested to take students home or to a physician in cases requiring follow-up care.

Health Screenings

Trained personnel conduct regular routine screening for height, weight, vision, and hearing. Parents will be notified if results indicate need for professional evaluation. Parents may request in writing for a child to be excluded from any screening, but are encouraged to talk with the principal before doing so.

Medications at School

Prescription Medications

Charlottesville City School Board personnel may give prescription medication to students only with a physician's written order and written permission from the student's parent or guardian. Such medicine must be in the original container and delivered to the principal, school nurse or school division designee by the parent/guardian of the student.

Nonprescription Medications

Charlottesville City School Board personnel may give nonprescription medication to students only with the written permission of the parent or guardian. Such permission shall include the name of the medication, the required dosage of the medication, and the time the medicine is to be given. Such medicine must be in the original container and delivered to the principal, school nurse or school division designee by the parent/guardian of the student.

Other Student Services

Visiting Teachers/School Social Workers

Visiting teachers and school social workers help to coordinate home-school communication, interview parents to obtain family histories when needed for special education eligibility, and represent the school system to other community agencies.

School Psychologists

School psychologists evaluate students involved in the special education eligibility process and provide both short-term individual and/or group counseling and teacher consultation regarding both general education and special education students.

Speech/Language Pathologists

Speech/language pathologists provide articulation, language, voice, and/or fluency therapy to eligible special education students and participate in the screening of all kindergarten and new students.

Special Programs

Gifted Education

Quest, Charlottesville's gifted education program, seeks to provide appropriate educational experiences for intellectually gifted students in grades K-12. ArtQuest serves students in grades 5 through twelve who are gifted in the visual arts. Teachers, parents, or others may nominate students for either program. Nomination forms are available in each school office or by contacting the Division Coordinator of Instruction. The school screening committee and the citywide selection committee are responsible for identifying qualified students. Identification and program placements continue throughout the year.

Gifted students receive services through a collaborative/consultation model that integrates specialized services with the general education program. Classroom teachers and gifted education specialists plan and provide a variety of learning opportunities geared to particular needs. They design experiences to strengthen direct services

(the sole responsibility of the specialist) and collaborative services (the shared responsibility of the classroom teacher and the specialist) for high ability learners inside and outside of the regular classroom.

ArtQuest offers differentiated curriculum and instruction for students gifted in the visual arts. Students meet once a week after school with peers having similar talents. They work with artists to create and learn about art, discuss art history and the art of various cultures, and learn new vocabulary. Students are encouraged to explore various forms of art, develop new ideas, and produce original products that demonstrate an understanding of abstract and complex concepts. Specialized materials and equipment are available for their use. Each year they prepare a special exhibit of their work.

Talent Development

Talent development includes services for students who demonstrate strong academic potential but may need encouragement and support to reach and maintain their high performance capabilities. These educational experiences are provided to help students accelerate their academic achievement, learn to value their abilities, and view themselves as productive life-long learners.

Special Education

Special Education is a term for the program which serves students formally identified as being disabled. The disability may be physical, emotional, intellectual, and/or neurological and must adversely impact the child's educational progress. The eligibility process begins with the school's Child Study Committee and anyone may refer a child to this problem solving group. The Child Study Committee is responsible for determining whether or not it is appropriate for a student to be evaluated for special education eligibility. If a student is to be evaluated, parental permission is obtained and information is gathered. The information may include the student's intellectual ability, emotional health, school achievement, behavior, and ability to use language. Parents usually provide information about the home and the student's medical history. Eligibility for special education is determined by a multi-disciplinary team of professionals, including the parent/s, who compare the information gathered about the student with the definitions of disability which are defined by federal law and state regulations. The Charlottesville City Schools offer eligible children an array of services in order to meet each student's individual educational needs.

Title I Program

Title I is a federally funded compensatory education program for students who demonstrate an educational need for supplementary services in order to succeed in school. Charlottesville's program has several components.

The four-year-old preschool program stimulates each child's ability to understand the words and actions of others, to reason in order to make appropriate decisions, and to express thoughts and feelings. These goals are applied to all areas of the child's education including literacy, mathematics, social and personal experiences. The children in turn view themselves as responsible, competent individuals who can experience success within the school and outside the school.

