



2011-2012

# Parent Information Guide

Grades K-12

Personal and Academic Excellence  
Inspired by a Collaborative and  
Innovative Learning Environment



# CHARLOTTESVILLE CITY SCHOOLS

## Parent Information Guide Grades K-12 2011-2012

### CCS Strategic Plan 2011-2017 (Adopted June 2011)

Personal and Academic Excellence Inspired by a Collaborative and Innovative Learning Environment

- Goal 1:** All students will graduate prepared for post-secondary education and active participation in society.
- Goal 2:** Our schools will be partners with families and the community to meet the academic, physical, social, and emotional needs of every student.
- Goal 3:** Our schools will be optimal teaching and learning environments, places of excellence and equity for all.
- Goal 4:** Charlottesville City Schools will be an exemplary workplace that attracts and supports the best-qualified teachers, administrators, and staff members.

August 2011

Dear Parent or Guardian:

Welcome to a new school year! We begin the school year with a new Charlottesville City Schools Strategic Plan for 2011-2017. It includes a revised vision statement—"Personal and Academic Excellence Inspired by a Collaborative and Innovative Learning Environment"—and four strategic goals to guide us:



- Goal 1: All students will graduate prepared for post-secondary education and active participation in society.
- Goal 2: Our schools will be partners with families and the community to meet the academic, physical, social, and emotional needs of every student.
- Goal 3: Our schools will be optimal teaching and learning environments, places of excellence and equity for all
- Goal 4: Charlottesville City Schools will be an exemplary workplace that attracts the best-qualified teachers, administrators, and support staff members.

Our 1:1 computer initiative—known as BLAST (Blended Learning to Advance Student Thinking)—is one of the most important innovations this year. As technology continues to expand learning opportunities and capabilities, our schools' reach is expanding beyond the classroom to be a global community.

Every student in grades 6-12 will be equipped with his or her own computer, providing access to richer content in the classroom—or at home for CHS students. Students will be supported and guided by teachers (who also have been given new computers) as they navigate new instructional territories in cyberspace. The student computers are Windows 7 tablets that are approximately the same size as an iPad. They have long battery runtime, are lighter than laptops, have very few moving parts, and are supported by cloud technology. These tools will provide our students with access to the most current information while developing research and reporting skills in a digital world. We are teaching not just for today, but for the future.

This *2011-2012 Parent Information Guide* has been expanded to include the policies, responsibilities, and rules that structure our work as well as practical information about your child's daily activities. We all share in the responsibility to give children the care, knowledge, and skills that they need to be successful. Please take time to review the booklet and to contact staff with any questions.

Sincerely,

Dr. Rosa S. Atkins  
Superintendent



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## Division Facts

4030 students—preK-12 (Oct. 2010)

### School facilities

- 6 elementary schools (preschool-4)
- 1 upper elementary school (5-6)
- 1 middle school (7-8)
- 1 high school (9-12)

### Average class size/teacher

- **K-4:** 17 to 20:1
- **Grades 5-6:** 16.25:1
- **Grades 7-8:** 16.25:1
- **Grades 9-12:** 20.5:1

Operating Budget: \$68,963,567 (FY10)

**Costs per Pupil:** For 2011, the estimated per pupil cost is \$16,141: \$4,145 from the state, \$1,615 from federal, and \$10,658 from local.

### Student body makeup (6/2010)

- 50% male, 50% female
- 42% white, 43% black, 5% Hispanic, 5% Asian/Pacific Islander/Hawaii, 5% other
- Gifted education students: 21.5%
- Special education students: 14.5%
- ESL students: 21.7%
- Languages spoken: 50+

### Academic stats

- CHS has more than 30 college level (Advanced Placement and Dual Enrollment) courses available
- 81% of the 2010 AP exams taken by CHS students earned scores of 3 or higher
- 77% of the graduating students in 2011 are pursuing higher education
- SAT combined mean scores in Verbal, Math, and Writing—respectively, 558,538,538—are above both state and national mean scores.

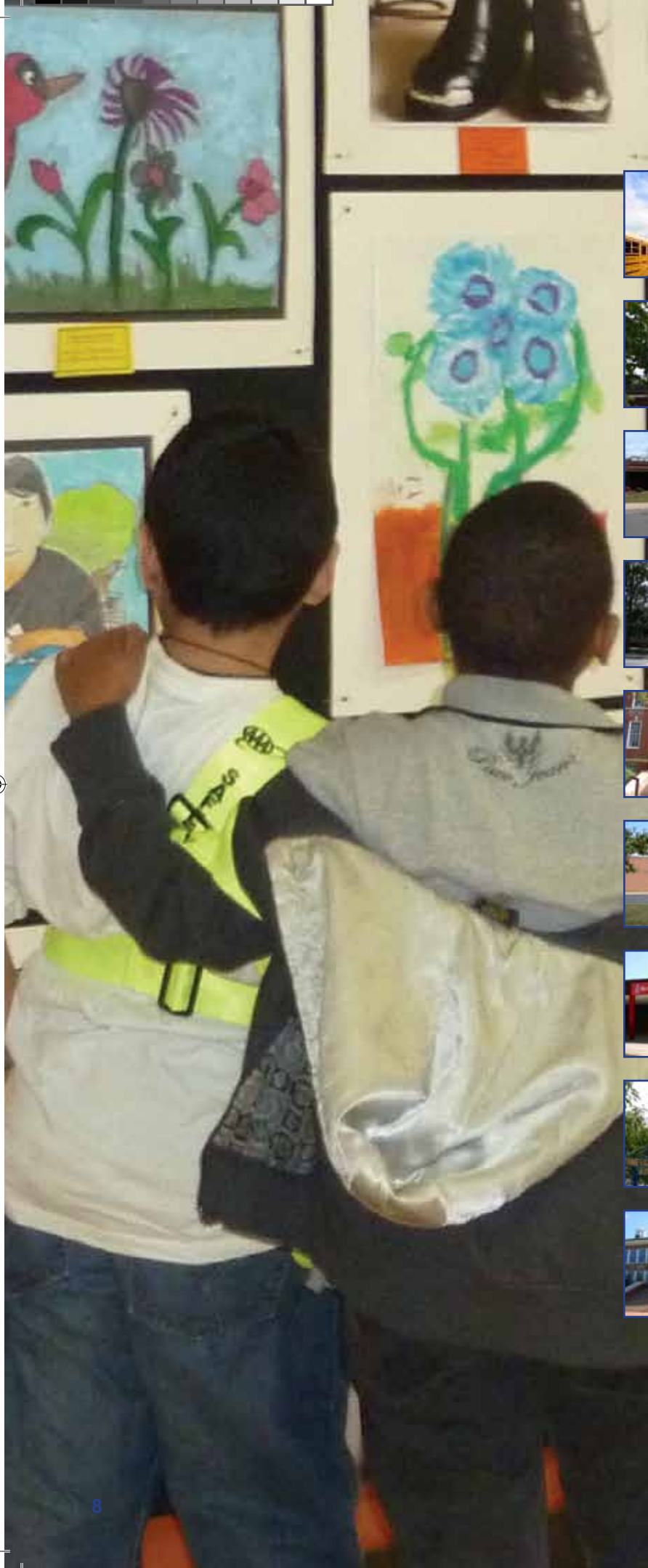
## Charlottesville City Schools 2011-2012 Calendar

August 10 - 12	New Teacher Orientation
August 15, 17, 18 and 23	Professional Learning Days, Building & Division
August 16, 19, 22 and 23	Teacher Workdays
August 24	First Day of School
September 5	Labor Day - School Division Closed
October 10	Professional Learning Day (No school for students)
October 28	End of First Grading Period (46 teaching days)
November 7 and 8	Teacher Workdays, B (No school for students)
November 8	Parent-Teacher Conference Day
November 23-25	Thanksgiving Break
December 19-30	Winter Break
January 2	Students/staff Return from Winter Break
January 20	End of Second Grading Period (44 teaching days) End of First Semester (90 teaching days)
January 16	Martin Luther King, Jr. Holiday, School Division Closed
January 23	Teacher Workday (No school for students)
February 20 -21	Professional Learning Days (No school for students)
March 30	End of Third Grading Period (47 teaching days)
April 2-6	Spring Break
April 9	Teacher Workday (No school for students)
April 10	Students/Staff Return from Spring Break
May 28	Memorial Day - School Division Closed
June 8	Last Day of School; half-day for students * End of Fourth Grading Period (43 teaching days) End of Second Semester (90 teaching days) End of School Year (180 teaching days)

Weather Make-Up Days (In order of potential use): Day 1: February 21; Day 2: April 9; Day 3: February 20; Day 4: June 11; Day 5: June 12.

