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## INSTRUCTIONAL GOALS AND OBJECTIVES

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

The School Board shall also implement:

1. programs in grades kindergarten through three that emphasize developmentally appropriate learning to enhance success
2. programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school; such programs shall include components that are research-based
3. career and technical education programs incorporated into the kindergarten through grade 12 curricula
4. educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to Va. Code § 22.1-200.03
5. early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law
6. early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs
7. educational alternatives for students whose needs are not met in programs prescribed elsewhere in the Standards of Learning
8. adult education programs for individuals functioning below the high school completion level
9. a plan to make achievements for students who are educationally at risk a division-wide priority that shall include procedures for measuring the progress of such students
10. an agreement for postsecondary degree attainment with a community college in Virginia specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma; such agreement shall specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher

11. a plan to notify students and their parents of the availability of dual enrollment and Placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the Advanced Placement and International Baccalaureate examinations; this plan shall include notification to students and parents of the agreement with a community college in Virginia to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma
12. identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs
13. early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students
14. incorporation of art, music, and physical education as a part of the instructional program at the elementary school level
15. a program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year; such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the School Board
16. a program of student services for grades kindergarten through grade 12 that shall be designed to aid students in their educational, social, and career development
17. the collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program

Adopted: September 19, 2000  
Revised June 18, 2013

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78,22.1-253.13:1.

Cross Refs.: IGBI Advanced Placement Classes and Special Programs  
JHCF Student Wellness

## NOTIFICATION OF LEARNING OBJECTIVES

## I. Annual Notice

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

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

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

A. The school board will notify the parent of rising eleventh and twelfth grade students of

- the number and subject area requirements of standard and verified units of credit required for graduation pursuant to the Standards of Accreditation and
- the remaining number and subject area requirements of such units of credit the individual student requires for graduation.

B. The School Board will notify the parent of students with disabilities who have an Individualized Education Program (IEP) and who fail to meet the requirements for a standard or advanced studies diploma of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Va. Code § 22.1-213 et seq.

C. The School Board will notify the parent of students who fail to graduate or who fail to achieve the number of verified units of credit required for graduation as provided in the standards of accreditation and who have not reached 20 years of age on or before August 1<sup>st</sup> of the school year of the right to a free public education. If the student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the School Board will notify the parent of the student's opportunity for a free public education in accordance with Va. Code § 22.1-5.

Adopted: April 18, 2006  
Revised: July 17, 2012

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

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

## ACADEMIC FREEDOM

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

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

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

Adopted: July 15, 2008

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-303.3.

Cross Ref.: IKB Homework  
INDC Religion in the Schools

## SCHOOL YEAR/SCHOOL DAY

### School Year

The length of the school year will be at least 180 teaching days or 990 teaching hours. Days on which a school or schools or all the schools in the division are closed due to severe weather or other emergencies will be made up as provided below if necessary to meet these requirements.

### Make Up Days

If severe weather conditions or other emergency situations result in the closing of a school or schools or all the schools in a school division for

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

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

The Board of Education may waive the requirement that school divisions provide additional teaching days or teaching hours to compensate for school closings resulting from a declared state of emergency under certain circumstances. If the school board desires a waiver, it will submit a request to the Board of Education. The request will include evidence of efforts that have been made by the school division to reschedule as many days as possible and certification by the division superintendent and chairman of the school board that every reasonable effort for making up lost teaching days or teaching hours was exhausted before requesting a waiver. If the waiver is denied, the school division will make up the missed instructional time.

### School Calendar

The first day of school will be after Labor Day unless the Board of Education waives this requirement based on the school board's certifying that it meets one of the good cause requirements in the Code of Virginia, § 22.1-79.1.B.

The school board will establish the division's calendar and teaching contracts in accordance with applicable regulations of the Board of Education to include contingencies for making up teaching days and teaching hours missed for emergency situations.

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



## School Day

The standard school day for students in grades 1 through 12 will average at least 5-1/2 hours, excluding breaks for meals. The standard school day for kindergarten is a minimum of three hours.

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

Each elementary school shall provide students with a daily recess during the regular school year, as determined appropriate by the school.

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

The time for opening and closing schools will be established by the school board upon recommendation of the division superintendent, provided that the daily program for students in grades 1 through 12 will average at least 5 hours, not including meal intermissions. If the required program length is maintained, the school board may approve occasional shortened days for staff development, conferences, planning, and other activities designed to improve the instructional program, provided that no more than one day in each five-day week may be shortened to no less than four hours. The daily program for kindergarten will be at least three hours, not including meal intermissions.

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

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

Adopted: August 15, 2006

Revised: July 20, 2010

Revised: July 15, 2008

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Legal Refs.: Code of Virginia, 1950, as amended §§ 22.1-26,22.1-79.1,22.1-98.  
8 VAC 20-131-150  
8 VAC 20-131-200.

Cross Ref.: GAA Staff Time Schedules

## MOMENT OF SILENCE

The Charles City County School Board recognizes that a moment of silence before each school day prepares students and staff for their respective work or school days. Therefore, each teacher shall observe a moment of silence at the beginning of the first class of each school day.

The teacher responsible for each class shall make sure that each student: (1) remains seated and silent and (2) does not disrupt or distract other students during the moment of silence. The moment may be used for any lawful silent activity, including personal reflection, prayer and meditation. Teachers shall not influence, in any way, students to pray or meditate or not to pray or meditate during the moment of silence.

Adopted: June 20, 2000

Revised: June 18, 2013

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-203.