The elementary Title I program is designed to be an intervention program, providing extra help to students in grades K-4. Each eligible school's program has been written carefully to best serve the needs of its students. Programs, therefore, differ some from school to school.

Creative Learning after School and Summer (c.l.a.s.s.)

c.l.a.s.s., an out-of-school-time enrichment program, is offered before and after school at six Charlottesville elementary schools. c.l.a.s.s. also provides a part-time program at Walker that complements EDGE, an extended day learning program.

c.l.a.s.s. offers a program that incorporates physical education, sports, computer technology, music, science, history, and arts and crafts. A site director supervises each program with the assistance of group leaders. The average staff to student ratio is 1:15. Homework, free play and student choice are part of the daily schedule.

c.l.a.s.s. provides experiential learning programs on teacher workdays, early release days, and spring break. Field trips to places such as the Richmond Science Museum, the Metropolitan Zoo, and the skating rink in Staunton are fun and educational. Registration for these trips is open to c.l.a.s.s. and non-c.l.a.s.s. students on a space-available basis.

For information about the c.l.a.s.s. program as well as a copy of our sliding scale, contact the c.l.a.s.s. office at 245-2501.

Extended Day Generates Excellence (EDGE)

For grades five and six, the EDGE program provides appropriate and safe recreation as well as opportunities for academic learning. The extended day offers numerous club and academic activities that honor student individuality, develop intellectual potential, and encourage students to think independently. Activities include international language, photography, science/technology, musical instrument practice, study hall, chess, dance, journalism, astronomy, film study, sports, etc.

The EDGE program operates on Mondays, Tuesdays, and Thursdays from 2:30 to 4:30 PM on site. After-school care is provided on Wednesdays and Fridays, 2:30 to 4:30 PM as well as every day, 4:30 to 5:30 PM. A fee is required for after-school care.

Burnley-Moran Extension Program

Burnley-Moran's Extension Program provides appropriate and safe recreation and academic learning opportunities for students in grades two through four, with learning opportunities for select second-semester kindergarten and first grade students. The extended day program offers numerous club activities, such as international language, cooking, arts and crafts, science, math, journalism, technology, dance, learning lab, cultural studies, music, sports, etc. These club activities and academic learning experiences honor student individuality, develop intellectual potential, and aid students with the ability to think freely and independently.

The Burnley-Moran Extension Program operates on Mondays, Tuesdays, and Thursdays from 3:00 to 4:30 p.m. on site. Buses are provided (4:30 p.m.) for students who participate in this program.

School Regulations and Procedures

Policies and Regulations

School Board policies and regulations, governing the operation of the Charlottesville City Schools, are on file in each school library for review by the public.

Drug and Alcohol Education and Prevention

Charlottesville City Schools offer age-appropriate, developmentally based drug and alcohol education and prevention programs which clearly state to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. School board policy prohibits the use of alcohol and other illegal drugs by all students. Any use, possession, or sale of illegal drugs will be reported to the building principal who shall suspend any student who distributes, possesses, or makes use of illegal drugs on school property. Drug and alcohol counseling is available through Region Ten Community Services Board at 972-1829.

Compulsory Attendance

Code of Virginia § 22.1-254. Compulsory attendance required; excuses and waivers; alternative education program attendance; exemptions from article.

A. Except as otherwise provided in this article, every parent, guardian, or other person in the Commonwealth having control or charge of any child who will have reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday shall, during the period of each year the public schools are in session and for the same number of days and hours per day as the public schools, send such child to a public school or to a private, denominational, or parochial school or have such child taught by a tutor or teacher of qualifications prescribed by the Board of Education and approved by the division superintendent, or provide for home instruction of such child as described in § 22.1-254.1.

As prescribed in the regulations of the Board of Education, the requirements of this section may also be satisfied by sending a child to an alternative program of study or work/study offered by a public, private, denominational, or parochial school or by a public or private degree-granting institution of higher education. Further, in the case of any five-year-old child who is subject to the provisions of this subsection, the requirements of this section may be alternatively satisfied by sending the child to any public educational pre-kindergarten program, including a Head Start program, or in a private, denominational, or parochial educational pre-kindergarten program.

Instruction in the home of a child or children by the parent, guardian, or other person having control or charge of such child or children shall not be classified or defined as a private, denominational or parochial school.