### \*Early Release Times for Last Day of School

- Grades 5-8 12:30 p.m.
- Grades PreK-4 1:00 p.m.
- Grades 9-12 1:30 p.m.



## School Buildings and Principals



Charlottesville High School (9-12)  
Dr. Thomas Taylor, Principal  
1400 Melbourne Road 22901  
(434) 245-2410; FAX 245-2610



Buford Middle School (7-8)  
Mr. Eric Johnson, Principal  
1000 Cherry Avenue 22903  
(434) 245-2411; FAX 245-2611



Walker Upper Elementary (5-6)  
Ms. Terri Perkins, Principal  
1564 Dairy Road 22903  
(434) 245-2412; Fax 245-2612



Burnley-Moran Elementary (PreK-4)  
Dr. Dawn LoCasale, Principal  
1300 Long Street 22901  
(434) 245-2413; Fax 245-2613



Clark Elementary (PreK-4)  
Dr. Daphne Keiser, Principal  
1000 Belmont Avenue 22902  
(434) 245-2414; Fax 245-2614



Greenbrier Elementary (PreK-4)  
Mr. Jim Kyner, Principal  
2228 Greenbrier Drive 22901  
(434) 245-2415; Fax 245-2615



Jackson-Via Elementary (PreK-4)  
Dr. Tracie Daniels, Principal  
508 Harris Road 22903  
(434) 245-2416; Fax 245-2616



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



Venable Elementary (PreK-4)  
Ms. Erin Kershner, Principal  
406 14th Street, N.W. 22903  
(434) 245-2418; Fax 245-2618

Henry Avenue Learning Center  
Mr. Kenneth Leatherwood  
715 Henry Avenue 22902  
(434) 245-2406

## School Hours

Grades K-4: 8:30 a.m. - 3 p.m.

Grades 5-6: 8 a.m. - 2:30 p.m.

Grades 7-8: 7:42 a.m. - 2:32 p.m.

Grades 9-12: 8:55 a.m. - 3:35 p.m.

## General Information

### 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.

### School Meals

Charlottesville City Schools offers breakfast and lunch in all of our schools every school day. School menus are posted in the school office or on each school's home page on the web. Parents are always welcome to join their children for lunch!

For students who are eligible, free or reduced-priced lunches are available. To determine eligibility, an application must be completed, signed and returned to the school for verification and approval. Eligibility is based on household income or factors such as receiving Temporary Assistance for Needy Families (TANF), foster care with Department of Social Services, or homelessness based on McKinney-Vento standards. If a parent or guardian has questions about the completion of the application, contact the principal or coordinator of food services at 245-2422.

USDA prohibits discrimination in all programs on the basis of race, color, national origin, gender, age and disability. To file a complaint of discrimination, write to

the USDA, Director of Civil Rights, Room 326-W Whitten Bldg., 14th and Independence Ave SW, Washington DC 20250-94110.

**NOTE: To keep up with rising costs, prices for full-price meals were increased 25 cents this year.**

### School Breakfast Prices

K-12 Full price = \$1.25

K-12 Reduced price = .30

Adults = \$1.50

A daily choice of: milk, fruit or juice, 2 grains, or 1 grain and a protein, is offered. The student must take at least 3 of the above items for breakfast.

### School Meal Prices (increased 25 cents)

Menus are posted on each school web page.

K-12 Full price breakfast = \$1.25

K-6 full price lunch= \$2.00

7-12 full price lunch= \$2.25

### School Bus Information

Bus schedules are sent to each student's home before the start of the school year. Copies of bus schedules are available at each school office. To protect students, we no longer post this information online.

For general education students, riding the school bus is a privilege. Students who ride school buses are expected to conduct themselves in accordance with established standards for classroom behavior. Students are required to ride in assigned buses and get off at their designated stops. Students may be allowed to ride a bus other than the assigned bus or get off at a stop other than the designated stop if they have written permission from parents or guardians, which has been approved in advance by the principal or principal's designee.

Students who present disciplinary problems on school buses shall be reported to the principal by the driver and may have their riding privileges suspended. Students are also subject to the same disciplinary action as would be prescribed had the behavior occurred at school. The bus driver is in charge of all passengers and has the authority to assign seats and make any other reasonable arrangements deemed necessary to maintain a safe and orderly environment. Bus drivers may refuse transportation to students who possess unsafe objects or whose behavior constitutes a danger to themselves or others. School bus rules are described in the *Code of Conduct* and are enforced for all students riding buses.

### Driving Laws Related to School Buses

•Effective July 2011, a person driving a motor vehicle shall stop his vehicle when approaching, from any direction, any school bus that is stopped on any highway, private road, or school driveway for the purpose of taking on or discharging children, etc. Drivers must remain stopped until all the persons are clear of the highway, private road, or school driveway and the bus is put in motion. Failure to do so is reckless driving. Student safety is our top priority! Please drive slowly and be mindful of students and school buses when you drive to school.

### Bicycle Riders

Bicycles may be ridden to school. The safety of the rider and the securing of the bicycle are the responsibility of the rider. Students may lose bicycle parking privileges if they use their bicycles improperly, such as riding in bus-loading areas. Bike riders are prohibited from violating the property rights of homeowners, apartment dwellers, and businesses on their way to and from school.

### Walkers

Students who live within the designated walkers' zones are required to use safe routes and arrive promptly at school. Student walkers are prohibited from abusing the property rights of homeowners, apartment dwellers, or businesses on their way to and from school.

### 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.

### Student Dress

The School Board and administration understand that styles of dress are important forms of expression for students. All students are expected to dress appropriately for a K-12 educational environment. Any clothing that interferes with or disrupts the educational environment is unacceptable. Clothing with language or images that are vulgar, discriminatory, or obscene, or clothing that promotes illegal or violent conduct, such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia, or clothing that contains threats such as gang symbols is prohibited.

Clothing should fit, be neat and clean, and conform to standards of safety, good taste, and decency. Clothing that exposes cleavage, private parts, the midriff, or undergarments, or that is otherwise sexually provocative, is prohibited. Examples of prohibited clothing include, but are not limited to: sagging or low-cut pants, low-cut necklines that show cleavage, tube tops, halter tops, backless blouses or blouses with only ties in the back, clothing constructed of see-through materials, and head coverings unless required for religious or medical purposes.

Additionally, disciplinary action will be taken against any student taking part in gang-related activities that



are disruptive to the school environment, which include the display of any apparel, jewelry, accessory, tattoo, or manner of grooming that, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior.

Parents of students requiring accommodation for religious beliefs, disabilities, or other good causes should contact the principal. Students not complying with this code will be asked to cover the non-complying clothing, change clothes, or go home. Repeated infractions will result in disciplinary action.

