

## CHAPTER 3000

### INSTRUCTION

Note: Regulations and forms associated with specific policies are in italics.

<b>File Number</b>	<b>Title</b>
3010	Curriculum and Instruction
3020	Selection, Implementation and Evaluation of Instructional Methods, Strategies and Programs
3030	Selection and Disposal of Textbooks, Selection of Instructional Materials, and Selection of Library Media Materials
3031	Teaching of Sensitive or Controversial Topics
<i>3031-R</i>	<i>Consideration of Controversial Materials</i>
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3040	Promotion, Retention and Grading (expires on July 1, 2010)
3040	Grading Students' Work (effective on July 1, 2010)
<i>3040-R</i>	<i>The Uniform Grading Standards</i>
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## CURRICULUM AND INSTRUCTION

The Chesterfield County Public Schools' curriculum sets forth the division's expectations for student learning in each subject area, and constitutes the knowledge and skills that the division's instructional staff shall teach and assess. The curriculum shall reflect not only the School Board's and community's educational vision, mission and goals, but also all requirements set forth in state law and in State Board of Education regulations.

All curricula, as well as substantive changes thereto, shall be in writing and approved by the School Board prior to implementation in schools. The Superintendent shall not only recommend new curriculum and substantive changes to the curriculum for School Board consideration, but shall also be responsible for disseminating approved curricula and providing professional development to prepare instructional staff to effectively teach it.

The Superintendent shall establish a curriculum review and evaluation cycle for each area of the curriculum, and shall inform the School Board as to the results of each such review and evaluation including any recommendations for substantive modification to the curriculum. Any such review and evaluation shall take multiple factors into consideration including, but not limited to, student achievement on local, state and national assessments; revisions to the Virginia Standards of Learning (SOLs); and revisions to the division's vision, mission and goals.

The Superintendent shall ensure that all students have access to a rigorous curriculum. In addition, the Superintendent shall ensure that the taught curriculum in each subject area and/or course at all grade levels is consistent from school to school across the division. Accordingly, instructional staff shall teach and assess the School Board's approved curriculum, and principals shall ensure that the approved curriculum is not only taught, but that it is taught in an effective manner.

Students will be assessed using standardized assessments in compliance with state and federal requirements. Division-made and teacher-made assessments will be aligned to the approved curriculum. Results on standardized assessments shall be reported to the School Board at least annually and shall be used as a factor in making data-based decisions relating to curriculum and program effectiveness. Such results shall also be a factor in assessing the performance of staff, in determining the division's professional growth offerings and in implementing school, department and/or division improvements.

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-253.13.1.B.

8 VAC 20-131-10 *et seq.*

Cross Ref.: 1012 School Board's Vision, Mission, and Standards of Quality  
1020 Duties and Powers  
2030 Role and Duties of the Superintendent  
2090 School Building Administration  
2180 Accountability  
3020 Selection, Implementation and Evaluation of Instructional Methods,  
Strategies and Programs  
3030 Selection and Disposal of Textbooks, Selection of Instructional Materials  
and Selection of Library Media Materials  
3060 Homework and Parental Assistance  
5350 Teachers' Duties and Responsibilities

[VSBA: IA, IF]

## SELECTION, IMPLEMENTATION AND EVALUATION OF INSTRUCTIONAL METHODS, STRATEGIES AND PROGRAMS

While all instructional staff are required to teach the curriculum approved by the School Board, methods of delivering the curriculum in the classroom shall generally be determined by instructional staff with the principal's approval in consultation with the Superintendent or the Superintendent's designee. For purposes of this policy, such curriculum delivery methods in the classroom shall be referred to as instructional methods or strategies. The Superintendent or the Superintendent's designee may require or prohibit any instructional method or strategy, as deemed necessary.

Where one or more instructional methods and/or strategies are implemented as a part of a systemic, school- or district-wide improvement effort that involves a significant investment of division resources, such instructional methods and/or strategies shall together constitute an instructional program. Instructional programs shall be approved by the School Board, upon the Superintendent's recommendation, prior to the initiation of major planning efforts including pilot programs. The Superintendent or the Superintendent's designee shall approve other school- and division-wide improvement efforts that are not instructional programs under this policy, and shall keep the School Board informed of such efforts on a regular basis.

Instructional methods, strategies, and programs shall be:

- linked to a data-supported need or needs of students;
- compatible with the approved curriculum;
- research-based;
- consistent with best educational practices;
- appropriate to the developmental level of the students; and,
- consistent with and supportive of the school's improvement plan and the division's comprehensive plan.

In addition, the division's department of instructional technology shall be consulted prior to purchasing or initiating major planning efforts relating to instructional methods, strategies, and programs that require technological support.

Instructional methods, strategies, and programs shall be regularly monitored for effectiveness by each school and the division. The School Board will be notified of the effectiveness of instructional programs. Monitoring shall include the analysis of educational data relating to groups of students as well as individual students, as appropriate, and shall focus on whether or not instructional methods, strategies and/or programs used in schools enhance student achievement and/or students' readiness for learning.

Where an instructional method or strategy fails to meet expectations for student achievement or is otherwise deemed to be insufficient, the principal shall intervene. Where a principal has failed to intervene or student achievement falls short of expectations despite a principal's intervention, the Superintendent or Superintendent's designee shall intervene. Intervention may include, but not be limited to, discontinuing an unsuccessful instructional method or strategy; implementing a replacement method or strategy; requiring additional data monitoring and analysis; and/or requiring specialized professional development.

Where an instructional program fails to meet expectations for student achievement or is otherwise deemed to be insufficient, the principal shall work with the Superintendent or the Superintendent's designee to intervene. Intervention may include, but not be limited to, making adjustments to the implementation of an unsuccessful instructional program; requiring additional data monitoring and analysis; requiring specialized professional development, and/or recommending that the School Board discontinue and/or replace an unsuccessful instructional program.

Adopted: December 8, 2009

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

8 VAC 20-131-10 *et seq.*

Cross Ref.: 1013 Comprehensive Plan  
2090 School Building Administration  
3010 Curriculum and Instruction  
5350 Teachers' Duties and Responsibilities

[VSBA: IGA]

SELECTION AND DISPOSAL OF TEXTBOOKS,  
SELECTION OF INSTRUCTIONAL MATERIALS, AND  
SELECTION OF LIBRARY MEDIA MATERIALS

A. Selection of Textbooks

For purposes of this policy, textbooks include any print or electronic media for student use that directly support the approved curriculum, are purchased centrally and require division-wide implementation. Textbooks, therefore, include not only traditional hardbound books, but any instructional materials that are considered essential to the teaching and learning of the approved curriculum. Textbooks do not include supplementary materials that individual schools may purchase or that are not required for use division-wide.

The Superintendent shall recommend textbooks for School Board consideration and adoption. The School Board shall approve and adopt all textbooks prior to their purchase and use with students. The School Board may adopt textbooks that appear on the list maintained by the State Board of Education. The School Board may also adopt textbooks that do not appear on the list maintained by the State Board of Education.