The requirements of this section shall apply to (i) any child in the custody of the Department of Juvenile Justice or the Department of Corrections who has not passed his eighteenth birthday and (ii) any child whom the division superintendent has required to take a special program of prevention, intervention, or remediation as provided in subsection C of § 22.1-253.13:1 and in § 22.1-254.01. The requirements of this section shall not apply to (a) any person 16 through 18 years of age who is housed in an adult correctional facility when such person is actively pursuing a general educational development (GED) certificate but is not enrolled in an individual student alternative education plan pursuant to subsection D, and (b) any child who has obtained a high school diploma or its equivalent, a certificate of completion, or a GED certificate, or who has otherwise complied with compulsory school attendance requirements as set forth in this article.

B. A school board shall excuse from attendance at school:

1. Any pupil who, together with his parents, by reason of bona fide religious training or belief is conscientiously opposed to attendance at school. For purposes of this subdivision, "bona fide religious training or belief" does not include essentially political, sociological or philosophical views or a merely personal moral code; and

2. On the recommendation of the juvenile and domestic relations district court of the county or city in which the pupil resides and for such period of time as the court deems appropriate, any pupil who, together with his parents, is opposed to attendance at a school by reason of concern for such pupil's health, as verified by competent medical evidence, or by reason of such pupil's reasonable apprehension for personal safety when such concern or apprehension in that pupil's specific case is determined by the court, upon consideration of the recommendation of the principal and division superintendent, to be justified.

C. A school board may excuse from attendance at school:

1. On recommendation of the principal and the division superintendent and with the written consent of the parent or guardian, any pupil who the school board determines, in accordance with regulations of the Board of Education, cannot benefit from education at such school; or

2. On recommendation of the juvenile and domestic relations district court of the county or city in which the pupil resides, any pupil who, in the judgment of such court, cannot benefit from education at such school.

D. Local school boards may allow the requirements of subsection A of this section to be met under the following conditions:

For a student who is at least 16 years of age, there shall be a meeting of the student, the student's parents, and the principal or his designee of the school in which the student is enrolled in which an individual student alternative education plan shall be developed in conformity with guidelines prescribed by the Board, which plan must include:

a. Career guidance counseling;

b. Mandatory enrollment and attendance in a general educational development preparatory program or other alternative education program approved by the local school board with attendance requirements that provide for reporting of student attendance by the chief administrator of such GED preparatory program or approved alternative education program to such principal or his designee;

c. Counseling on the economic impact of failing to complete high school; and

d. Procedures for reenrollment to comply with the requirements of subsection A of this section.

A student for whom an individual student alternative education plan has been granted pursuant to this subsection and who fails to comply with the conditions of such plan shall be in violation of the compulsory school attendance law, and the division superintendent or attendance officer of the school division in which such student was last enrolled shall seek immediate compliance with the compulsory school attendance law as set forth in this article.

Students enrolled with an individual student alternative education plan shall be counted in the average daily membership of the school division.

E. A school board may, in accordance with the procedures set forth in Article 3 (§ 22.1-276.01 et seq.) of Chapter 14 of this title and upon a finding that a school-age child has been (i) charged with an offense relating to the Commonwealth's laws, or with a violation of school board policies, on weapons, alcohol or drugs, or intentional injury to another person; (ii) found guilty or not innocent of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the superintendent of the school division pursuant to subsection G of § 16.1-260; (iii) suspended pursuant to § 22.1-277.05; or (iv) expelled from school attendance pursuant to § 22.1-277.06 or § 22.1-277.07 or subsection B of § 22.1-277, require the child to attend an alternative education program as provided in § 22.1-209.1:2 or § 22.1-277.2:1.

F. Whenever a court orders any pupil into an alternative education program, including a program of general educational development, offered in the public schools, the local school board of the school division in which the program is offered shall determine the appropriate alternative education placement of the pupil, regardless of whether the pupil attends the public schools it supervises or resides within its school division.