## PLEDGE OF ALLEGIANCE

The Pledge of Allegiance, as established in 4 U.S.C. § 4, shall be recited daily in each classroom of the Charles City County School Division.

During the recitation of the Pledge, students shall stand and recite the Pledge while facing the flag with their right hands over their hearts or in an appropriate salute if in uniform.

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

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

Adopted: August 21, 2001

Revised: April 17, 2012

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Legal Refs: 4 U.S.C. §4.  
Code of Virginia, 1950, as amended, § 22.1-202.

Cross Refs.: JFC Student Conduct  
JFC-R Standards of Student Conduct

BILL OF RIGHTS OF THE CONSTITUTION OF THE UNITED STATES

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

Adopted: August 19, 2003

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Legal Ref: Acts 2003, c. 902.

## CURRICULUM DEVELOPMENT AND ADOPTION

The curriculum is a coherent and comprehensive plan for teaching and learning built upon a framework that promotes continuity and the cumulative acquisition and application of skills. The curriculum shall state clearly and specifically what students are expected to know and be able to do by grade level and course. Charles City County School Board curricula shall meet or exceed the requirements of the Code of Virginia and regulations of the Virginia Board of Education and, at a minimum, shall be aligned to the Standards of Learning.

Adopted: September 17, 2002

Revised: June 18, 2013

Revised: July 15, 2008

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Legal Refs. Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253-. 13:1.

Cross Ref.: AF Comprehensive Plan

## BASIC INSTRUCTIONAL PROGRAM

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

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

The Charles City County School Board subscribes to the philosophy that well-developed reading and other basic skills, including the ability to spell, speak, and write intelligently are essential in society. It shall adopt specific requirements to ensure that high school graduates are sufficiently competent in these essential skills.

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

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

Adopted: July 19, 2005

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

## CAREER AND TECHNICAL EDUCATION

The Charles City County School Board will provide career and technical educational programs incorporated into the kindergarten through twelfth grade curricula that include

- knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
- career exploration opportunities in the middle school grades; and
- competency-based career and technical education programs which integrate academic outcomes, career guidance and job-seeking skills for all secondary students based on labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school.

The School Board will develop and implement a plan to ensure compliance with this Policy. This plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with &e timelimes established by federal law.

Adopted: July 17, 2007

Revised: July 17, 2012

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Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-253.13:1.  
8 VAC 20-120-40.

Cross Ref.: II Guidance and Counseling Program

## CHARACTER EDUCATION

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

Character education shall be interwoven into the school procedures and environment so as to instruct primarily by example, illustration, and participation, in such a way as to complement the Standards of Learning. Classroom instruction may also be used to supplement the program. The program shall also address the inappropriateness of bullying, as defined in the Student Conduct Policy Guidelines adopted by the Board of Education pursuant to § 22.1-279.6. Each local character education program shall

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

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

Adopted: April 18, 2006

Revised: May 17, 2012

Legal Refs. U.S. Constitution, amend. 1,  
Code of Virginia, 1950, as amended, § 22.1-208.01.  
Memorandum No. 45 (Mar. 10, 2000).

Cross Refs.: IKF Standards of Learning Tests and Graduation Requirements  
INB Teaching About Controversial Issues  
INDC Religion in the Schools



## DRIVER EDUCATION

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

No student shall be permitted to operate a motor vehicle without a learner's permit or a license. Necessary certification of students' academic standing and compliance with compulsory attendance laws shall be provided by the administration to the Department of Motor Vehicles upon request, in accordance with state law.

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

Adopted: July 21, 2009  
 Revised; July 19, 2011  
 Revised: July 20, 2010

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Legal Refs.: Code of Virginia, 1950; as amended, §§ 22.1-204; 22.1-205; 46.2-335 46.2-325,46.3-334, 46.2-340.  
 8 VAC 20-340-10.

Cross Ref.: JED Student Absences/Excuses/Dismissals  
 JFC-R Standards of Student Conduct  
 JN Student Fees, Fines, and Charge

## HEALTH EDUCATION/PHYSICAL EDUCATION

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

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

Adopted: September 17, 2002  
Revised: July 20, 2010  
Revised: July 15, 2008

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Legal Ref: Code of Virginia, 1950, as amended, §§ 22.1-207, 22.1-212.1:1, 22.1-253.13:1.D.14.  
8 VAC 20-720-90.

Cross Refs.: IGAG Teaching About Drugs, Alcohol, and Tobacco  
JHCA Physical Examinations of Students  
JHCF Student Wellness  
JO Student Records

## TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

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

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

Adopted: September 5, 2001

Revised: July 20, 2010

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Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-206.  
8 VAC 20-720-90.

## FAMILY LIFE EDUCATION (FLE)

### Generally

The Charles City County School Board approves the inclusion of family life education (FLE) in the curriculum. Instruction shall be organized and maintained under the FLE standards of learning objectives developed by the State Department of Education.

### Community Involvement Team

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

### Instructional Materials

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

### Staff Training

Teachers in the Family Life Education program will participate in the training program sponsored by the Virginia Department of Education.

### Grade Level Leaders

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

### Separate Sessions

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

### "Opt-out" Procedures

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

### Annual Review

The FLE curriculum shall be reviewed annually. Such review shall allow for community input.

## ALTERNATIVES TO ANIMAL DISSECTION

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

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

Adopted: April 12, 2005

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-200.01.  
Guidelines for Alternatives to Dissection (Attachment to Virginia Department of Education Superintendent's Memo #161 (Aug. 6, 2004)).