### Cell Phones and Other Electronic Devices

Portable electronic devices, including any beeper, cell phone, electronic music device, headphone, or similar device, including any equipment capable of receiving or transmitting text messages, on school property and during the school day must be out of sight, turned off, and used only with authorization from the principal. The

school and district are not responsible for the loss or theft of the devices.

In addition to the consequences listed below, any such portable communication device shall be subject to confiscation by school officials and returned only to the student's parent or guardian following the disciplinary process.

### Internet Use

Internet use by students shall be in accordance with acceptable computer use policies and regulations. All materials gained through searching or electronic mail communication are accessible to school administrators. Violations of policy will result in a suspension of access privileges.

### 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.

### Fund-Raising

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

### Field Trips

Field trips 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. Some field trips may ask parents for admission fees or other costs. If paying such fees is a problem for any family, the school principal can find resources to ensure that every child is able to participate in the experience.

### Creative Learning After School And Summer (CLASS)

CLASS, an out-of-school-time enrichment program, is offered before and after school at all elementary schools. CLASS also provides a part-time program



at Walker that complements EDGE, an extended day learning program.

CLASS 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.

CLASS provides experiential learning programs on teacher workdays, early release days, and spring break. Field trips to places such as the Richmond Science Museum, the zoo, or the skating rink are fun and educational. Registration for field trips is open to CLASS and non-CLASS students on a space-available basis. For information about the CLASS program and fees, call 245-2501.

#### Extended Day Generates Excellence (EDGE)

The EDGE program for grades 5 and 6 provides appropriate and safe recreation as well as opportunities for learning. The extended day offers numerous club and academic activities that honor student individuality, develop intellectual potential, and encourage students to think independently. Past activities have included 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.

#### School Visits

Parents are welcome in our schools! You are invited to join your child for lunch in the cafeteria or to volunteer your time. If you would like to see a particular teacher or staff member, it is best to call 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. Individuals who desire to conduct surveys or engage in research must contact the central administration office at 245-2400.

#### Volunteer Opportunities

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
- Serving as a resource person by sharing special skills, talents and interests
- Serving as a volunteer in the CLASS program and other school clubs



### School Enrollment and Admission

#### Admission Requirements

All students entering Charlottesville City Schools for the first time must register at the school the child will attend. Students enrolling in the Charlottesville City Schools for the first time must provide documentation:

- A birth certificate
- Proof of residency
- A social security card\*
- A physical examination performed by a physician within a year of enrollment
- Completed immunization record (see below)

School divisions are required to accept students who meet residency requirements under § 22.1-3 of the Code of Virginia and may not deny a free public education to undocumented school-age children who reside within their jurisdiction because they do not hold valid United States citizenship or a student visa. Questions should

be addressed to the Director of Special Education and Student Services at 245-2405. 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.

\*Social security numbers are not recorded by the division. A child may not be excluded from school if a social security number is not provided. The division superintendent or a designee may waive this requirement if an individual is not eligible to obtain a social security number in accordance with guidelines established by the Board of Education.

#### 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.

#### Required Immunizations

Documentary proof shall be provided of adequate age appropriate immunization with the prescribed number of doses of vaccine indicated below for attendance at a public or private elementary, middle or secondary school, child care center, nursery school, family day care home or developmental center.

Religious and medical exceptions to immunization requirements are permitted, but documentation must be provided to the school.

**Diphtheria, Tetanus, & Pertussis (DTaP, DTP, or Tdap): A minimum of 4 doses.** A child must have at least one dose of DTaP or DTP vaccine on or after the fourth birthday. DT (Diphtheria, Tetanus) vaccine is required for children who are medically exempt from the pertussis containing vaccine (DTaP or DTP). Adult Td is required for children 7 years of age and older who do not meet the minimum requirements for tetanus and diphtheria. A booster dose of Tdap vaccine is required for all children entering the 6th grade if at least five years have passed since the last dose of tetanus-containing vaccine.





**Haemophilus Influenzae Type b (Hib) Vaccine:** This vaccine is required ONLY for children up to 60 months of age. A primary series consists of either 2 or 3 doses (depending on the manufacturer). However, the child's current age and not the number of prior doses received govern the number of doses required. Unvaccinated children between the ages of 15 and 60 months are only required to have one dose of vaccine.

**Hepatitis B Vaccine:** A complete series of 3 doses of hepatitis B vaccine is required for all children. However, the FDA has approved a 2-dose schedule ONLY for adolescents 11-15 years of age AND ONLY when the Merck Brand (RECOMBIVAX HB) Adult Formulation Hepatitis B Vaccine is used. If the 2-dose schedule is used for adolescents 11-15 years of age it must be clearly documented on the school form.

**Measles, Mumps, & Rubella (MMR) Vaccine:** A minimum of 2 measles, 2 mumps, and 1 rubella. (Most children receive 2 doses of each because the vaccine usually administered is the combination vaccine MMR). First dose must be administered at age 12 months or older. **Second dose of vaccine must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.**

**Pneumococcal (PCV) Vaccine:** This vaccine is required ONLY for children less than two years of age. Two to four doses, dependent on age at first dose, of pneumococcal 7-valent conjugate vaccine are required.

**Polio Vaccine:** A minimum of 4 doses of polio vaccine. One dose must be administered on or after the fourth birthday.

**Varicella (Chickenpox) Vaccine:** All susceptible children born on and after January 1, 1997, shall be required to have one dose of chickenpox vaccine administered at age 12 months or older. Effective March 3, 2010, a second dose must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

**Sixth Grade Tdap Booster Shots:** ALL sixth grade students in Virginia are required to have a tetanus, diphtheria, pertussis (Tdap) booster shot prior to entering 6th grade if at least five years have passed since their last shot. **Parents are REQUIRED by law to provide written documentation of the Tdap booster shot to the school before school starts.** If the school does not have documentation, per state law, a child cannot begin the school year. Students may receive a free Tdap booster shot at the local Health Department.

**Human Papillomavirus Vaccine (HPV):** Effective

October 1, 2008, a complete series of 3 doses of HPV vaccine is required for females. The first dose shall be administered before the child enters the 6th grade. After reviewing educational materials approved by the Board of Health, a parent or guardian may elect for a child not to receive the HPV vaccine.

#### Out of Division Enrollment

The Charlottesville City School Division permits out-of-division families to apply for enrollment and to pay tuition for students in grades K-12.

Parents who are interested in enrolling a child in a City school should contact the school office directly to



arrange a tour of the school. All applications must first be submitted through the school principal. If space is available at the school, enrollment applications will be considered in the order of preferences. A waiting list may be established. The building principal will notify parents about the status of their out-of-district enrollment application within approximately three weeks.

#### Homeless Students

Charlottesville City Schools offers programs for students who are identified as homeless according to the McKinney-Vento Law. When possible, students are allowed to attend the same school that he/she attended prior to being identified as homeless.

Each school has a manual for the registration for students who may be experiencing homelessness and the procedures to be followed. A complete copy of Policy JECA (Admission of homeless children) is available at

www.charlottesvilleschools.org. Any parent/guardian who has a child who may qualify for services under the homeless program should contact the school principal or the Director of Special Education and Student Services at 245-2405.

#### Child Custody and Legal Guardianship

The school division recognizes that issues related to the legal and physical custody of students are complicated and can impact the student's educational experience. Parents and legal guardians of students are strongly encouraged to stay involved with their student's academic progress. Two primary numbers—one for each household—may be provided to receive AlertNow broadcast messages.