In the event the School Board adopts textbooks not on the state-adopted list, the division shall comply with the procedural requirements that follow:

1. An evaluation committee, hereinafter referred to as the "Steering Committee," shall be appointed by the School Board to review and evaluate textbooks in one or more of the subject areas for which adoptions are effective beginning July 1 of odd-numbered years.
2. The Steering Committee shall be representative of the supervisory staff of the central office, elementary or secondary school administrators, or both, and classroom teachers of the subject fields in which adoptions are to be made, and shall be nondiscriminatory with respect to gender and race.
3. Before recommending a textbook not on the state-adopted list, the Steering Committee shall first have examined and evaluated the appropriate textbooks on the state-adopted list.
4. The Steering Committee shall submit in writing its recommendations and supporting data via the Superintendent to the School Board for action in sufficient time for the adoptions by the School Board to be effective July 1 of odd-numbered years.
5. Criteria to be used by the Steering Committee in the review and assessment of textbooks must have the official approval of the School Board. The criteria, as approved, shall be on file in the Office of the School Board Clerk.
6. The Superintendent shall certify to the State Superintendent of Public Instruction his or her representative, on forms prescribed by the State Department of Education, a list of all books adopted by the School Board and state that such books have been adopted in full compliance with this policy and that information as to prices paid for such books is available upon request.

7. Evidence shall be on file in the Office of the School Board Clerk that the price charged for any textbook adopted under this policy is not in excess of that charged elsewhere in the United States.

B. Supplementary and Other Non-Textbook Instructional Materials

Supplementary and other non-textbook, instructional materials that are purchased with division or school funds shall be aligned to the approved curriculum and must be approved by the Superintendent or the Superintendent's designee prior to their use with students.

All other instructional materials, including, but not limited to, teacher-made materials, shall be subject to the review of the principal or the principal's designee. While such materials do not require the prior approval of the principal or the principal's designee, instructional staff shall exercise care in their preparation. Instructional staff shall ensure that any such materials are aligned with the approved curriculum and consistent with applicable School Board policies including, but not limited to, Policy 3031, Teaching of Sensitive or Controversial Topics. While all such materials do not require the prior approval of the principal or the principal's designee, any material that raises a reasonable concern relating to its appropriateness shall be submitted to the principal or the principal's designee for prior approval.

C. Timeline for Adoption of Textbooks

Chesterfield County Public Schools shall follow the textbook review and replacement cycle adopted by the State Board of Education. However, textbooks may be reviewed and replaced more or less frequently than the state's cycle based on factors including, but not limited to, the continued accuracy and adequacy of current textbooks; alignment of the current textbook to the approved curriculum; standards in the field; and, availability of funds.

The Superintendent shall set forth in regulation the process by which textbooks are recommended for School Board adoption.

D. Disposal of Textbooks, Ancillary and Library Media Materials

Schools may not dispose of textbooks, ancillary materials or library media materials except as specifically directed by the Superintendent or the Superintendent's designee in writing.

E. Library Media Materials

Library media materials include, but are not limited to, printed materials, audio-visual materials, digital video discs, and, on-line materials and databases. Each school is responsible for the selection and acquisition of new library media materials for its library media center.

Selection shall be based on the needs of the students each library media center serves. In addition, library media materials shall be selected in accordance with the Chesterfield County Public Schools' Library Collection Development Procedures established by the Office of Central Library Services in the Department of Technology.

The Department of Technology shall select the initial library media materials for all new schools in accordance with collection assessment process and the materials selection criteria.

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-238, 22.1-241.

8 VAC 20-131-190.

8 VAC 20-170-10.

8 VAC 20-230-10

8 VAC 20-230-30.

Cross Ref.:	3010	Curriculum and Instruction
	3031	Teaching of Sensitive or Controversial Topics
	3031-R	Consideration of Controversial Materials
	3080	Student Instructional Fees

[VSBA: IIA, IIAA, IIBD]

## TEACHING OF SENSITIVE OR CONTROVERSIAL TOPICS

### A. Generally

The Virginia Standards of Learning include topics that introduce content, concepts, and issues that may create differences of opinion among students as well as the diverse populations of Chesterfield County. The School Board supports the use of instructional methods and strategies that help students express themselves as individuals, develop as creative and independent thinkers, and that assist students to develop skills in the core values of respect and responsibility. Diverse student expression may be fostered through activities that include, but are not limited to, research, student portfolios, projects, debate, dramatic productions, presentations, essays, and artistic representations.

Despite the care taken in writing curriculum and in selecting suitable learning resources and instructional strategies, and despite the qualifications and expertise of persons involved in the selection process, the School Board recognizes that occasional objections to sensitive and/or controversial topics, concepts, issues and materials will be made. This policy is, therefore, designed to guide instructional staff in teaching sensitive and/or controversial topics in the curriculum.

### B. Teaching Sensitive Topics

Curriculum content should be presented in such a manner as to be sensitive to student diversity. While curricular content is approved by the School Board, teachers must anticipate the possible impact an instructional method or strategy may have on students. If not handled carefully, certain topics may result in a student feeling offended or excluded from the educational process and may as a result hesitate to express his or her feelings.

Examples of sensitive and/or controversial topics include: ethnicity, religion, sexually explicit art and literature, gender, family dynamics, cultural diversity, misuse or misinterpretation of statistical data, appropriateness of sources, credibility of instructional resources and research sources, historical perspectives, environmental and other political perspectives, ethics of medicine, violence in literature and course content, and offensive vocabulary, mannerisms, and behaviors in instructional resources.

### C. Lesson Plans, Supplemental Materials, and Parental Notification of Controversial or Sensitive Topics

When developing lessons and selecting supplementary materials around sensitive or controversial topics, teachers and school administrators shall ensure that:

1. All planned instructional methods and strategies are aligned with the approved curriculum and are reviewed by the principal, the principal's designee, another instructional staff member, or a designated school review committee for consistency with this policy;
2. Supplementary materials are aligned with the approved curriculum and that both content and illustrations are grade-level appropriate;

3. Parents receive adequate notice prior to the introduction of controversial or sensitive topics – a sufficiently detailed course syllabus shall constitute such notice at the middle and high school levels;

4. Students are provided background knowledge necessary to participate in an activity; and that,

5. Thorough follow-up is provided to address misunderstandings or to allow for student reactions.

The appropriate subject area instructional specialist may provide assistance to instructional staff in complying with this policy.

Adopted: December 8, 2009

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

8 VAC 20-170-10.

Cross Ref.:	3010	Curriculum and Instruction
	3020	Selection, Implementation and Evaluation of Instructional Methods, Strategies and Programs
	3030	Selection and Disposal of Textbooks, Selection of Instructional Materials, and Selection of Library Media Materials
	3031-R	Consideration of Controversial Materials
	3120	Religious Beliefs and Customs

[VSBA: INB]

## CONSIDERATION OF CONTROVERSIAL MATERIALS

### A. Purpose

To establish a procedure for reviewing challenges of instructional materials.

### B. Procedures

#### 1. Right to Challenge Instructional Materials

Instructional materials, whether basal, supplemental, or library materials, may be challenged by any parent of a child in Chesterfield County Public Schools. Challenged materials will continue to be used until the challenge has been resolved or the appeals process has been completed.