The juvenile and domestic relations district court of the county or city in which a pupil resides or in which charges are pending against a pupil, or any court in which charges are pending against a pupil, may require the pupil who has been charged with (i) a crime that resulted in or could have resulted in injury to others, (ii) a violation of Article 1 (§ 18.2-77 et seq.) of Chapter 5 of Title 18.2, or (iii) any offense related to possession or distribution of any Schedule I, II, or III controlled substances to attend an alternative education program, including, but not limited to, night school, adult education, or any other education program designed to offer instruction to students for whom the regular program of instruction may be inappropriate.

This subsection shall not be construed to limit the authority of school boards to expel, suspend, or exclude students, as provided in

§§ 22.1-277.04, 22.1-277.05, 22.1-277.06, 22.1-277.07, and 22.1-277.2. As used in this subsection, the term "charged" means that a petition or warrant has been filed or is pending against a pupil.

G. Within one calendar month of the opening of school, each school board shall send to the parents or guardian of each student enrolled in the division a copy of the compulsory school attendance law and the enforcement procedures and policies established by the school board.

H. The provisions of this article shall not apply to:

1. Children suffering from contagious or infectious diseases while suffering from such diseases;
2. Children whose immunizations against communicable diseases have not been completed as provided in § 22.1-271.2;
3. Children under 10 years of age who live more than two miles from a public school unless public transportation is provided within one mile of the place where such children live;
4. Children between the ages of 10 and 17, inclusive, who live more than 2.5 miles from a public school unless public transportation is provided within 1.5 miles of the place where such children live; and
5. Children excused pursuant to subsections B and C of this section.

Further, any child who will not have reached his sixth birthday on or before September 30 of each school year whose parent or guardian notifies the appropriate school board that he does not wish the child to attend school until the following year because the child, in the opinion of the parent or guardian, is not mentally, physically, or emotionally prepared to attend school, may delay the child's attendance for one year.

The distances specified in subdivisions 3 and 4 of this subsection shall be measured or determined from the child's residence to the entrance to the school grounds or to the school bus stop nearest the entrance to the residence of such children by the nearest practical routes which are usable for walking or riding. Disease shall be established by the certificate of a reputable practicing physician in accordance with regulations adopted by the Board of Education.

Admission Requirements

Students enrolling in the Charlottesville City Schools for the first time must provide the following documentation:

- A birth certificate
- Proof of residency
- A social security number (optional)
- -A physical examination performed by a physician within a year of enrollment
 - -Immunizations for Rubeola (Red Measles), Rubella (German Measles) and Mumps prior to entry
 - -At least the first in the series of three immunizations for Diphtheria, Tetanus and Pertussis (DPT), Polio, and Hepatitis B.

Transfer students whose transcripts do not contain evidence of completed health requirements will be notified that these requirements must be completed within 30 days. If records of immunizations are unavailable at the time of registration, parents must take action to obtain records or begin the process of immunization again.

Attendance Areas

The attendance area for each school is established by the School Board. A student attends the school in the attendance area in which he/she resides with a parent or legal guardian.

Factors considered when establishing school attendance areas include capacity of schools; number of children of school age living in the area; natural boundaries, city limits, and major traffic arteries; safety of the students going to and from school; and the number of children living in a given area who qualify for free and reduced meals.

Change of Residence

A student who changes residence during the school year to another attendance area in Charlottesville may be permitted to complete the school year in the school in which he/she was originally assigned. The parent is responsible for transportation to and from school. The length of time the student has attended the original school before the year of the move will determine where they are required to enroll at the beginning of the next school year. If the student has attended the original school for at least three years, he is eligible to complete his education at the original school, and the parent/guardian must provide transportation. If the student has not been in attendance for three years, the student shall enroll in and attend the school serving the attendance zone in which she resides at the beginning of the next school year.

A student who moves during the school year to a residence outside of the corporate limits of the City of Charlottesville may continue to attend Charlottesville City Schools at no tuition charge for the remaining school year with approval of the Principal. The parent is responsible for transportation to and from school.

Request forms for out-of-zone attendance must be submitted annually to the office of the Director of Administrative Support Services who will forward a copy to the office of the principal of the desired school of attendance.