Unless a court order decrees otherwise, either parent or a legal guardian may view education records and attend school functions or school meetings regarding the student. Official notices and report cards will be sent to the parent or legal guardian with primary physical custody of the student during the school year. It is the responsibility of the parent or legal custodian with primary physical custody to provide current copies of court orders to the school. Child visitation and exchange of custody should not take place during school hours or on school property. The school division will assume no responsibility for enforcing visitation or custody orders and reserves the right to prohibit parents or legal guardians from entering school property if their conduct becomes disruptive to the school environment. Concerns regarding custody and visitation should be directed to the school principal.

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.

#### 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 with permission of the principal. 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 Assistant Superintendent for Administrative Services. 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 Assistant Superintendent for Administrative Services who will forward a copy to the office of the principal of the desired school of attendance.

## Attendance

### Compulsory Attendance

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 the Code of Virginia § 22.1-254.1.

In accordance with the Code of Virginia, it is the legal responsibility of parents and guardians to ensure

that students are in regular daily attendance for the entire school day. It also is their responsibility to seek homebound instruction when their students are absent from school because of extended periods of illness. Noncompliance with state law may lead to legal action and/or referral to law enforcement authorities.

The School Board promotes regular attendance by providing the services of attendance counselors, social workers and school nurses to assist parents in finding solutions to attendance and/or medical problems. The attendance counselors are authorized and required to file petitions in the Juvenile and Domestic Relations Court to obtain compliance with the school attendance laws.

### Absence from School

Regular, prompt attendance is essential for students to receive maximum benefits from the school's educational program. Recognizing that there are legitimate circumstances that may prevent students from being in school, the School Board provides that a principal shall excuse students who are absent because of:

- Personal illness or illness in the immediate family
- Death in the family
- Medical or dental appointment
- Court appearance
- Religious holiday or instruction
- Emergency that, in the judgment of the principal, requires absence from school
- A trip that extends or enhances education, when such a trip is approved in advance by the principal

The principal or the principal's designee must approve in advance requests for excused absences for reasons not listed above.

Parents should contact the school as soon as possible to notify the school of any absence and the reasons for the absence. School staff will attempt to call the parents of any child absent from school to notify the parent of the absence. Students who are absent from school for an entire day or for one or more class periods must bring notes written and signed by parents or guardians. The note shall contain the reason(s) for the date(s) of the absence(s).

Students who have been absent are responsible for requesting assignments immediately upon their return to school and must complete makeup work within the time period assigned by the teachers. When absences are excused, teachers must provide assignments, tests and other work missed, and schedule a reasonable time period for their completion. Makeup work completed on time will be graded on the same basis as other work. Makeup credit will be given when absences are excused.

### Absence from Class

Once students arrive on school property, they may not leave before the end of the regular school day unless signed out by parents or guardians. All students must maintain a full-day schedule of classes unless they are participating in bona fide work programs, are granted waivers by the division Superintendent or are a student with a disability with an Individualized Education Plan which sets a schedule for less than a full day.

Parents or guardians of students who wish to apply for waivers may do so in writing, clearly stating the reasons for the waivers. Only the Superintendent may grant waivers to students who wish to be dismissed early on a regular basis. The principal or the principal's designee approves early dismissals on an occasional basis.

### 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.

### Tardiness

Students are expected to arrive at school and attend all classes on time daily. Students are tardy when they do not cross the threshold of the instructional area by the sound of the tardy bell. Excessive and unexcused tardiness to school or class creates a serious interruption of the orderly learning process, and corrective action will be taken. Students arriving late to school must be signed in by parents or guardians, or present notes signed by parents or guardians stating the reasons for tardiness.



## Emergency and Closing Information

### 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](http://www.charlottesvilleschools.org) or ([www.ccs.k12.va.us](http://www.ccs.k12.va.us)). 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.

The division also operates a Spanish Hot Line at (434) 245-2548 for Spanish-speaking families. Parents should leave a message with a phone number and someone will respond to the request.

### 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.

### When schools are closed for the day:

- CLASS programs are canceled.
- Extracurricular activities, interscholastic contests, team practices, field trips, adult classes, GED or ESL classes, and recreation programs in schools and on school grounds are canceled unless otherwise indicated.

### When schools are open late:

- CLASS will NOT operate the before-school program when schools open late.
- Adult, GED and ESL classes will open on a delayed schedule.
- Offices will open on a delayed schedule.
- Morning field trips are canceled.

### When schools are closed early due to worsening weather:

- Students will be fed lunch before being put on buses, if possible.
- CLASS will NOT operate the after-school program when school is dismissed earlier than regular dismissal time.
- Extracurricular activities, interscholastic contests, team practices, field trips, adult classes, GED or ESL classes, and recreation programs in schools and on school grounds are canceled unless otherwise indicated.
- Early dismissal times are *usually* 2 hours earlier than normal departure times, which allows for bus transportation scheduling.



### Emergency Preparation

School leaders and resource officers work throughout the year in evaluating security measures and planning for crises and emergencies. Student safety is the top priority. Evacuation or relocation of students may be required. Many different agencies may be called to respond in a crisis and our plans are designed to facilitate immediate and coordinated action. Our plans include:

- Training for employees at all levels
- Building security procedures
- Surveillance cameras at the middle and high schools
- Police officers at the upper elementary, middle, and high schools
- Continued awareness of local or national events and their impact
- Participation in local emergency management activities and drills with government, school, and public health officials

### How Parents Can Prepare for School Closings

- Subscribe to the CCS List Serv on the CCS home page.
- Keep your contact information up-to-date.
- Make sure your children know where to go in case of an unscheduled school closing.
- Check your email for List Serv messages or AlertNow messages.
- Check voice mail messages delivered to your designated contact numbers.
- Visit [www.charlottesvilleschools.org](http://www.charlottesvilleschools.org) ([www.ccs.k12.va.us](http://www.ccs.k12.va.us)) for information or call the division's recorded info line at 245-2401.
- Listen to local media for news or updates.
- Do not call the school. This may tie up school phone lines necessary for emergency communications.
- Wait for directions from school officials regarding transportation or pickup arrangements. Many times, school is the safest place for children to be during a crisis.

In cooperation with other responding agencies, school administrators will relay crisis updates and information through selected channels. In all cases, communication will be delivered as quickly and accurately as possible through some or all of the following:

- Web site at [www.charlottesvilleschools.org](http://www.charlottesvilleschools.org) (or [www.ccs.k12.va.us](http://www.ccs.k12.va.us)).
- Division info line: (434) 245-2401



- AlertNow notification system
- Local TV, radio, and other media
- Spanish Hot Line: (434) 245-2548

The school division maintains staff and resources to address the aftermath of a crisis situation, and school counselors can provide services to both students and staff. Debriefings with school staff and responders are conducted to evaluate the response.

### ALERTNOW Notification System

ALERTNOW is an automatic notification system that delivers voice, e-mail and text messages. Parents receive important information, such as emergency notifications and other school news—if the district has correct household contact information. Each student name can be associated with two email addresses and up to five telephone numbers. All phone options will **only** be used in the case of an emergency.

Two telephone numbers may be designated as primary household numbers so that parents in different households may receive school news and alerts. Only primary numbers are called for non-emergency messages, such as school events and reminders.

### What you need to know about receiving calls from ALERTNOW:

- **ALERTNOW will NOT be used when schools close all day or open late due to inclement weather.** However, it may be used for unforeseen early dismissals or unusual circumstances.
- Delivery of information depends upon accurate contact information for each student. To update your information, fill out the ALERTNOW Update Form, sign it, and return it to your child's school office.

Forms are available online or in the school office.