#### 2. Levels of Responsibility

There are three levels of responsibility for review of instructional materials:

- a. Level One: Conference with Principal
- b. Level Two: Local School Review Committee
- c. Level Three: Chesterfield County Public School Review Committee

#### 3. Level One - Conference with Principal

a. If a parent is concerned about a material, a conference shall be held with the principal and the teacher or librarian who shall discuss the use of the material.

b. If the complainant requests the material be withdrawn from use with his or her child, the principal may honor the request if he or she decides that the substitution of other instructional material is appropriate. The material shall not be withdrawn from use with other students at this time.

c. If the parent desires action concerning materials on the list of approved instructional materials or material in the library media center, the principal shall provide him or her with the "Material/Media Consideration Form" (see Form 3031-F). The form is due seven school days after the principal's conference. The principal shall notify in writing the Superintendent that the material is under consideration. The principal will also notify involved school instructional personnel that the material is under consideration.

#### 4. Level Two - Local School Review Committee

a. Upon receipt of the completed "Material/Media Consideration Form," the principal shall establish a review committee to include at least one administrator, two teachers (one of whom is the teacher using the curriculum material), a librarian, and two community members. The high school committee shall include one student.

b. The Review Committee shall:

- (1) Review completed "Material/Media Consideration Form."
- (2) Study the material in question and utilize appropriate authoritative/review sources.
- (3) Provide the parent an opportunity to appear before the committee to present views.
- (4) Write recommendations concerning the continued use/non-use of the material.
- (5) Inform involved instructional personnel of the recommendations.
- (6) Have the principal write a letter of response to the parent reflecting the committee's recommendations.
- (7) Maintain a file of committee deliberations, recommendations, and correspondence in the school office.
- (8) Have the principal forward the letter of response, the "Material/Media Consideration Form," and the committee's recommendations to the Superintendent.

c. Appeal Procedure

If the parent is not satisfied with the decision of the review committee, he or she may appeal the decision to a Chesterfield County Public School Review Committee.

The principal shall inform the Superintendent that a request for consideration of instructional materials has been reviewed by the School Review Committee and the decision of the committee has been appealed to the Chesterfield County Public School Review Committee.

5. Level Three - Chesterfield County Public School Review Committee

a. Upon receipt of an appeal of the decision of the School Review Committee, the Superintendent shall call a meeting of an ad hoc committee for the appropriate school level. Elementary/middle school committees shall consist of one principal, two teachers, one librarian, and three parents. High school committees shall include one student. Members of the local review committee of the school from which an appeal is received may not serve on the Chesterfield County Public School Review Committee.

b. The Review Committee shall:

- (1) Study the written recommendations from the school committee and examine all materials leading to the decision.

(2) Invite the appropriate instructional staff members to appear before the committee to discuss the material.

(3) Read reviews if available and consult authoritative lists concerning the material.

(4) Invite the parent to appear before the committee to explain his or her concerns. If the parent does not accept the opportunity, the committee will discontinue its review, and the school committee's decision will stand.

(5) Prepare a report of recommendations and forward the report to the Superintendent.

c. The Superintendent shall prepare a letter of response to the parent and forward copies of the letter and of the appeal committee's report to the Superintendent, the appropriate director, and the appropriate principal.

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-253.13:7.C.2.

8 VAC 20-170-10.

Cross Ref.: 3010 Curriculum and Instruction  
3030 Selection and Disposal of Textbooks, Selection of Instructional Materials, and Selection of Library Media Materials  
3031 Teaching of Sensitive or Controversial Topics  
3031-F Consideration of Controversial Materials – Material/Media Consideration Form

[VSBA: KLB]

CHESTERFIELD COUNTY PUBLIC SCHOOLS  
CONSIDERATION OF CONTROVERSIAL MATERIALS  
MATERIAL/MEDIA CONSIDERATION FORM

Author: \_\_\_\_\_ Title: \_\_\_\_\_

Publisher/Producer: \_\_\_\_\_ Copyright: \_\_\_\_\_

Book \_\_\_\_\_ Film \_\_\_\_\_ Software \_\_\_\_\_ Recording \_\_\_\_\_ Video \_\_\_\_\_ Other \_\_\_\_\_

Request initiated by: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

\_\_\_\_\_ Zip Code \_\_\_\_\_

School: \_\_\_\_\_

1. Did you read or view this entire work? \_\_\_\_\_

If not, what sections? (Cite page numbers or other specifics)

\_\_\_\_\_

2. What do you believe is the purpose of the material?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What is your reason for requesting consideration of this material?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Adopted: December 8, 2009

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## PROMOTION, RETENTION AND GRADING

The Superintendent, with the concurrence of the School Board, shall be responsible for developing uniform administrative grading procedures for reporting student progress. The primary responsibility for the decision regarding promotion, retention, or grading of students is vested in the teacher. The final authority for promotion, retention, or grading, however, rests with the principal. The Uniform Grading Procedures are set forth in Regulation 3040-R.

### A. Special Education Students

1. When a student is taught academics (math, English, science, social studies, etc.) by a special educator, the regular and special education teachers must collaborate jointly to determine recommendations for credit.

2. When a student is enrolled in a class designed especially for students with disabilities (Math Fundamentals, Introduction to Study Skill Methodology, Functional Reading 9, Special Education Resource, Coping Skills I, etc.), the special educator is responsible for determining recommendations for credit.

3. Individual schools shall establish procedures to inform all teachers/support personnel of IEP/504 modifications and/or accommodations related to their students and shall adhere to the legal responsibilities for implementing the modifications and accommodations.

4. A scholastic record card is maintained for all secondary students including special education students.

5. The homebound teacher shall meet with the regular/special education teacher at least once each grading period to collaborate regarding content and appropriate materials and to enable students to stay current with class expectations.

6. The student's regular/special education teacher, with input from the homebound teacher, shall be responsible for issuing grades.

7. The student's regular/special education teacher shall determine whether the student has met the necessary class requirements for credit.

### B. Alternative Education

1. Request for consideration of awarding credit shall be made to the school principal and/or guidance counselor prior to enrolling in the course.

2. The student shall meet the criteria for the course being considered based on past performance and potential for achievement as determined by the school principal.

3. The principal textbook and course syllabus shall be approved by the Assistant Superintendent for Student Support Services.

4. An evaluation of the student's course participation and performance shall be provided by the institution offering the course.

5. The County reserves the right for the school to administer tests provided by its appropriate subject area supervisor to determine mastery of course content.

6. Acceptable levels of performance as measured by either or both of the evaluations outlined above shall be determined by the Assistant Superintendent for Student Support Services.

***The provisions of this policy shall expire on July 1, 2010.***

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:3

State Board of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-40-10 *et seq.*, 8 VAC 20-131-30 *et seq.*

Cross Ref.: 3040 Grading Students' Work (effective July 1, 2010)  
3040-R The Uniform Grading Standards  
3042 Promotion, Retention and Academic Administrative Placements (effective July 1, 2010)  
5350 Teachers' Duties and Responsibilities

CCPS Special Education Procedural Manual

## GRADING STUDENTS' WORK

Subject to the provisions of Policy 4020, Attendance, and other applicable policies, a student's final and other grades in any subject area or course shall reflect the degree to which the student has mastered the assigned approved curriculum for that subject area or course. While parents shall be kept apprised of a student's behavior and attitude at school, grades should generally not reflect these or other traits unrelated to a student's mastery of the curriculum. Accordingly, grades shall be assigned in accordance with the uniform grading standards set forth in Regulation 3040-R, The Uniform Grading Standards.

In addition, it is the School Board's expectation that instructional staff within a school, grade level and/or department will agree upon and implement common grading practices in order to promote consistency and predictability in grading. Such common practices shall apply not only to the grading of students' daily and other assignments, but also to the manner in which a student's final grade is calculated. Common grading practices shall include, but not be limited to, how test grades and grades on research papers and other long-term projects are weighted for purposes of calculating a student's final grade.