## PROGRAMS FOR STUDENTS WITH DISABILITIES

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

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

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

The IEP shall be inclusive of areas specified by state and federal statutes and regulations.

Adopted: September 17, 2002

Revised: July 19, 2011

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Legal Refs.: 20 U.S.C. § 1400 et seq.  
29 U.S.C. § 701 et seq.  
42 U.S.C. § 12101 et seq.  
Code of Virginia, 1950, as amended, §§ 22.1-213, 22.1-215.  
8 VAC 20-81-50.  
8 VAC 20-81-80.  
8 VAC 20-81-100.  
8 VAC 20-81-110.  
8 VAC 20-81-130.  
8 VAC 20-81-170.

## PROGRAMS FOR GIFTED STUDENTS

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

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

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

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

Adopted: April 19, 2011

Revised: July 17, 2012

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-18.1, 22.1-253.13:1.D.6.  
8 VAC 20-40-40.  
8 VAC 20-40-55.  
8 VAC 20-40-60.

Cross Refs.: BCF Advisory Committees to the School Board  
IKEB Acceleration

## PARENTAL INVOLVEMENT

### Generally

The Charles City School Board recognizes that the education of each student is a responsibility shared by the school and the student's family. The Charles City County 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 the regular participation by parents of all children including those eligible for Title I and Limited English Proficiency (LEP) programs in all aspects of those programs.

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

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

In addition, for parents of students eligible for LEP programs, the School Board will inform such parents of how they can be active participants in assisting their children

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



#### Parental Involvement in Title I Plan

The Charles City County School Board encourages parents of children eligible to participate in Title I, Part A, programs to participate in the development of the Board's Title I plan. Parents may participate through the division's Title I Parent Advisory Committee meetings.

#### Parental Involvement in School Review and Improvement

The Charles City County 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 implemented by 20 U.S.C. § 2316. Parents may participate through the division's Title I Parent Advisory Committee and in accordance with the state and federal review process guidelines.

#### Division Responsibilities

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

- provide assistance to parents of children served by the school or division, as applicable, in understanding topics such as Virginia's academic content standards and student academic achievement standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children
- provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement
- educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school
- to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully 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
- provide such other reasonable support for parental involvement activities as parents may request

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

- involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- provide necessary literacy training from Title I funds if the division has exhausted all other reasonable available sources of funding for such training
- pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions

- train parents to enhance the involvement of other parents
- arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation
- adopt and implement model approaches to improving parental involvement
- establish a division wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section
- develop appropriate roles for community-based organizations and businesses in parental involvement activities

#### 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 shall describe the means for carrying out the following:

- convening 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
- offering a flexible number of meetings, such as meetings in the morning or evening. Schools may provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parental involvement involving parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A, programs including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan under 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
- providing parents of participating children:
  - timely information about Title I, Part A, programs;
  - a description and explanation of the curriculum in use at the school, the 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 responding to any such suggestions as soon as practicably possible
- if the school wide program plan under 20 U.S.C. § 6312(b)(2) is not satisfactory to the parents of participating children, submitting any parent comments on the plan when the school makes the plan available to the School Board

#### Parental Involvement in Allocation of Funding

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

### Policy Review

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

Adopted: September 17, 2002

Revised: June 18, 2013

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

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

## REMEDIAL AND SUMMER INSTRUCTION PROGRAM

### Generally

The School Board shall develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk, including those who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight, or who fail an end-of-course test required for the award of a verified unit of credit. Such programs shall include components that are research based.

Any student who achieves a passing score on one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program.

Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation. The superintendent shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs.

Remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the superintendent to be appropriate to the academic needs of the student.

Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition.

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

Targeted mathematics remediation and intervention will be provided to students in grades six through eight who show computational deficiencies as demonstrated by their individual performance on any diagnostic test or grade-level Standards of Learning mathematics test that measures non-calculator computational skills.

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

### Summer School

The courses offered and the quality of instruction in the summer school program shall be comparable to that offered during the regular school term. Students must meet the requirements for SOL testing if appropriate.

Credit for repeated work will ordinarily be granted on the same basis as that for new work. With prior approval of the principal, however, students may be allowed to enroll in repeat courses to be completed in not less than 70 clock hours of instruction per unit of credit. Students must meet the requirements for SOL testing if appropriate.

Summer school instruction which is provided as part of a remedial program shall be designed to improve specific identified student deficiencies.

### Compulsory Attendance

When a student is required to participate in a remediation program pursuant to this policy, the Superintendent may seek immediate compliance with the compulsory school attendance laws if a reasonable effort to seek the student's attendance, including direct notification of the parents of such student of the attendance requirement and failure of the parents to secure the student's attendance, have failed and the superintendent determines that remediation of the students poor academic performance, passage of the Standards of Learning Assessment in grades three through eight, or promotion is related directly to the student's attendance in the remediation program.

Adopted: July 17, 2007  
Revised: July 17, 2012  
Revised: July 19, 2011  
Revised: June 18, 2013

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-253.13:1, 22.1-254.22 1-254.01.  
8 VAC 20-131-120.  
8 VAC 20-630-40.

Cross Refs.: BOP Advisory Committees To The School Board  
IKG Remediation Recovery Program

## LIMITED ENGLISH PROFICIENT STUDENTS

### Generally

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

### Assessments

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

### Notification

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

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

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

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

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

Adopted: April 20, 2004  
Revised: July 19, 2011

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

Cross Ref.: IGBC Parental Involvement

## HOMEBOUND, CORRESPONDENCE AND ALTERNATIVE MEANS OF INSTRUCTION

### Homebound Instruction

The School Board shall maintain a program of homebound instruction for students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician, physician assistant, nurse practitioner, or clinical psychologist.