- † Non-emergency messages will **only** be delivered to primary phone numbers.
- † Emergency or crisis messages will be delivered to all phone numbers identified in the student system, including cell and work phone numbers.
- † ALERTNOW will leave a message on any answering machine or voicemail.
- † Caller ID will display a 411 if the message is for an emergency.
- † For general announcements, Caller ID will display either the division number (434-977-7016) or a school's main number.

## Instructional Programming

### 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. You can find SOL information online at the Virginia Department of Education. Copies of grade level curricula are available at each school or by calling 245-2400.

### General Curriculum

The Charlottesville City Schools vision statement of "Personal and Academic Excellence Inspired by a Collaborative and Innovative Learning Environment" is supported by a curriculum designed to not only meet, but also exceed, state standards while developing each student's unique potential. The curriculum is outlined in the *Guides for Pacing and Standards* which were created by teachers to provide an instructional framework for equitable teaching and learning for all students. With the SOLs as a foundation, the GPS ties together standards, the curriculum framework, the enhanced scope and sequence, SOL Test Blueprints, assessment tools, and other resource materials. SOL test results and other data are used in assessing instructional strengths and in targeting areas for improvement.

### Preschool Program for 3- and 4-year-olds

Each elementary school has preschool classes for four-year-old children Monday through Friday from 8:30 a.m. to 3 p.m. There are also classes for children who turn three by September 30 of the school year of entry. Three-year-old classes are in session five days a week from 9:15 a.m. to 2 p.m. School buses transport the preschool children to and from school. For information about preschool, call 245-2797.

### Special Education

Special Education is a term for the program which serves students formally identified as having disabilities. 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 Early Intervention Team or Child Study Team and anyone may refer a child to these problem solving groups. The teams are 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.

### ESL Information

Within 30 days after the beginning of the school year, parents/guardians of a child with limited English proficiency will be notified of the reasons for identification and information regarding the program offered for the child. A detailed listing of the notice requirements can be found in Policy IGBF. Students may be accepted and provided English as a Second Language programs if they entered school in Virginia for the first time after reaching their 12th birthday, and who have not reached age 22 on or before August 1 of the school year. No tuition shall be charged if state funding is provided for such programs.

### Gifted Education

Quest, Charlottesville's gifted education program, provides intellectually gifted students in grades kindergarten through twelve appropriate educational experiences. Teachers, parents, or others may nominate students for the Quest program. Nomination forms are available in each school office or by contacting the Associate Superintendent for Curriculum and Instruction. The school screening committee and the citywide selection committee are responsible for identifying qualified students. Identification and program placement are continuous processes throughout the school year. Intellectually gifted students at the elementary level receive services through a collaborative/consultation model. Collaboration efforts allow for specialized services for high ability learners that integrate with the general education program. Classroom teachers and gifted education specialists together plan and provide a variety of learning opportunities geared to the particular needs of different groups of students. 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. They offer these experiences in and outside the regular classroom throughout the week. Curriculum considerations focus on upgrading the level of thought and richness that provides the core of the learner's day.

ArtQuest offers differentiated curriculum and instruction for students gifted in the visual arts in grades 5-12. 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. Specialized materials and equipment are available.

### Talent Development

The Talent Development program enhances high-level thinking skills of all kindergartners and first graders. The TD teachers develop and implement whole group lessons that incorporate multiple intelligences or learning styles. Each TD teacher is assigned to two schools, visiting the kindergarten and 1<sup>st</sup> grade classrooms weekly. The program's primary mission is to challenge students to think in new ways and to grow their analytical, critical and creative thinking. The TD program helps teachers too, by educating them to recognize and nurture each young learner's academic potential. Early action prepares all children for challenging subject matter and rigorous courses.



### AVID: Advancement Via Individual Determination

Charlottesville City Schools partners with the nationally recognized program AVID to serve students in grades 6–12 who demonstrate strong academic potential but may need encouragement to reach and maintain their high performance capabilities. Its goal is to close the achievement gap by preparing all students for college readiness and success in a global society. Students learn study skills, Cornell note-taking, time management, organization, test readiness, critical thinking, writing to learn, and group study skills. The AVID curriculum is used in subject area classrooms as well as the AVID elective class. For more information, contact the AVID Coordinator at 245-2421 or visit [www.avidonline.org](http://www.avidonline.org).



### Intervention and Remediation Programs

EXPANSION is an afterschool program that provides focused remediation to targeted students to increase their academic achievement and ensure successful performance on SOL tests. Students receive timely, individualized help and extra learning time beyond the regular school day.

Students in grades 2-8 who meet any of the following criteria are eligible for participation in the program: failed an SOL test; reading below grade level; performing below grade level in mathematics; at-risk for failure of an SOL test. EXPANSION will operate up to 6 hours per week for up to 23 weeks from October to April.

During the school day, the BRIDGES program provides intensive intervention to targeted students to increase their academic achievement and ensure successful performance on SOL tests. Students in grades K-12 who meet any of the following criteria are eligible for participation in the program: have not mastered particular skills or concepts; failed an SOL test; reading below grade level; performing below grade level in mathematics; at-risk for failure of an SOL test. BRIDGES

will operate up to 6-10 hours per week, beginning after the first term assessment.

### Minds in Motion

*Minds in Motion* is a year-long program, developed by the Richmond Ballet, that teaches fourth-grade students discipline, dedication and self-awareness by leading them through a series of choreographic movements. It is not a ballet class, but a way to teach students the benefits of applying themselves to a task involving both mental and physical challenges. The program enhances memorization skills as the students repeat choreographic patterns in different combinations. The development of these skills can help strengthen mathematical abilities and mental focus, as well as provide a physical fitness component to student learning. *Minds in Motion* is in place at all elementary schools.

### Elementary Spanish Program

Charlottesville City Schools introduced its Elementary Spanish program in 2008. The program is a sequential FLES (Foreign Language in the Elementary Schools) model. It is a unique program in which objectives support CCS core curricula, the Virginia Standards of Learning, and the National Foreign Language Standards. All kindergarten through fourth grade students receive Spanish lessons. To become involved with the FLES program, visit <http://www.ccs.k12.va.us/programs/ElementarySpanish.html>.

### Too Good for Drugs

*Too Good for Drugs* (TGFD) is a drug prevention education program for grades 5-8 and 9-12 that develops the skills young people need to resist the pressure to use alcohol, tobacco, and other drugs. The curriculum focuses on supporting students in making good choices, managing emotions, and setting positive personal goals. The TGFD program includes training for teachers, so they can establish a classroom climate that promotes learning and respect.

In addition to weekly class lessons, "Home Workouts" offer exercises for parents and children that provide an opportunity for families to discuss the risks of drug use and the benefits of making good decisions in life. Research clearly shows that students whose parents support the drug-free message are more likely to develop the skills and confidence to resist negative behaviors. The *Too Good for Drugs* curriculum is funded through a grant from the Virginia Tobacco Settlement Foundation.

### Reporting Student Progress/Report Cards

Teachers and parents discuss the progress of the student 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 5 and 6, an interim report is sent home mid-way through each nine weeks reporting period. In the secondary grades, a report card is mailed at the end of every quarter and an interim report is mailed at the midpoint of every quarter.

### 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. Parents and teachers exchange useful information through these procedures. 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.



### Homework

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

### Virginia Testing Program

Charlottesville City Schools participates in the Virginia Assessment Program which includes required assessments in certain subjects at various grade levels.

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.

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 indicating that the report card was received.

### Samples of Student Work

Periodically, teachers send samples of student work home by way of the student. Some teachers prefer sending work completed during the week; others prefer waiting until completion of the unit of study. Each elementary school has a procedure for sending student work home on a regular basis.

The program includes PALS testing for elementary school students as well as Standards of Learning (SOL) testing in grades three through eight and in certain high school courses.