A middle or high school student who is enrolled in a high school course for credit, may substitute that school year's Standards of Learning (SOL) test score in the same subject for his or her final examination grade in the course, if such substitution improves the student's final course grade. The Superintendent shall specify in regulation how the SOL test score will be converted for this purpose.

Every student's grades shall be reported to the student's parent or guardian through quarterly, written report cards. In addition, instructional staff shall use informal means of keeping parents and/or guardians apprised of their student's general academic performance throughout the school year.

A scholastic record card/transcript shall be maintained for all students.

***The provisions of this policy shall become effective on July 1, 2010.***

Adopted: December 8, 2009

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

Cross Ref.: 3040-R The Uniform Grading Standards  
3041 Accelerating the Curriculum  
4020 Attendance  
4100 Student Records

THE UNIFORM GRADING STANDARDS

- A. Purpose: These standards are intended to promote equity through consistently applied grading of student work.
- B. Grades K-2: letters, descriptors, and criteria to report progress in academic areas:

Letter Grade	Meaning	Descriptor
<b>E</b>	<b>Excellent</b> progress	The student - applies a skill or concept with 94% accuracy or better at least 90% of the time - exhibits an understanding of the skill or concept in a functional way through a variety of daily classroom activities with independence and consistency
<b>S</b>	<b>Satisfactory</b> progress	The student: - demonstrates an understanding of the skill or concept with 74-93% accuracy, does not show consistent application of the skill or concept at this time - may be working on a skill or concept for more than one grading period
<b>M</b>	<b>Minimal</b> progress	The student: - has begun to demonstrate an understanding of the skill or concept with 64-73% accuracy - does not apply the skill or concept at this time
<b>N</b>	<b>Non-mastery</b>	The student: - has been introduced to the skill or concept but demonstrates an understanding with less than 64% accuracy - does not apply the skill or concept at this time - is not meeting expectations.
□	Not assessed at this time	This skill or concept has not yet been introduced to the class and/or individual student.
<b>X</b>	Improvement needed	(subtopics only)

- C. Grades 3 through 5: letters, descriptors, and criteria to report progress in academic areas:

<b>GRADE</b>	<b>RANGE</b>	<b>DESCRIPTOR</b>
A	94 - 100	Excellent
B	84 - 93	Very Good
C	74 - 83	Satisfactory
D	64 - 73	Marginal Achievement
F	below 64	Failing
X	Improvement needed	(subtopics only)

- D. Grades 6 through 12: letters, point ranges, descriptors, and grade points to report progress in academic areas:

For students classified as grade 9 or above for the first time in the academic year 2008-09 (FOR THE PURPOSE OF TRANSFER STUDENTS: as grade 10 or above for the first time for the 2009-10 academic year; as grade 11 or above for the first time for the 2010-2011 academic year; and for those classified as grade 12 for the first time in 2011-12):

<b>GRADE</b>	<b>RANGE</b>	<b>DESCRIPTOR</b>	<b>Grade Points for X,Y,Z,C</b>	<b>Grade Points for Honors, AP, IB</b>
A+	99-100		4.5	5.5
A	94-98	Excellent	4.0	5.0
B+	90-93		3.5	4.5
B	84-89	Very Good	3.0	4.0
C+	80-83		2.5	3.5
C	74-79	Satisfactory	2.0	3.0
D+	70-73		1.5	2.5
D	64-69	Minimum Passing	1.0	2.0
F	below 64	Failing	0.0	0.0

- E. Grades 6 through 12: letters, descriptors, and criteria to report progress in academic areas:

For students classified as grade 8 and below for the first time in the academic year 2008-09 (FOR THE PURPOSE OF TRANSFER STUDENTS: as grade 9 and below for the first time for the 2009-10 academic year; those classified as grade 10 or below for the first time for the 2010-2011 academic year; and for those classified as grade 11 or below for the first time in 2011-12; and for all secondary students in 2012-13):

<b>GRADE</b>	<b>RANGE</b>	<b>DESCRIPTOR</b>	<b>Grade Points For P, C, O</b>	<b>Grade Points for Honors, Dual Enrollment</b>	<b>Grade Points for AP/IB/IC</b>
A+	99-100		4.5	5.0	5.5
A	94-98	Excellent	4.0	4.5	5.0
B+	90-93		3.5	4.0	4.5
B	84-89	Very Good	3.0	3.5	4.0
C+	80-83		2.5	3.0	3.5
C	74-79	Satisfactory	2.0	2.5	3.0
D+	70-73		1.5	2.0	2.5
D	64-69	Minimum Passing	1.0	1.5	2.0
F	Below 64	Failing	0.0	0.0	0.0

F. The Scale for Converting End-of-Course SOL Results to Exam Grade Equivalents

SOL Scaled Score	Exam Grade		SOL Scaled Score	Exam Grade
600	100		433-436	74
561-599	99		430-432	73
541-560	98		427-429	72
524-540	97		423-426	71
511-523	96		420-422	70
501-510	95		417-419	69
500	94		413-416	68
497-499	93		410-412	67
493-496	92		407-409	66
490-492	91		403-406	65
487-489	90		400-402	64
483-486	89		371-399	63
480-482	88		343-370	62
477-479	87		314-342	61
473-476	86		286-313	60
470-472	85		257-285	59
467-469	84		229-256	58
463-466	83		200-228	57
460-462	82		171-199	56
457-459	81		143-170	55
453-456	80		114-142	54
450-452	79		86-113	53
447-449	78		57-85	52
443-446	77		29-56	51
440-442	76		1-28	50
437-439	75		0	0

G. Parental Request to Withhold High School Credit Earned in Middle School

TO: Parents of Middle School Students Enrolled in High School Courses

Middle School students and their parents may choose to drop the credit for any high school course in which they completed while in middle school. **However, if this option is exercised, the grades would not be listed on the high school transcript or reflected in the student's grade point average. The course is not eligible for use as a verified credit to meet graduation requirements unless it is repeated. A minimum of six verified credits is required for graduation.** Courses and grades would remain a part of the middle school record. Participation in Standards of Learning (SOL) tests is required of all students enrolled in an SOL course such as Algebra I. The student would be expected to repeat the course(s) as required if this course is dropped. If the student passed the SOL test, the student would not repeat the SOL test, just the course.

At this time, all middle school students enrolled in high school courses are enrolled for credit. After discussing the no-credit option with your child, determine if you want to pursue this option. If you choose to exercise this option, please fill in the form below and return it to your child's school counselor or teacher by the end of the school year. The final date for notifying us of your decision to exercise this option is by June 12. Should you choose the no-credit option **after June 30** of the current school year, your **high school counseling department** needs to be contacted. We encourage you to discuss this option with your child's teacher and school counselor before making a final decision.

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Student Name \_\_\_\_\_ Student # \_\_\_\_\_ Date \_\_\_\_\_

High School Course(s) \_\_\_\_\_

Teacher(s) Name(s) \_\_\_\_\_

Counselor Name \_\_\_\_\_

Please allow \_\_\_\_\_ to complete the above course(s) for no high school credit.  
(Student)

School student will attend next year \_\_\_\_\_

We understand that the course(s) and grades remain a part of the middle school record but will not be shown on the high school transcript, used in the grade point average, or counted toward high school graduation requirements. The student will repeat courses as required.