Admission of Non-Resident Students

Students residing outside the corporate limits of the City of Charlottesville may apply to attend Charlottesville City Schools under the division's tuition-based, non-resident student procedures. Applications must be submitted each year. Students residing outside of Charlottesville may also attend Charlottesville City Schools under conditions mandated for acceptance by law as stated in the Code of Virginia and under conditions of a contract with another school division. The enrollment of students from outside districts is not mandatory and will be considered only when a prospective student meets admission standards as set by the Commonwealth of Virginia and the Board, and there is room to accommodate the student in the grade of the school(s) requested without additional costs to the division.

Legal Guardian

Anyone other than the natural parent of a child otherwise eligible to attend Charlottesville City Schools must provide legal guardianship papers before the child may be enrolled in school. Guardianship is granted only by the Judge of the Juvenile and Domestic Relations Court located in Charlottesville.

Absence and Tardiness

Sickness of a student, illness in the family, exposure to contagious diseases, or religious holidays are legitimate excuses for absence or tardiness. In all such cases the student's parents or legal guardian must contact the school by telephone or note to explain the absence or tardiness.

If a student fails to report to school and no indication has been received by school personnel that the parent or guardian is aware of the absence, a reasonable effort will be made by school personnel to contact the parent or guardian by telephone.

Disciplinary Procedures

State law, as well as policies and regulations of the Charlottesville School Board, give authority to certain school officials to impose disciplinary measures. To ensure that student and parent rights are not denied, officials

follow clearly stated procedures set forth in the Code of Student Conduct. Parental permission is not required for school officials to impose any of these penalties. Laws, policies, and regulations are available for parental perusal by calling the principal and arranging a time to visit the school to read the policy manual.

Early Dismissal

A child may leave school premises during the school day only with the permission of his/her parent, legal guardian, or the principal. Any child attending school for a part of a day is considered present for the entire day.

Inclement Weather School Closing

Inclement weather or other unforeseen circumstances may necessitate that the Superintendent close schools, open schools late or close schools early during the school day. Local radio and TV stations will announce late openings or closings. Parents may call **245-2401** (24 hours/day) for up-to-date school closing information or visit the CCS web site at www.charlottesvilleschools.org. A List Serv message is sent to parents by email if schools close early during the school day. Sign up for List Serv mailings on the CCS Home Page.

Procedures used during emergency openings and closings:

- Regular school bus runs are operated.
- Breakfast is not served when school opens two hours late.
- Lunch generally is served prior to early closing.
- -Students who walk or ride in automobiles are directed to follow parents' or legal guardians' emergency plans.
- -A parent must provide an emergency dismissal plan if it is different from the child's usual departure plan. The emergency dismissal plan must be given to the child's teacher in writing.

Insurance

Parents are encouraged to provide accident insurance for their children. If a child is not covered by a family policy, the parent may consider a policy available through the approved agent of the school system. This insurance is a service to the student. Information is available in the school office. The school system does not receive any financial or other benefits from the approved insurance agent.

Qualifications of Teachers and Instructional Assistants

At the beginning of each school year, divisions that receive Title I funds must notify the parents of each student attending any school receiving Title I funds that the parents may request information regarding the professional qualifications of the student's classroom teachers, which will include, at a minimum:

- ◆ whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- ◆ whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- ◆ the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and
- ◆ whether the child is provided services by paraprofessionals and, if so, their qualifications.

20 U.S.C. § 6311(h)(6).

Schools receiving Title I funds must also give timely notice that the parents' child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified, as defined by NCLB. 20 U.S.C. § 6311(h)(6)(B)(ii).

Student Records

In accordance with Guidelines for the Management of the Student's Scholastic Record in Virginia Public Schools (May 2004), Charlottesville City Schools maintains a confidential educational record for each student who is enrolled in the school division. The content of the scholastic record is limited to data needed by the school to assist the student in his/her personal, social, educational, and vocational development and in his/her educational and vocational placement.