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

### Correspondence Courses

Students may enroll in and receive a standard and verified unit of credit for supervised correspondence courses with prior approval of the principal. Standard units of credit will be awarded for the successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia license, approved by the School Board. Verified units of credit may be earned when the student has passed the SOL test associated with the correspondence course completed. The division superintendent will develop regulations governing this method of instruction in accordance with the regulations of the Board of Education.

### Instruction through Alternative Technological Means

Standard units of credit will be awarded for the successful completion of courses delivered through emerging technologies and other similar means when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia license, and approved by the School Board. Verified units of credit may be earned when the student has successfully completed the requirements and passed the SOL test associated with the course. The division superintendent will develop regulations governing this method of delivery of instruction in accordance with the regulations of the Board of Education.

Adopted: July 19, 2005  
Revised: June 18, 2013  
Revised: July 19, 2011

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 54.1-2952.2, 54.1-2957.02.  
8 VAC 20-131-180.

Cross Ref.: IGBGA      Online Courses and Virtual School Programs



## Regulations Governing Correspondence Courses & Instruction through Alternative Technological Means

### A. General Definitions

"Correspondence School" means a school, organization, or other entity, no matter how titled, that teaches nonresident students by mailing them lessons and exercises which, upon completion, are returned to the school for grading. The lessons or exercises may also be transmitted and graded through electronic means.

"Course" means presentation of an orderly sequence of material dealing with an individual subject area such as mathematics, English, etc.

"Home Bound Instruction" means the teaching of a child or children in the home as an alternative when the child is unable to attend school for a medically approved period of time.

"Instruction through Alternative Technological Means" means coursework provided electronically (typically through online or Internet access), and is primarily that instructional process referred to as a "virtual classroom" or "virtual instruction."

### B. Responsibilities

It is understood that any parent who chooses to educate their children at home through a correspondence course or virtual instruction is directly responsible for the educational progress of their child and the adequacy of instruction. Although the Charles City County Public Schools may recommend and approve a plan under which a child may pursue such instruction at home, the parent remains the responsible party for that all course required testing or evaluation is completed. This testing program or evaluation is a measure of educational adequacy and the determining factor in the decision regarding the continuation of any form of home instruction.

The approval of the Charles City County Public Schools does not guarantee that a school has a refund policy for uncompleted courses. The Charles City County Public Schools assumes no liability for damages or financial loss to parents using any course relating to home instruction.

### C. Enrollment for Summer School Credit Recovery

When students are seeking enrollment in summer school through correspondence school or virtual instruction in order to recover failed course credit, an application must be properly completed and submitted.

## ONLINE COURSES AND VIRTUAL SCHOOL PROGRAMS

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

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

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

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

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

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

For purposes of this policy, the following definitions apply.

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

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

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

Adopted: July 20, 2010  
July 17, 2012

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

Cross Refs.: DJF Purchasing Procedures  
GCDA Effect of Criminal Conviction or Founded Complaint of Child abuse or Neglect

## ALTERNATIVE SCHOOL PROGRAMS

The Charles City County School Board will establish alternative educational programs within existing schools or at separate sites as needed. No person of school age meeting the residency requirements of § 22.1-3 may be charged tuition for enrollment in an alternative program offered as a regional or division wide initiative by the School Board.

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

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

Adopted: November 16, 1999

Revised: April 17, 2012

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-5,22.1-253.13:1.

## SUMMER SCHOOLS

### Generally

The courses offered and the quality of instruction in the summer school program shall be comparable to that offered during the regular school term. Students must meet the requirements for SOL testing if appropriate.

Credit for repeated work will ordinarily be granted on the same basis as that for new work. With prior approval of the principal, however, students may be allowed to enroll in repeat courses to be completed in not less than 70 clock hours of instruction per unit of credit. Students must meet the requirements for SOL testing if appropriate.

### Eligibility

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

Any student who passes one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend summer school.

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

Summer school instruction which is provided as part of a remedial program shall be designed to improve specific identified student deficiencies.

### Compulsory Attendance

The division superintendent may seek immediate compliance with the compulsory school attendance law as set forth in Va. Code § 22.1-254 after a reasonable effort to seek the student's attendance in the summer school program has failed, including direct notification of the parents of such student of the attendance requirement and failure of the parents to secure the student's attendance, when:

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

Fees

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

Adopted: July 17,2007

Revised July 20,2010

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-211,22.1-253.13:1,22.1-254,22.1-254.01.  
8 VAC 20-131-120.

Cross Refs.: IGBE Remedial Instruction Program

## ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS

Students and their parents shall be notified of the availability of dual enrollment, advanced placement classes, the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. Students and their parents shall also be notified of the program with a community college to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma. The superintendent shall promulgate regulations to implement this policy, which shall ensure the provision of timely and adequate notice to students and their parents.

Adopted: July 19, 2004

Revised: July 17, 2012

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

Cross Ref.: LEB Advanced/Alternative Courses for Credit

## STUDENT ORGANIZATIONS

### Generally

Public school facilities are devoted primarily to instructional programs and school sponsored activities. Curriculum-related student organizations are an extension of the regular school program. Their function is to enhance the participants' educational experience and supplement course materials. The activities of these organizations should bear a clear relationship to the regular curriculum.