\_\_\_\_\_  
Parent Signature

Adopted: December 8, 2009

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

Cross Ref.: 3040 Promotion, Retention and Grading (expires July 1, 2010)  
3040 Grading Students' Work (effective July 1, 2010)  
3041 Accelerating the Curriculum  
3042 Promotion, Retention and Academic Administrative Placements (effective July 1, 2010)

## ACCELERATING THE CURRICULUM

### A. Elementary School Students

A principal or the principal's designee may determine that it is appropriate to accelerate the pace at which an elementary school student is exposed to the curriculum. For purposes of this policy, acceleration is defined as making the curriculum more rigorous by increasing the pace at which an elementary student is exposed to the curriculum in one or more subject areas. A result of making the curriculum more rigorous is that a student will be held accountable for mastering some or all of the approved curriculum at a grade level higher than that to which the student is otherwise assigned. For instance, a student in the fourth grade whose mathematics curriculum is accelerated at the beginning of the school year will cover and be held accountable for not only all of the fourth-grade mathematics curriculum, but for a portion of the fifth-grade mathematics curriculum as well.

Acceleration in the elementary grades occurs primarily in mathematics during the fourth and fifth grades. An elementary student's work shall not be accelerated without the prior approval of the student's parent or guardian.

### B. Middle School Students

The work of a middle school student may be accelerated, or made more rigorous, by registering the student for a high school credit-bearing course. A credit-bearing course is one for which the student will earn credit towards high school graduation provided that the student passes the course. Notwithstanding the fact that Algebra I is a credit-bearing course, it is the approved mathematics curriculum for most students in the eighth grade. Therefore, an eighth-grade student assigned to Algebra I shall not constitute acceleration. A middle school student's work shall not be accelerated without the prior approval of the student's parent or guardian.

A middle school student's final grade in a high school credit-bearing course, including Algebra I, shall be deleted from the student's transcript if the student's parent or guardian requests it to be deleted in writing by July 15 following receipt of the student's report card. Issuance of the student's report card shall constitute receipt for purposes of this policy. In the event a student's grade is deleted from his or her transcript as described immediately above, the student will not receive credit toward high school graduation for any such course.

### C. High School Students

Academic acceleration in high school is provided through the availability of advanced placement courses, dual enrollment courses, industry certification preparation, specialty centers, Governor's Schools and other similar offerings.

### D. Grades

If a student's work is accelerated in one or more subject areas, the student's grades shall be based on the student's mastery of the accelerated curriculum.

Adopted: December 8, 2009

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

Cross Ref.: 3010 Curriculum and Instruction  
3040 Promotion, Retention and Grading (expires July 1, 2010)  
3040 Grading Students' Work (effective July 1, 2010)  
3040-R The Uniform Grading Standards  
3042 Promotion, Retention and Academic Administrative Placements  
(effective July 1, 2010)  
3050 Alternative Instructional Options

## PROMOTION, RETENTION AND ACADEMIC ADMINISTRATIVE PLACEMENTS

The School Board recognizes that decisions affecting a student's grade level assignment, especially decisions to retain a student, may have long-lasting effects on the student's future success in school. For instance, research indicates that students who have been retained two or more times are more likely to drop out of high school than are students who have never been retained. Therefore, the School Board expects that any decision to retain a student in the same grade level be made following considerable deliberation and consultation. In addition, decisions made pursuant to this policy shall be made consistent with and subject to the provisions of Policy 4020, Attendance.

For purpose of this policy:

- Promotion generally refers to a student advancing to the next grade level after having successfully completed the academic requirements of the current grade level;
- Retention generally refers to a student being required to repeat the current grade level a second time after having failed to successfully complete the academic requirements of the current grade level; and,
- An academic administrative placement generally refers to an administrative decision to advance a student to the next grade level even though the student has not successfully completed the academic requirements of the current grade level.

### A. Promotion

Elementary school students. An elementary school student shall be promoted to the next grade level if he or she received passing final grades in both reading and mathematics in the current grade level, as determined by the student's teacher(s) in accordance with grading practices approved by the principal.

Middle school students. A middle school student shall be promoted to the next grade level if he or she received a passing final grade in at least five courses in the current grade level, two of which must be language arts and mathematics. A middle school student who does not receive a passing grade in any high school credit-bearing class - including Algebra I - shall be promoted to the next grade level if he or she has met all other requirements for promotion.

High school students. For high school students, promotion refers to a student advancing from one class designation to the next (ninth-grader, tenth-grader, eleventh-grader and twelfth-grader) after having satisfied all requirements for advancement. While designation as a ninth-grader, tenth-grader or eleventh-grader is based solely on the number of credits earned, designation as a twelfth-grader is based on the number of credits earned, the types of credits earned, as well as other requirements. Accordingly, a high school student shall be promoted to the next class designation only as follows:

To be classified as a 9 <sup>th</sup> grader:	A student must have been promoted from middle school and must have accrued fewer than five total standard high school credits by the start of an academic/school year.
To be classified as a 10 <sup>th</sup> grader:	A student must have accrued at least five standard high school credits by the start of an academic year.
To be classified as an 11 <sup>th</sup> grader:	A student must have accrued at least 11 standard high school credits by the start of the academic year.
To be classified as a 12 <sup>th</sup> grader:	A student's transcript and schedule must include all credits and/or courses necessary to complete graduation requirements in June of that school year.

Students with disabilities. Regardless of grade level, determinations relating to the promotion of students with disabilities shall be made consistent with applicable laws and each student's individualized education plan (IEP). The principal shall determine whether or not a student with disabilities is promoted, after considering the promotion recommendation of the student's IEP team. The principal's decision shall be final.

B. Retention

Elementary school students. An elementary school student may be retained if the student did not receive a passing final grade in reading and/or mathematics, as determined by the student's teacher(s) in accordance with grading practices approved by the principal. However, prior to retaining an elementary school student, the principal shall consult with the student's classroom teacher and shall consider at least some of the factors outlined in Section E., Academic Administrative Placement, of this policy. The principal may also consult with other instructional staff who are familiar with the student. A principal shall have the authority to promote an elementary school student despite the fact that the student did not pass both reading and mathematics, as provided for in Section E. of this policy. The final decision to retain or promote a student by means of an academic administrative placement shall rest with the principal.

An elementary student who was retained and who - prior to the beginning of the next school year - attends a summer session course or participates in other remediation efforts in the subject area that was the basis of the student's retention, shall be reconsidered by the principal or the principal's designee to determine if the student's skills in that subject area have improved. Such reconsideration is required only where the student's parent has, prior to the beginning of the next school year, notified the principal that the student has participated in such remediation and has provided adequate documentation of same. Adequacy shall be determined in the sole discretion of the principal or the principal's designee. Upon receiving timely notice and adequate documentation from the student's parent, reconsideration shall occur not later than the first full week of school for students in the next school year. If the results of any such reconsideration indicate improvement, the principal shall determine whether or not the student's skills have improved sufficiently to justify advancing the student to the next grade level. The principal shall have the final authority to retain the student, promote the student or make an academic administrative placement to the next grade level.