Students with disabilities or students with English as a second language may be eligible to participate in alternate or alternative assessments based on individual needs. These decisions are made by IEP teams or school teams who work with students. Scores from the SOL and other indicators are used to determine Adequate Yearly Progress (AYP) and Virginia accreditation for the schools.

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.

#### Title I Program in Elementary Schools

Title I is a federally funded program that helps K-4 schools provide assistance to students who may need additional help in meeting success at school. Charlottesville City Schools uses Title I funding to provide support to students in reading and mathematics instruction, including additional resources for classroom and home use, staffing, professional development, or parental involvement activities.

#### School Division Report Cards by VDOE

The Virginia Department of Education posts information required by No Child Left Behind (NCLB) for school divisions who receive Title I funds regarding achievement. The School Report Card for Charlottesville City Schools can be found at <http://www.doe.virginia.gov>.

#### Graduation Requirements

Charlottesville City Schools offers graduation diplomas and program completion certificates which meet the VDOE Standards of Accreditation. Information regarding the types of diplomas and completion certificates is found in the *CCS Program of Study for Grades 6-12*. Copies are available at Walker, Buford, and CHS and online at [www.charlottesvilleschools.org](http://www.charlottesvilleschools.org).

### Standard Diploma

Discipline	Standard credits (Cohorts of 2012-2014)	Standard credits (Cohorts of 2015 on)	Verified credits
English	4	4	2
Mathematics	4	4	2
Laboratory Science	4	4	2
History and Social Sciences	4	4	2
World Language	3	3	
Health and Physical Education	2	2	
Fine Arts or Career & Technical Education	1	1	
Economics and Personal Finance		1	
Electives	2	3	
Student Selected Test			1
Total	24	26	9

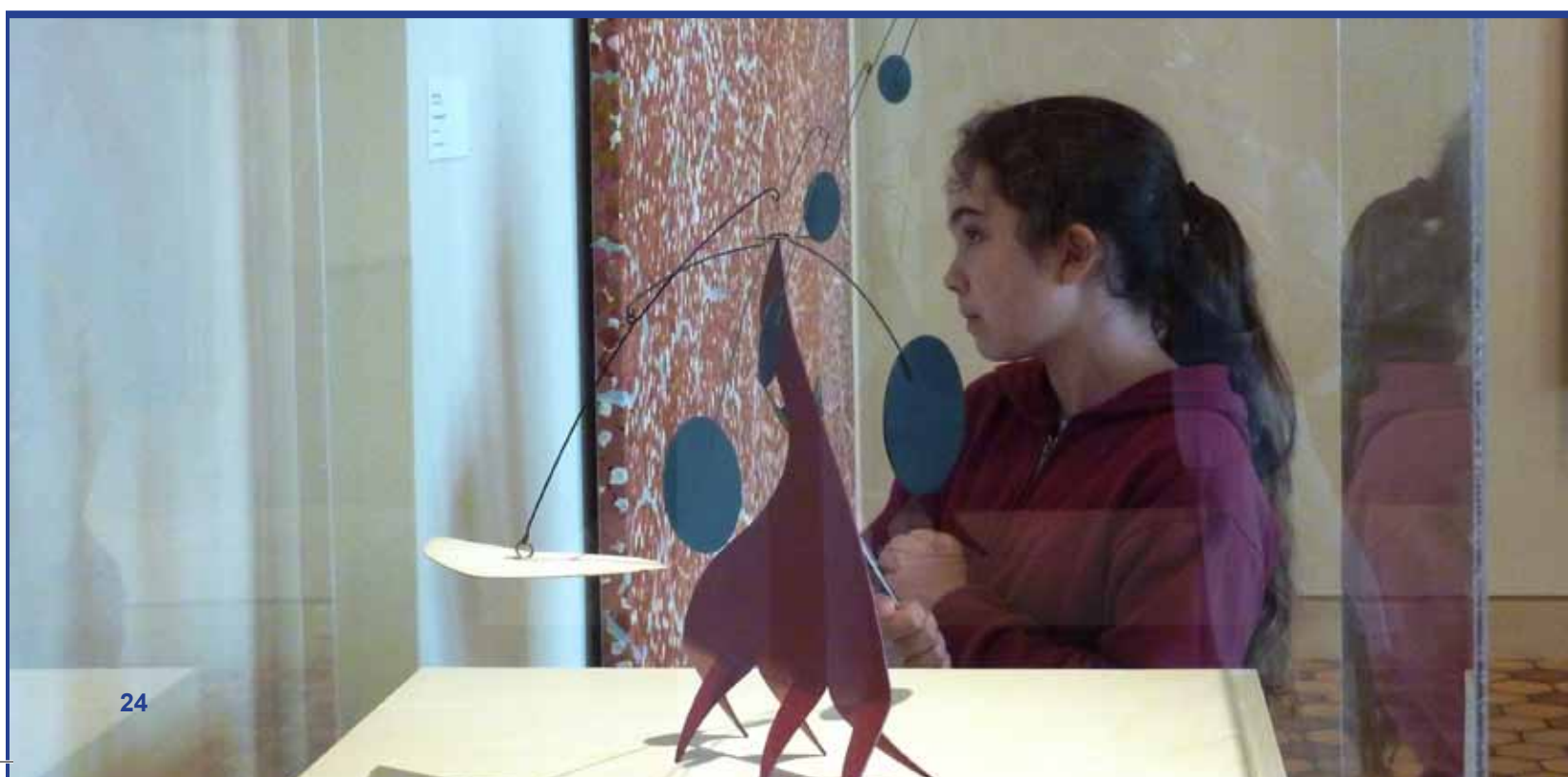
### Advanced Studies Diploma

Advanced Studies Diploma will be awarded to students who earn the following standard units of credit.

Discipline	Standard credits (Cohorts of 2012-2014)	Standard credits (Cohorts of 2015 on)	Verified credits
English	4	4	2
Mathematics	3	3	1
Laboratory Science	3	3	1
History and Social Sciences	3	3	1
Health and Physical Education	2	2	
Fine Arts or Career & Technical Ed.	1		
World language, Fine Arts, or Career & Technical Ed.		2	
Economics & Personal Finance		1	
Electives	6	4	
Student Selected Test			1
Total	22	22	6

### Modified Standard Diploma

Eligibility and participation in the Modified Standard Diploma program will be determined by the student's IEP team and the student, where appropriate, at any point after the student's eighth grade year. The school in which the student is enrolled must secure the informed written consent of the parent or guardian and the student to choose this diploma program after review of the student's academic history and the full disclosure of the student's options.



Students pursuing the Modified Standard Diploma will pass literacy and numeracy competency assessments prescribed by the Board of Education. In addition, students must earn the following standard units of credit.

Discipline	Standard credits
English	4
Mathematics	3
Science	2
History and Social Sciences	2
Health and Physical Education	2
Fine Arts or Career & Technical Education	1
Electives	6
Student Selected Test	
Total	20

### Special Diploma

A Special Diploma will be awarded to each student with a disability who successfully completes the requirements set forth in his/her IEP, but does not meet the requirements for other diplomas. Students with disabilities who have an IEP and who fail to meet the requirements for graduation have the right to a free and appropriate education to age 21, inclusive.

### Certificates of Program Completion

A Certificate of Program Completion will be awarded to any student who completes a prescribed program of studies defined by the local school board but who is not eligible to receive a standard, advanced studies, modified standard, special, or general achievement diploma. Any parent/guardian or student who has questions about graduation or completion requirements should contact the principal of CHS or one of the school counselors at 245-2410.