The information maintained in a Scholastic Record includes:

- ◆ Academic transcript
- ◆ Name and address of student
- ◆ Birth date and number
- ◆ Student I.D. or social security number (unless waiver is granted)
- ◆ Name and address of parent or guardian
- ◆ Record of attendance
- ◆ Schools attended
- ◆ Scholastic work completed
- ◆ Grades and grade point average
- ◆ Class rank
- ◆ Type of diploma earned
- ◆ Test data, to include results of Virginia State Assessment Program
- ◆ School entrance physical examination report, immunization certificate or verification of immunizations
- ◆ Notice of school status as condition of admission (a sworn statement or affirmation indicating whether the student has been previously expelled from school attendance)
- ◆ Record data disclosure form
- ◆ Student termination (graduation/withdrawal)
- ◆ Legal documents pertaining to the student

Special Education Records include:

- ◆ Records of referral
- ◆ Reports of assessment, including educational, physiological (medical, speech, hearing, vision), psychological, sociological
- ◆ Permission for initial testing
- ◆ Permission for initial placement
- ◆ Summary of eligibility minutes
- ◆ Individualized education program (IEPs)

All educational records are maintained confidentially. They are filed in a central location accessible to professional personnel within the school and/or personnel with division-wide responsibilities who have a legitimate educational interest in the student. All educational records are located in the office of the school the student currently attends. The Superintendent or designee is responsible for the collection of data, record maintenance and security, and disclosure of information from the records of students who attend his/her school.

Release of data from student records is made in accordance with Regulation 7.14 of the Charlottesville City Schools and in accord with **Guidelines for Management of the Student's Scholastic Record in Virginia Public Schools (May 2004)**.

When a request is made for copies from the educational record, such request is granted as quickly as practical, but certainly within 14 days. Without prior written consent, information from the educational record is disclosed to school personnel with legitimate interest, to appropriate persons in an emergency, for audits or research where personally identifiable information is excluded, to protective services personnel, or when requested if a student transfers to another school or post-secondary education within the state of Virginia.

A record is kept of all persons, agencies, or organizations outside the school division requesting access to a student's record. The record indicates the legitimate interest of the person making the request and whether or not it was granted.

Eligible students and/or parents have a right to review or challenge records or portions of records which they believe to be incorrect. The parent or eligible student may request in writing that the school which maintains the record amend it, regardless of when the information was entered in the record. The school may decide to amend the record in accordance with the request within a reasonable period of time—no more than fifteen (15) days after the receipt of the request. The amendment shall be made in writing, inserted in the student's record, and maintained in accordance with previously outlined maintenance and disposition procedures. The education agency or institution may utilize informal attempts to reconcile differences, but the parent or eligible student may exercise the right to a hearing without the benefit of the decision from any information proceeding.

If the school decides to refuse to amend the record of the student in accordance with the request, it shall, within fifteen days, so inform the parent or eligible student of the refusal and advise of the right to a hearing. The local school division shall provide an opportunity for a hearing to challenge data. The hearing shall be conducted in accordance with procedures in the Family Educational Rights and Privacy Act Regulation 99.22. These procedures are also outlined in Guidelines for Management of the Student's Scholastic Record in Virginia Public Schools (May 2004). If, as a result of the hearing, the local school division decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the record of the student accordingly and so inform the parent or eligible student in writing.

If, as a result of the hearing, the local school division decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place in the record of a student a statement commenting upon the information in the scholastic record and/or setting forth any reason for disagreeing with the decision of the local school division. Any such explanation placed in the scholastic record of the student shall:

1. be maintained by the school as part of the scholastic record of the student as long as the record or contested portion thereof is maintained, and
2. be disclosed by the school when the record of the student or the contested portion thereof is disclosed to any party.

The following items of personally identifiable information in a student's scholastic record may be classified as *directory information* and is not considered harmful or an invasion of privacy if released:

- ◆ name of student in attendance or no longer in attendance
- ◆ address
- ◆ date and place of birth
- ◆ telephone listing
- ◆ dates of attendance
- ◆ participation in officially recognized activities and sports
- ◆ height and weight, if member of athletic team
- ◆ photograph
- ◆ awards and honors received
- ◆ other similar information

Should the school board elect to designate and make public directory information, it shall give annual written and public notice indicating those categories of data designated as directory information for its students and the right of refusal for the disclosure of such data. After such notice has been given, a reasonable time—not more than 15 days—shall be allowed for a parent or eligible student to notify the school in writing that any part of all such information about his/her child shall not be disclosed without prior consent. In the absence of parent/eligible student request for non-disclosure, the school may disclose directory information in accordance with the local board policy (most typically to school photographers and for yearbooks). The school is not required to maintain a record of the disclosure of directory information.