Middle school students. A middle school student may be retained if the student did not receive a passing final grade in at least five courses, two of which must be language arts and mathematics. However, prior to retaining a middle school student, the principal shall consult with one or more of the student's classroom teachers and shall consider at least some of the factors outlined in Section E., Academic Administrative Placement, of this policy. The principal may also consult with other instructional staff who are familiar with the student. A principal shall have the authority to promote a middle school student despite the fact that the student did not pass all required subjects, as provided for in Section E. of this policy. The final decision to retain or promote a student by means of an academic administrative placement shall rest with the principal.

A middle school student who is retained, but subsequently passes the required courses in summer session, shall be promoted to the next grade level.

A middle school student who does not receive a passing grade in any high school credit-bearing class - including Algebra I - shall be promoted to the next grade level if he or she has met all other requirements for promotion.

High school students. A high school student shall not be advanced to the next class designation if he or she failed to earn a sufficient number of credits, or failed to satisfy all other requirements that apply.

C. Notice of Possible Retention to Parents

1. Notice requirements for elementary students. In order to avoid retention and to keep parents well-informed about the possibility of retention, instructional staff at the elementary school level shall as early as possible in the school year identify those students who are in jeopardy of being retained and discuss those students with the principal or the principal's designee. Following a teacher's discussion with the principal or the principal's designee, the teacher shall confer with the parent or guardian of each student who is in danger of being retained.

Thereafter, if the student is still being considered for retention, the principal or the principal's designee shall provide written notice of same to the student's parent or guardian. It is the School Board's intent that such written notice be received by the student's parent or guardian by the end of the second grading period if possible. Otherwise, such written notice shall be provided to a student's parent or guardian as early as possible in the school year, given a student's individual circumstances.

2. Notice requirements for middle and high school students. Instructional staff at the middle and high school levels shall as early as possible in the school year identify those students who are in jeopardy of failing the staff member's course and discuss those students with the principal or the principal's designee. Following a teacher's discussion with the principal or the principal's designee, the teacher shall confer with the parent or guardian of each student who is in danger of failing.

Thereafter, if the student is still in danger of failing one or more courses, the principal or the principal's designee shall provide written notice of same to the student's parent or guardian. It is the School Board's intent that such written notice be received by the student's parent or guardian as early as possible in the school year, given a student's individual circumstances.

D. Use of VAP Results as Sole Criterion for Promotion or Retention

Regardless of grade level, schools are prohibited from using Virginia Assessment Program (VAP)<sup>1</sup> results as the sole criterion for promotion or retention.

E. Academic Administrative Placements

The School Board recognizes that it is occasionally necessary for a principal to promote an elementary or middle school student to the next grade level notwithstanding the fact that the student has not met the necessary promotion requirements set forth in Section A. of this policy. Under such circumstances, a principal has the authority to promote an elementary or middle school student based on the principal's review of relevant information. The principal may promote the student by means of an academic administrative placement if, for example, the student performed acceptably on the Developmental Reading Assessment (DRA) and his or her VAP assessments. Other relevant information that the principal may take into consideration when deciding whether to promote a student by means of an academic administrative placement includes, but is not limited to, the student's:

1. Developmental maturity;
2. Achievement in reading and mathematics;
3. Achievement in history, science and other subjects in which there are SOL assessments;
4. Attendance;
5. The number and success of previous retentions;
6. English language acquisition;
7. Performance in summer session courses; and/or,
8. Other relevant factors.

In the event an elementary principal wishes to make an academic administrative placement to the sixth grade or a middle school principal wishes to make an academic administrative placement to the ninth grade, it shall be the responsibility of the principal to contact the principal of the receiving school. Such contact shall be made as early as possible following the decision to make an academic administrative placement, but not later than July 1 prior to the school year in which the placement is to become effective.

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<sup>1</sup> The Virginia Assessment Program (VAP) is the state-mandated testing program designed to measure student mastery of the Virginia State Standards of Learning (SOL) in reading, writing, mathematics, history and science. The testing program includes: (i) the SOL assessments, which are multiple choice tests at specific grade levels and for end-of-course tests for high school credit courses, and direct assessments of writing; and (ii) portfolio assessments for students who cannot demonstrate their mastery on such tests, including the Virginia Alternative Assessment Program (VAAP), the Virginia Grade Level Alternative (VGLA), the Virginia Substitute Evaluation Program (VSEP), primarily for students with disabilities, and Access, the alternate test for English language learners. Every student must be assessed on one of the VAP assessments at designated or appropriate grade levels and subjects.

If the receiving principal wishes to discuss the placement, the two principals shall confer prior to the placement becoming effective. In the event the two principals cannot agree on the placement, the appropriate Director of Elementary, Middle School or High School Education shall attempt to facilitate. If agreement is still not forthcoming, the Assistant Superintendent for Instructional Administration shall render a decision, which shall be final. It is the School Board's expectation that final resolution of any such matter will occur well in advance of the beginning of the relevant school year so that the student, his or her parent, and the receiving school may make suitable arrangements.

F. Disciplinary Administrative Placements

Administrative placements that are made for disciplinary or other purposes are governed by Regulation 4010-R, Standards for Student Conduct.

***The provisions of this policy shall become effective on July 1, 2010.***

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:3

State Board of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-40-10 *et seq.*, 8 VAC 20-131-30 *et seq.*

Cross Ref.: 3040 Grading Students' Work (effective July 1, 2010)  
3040-R The Uniform Grading Standards  
3170 Standards of Learning Tests and Graduation Requirements  
4010-R Standards for Student Conduct  
4020 Attendance

CCPS Special Education Procedural Manual

[VSBA: IKEB]

## ALTERNATIVE INSTRUCTIONAL OPTIONS

Alternative schools and alternative programs within schools are designed to provide instructional options for students who meet required application or placement criteria. Such schools and programs include, but are not limited to, specialty centers, Governor's Schools, online courses, magnet schools and Community High School. Alternative schools and programs shall be approved by the School Board whether or not any such school or program meets the definition of instructional program set forth in Policy 3020, Selection, Implementation and Evaluation of Instructional Methods, Strategies and Programs.

Students seeking admission into an alternative school or program shall meet applicable admission requirements. No person of school age meeting the residency requirements of Va. Code § 22.1-3 may be charged tuition for enrollment in an alternative school or program offered as a regional or division-wide initiative by the School Board.

A class that is offered for high school graduation credit in or by an alternative school or program shall be as rigorous and include the same course requirements as a comparable class that is offered by a non-alternative school or program. In addition, any such class shall meet all secondary school accreditation requirements of the State Board of Education. A student who successfully completes any such class in an alternative school or program shall earn credit for the class that is comparable to that earned by a student taking the same class in a non-alternative school or program. Verified units of credit may be earned when a student has passed the Standards of Learning end-of-course test associated with the course.

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-3, 22.1-253.13:1.

8 VAC 20-330-10.

8 VAC 20-330-20.

Cross Ref.: 3010 Curriculum and Instruction  
3020 Selection, Implementation and Evaluation of Instructional Methods,  
Strategies and Programs  
3170 Standards of Learning Tests and Graduation Requirements

[VSBA: IGBG, IGBH]

## HOMework AND PARENTAL ASSISTANCE

Teachers may assign learning activities for students to work on or complete outside of school hours. Any such assignment shall be referred to as homework for purposes of this policy. However, nothing in this policy shall be used to require a teacher to categorize work completed outside of school hours as “homework” for grading, weighting, or other similar classroom purposes.