### Promotion, Retention and Remediation

A set of multiple criteria will be used for determining the promotion or retention of students. Any decision to retain a student will be made by the principal and teachers in consultation with parents/guardians. For any student in grades K-8, the decision for promotion or retention will be based on acquisition of skills and knowledge, as well as other evidence of growth determined by teachers and principal. For students at CHS, promotion to grades 10, 11, or 12 will be based on a specified number of credits earned.

CCS will offer a remediation program for any student who needs additional assistance in academic content or

as a result of Virginia assessment scores. Each school offers a remediation program. Eligibility and procedures for participation are available at the school.

Copies of the Promotion and Retention Policy (Policy IKEC) and SOL Remediation Recovery Program (Policy IKG) are available on the school division website at [www.ccs.k12.va.us](http://www.ccs.k12.va.us). Parents/guardians with questions regarding promotion, retention or remediation should contact the principal or the Associate Superintendent for Curriculum and Instruction at 245-2400.

## Student Services

### Nurses

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.

### Prescription Medications at School

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 at School

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.

### 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.

### 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.

Jim Davis discusses his creation, Garfield.

### Procedures for Accidents and Illness at School

Parents MUST 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 Insurance and FAMIS

Most children are covered by their family health plan. Students who are not insured may qualify for coverage by FAMIS, Virginia's health insurance program for children, which provides access to quality health services. FAMIS MOMS is a similar program that provides complete health care coverage for pregnant women. A United Way outreach worker will advocate, educate, and assist families with questions about the application process, coverage, and their responsibilities. Contact the FAMIS Outreach Worker, at (434) 972-1706 or email [FAMIS@unitedwaytja.org](mailto:FAMIS@unitedwaytja.org). (En Español, Martha Trujillo al 434-972-1701.)

### Counseling and Psychological Services

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. Counselors may provide individual and group counseling, group and classroom guidance activities, parent and teacher consultation, and referral assistance to community services and programs.



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.

### School Social Workers

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. The social workers are also a resource to parents for programs and services available in the community.

### Speech/Language Pathologists

Speech/language pathologists provide articulation, language, voice, and/or fluency therapy to eligible students with disabilities and participate in the screening for speech/language concerns.

### 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.

### Community Resources for Families and Children



The Charlottesville/Albemarle Commission on Children and Families (CCF) is a clearinghouse for information and resources available for children and their families. Visit the CACF web site at <http://www.ccfinfo.org/> for information or call CCF at (434) 872-4545.

## Policies, Permissions, Notifications and Agreements

### Policy Manual

The Charlottesville City School Board has adopted policies to guide the operation of the school division. Each policy is revised as needed and all are reviewed at least every five years. Two copies of the Policy Manual are located in each school and a copy is located on the school division website at [www.charlottesvilleschools.org](http://www.charlottesvilleschools.org). For questions about the policy manual, parents/guardians or students should contact the School Board's policy contact person at 245-2400.

### Parental Involvement Policy

Charlottesville City Schools recognizes that the

education of each student is a responsibility shared by the school and the family. Therefore, although a Parental Involvement Policy is required for only the schools designated as a Title I school, the school division has Parental Involvement goals for each school.

To increase parental involvement, CCS will:

- Provide activities that educate parents regarding intellectual and development needs of children. The activities are also designed to increase parenting skills and provide additional information about child/adolescent development.
- Implement strategies to involve parents in the educational progress.
- Enable families to participate in the education of their children in a variety of ways.
- Provide opportunities for teachers and staff to enhance their understanding of effective parental involvement strategies.
- Inform parents of students eligible for Limited English Program (LEP) programs of how they may be active participants in assisting their children.

Each Title I school will create parental involvement plans to include these activities and to meet additional requirements in the Parental Involvement Policy not listed in this publication. The Parental Involvement Policy (Policy IGBC) is posted at [www.charlottesvilleschools.org](http://www.charlottesvilleschools.org). Contact the school principal or the School Board's policy contact person at 245-2400.

### Parent Responsibility Law

All parents/guardians are encouraged to be actively involved in the educational program of CCS students. The role of parents/guardians is extremely important to the educational success of students. The Commonwealth of Virginia has recognized the importance of parents/guardians and has developed the Parent Responsibility Law (Code of Virginia, 1950, as amended, Section 22.1-279.3.) Included in the law are several provisions designed to assist with the success of students:

1. Principals may request parents to meet with the principal or designee to review the *Code of Student Conduct* and the parents' responsibility to participate with the discipline and behavior, school attendance or educational progress.
2. Principals may notify parents of students who violate school board policy or compulsory attendance requirements when the violation could result in a student's suspension or removal from an activity. The notification

must follow discipline procedures of the school division as detailed in the *Code of Student Conduct*.

3. No suspended students shall be readmitted to school without the parent discussing improvement of the child's behavior unless the principal determines that the readmission without the parent is appropriate.

4. When principals request parental action and parents do not comply, the principal may file a petition with the Juvenile and Domestic Relations Court. The procedure and consequences for noncompliance are outlined in the Parent Responsibility Law.

A complete copy of the Parent Responsibility Law may be found on the Virginia General Assembly website or



the Virginia Department of Education website. Questions about the Parent Responsibility Law should be directed to the principal or the Director of Special Education and Student Services at 245-2405.

### Code of Student Conduct

The *Code of Student Conduct* describes the expected behavior for various situations and possible consequences when behavior standards are not met. It is a guide for parents, students and educators, intended to foster a safe, nurturing and healthy environment where all children can achieve personal and academic success.

The *Code of Student Conduct* is reviewed annually and updated as needed. Copies are sent to homes at the opening of school, as is the Mutual Accountability Agreement. The MAA is a document signed by the school administrator, parent/guardian and student showing the responsibility of each person toward the success of every student.

If a parent/guardian or student did not receive a copy of the *Code of Student Conduct* in the mail or as a part of the transfer process, the parent/guardian or student

should contact the principal or school division office to obtain a copy.

If a parent, guardian, or student does not understand any part of the *Code of Student Conduct*, the principal should be contacted for an explanation. The Assistant Superintendent for Administrative Services may also be contacted for questions at 245-2400.

### 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 each year in the *Code of Student Conduct*, which is mailed to every household in the division and given to those who enroll after the beginning of the school year. 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.

### Use of Student Information for Promotional Purposes

It is the policy of the Charlottesville City Schools to positively promote its programs, activities, and accomplishments throughout the community. Media releases, web postings, and publications by the schools are encouraged as a means of informing the public. Federal law permits the disclosure of "directory information" from student records without the parents' prior written consent. Forms to opt out of promotional activities are sent home at the beginning of each school year. Unless a parent has opted out of such disclosure, Charlottesville City Schools may use or disclose information—including a student's name, age, school and grade, awards or honors, and image—for school-sponsored publications (including the school yearbook) and other publicity related to education.

### Acceptable Computer Use Agreement

Each student and parent/guardian must sign the school division's acceptable computer use agreement before the student is allowed to use the Charlottesville City Schools' computer system.

Policy GAB/IIBEA (Acceptable Use of Technology Policy) is online at [www.charlottesvilleschools.org](http://www.charlottesvilleschools.org). For questions, contact the Assistant Superintendent for Administrative Services at 245-2400.

### Non-Discrimination Notice

Charlottesville City Schools does not discriminate on the basis of race, color, national origin, sexual orientation, sex, disability or age in its programs or activities. The Director of Human Resources shall act as the Compliance Officer for discrimination issues regarding employees and the general public under Title IX.

The Director of Student Services shall act as the Compliance Office for discrimination issues regarding students under Title IX and Section 504 of Rehabilitative Act of 1973. Both compliance officers may be contacted at the Administrative Offices of Charlottesville City Schools, 1562 Dairy Road, Charlottesville, VA 22903. The phone number is 434-245-2400.