The school division permanently maintains a record of each student's directory information, but other records may be destroyed following graduation or program completion. A notable exception is the student's psychological and sociocultural evaluations, individualized educational assessments, and other information collected as part of the special education process. Those records may be destroyed five years following a student's graduation or program completion.

Any questions or concerns a parent/guardian has regarding the educational record of his/her son or daughter should be directed to the school principal or to the Director of Special Education and Student Services at 1400 Melbourne Road, 245-2405. Parents and eligible students have a right to file a complaint with the U.S. Department of Education concerning alleged failures by the school division regarding compliance with the Family Educational Rights and Privacy Act (FERPA).

FERPA

Notification of Rights under Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) -The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal or designee a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent of eligible student of the time and place where the records may be inspected.

(2) -The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the School principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent, or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) -The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(4) -The right to file a complaint with the U. S. Department of Education concerning alleged failures by Charlottesville City Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Directory Information Notice

FERPA, a Federal law, requires that Charlottesville City Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Charlottesville City Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Charlottesville City Schools to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories-names, addressees and telephone listings-unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Charlottesville City Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing within thirty (30) calendar days of the receipt of this notification.

Charlottesville City Schools has designated the following types of student records as Directory Information.

1. Student's name
2. -Participation in officially recognized activities and sports
3. Address
4. Telephone listing
5. Weight and height of members of athletic teams
6. Electronic mail address
7. Photograph
8. Degrees, honors, and awards received
9. Date and place of birth
10. Major field of study
11. Dates of attendance
12. Grade level
13. Most recent educational agency or institution attended
14. Enrollment Status

PSRA

Notification of Rights under the Protection of Student Rights Amendment

PSRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U. S. Department of Education:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of—
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- Inspect, upon request and before administration or use—
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Charlottesville City Schools has developed policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collections, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Charlottesville City Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Charlottesville City Schools will also directly notify, such as through U.S. Mail or e-mail., parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an

opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Charlottesville City Schools will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity for the parent to opt his or her child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Specific activities and surveys covered under this requirement are:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.

- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Access to Sex Offender Registry

All parents of students attending schools in Virginia have the right to access the Virginia Sex Offender Registry. School division personnel may monitor the site but are only required to provide parents with access information to the site. It may be found at <http://sex-offender.vsp.virginia.gov/sor>.

Exchanging Gifts

The exchange of gifts between students at school is discouraged.

Management of Funds

Children are encouraged to bring to school only an amount of money necessary for daily expenses (i.e., lunch money). If a child is purchasing an item authorized by the Charlottesville School Board, a receipt for the money is written by the receiving teacher and the student is given a copy. All funds are deposited in the school's internal fund account. A financial management system is used in each school for this purpose.

Bicycle Riding

The principal evaluates traffic and safety conditions surrounding the school building and determines whether or not bicycle riding is safe. If it is, appropriate rules are established to ensure safe riding.

Fund-Raising

Fund-raising activities which involve students in door-to-door solicitation are prohibited.

Parent Participation in School Programs

School Visits

Schools operate primarily for the instruction of students. To ensure that visits to schools are beneficial:

- ♦ Call or come by the school to make an appointment.
- ♦ Upon arriving at school, report to the office to receive a visitor badge or to be announced to the staff member with whom you have an appointment.
- ♦ Identify the purpose of your visit.

Individuals who desire to conduct surveys or engage in research must contact the central administration office at 245-2400.

School Volunteers

Volunteers in the schools are encouraged and welcomed. Parents interested in learning more about the volunteer program may contact the building principal. Activities include:

- Tutoring in reading, writing, spelling, or mathematics
- -Assisting in special activities or programs such as plays, holiday observances, and school parties
- Assisting with story reading and student practice
- Assisting in the school library
- Assisting with supervision during lunch or recess
- -Serving as a resource person by sharing special skills, talents and interests
- -Serving as a volunteer in the c.l.a.s.s. program and other school clubs

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 Board 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 support 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, and
 - Keeping families informed of the objectives of educational programs as well as of their child's participation and progress.
- Enable families to participate in educating 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.
 - 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 achievement standards as all children are expected to meet.

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 the achievement of their children;

- 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.

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 school-wide 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.
- Submit any parent comments on the plan when the school makes the plan available to the Division if the school-wide 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.