Among other things, homework should relate to classroom instruction; reinforce classroom learning; help students achieve mastery; provide data as to whether and how much learning has occurred; and, help students develop self-discipline, self-direction, good work habits, effective time management skills, and the core value of responsibility. Homework should also serve as a communication link between the school and home.

Instructional staff should seek to correct a student’s habitual failure to complete homework. In addition, instructional staff should take appropriate steps to communicate with parents about the division’s homework policy and solicit their support in its implementation. Homework should not be used for disciplinary purposes.

The amount of homework assigned to students should be reasonable. General guidelines relating to the time students at different grade levels may be expected to spend on homework are from time to time included in the Chesterfield County Public Schools’ Parent Handbook.

Additionally, homework should:

- Serve a valid academic purpose;
- Be assigned after students have been introduced to the skills necessary to successfully complete the assignment;
- Be presented in a clear and understandable manner;
- Be appropriate for the age and developmental level of students;
- Be differentiated to address individual differences where feasible;
- Take into consideration a student’s access to technology at home, as well as his or her access to other learning materials, tools and supports;
- Be reviewed in a timely and consistent manner, with the results communicated to students and parents; and,
- Guide subsequent instruction.

When assigning a research project or other homework that is to be completed over several days, weeks or months, instructional staff should assist students to develop a project management plan that organizes the assignment into manageable tasks. When making assignments to be completed over the summer months, instructional staff should impose time limitations so as to ensure minimal intrusion on the summer activities of the student and his or her family.

The School Board encourages parents and guardians to provide instructional assistance to their children at home. Parents may support the completion of homework by:

- Setting aside specific time each day for the completion of homework;
- Establishing an atmosphere free of disruption;
- Confirming with the student that assigned homework has been completed;
- Providing assistance and encouragement;
- Being aware of signs that indicate study or learning problems and, if such signs are evident, contacting the teacher for assistance;
- Helping students to set priorities and learn to handle the various time requirements of school and other activities;
- Making necessary reference materials and technology available, as needed and where possible; and,
- Allowing the student to complete his or her own work.

The division provides several homework resources for parents including, but not limited to, those that follow:

- A Course Offerings Guide, which identifies grade level and/or course objectives;
- A Parent Resource Center;
- Newsletters;
- Training sessions and workshops; and,
- Resources on the division website: [www.chesterfield.k12.va.us](http://www.chesterfield.k12.va.us).

Adopted: December 8, 2009

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

Cross Ref.: 3010 Curriculum and Instruction  
4020 Attendance  
5350 Teachers' Duties and Responsibilities  
6012 Communications  
6137 Parental Rights and Responsibilities

CCPS Parent Handbook

[VSBA: IKA, IKB]

## VOLUNTEERS

The School Board values and appreciates parents and other members of the community who volunteer their time, talent and expertise to Chesterfield County Public Schools and its student and staff. Volunteers perform functions that, among other things, allow instructional staff to spend more time with students, help students understand the relevance of the curriculum to “real life,” and help individual students improve their academic skills. The School Board, therefore, encourages parents and other members of the community to volunteer in the schools, and supports the recognition of volunteers by schools and the division.

While the division values and supports volunteers and volunteerism, school personnel are directed to take reasonable precautions to see that students are safe while in school. Therefore, no person shall be permitted to volunteer in any capacity in any school-related activity without the prior approval of the principal or the principal’s designee. For purposes of this policy, a school-related activity shall be defined as any curricular, co-curricular, extra-curricular or other activity that is organized and sponsored by a school or a school staff member acting in his or her official capacity. Volunteering in a school-related activity shall include, but not be limited to, serving as a volunteer coach, guest speaker, volunteer for a school fundraiser, field trip chaperone, classroom assistant, or tutor, whether or not an individual is to serve in a long-, short-, or one-time capacity. Additionally, a school-related activity is any activity that is organized and sponsored by a booster club, the Parent Teacher Association (the PTA), another parent organization, or any other similar organization, if such activity is for the benefit of a school or its students or staff and is reasonably anticipated to cause volunteers to have direct contact with students on school property during regular school hours or during school-sponsored activities.

In deciding whether or not an individual may serve as a volunteer in a school-related activity, the principal or principal’s designee shall, at a minimum and prior to service, determine that the individual’s name does not appear on the sex offender registry and that the school is not in possession of a court order prohibiting the person from being on school grounds or near a student or staff member. A principal may impose more stringent limiting factors prior to allowing an individual to serve as a volunteer.

Each principal shall establish procedures that all volunteers must follow. Such procedures shall, at a minimum, include those that are found from time to time in the division’s guidelines for parent volunteers.

A principal may, at any time and in his or her sole discretion, prohibit any individual from serving as a volunteer. The principal or the principal’s designee shall routinely monitor the sex offender registry to ensure that the names of individuals volunteering at school-related activities at the principal’s school do not appear on the sex offender registry.

Adopted: December 8, 2009

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

Cross Ref.: 2090 School Building Administration  
3090 Field Trips  
3130 Safe Schools  
4080 Fundraising (expires July 1, 2010)  
4080 Fundraising and Charitable Solicitations (effective July 1, 2010)  
6010 Educational Partnerships  
6011 Community Relations  
6070 Guest Speakers  
6133 Sex Offender Registry Notification  
6141 School Visitors  
6142 Public Conduct on School Property

[VSBA: IICB/IICC]

## STUDENT INSTRUCTIONAL FEES

The Superintendent will be responsible for maintaining a list of approved fees for specific courses of instruction. No other fees may be charged students without the permission of the Superintendent or the Superintendent's designee. Teachers who wish to require students to obtain specific school supplies or books may do so only with the permission of the building principal. Further, written notice shall be provided to the parents of any student who enrolls in a specific course where the fee is \$100 or more.

For specific courses where the fee is \$100 or more, the fee and any associated costs for a graded activity shall be waived for any student whose family demonstrates financial need that would qualify the student under the income guidelines for free and reduced price lunch. A high school student shall be presumed eligible for a waiver of fee and costs if a younger family member participates in the free and reduced lunch program. Families who do not have students enrolled in the federal lunch program may be asked to provide documentation that they meet these income guidelines in order to obtain a waiver. Students involved in the course may be encouraged to participate in fundraising to offset costs of participation beyond the fee itself.

All student fees collected for specific courses shall be accounted for in student activity funds.

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-6, 22.1-243, 22.1-280.4.

8 VAC 20-370-10.

Cross Ref.: 3030 Selection and Disposal of Textbooks, Selection of Instructional Materials,  
and Selection of Library Media Materials  
4080 Fundraising (expires July 1, 2010)  
4080 Fundraising and Charitable Solicitations (effective July 1, 2010)  
7010 Agreement to Participate in the School Nutrition Program  
7060 Student Activity Funds

[VSBA: JN]

## FIELD TRIPS

The School Board recognizes the value of students visiting off-campus locations during the school day in order to enhance their understanding of the approved curriculum. Because such visitations substitute for in-class instruction, they must relate directly to and be aligned with the approved curriculum. The approved curriculum shall include, but not be limited to, 21<sup>st</sup> century skills, core values and other skills relating to good citizenship. Using time within the school day for students to visit an off-campus location in order to enhance their understanding of the curriculum shall be referred to as a field trip for purposes of this policy.