Secondary school students may organize and conduct meetings of noncurriculum-related groups. Any secondary school which permits one or more noncurriculum-related student group to meet on school premises during noni-instructional time will provide equal access to any students who wish to conduct a meeting without discrimination on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

Noncurriculum-related student groups may use school facilities provided that

- the group's meetings are voluntary and student-initiated;
- the group is not sponsored by the school, the government, or any government agent or employee;
- agents or employees of the school or government are present at religious meetings only in a nonparticipatory capacity;
- meetings do not materially and substantially interfere with the orderly conduct of educational activities at the school; and
- nonschool persons do not direct, conduct, control, or regularly attend activities of the group.

### Meetings of Student Organizations

The principal of each school will determine the times and places which are available for the meetings of student organizations. The principal will also develop procedures for scheduling meetings of student organizations. Meeting times will be limited to non-instructional time.

### Faculty Involvement

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

Noncurriculum-related student organizations do not have a faculty sponsor. However, a member of the school's staff shall attend every meeting or activity of such organizations in a nonparticipatory capacity for purposes of general supervision. The organization is responsible for assuring the presence of a staff member for its meetings.

No school employee will be compelled to attend a meeting of any student organization if the content of such meeting is contrary to the beliefs of that school employee.



Compliance with Law and Policy

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

Adopted: July 17, 2012  
Revised:

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Legal Refs.: 20 U.S.C. § 4071.

Cross Refs.: KF Distribution of Information/Materials  
KG Community Use of School Facilities

## ADULT EDUCATION

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

Adopted: April 18, 2006

Revised: April 5, 2014

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-210, 22.1-225.22 1-253.13:1.

Cross Refs.: JEA Compulsory Attendance  
JEG Exclusions and Exemptions from School Attendance  
IKF Standards of Learning Tests and Graduation Requirements

## GROUPING FOR INSTRUCTION

The Charles City County School Board recognizes the differrait educational needs of students and endorses the use of flexible assignment of students for instruction.

The grouping of students within individual schools for instructional purposes will be designed so each student will receive the maximum instructional benefit and will be based on

1. the best interests of the student,
2. the educational level, or achievenient level, of the student,
3. the availability of space,
4. the best educational climate for learning,
5. the student's best chance for success,
6. Standards of Learning test scores, where available, or other standardized test scores, and
7. the creation of groups that may be taught effectively.

Grouping will remain flexible in order to take advantage of the best educational research currently available. Groups will be created, modified, or disbanded to be responsive to student needs.

Adopted: April 17, 2012

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

Cross Ref.: IA Instructional Goals and Objectives

## CLASS SIZE

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

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

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

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

Adopted: July 20, 2010

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

## INSTRUCTIONAL MATERIALS

The Charles City County School Board is responsible for the selection and use of instructional materials.

The superintendent or superintendent's designee creates and updates, as necessary, guidelines and procedures for the selection of instructional materials. The guidelines and procedures are designed to ensure that appropriate instructional materials are selected and provide an opportunity for the professional staff and community to participate and be informed on the selection and use of instructional materials.

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

Adopted: July 21, 2009  
Revised: April 16, 2014

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Legal Refs.: 20 U.S.C. § 1232h.  
Code of Virginia, 1950, as amended, § 22.1-238.  
8 VAC 20-720-160.

Cross Ref.: IGAH Family Life Education  
IIAA Textbook Adoption, Selection and Purchase  
IIAB Supplementary Materials Selection and Adoption  
KLB Public Complaints About Learning Resources  
INB Teaching About Controversial Issues

## TEXTBOOK SELECTION, ADOPTION AND PURCHASE

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

### Textbooks Approved by the Board of Education

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

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

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

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

### Locally-Approved Textbooks

In approving textbooks that have not been approved by the Board of Education the School Board will

- appoint evaluation committees to review and evaluate textbooks,
- give notice to parents that textbooks under consideration will be listed on the division's website and made available at designated locations for review by any interested citizens,
- create opportunities for persons reviewing such textbooks to present their comments and observations to the School Board,
- create procedures to ensure appropriate consideration of citizen comments and observations and
- establish and make known selection criteria.

Adopted: July 21, 2009  
Revised: April 16, 2014  
Revised: July 20, 2010

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-238,22.1-241.  
8 VAC 20-720-170.

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

## SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

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

Materials used by students under the guidance of teachers to extend, expand, and supplement basal materials constitute an integral part of the instructional program. Supplemental materials are those items which are used to assist the teaching and learning process and include such items as magazines, newspapers, charts, pictures, certain workbooks, kits, videos, film strips, and games. Materials select<sup>^</sup> for supplemental use must relate directly to the established objectives of the course or content area in which they are used.

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

Adopted: September 17, 2002

Revised: July 15, 2008

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

Cross Refs.: DA Supplementary Materials  
IIAA Textbook Selection, Adoption, and Purchase  
KQ Commercial, Promotional, and Corporate Sponsorships and Partnerships



## INNOVATIVE OR EXPERIMENTAL PROGRAMS

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

Adopted: April 17, 2012

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Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-78.  
8 VAC 20-131-290.

Cross Ref: IKF Standards of Learning and Graduation Requirements

## SCHOOL LIBRARIES/MEDIA CENTERS

Each school shall maintain an organized library media center as the resource center of the school and provide a unified program of media services and activities for students and teachers before, during and after school. The library media center shall contain hard copy, electronic technological resources, materials, and equipment that are sufficient to meet research, inquiry and reading requirements of the instructional program and general student interest.

Each school shall provide a variety of materials and equipment to support the instructional program.

Adopted: September 17, 2002

Revised: June 18, 2013

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Legal Ref.: 8 VAC 20-131-190.