### Harassment

CCS does not tolerate harassment by any student or employee against another student or employee. The School Board Policy JFHA (Harassment) is available at each school and includes the complaint procedure for any student who believes he or she has been harassed by an employee or student. A copy of the policy is posted at [www.charlottesvilleschools.org](http://www.charlottesvilleschools.org). Questions about harassment should be addressed to the principal or the Director of Special Education and Student Services at 245-2405.

### Sex Offender Registry

Charlottesville City Schools is required to provide the website to parents/guardians for the Sex Offender and Crimes against Minors Registry. The site is <http://sex-offender.vsp.virginia.gov/sor/>. This requirement is part of the School Board Policy KN which is the Sexual Offender Policy. The policy is posted online at [www.charlottesvilleschools.org](http://www.charlottesvilleschools.org). Parents/guardians should contact the principal or the Assistant Superintendent for Administrative Services at 245-2400 with questions about this notification.

### Annual Asbestos Notification

All Charlottesville City School Division buildings are inspected according to state and federal regulations to identify all known and assumed asbestos-containing building materials (ACBMs). For any location that may need additional inspection or response action, parents/guardians will be notified by the Assistant Superintendent for Administrative Services. For questions about asbestos inspections, call 245-2400.

## Student Records

### Scholastic Record Information

In accordance with Guidelines for the Management of the Student's Scholastic Record in Virginia Public Schools, Charlottesville City Schools maintains a confidential educational record for each student who is enrolled in the school division. The content of a 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
- Image
- 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 school.

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

Any questions or concerns regarding educational records should be directed to the school principal or to the Director of Special Education and Student Services (1400 Melbourne Road, Charlottesville, VA 22901) at 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 Education Rights and Privacy Act (FERPA).

### Student Records Management

Every CCS student has an official scholastic record at the student's school which is maintained confidentially with restrictions regarding access to the information contained in the record. The record will contain all official academic and health information collected for the student.

### Directory Information

While student records are confidential, each school division has the right to designate some information as Directory Information and this information may be distributed as needed without parental consent. Examples of the use of this information could be athletic rosters, agendas or programs for school events, yearbook and newspapers. A parent/guardian may request in writing that the Directory Information not be released for any purpose.

Charlottesville City Schools has designated the following



information as Directory Information and may be shared without written notice from the parent/guardian:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

#### Family Educational Rights and Privacy Act (FERPA)

FERPA provides parents and students 18 and older certain rights with respect to the student's educational records. These are as follows:

(A) The right to inspect and review the student's education records within 45 days of the date the school receives a request for access.

Parents or eligible students should submit to the school official (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 or eligible student of the time and place where the records may be inspected.

(B) The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate.

Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school official (principal or designee), clearly identify the part of the record they want changed, and specify why it is inaccurate. 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.

(C) 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 to perform a special task (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.

(D) 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 20202-5901.

#### Release of Student Records

Charlottesville High School will comply with the federal statute about releasing names, addresses and telephone

numbers of secondary students to all military recruiters or institutions of higher education that request them unless the parent/guardian specifically requests that this information not be released. Any parent/guardian who does not want this information released should contact the student's counselor and provide the request in writing.

#### Destruction of Records

Charlottesville City Schools retains student records according to requirements from the Virginia State Library "Retention Schedule for Public School Records." According to the retention schedule, various records are maintained for differing amounts of time. General scholastic records are maintained for 75 years in the last school the student attended as a CCS student. This also applies to the non-special education portion of the record for a student with disabilities.

For students with disabilities, the special education portion of the record, with the exception of any alternate or alternative assessments from the Virginia Assessment Program, is maintained for five years after the student graduates, completes a Virginia Board of Education approved program, transfers, is found no longer eligible for special education, or withdraws from a CCS school. At that time, the record will be purged in accordance with Library of Virginia requirements. The assessment collections, which may include the Virginia Grade Level Alternative (VGLA), Virginia Alternate Assessment Program (VAAP), or Virginia Educational Substitute Program (VSEP), will be purged after one year and the scores are maintained as a part of the general scholastic record.

A copy of the Student Records Policy (Policy JO) may be accessed on the school division website at [www.charlottesvilleschools.org](http://www.charlottesvilleschools.org). Any parent/guardian or student who has questions about student records, Directory Information, FERPA, destruction of records or who wants to receive a copy of records prior to the destruction should contact the principal or the Director of Special Education and Student Services at 245-2405.

#### Protection of Pupil Rights Amendment (PPRA)

The PPRA allows parents and students who are 18 years old or emancipated minors (eligible students) certain rights regarding conducting surveys, collection and use of information for marketing purposes, and certain physical exams by Charlottesville City Schools.

A. Consent before students are required to submit to a survey that concerns one of more of the following protected areas if the survey is funded in whole or in

part by a program of the U.S. Department of Education:

- Political affiliations or beliefs of the student or student's parent
  - Mental or psychological problems of the student or student's family
  - Sex behavior or attitudes
  - Illegal, anti-social, self-incriminating, or demeaning behavior
  - Critical appraisals of others with whom respondents have close family relationships
  - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
  - Religious practices, affiliations, or beliefs of the student or parents
  - Income, other than as required by law to determine program eligibility.
- B. Ability to have a child opt out of the following:
- Any other protected information survey, regardless of funding
  - 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 child, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law
  - Activities involving collection, disclosure, or use of personal information obtained from students for marketing or for selling, or otherwise distributing the information to others.
- C. Inspect, upon request and before administration or use:
- Protected information surveys of students
  - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
  - Instructional material used as part of the educational curriculum.

Charlottesville City Schools has developed policies and regulations to protect child privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. With this publication, the school division is providing the notice for the rights of parents and students. Additionally, each school will notify parents and eligible students through U.S. mail or

e-mail any approximate dates of the following activities and provide an opportunity for a parent/guardian or student to opt out of participation.

- 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 earlier.

Any parent/guardian or student who believes rights have been violated may file a complaint with Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605. Any parent/guardian or student who has questions about PPRA should contact the principal or the Director of Special Education and Student Services.



#### Central Administration

1562 Dairy Road  
Charlottesville, Virginia 22903  
Telephone (434) 245-2400 Fax (434) 245-2603

Dr. Rosa S. Atkins, Superintendent

Mrs. Gertrude A. Ivory, Associate Superintendent for Curriculum and Instruction

Mr. James M. Henderson, Assistant Superintendent of Administration

Dr. Beth J. Baptist, Director of Special Education and Student Services

Mr. Edward C. Gillaspie, Director of Business and Finance

Ms. Pamela B. Bell, Director of Student Achievement and Program Evaluation

Ms. Carole M. Nelson, Director of Human Resources

Mr. Dean Jadowski, Director of Technology

#### Charlottesville City School Board

Ms. Colette E. Blount

Ms. Llezelle Agustin Dugger, Vice-Chair

Dr. Guian A. McKee

Ms. Kathleen M. Galvin

Mr. Ned Michie

Ms. Leah W. Puryear, Chair



Colette Blount



Llezelle Dugger, Vice-Chair



Guian McKee



Kathy Galvin



Ned Michie



Leah Puryear, Chair



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## Quick Notes & Numbers

Emergency School Closings Info:

**245-2401**

Spanish phone line (for messages during school year):

**245-2548**

**CCS Web site: [www.charlottesvilleschools.org](http://www.charlottesvilleschools.org)**

(or [www.ccs.k12.va.us](http://www.ccs.k12.va.us))

Central Office Administration:

1562 Dairy Road, 22903

**245-2400**

Central Office Administration Annex

1400 Melbourne Road, 22901

**245-2405**

Student Transportation:

**970-3532**