## ACCEPTABLE COMPUTER SYSTEM USE

The School Board provides a computer system, including the internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, mainframe and personal computers, the internet and other internal or external networks.

All use of the Division's computer system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Any communication or material used on the computer system, including electronic mail or other files deleted from a user's account, may be monitored or read by school officials. The Division Superintendent shall establish administrative procedures, for the School Board's approval, containing the appropriate uses, ethics and protocol for the computer system. The procedures shall include:

- 1) a prohibition against use by division employees and students of the division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the Internet;
- 2) provisions, including the selection and operation of a technology protection measure for the division's computers having Internet access to filter or block Internet access through such computers, that seek to prevent access to
  - a) child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
  - b) obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and
  - c) material that the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;
- 3) provisions establishing that the technology protection measure is enforced during any use of the Division's computers by minors;
- 4) provisions establishing that the online activities of minors will be monitored;
- 5) provisions designed to educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response;
- 6) provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful activities by minors online;
- 7) provisions prohibiting the unauthorized disclosure, use, and dissemination of personal information regarding minors;
- 8) a component on Internet safety for students that is integrated in the division's instructional program.

Use of the School Division's computer system shall be consistent with the educational or instructional mission or administrative function of the Division as well as the varied instructional needs, learning styles, abilities and developmental levels of students. The Division's computer system is not a public forum.

Each teacher, administrator, student and parent/guardian of each student shall sign the Acceptable Computer System Use Agreement, GAB-E1/IIBEA-E2, before using the Division's computer system. The failure of any student, teacher or administrator to follow the terms of the Agreement, this policy or accompanying regulation may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.

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

The school board will review, amend if necessary, and approve this policy every two years.

Adopted: July 21, 2009

Revised: July 20, 2010

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Legal Refs: 18 U.S.C. §§ 1460,2256.

47 U.S.C. § 254.

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

Cross Refr.: GCPD Professional Staff Members: Contract Status and Discipline

GDPD Support Staff Members: Contract Status and Discipline

JFC Student Conduct

JFC-R Standards of Student Conduct

SAMPLE LETTER TO PARENTS: ACCEPTABLE COMPLITER SYSTEM USE

Dear Parent/Guardian:

The Charles City County School Board offers your student the use of electronic communications through the Charles City County School Division's computer system. Your student will be able to communicate with other schools, colleges, organizations and individuals around the world through the internet and other electronic information systems/networks.

Part of the School Division's responsibility in preparing students for the 21st century is to provide them access to the tools they will be using as adults. The internet will be one of these tools. Through the Division's computer system, your student will have access to databases, libraries and computer services from all over the world. We accept the responsibility of teaching your student about his/her role as a "network" citizen and the code of ethics involved with this new community.

With this educational opportunity also comes responsibility on the part of your student. It is important that you and your student read the enclosed division policy, administrative regulation and agreement form and discuss these requirements. The Division takes precautions to prevent access to inappropriate material. However, it is impossible to control access to all material and a user may access inappropriate material.

In order for your student to take advantage of this educational opportunity, your authorization is needed. Attached to this letter are the Acceptable Computer System Use Policy GAB/IIBEA and Regulation GAB-R/HBEA-R and the Acceptable Computer System Use Agreement GAB-E/IIBEA-E2, which both you and your student must sign before your child may use the computer system. Please review these materials carefully with your student before signing the required agreement.

Sincerely,

File: IIBEA-E2/GAB-E1

## ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT

Each employee must sign this Agreement as a condition for using the School Division's computer system. Each student and his or her parent/guardian must sign this Agreement before being permitted to use the School Division's computer system. Read this Agreement carefully before signing.

Prior to signing this Agreement, read Policy HBEA/GAB and Regulation IIBEA-R/GABR, Acceptable Computer System Use. If you have any questions about this policy or regulation, contact your supervisor or your student's principal.

I understand and agree to abide by the School Division's Acceptable Computer System Use Policy and Regulation. I understand that the School Division may access and monitor my use of the computer system, including my use of the internet, e-mail and downloaded material, without prior notice to me. I further understand that should I violate the Acceptable Use Policy or Regulation, my computer system privileges may be revoked and disciplinary action and/or legal action may be taken against me.

Student/Employee Signature Date

I have read this Agreement and Policy HBEA/GAB and Regulation HBEA-R/GAB-R. I understand that access to the computer system is intended for educational purposes and the Charles City County School Division has taken precautions to eliminate inappropriate material. I also recognize, however, that it is impossible for the School Division to restrict access to all inappropriate material and I will not hold the School Division responsible for information acquired on the computer system. I have discussed the terms of this agreement, policy and regulation with my student.

I grant permission for my student to use the computer system in accordance with Charles City County School Division's policies and regulations and for the School Division to issue an account for my student.

Parent/Guardian Signature Date

Parent/Guardian Name

(Please Print)

File: IIBEA-R/GAB-R

## ACCEPTABLE COMPUTER SYSTEM USE

All use of the Charles City County School Division's computer system shall be consistent with the School Board's goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, mainframe and personal computers, the internet and any other internal or external network.

### Computer System Use-Terms and Conditions:

1. Acceptable Use. Access to the Division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the Division or (2) for legitimate school business.

2. Privilege. The use of the Division's computer system is a privilege, not a right.

3. Unacceptable Use. Each user is responsible for his or her actions on the computer system. Prohibited conduct includes but is not limited to:

- using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any federal, state, or local law.
- sending, receiving, viewing or downloading illegal material via the computer system.
- unauthorized downloading of software.
- using the computer system for private financial or commercial purposes.
- wastefully using resources, such as file space.
- gaining unauthorized access to resources or entities.
- posting material created by another without his or her consent.
- submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal, or other inappropriate material.
- using the computer system while access privileges are suspended or revoked.
- vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.
- intimidating, harassing, or coercing others.
- threatening illegal or immoral acts.

4. Network Etiquette. Each user is expected to abide by generally accepted rules of etiquette, including the following:

- be polite.
- users shall not forge, intercept or interfere with electronic mail messages.
- use appropriate language. The use of obscene, lewd, profane, lascivious, threatening or disrespectful language is prohibited.

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File: IIBEA-R/GAB-R

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- users shall not post personal information other than directory information as defined in Policy JO Student Records about themselves or others.
- users shall respect the computer system's resource limits.
- users shall not post chain letters or download large files.
- users shall not use the computer system to disrupt others.
- users shall not modify or delete data owned by others.

5. Liability. The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The School Division denies any responsibility for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School

Board for any losses, costs or damages incurred by the School Board relating to or arising out of any violation of these procedures.

6. Security. Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.

7. Vandalism. Intentional destruction of or interference with any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.

8. Charges. The School Division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone or long-distance charges.

9. Electronic Mail. The School Division's electronic mail system is owned and controlled by the School Division. The School Division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the School Division. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users shall be held personally liable for the content of any electronic message they create. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.

10. Enforcement. Software will be installed on the division's computers having Internet access to filter or block internet access through such computers to child pornography and obscenity. The online activities of users may also be monitored manually. Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by School Board policy, or legal action.

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File: IBBEA-R/GAB-R

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Adopted: July 21,2009

Legal Refs: 18 U.S.C. §§ 1460.2256.

47 U.S.C § 254.

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

Guidelines and Resources for Internet Safety in Schools, Virginia Department of Education (Second Edition October 2007)

Cross Refs: GCPD Professional Staff Members: Contract Status and Discipline

GDPD Support Staff Members: Contract Status and Discipline

JFC Student Conduct

JFC-R Standards of Student Conduct

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## FIELD TRIPS

Field trips are off-campus instructional activities. Field trips can provide excellent educational experiences for students by enriching the curriculum and by making classroom learning experiences more meaningful. To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation, and opportunities to assimilate the experience during and after the trip. Teachers will plan advance activities that prepare students for the trip and follow-up activities that assist students in summarizing, applying, and evaluating information learned on the trip.

The following non-exhaustive factors will be considered in approving field trips:

- The value of the trip to the particular class
- The relationship of the field trip to a particular aspect of the curriculum
- The distance travelled
- The time away from the regular instructional program
- The availability of transportation

No student will be denied the opportunity to participate in a field trip because the student may lack financial resources to attend a field trip.

Trips will be approved by the superintendent or designee pursuant to regulations developed by the superintendent. Approval must be obtained before commitments are made to students, parents, or commercial establishments. The superintendent will make an annual report to the School Board on the field trips taken.

Trips for activities governed by the Virginia High School League do not require approval on a trip-by-trip basis. Parental permission for such trips may be obtained for the entire athletic season or school year.

The Charles City County School Board (“School Board”) does not endorse or accept responsibility for any privately sponsored trips for students or any student trips which are not part of the instructional program.

### School Division Sponsored International Travel

Charles City County Public Schools (“CCPS”) encourages students to participate in division-sponsored international travel to provide students with the opportunity to study and experience the culture, language, and history of people around the world. International travel is separate from field trips and must be approved by the School Board before any announcement or invitation to students can be made.

Faculty or staff members responsible for organizing the trip shall insure that each student under their supervision provides all of the necessary travel documents at least three weeks prior to travel. Any student who fails to produce the necessary paperwork at least three weeks prior to travel will not be permitted to travel and may lose any previous down payment or deposit.

All students traveling abroad must be covered by health insurance for the duration of their travel. The insurance policy shall include coverage of illness and accidents, including coverage of any pre-existing medical problems. If a student is not adequately insured, the student will not be permitted to travel and may lose any previous down payment or deposit.

Unless specified below, the following forms and information must be completed at least three weeks prior to travel:

1. **Student Health Information Form:** This confidential form requires disclosure of health and/or disability information, grants permission to CCPS to contact specified person(s) in the event of illness or emergency, and authorizes the provision of medical treatment overseas under emergency conditions.
2. **Consent to Release Information Form:** This form authorizes CCPS to contact a student's family to discuss personal matters, including financial and medical issues, in the event of illness or emergency.
3. **General Release and Student Responsibilities Form:** This form includes a waiver of liability and statement of student responsibilities while abroad.
4. **Travel Warnings:** The school personnel conducting the trip must verify with the U.S. State Department the nature of any travel alerts for all countries to be visited during the trip. This verification must be submitted with the original request for approval by the School Board. A follow-up check must be conducted and verification submitted to the Superintendent no sooner than 48 hours prior to departure from the U.S. Overseas travel to countries or areas where a U.S. Department of State Warning is in effect will not be approved by the School Board.
5. It is necessary that the sponsoring teacher(s) provide evidence of registration of all student travelers with the U.S. State Department, identifying the countries where travel will occur using the State Department's website, and health information from the U.S. Centers for Disease Control on specific destinations, as well as the World Health Organization and the US Department of Agriculture.
6. Teachers who are sponsoring the trip shall provide a list of contacts to students, parents/ guardians, and chaperones for in-country services that can be used in the event of an emergency, including but not limited to, the American Embassy, Consulate and Diplomatic Missions, if applicable.
7. The agency arranging the travel must be identified explicitly, along with its address. The agency bearing legal responsibility, must also be clearly indicated. It is important that the parent/ guardian know precisely with whom to deal in the event that any emergency would arise.
8. Chaperones and/or teachers should be selected on the basis of their professional qualifications for a particular assignment. Staff selection does not depend on recruitment of students by potential staff members. Adults traveling and working with students overseas need specific, relatively uncommon skills, understandings, and competencies for working with young people in an information setting.
9. Promotional materials for international travel must clearly detail provisions and arrangements for coping with illness, accidents, and other unusual circumstances. Requirements for health and travel insurance must be carefully detailed. Additional costs, for which the parents may be responsible, should be explicitly stated.

10. Opportunities will be provided for parents/guardians, students and CCPS Teachers and sponsors/chaperones to contact individuals who have previously participated in international travel experiences provided by the travel company for their reactions and appraisals.
11. A separate list of all required forms, checklists and procedures will be presented to the sponsors, along with a checklist for completion, up to six months prior to the international travel experience. Failure to submit all completed forms by the deadlines established in these procedures will result in cancellation of the trip with the forfeiture of any previous down payments.

#### Non-School Division Sponsored Field Trips or International Travel

Employees are not permitted to solicit students for any non-school sponsored field trips or international travel. Students will not be granted an excused absence from school for non-school sponsored field trips or international travel.

Adopted:

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Legal Refs: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78 and 22.1-176.

Cross Refs.: JFCB Sportsmanship, Ethics and Integrity

## COMMUNITY RESOURCE PERSONS/SCHOOL VOLUNTEERS

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

Adopted: September 17, 2002

Revised: June 18, 2013

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Legal Refs: Code of Virginia, 1950, as amended, § 22.1-78.  
8 VAC 20-131-20.  
8 VAC 20-131-270.

Cross Ref.: AD Educational Philosophy  
IGBC Parental Involvement  
KA Goals for School-Community Relations  
KQ Commercial, Promotional, and Corporate Sponsorships and Partnerships

## GUIDANCE AND COUNSELING PROGRAM

## School Guidance and Counseling Services

Each school provides the following guidance and counseling services to all students:

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

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

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

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

## Employment Counseling and Placement Services

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

Adopted: April 18, 2006

Revised April 15, 2014

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-209.  
8 VAC 20-620-10.

Cross Ref.: IGAD Career and Technical Education  
JO Student Records

## PARENTAL ASSISTANCE WITH INSTRUCTION

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

Adopted: May 17, 2005  
Revised: April 15, 2014  
Revised: July 15, 2008

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

Cross Ref.: IGBC Parental Involvement

## HOMework

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

Guidelines for homework include:

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

Adopted: September 17, 2002

Revised: April 15, 2014

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

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

## ACCELERATION

The curriculum and schedule of elementary, middle and high schools shall provide flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling eighth grade students into subjects above the normal grade level should be done with counseling based on evidence of ability, past scholastic achievement, and cooperation of the individual student and his parents or guardian.

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

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

Adopted: September 17, 2002

Revised: April 19, 2011

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Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-78.  
8 VAC 20-131-50.  
8 VAC 20-131-110.

Cross Ref.: IGBB Programs for Gifted Students



## TESTING PROGRAMS

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

Adopted: September 17, 2002

Revised: July 19, 2011

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-4.2, 22.1-253.13:3.0.

## EVALUATION OF INSTRUCTIONAL PROGRAMS

The School Board is committed to the ongoing evaluation of the instructional program within the division. This evaluation is essential to the continuing provision of high-quality educational services, and the Board shall be regularly informed of such assessment results. The administration is charged with involving the school staff and the community in a continuous evaluation process of the instructional program. The school staff and community representatives shall review biennially the extent to which the school has met its prior goals and objectives, analyze the school's student performance including data by grade level or academic department as necessary, and report these outcomes to the school community and the division superintendent. Such report shall be provided to parents during a regularly scheduled parent-teacher meeting. The administration shall report to the Board the identified needs and progress in the provision of educational opportunities designed to meet the needs, interests and expectations of all students.

Adopted: September 17, 2002

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Legal Refs.: Constitution of Virginia, Art. Vm, section 1.  
Code of Virginia, 1950, as amended, section 22.1-253.13:6.  
8 VAC 20-131-10 et seq.

Cross Ref.: KQ Commercial, Promotional, and Corporate Sponsorships and Partnerships

## TEACHING ABOUT CONTROVERSIAL ISSUES

The Charles City County School Board recognizes that preparation for effective citizenship is one of the major purposes of education. The preparation for effective citizenship includes the study of issues that are controversial. Such study will be carried out in an atmosphere free from bias, prejudice, or coercion.

In teaching about controversial issues, teachers are expected to

- establish a learning environment where each student can study the issues within a curriculum that is appropriate to his or her knowledge and maturity; and
- provide instruction in an atmosphere that is free from bias, prejudice, or coercion.

Although the instructional program includes study of the political party system in the United States, the School Board does not endorse any political party or candidate.

Adopted: April 17, 2012

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

Cross Ref.: KF Distribution of Information/Materials

## RELIGION IN THE SCHOOLS

The Charles City County School Board is neutral in matters of religion. This means that the Charles City County Public Schools

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

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

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

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

Adopted: August 15, 2006

Revised: April 15, 2014

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Legal Refs.: U.S. Const, amend. I.  
Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-202.1.