### A. Approval for Field Trips

Field trips require the prior approval of the principal or the principal's designee. Instructional staff shall seek such approval prior to scheduling or making other arrangements for a field trip. Among other factors, the principal or the principal's designee shall consider the extent to which a proposed field trip relates to, aligns with and enhances the approved curriculum, as well as the overall educational value of the proposed trip. The principal or the principal's designee shall also consider the length of the proposed trip; the distance, time and expense involved, if any; as well as the complexity of travel and other arrangements, prior to approving any field trip.

A principal or principal's designee shall not approve a field trip unless he or she is satisfied that adequate safety precautions have been made and will be observed during all phases of the trip, and unless he or she has determined that the number of adults scheduled to accompany students during the trip is adequate to provide for student supervision and safety. In making such determinations, the principal or the principal's designee shall consider the age of and any special needs of students participating in the field trip, as well as the location and nature of the field trip, among other factors. The principal shall also take into consideration whether sufficient male and female adult supervisors are scheduled to accompany students during the trip.

Any instructional staff member who has received approval for a field trip shall ensure that it is used for the purpose of enhancing students' understanding of the approved curriculum. Accordingly, the off-campus experience shall be integrated into lessons in a meaningful way before, during, and after the field trip.

A list of endorsed curriculum-related field trips shall be maintained by the Department of Instructional Support.

### B. Student Conduct During Field Trips

Notwithstanding the fact that field trips require students to leave a school's campus, the Chesterfield County Public Schools' (CCPS) Standards for Student Conduct (the "Code") shall nonetheless govern student conduct during all such trips. Therefore, among other things, instructional staff shall monitor the purchase of gifts including, but not limited to, weapon replicas that are prohibited under the Code of Virginia.

C. Adult Conduct During Field Trips

Employees who accompany students on a field trip are subject to School Board policies and shall comport themselves in a professional and responsible manner during the entirety of the field trip. Adult volunteers who are asked to accompany students on a field trip are also expected to behave in a responsible manner during the entirety of the field trip, and shall be subject to the direction of division employees for the duration of the trip.

The primary responsibilities of division employees who accompany students on a field trip shall be the facilitation of student learning, the safety and supervision of students, and the safety of other adults on the trip. Therefore, division employees who accompany students on any field trip, including, but not limited to, overnight trips, shall at all times during the trip be able to respond professionally, capably, and responsibly to an emergency or any other situation involving a student or other adult chaperone.

D. Duration of Field Trips

Generally, field trips should be confined to a single school day. All overnight trips for middle and elementary students require the written pre-approval of the Superintendent or the Superintendent's designee. Where the purpose of the field trip necessitates that students be gone overnight, the trip shall be limited to the fewest number of days possible for students to meet the objectives of the trip.

E. Transportation

Arrangements for field trip transportation must be made in advance. Only properly-procured and insured modes of transportation with properly licensed operators shall be used to transport students and adults during field trips. Such transportation shall be approved by the Chesterfield County Risk Management Department (Risk Management) and may include commercial carriers that are under contract with or approved by Risk Management. With prior approval of the CCPS Transportation Department (Transportation Department), division-owned vans and buses may be used to transport students and adults on a field trip, provided that any such vehicle must be operated by a licensed Transportation Department driver. In determining whether or not a CCPS vehicle may be used to transport students and adults on a field trip, regular bus runs shall have priority.

F. Out-of-State and Out-of-Country Field Trips

All out-of-state and out-of-country trips, regardless of the age of students participating in the trip, require the prior written approval of the Superintendent or the Superintendent's designee. Out-of-country field trips also require the prior written approval of Risk Management. No staff member may make any arrangements for an out-of-state and out-of-country trip – including, but not limited to, requiring students to make non-refundable deposits - prior to receiving the necessary approvals in writing. The Superintendent or the Superintendent's designee shall also indicate the required number of teacher and other adult chaperones, including the number of male and female chaperones who must accompany students on the trip.

Arrangements for an approved out-of-country field trip must be made through an organization under contract with or approved by CCPS and/or Chesterfield County.

G. Fundraising

No fundraising efforts to support a field trip may commence until the field trip has received all necessary approvals. All funds collected for a field trip must be placed in a special student activity account.

The principal should ensure that no student is denied participation on a field trip because of the expense of the trip.

H. Cancellation

The Superintendent or the Superintendent's designee may cancel any field trip, including any out-of-state or out-of-country field trip, at any time for safety or other reasons in his or her sole discretion.

I. Virtual Field Trips

Virtual field trips allow students to visit distant locations and events from the classroom using electronic means including, but not limited to, video-streaming, web casting, closed circuit remote-viewing and live television broadcasts. Virtual field trips allow students to visit off-campus locations or events remotely that would either not be accessible to students during a traditional field trip, that would be cost prohibitive if students' only option was a traditional field trip, and/or that may take place over multiple days or weeks. For purposes of this policy, therefore, a virtual field trip shall be defined as using time during the student day, in excess of the normal class time, to visit a distant location or event using electronic means rather than physically traveling to the location or event.

Examples of virtual field trips include, but are not limited to, using electronic means to observe the floor of the United States Congress, the Kennedy Space Center, and the Smithsonian Institution. Often virtual field trips allow students the opportunity to witness real-life political and scientific processes, and as a result they may involve many days or weeks. As a result, the amount of class time spent on one or more virtual field trips shall be determined by the principal or the principal's designee in consultation with the instructional staff member.

Because virtual field trips substitute for in-class instruction, they too must relate directly to and be aligned with the approved curriculum. Therefore, virtual field trips require the prior approval of the principal or the principal's designee. Instructional staff shall seek such approval prior to substituting class time with a virtual field trip. Among other factors, the principal or the principal's designee shall consider the extent to which a proposed virtual field trip relates to, aligns with and enhances the approved curriculum, as well as the overall educational value of the proposed trip. The principal or the principal's designee shall also consider the duration of the virtual field trip as well as how instructional staff intend to incorporate the trip into lessons.

Any instructional staff member who has received approval for a virtual field trip shall ensure that it is used for the purpose of enhancing student's understanding of the approved curriculum. Accordingly, the virtual experience shall be integrated into lessons in a meaningful way before, during, and after the field trip.

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-176.

Cross Ref: 3010 Curriculum and Instruction  
3070 Volunteers  
4010 Rights and Responsibilities  
4010-R Standards for Student Conduct  
5030 Professional Ethics  
7060 Student Activity Funds  
7160 Pupil Transportation

County of Chesterfield Risk Management Guidelines

[VSBA: IICA]

## SUMMER SESSION

Chesterfield County Public Schools (CCPS) may offer classes during the summer months in between regular school sessions. The term during which such classes are offered shall be referred to as summer session. Summer session classes shall be open on a space-available basis to CCPS students who have not yet earned a high school diploma – that is, students who already attend or are enrolled for the purpose of attending a CCPS school in the K-12 program. Summer session classes shall offer opportunities for remediation, acceleration, credit-recovery, enrichment and/or completion of diploma requirements.

A CCPS student who attends a class during summer session may be charged tuition according to rules and regulations established by the division and at rates established by the School Board. Additionally, non-CCPS students may be permitted to attend a summer session class on a space-available basis, and subject to other rules, regulations and limitations established by the division. Non-CCPS students who are allowed to take a class during summer session shall be charged tuition at rates established by the School Board.

A summer session class that is offered for high school graduation credit shall be as rigorous and include the same course requirements as a comparable class that is offered during the regular school session. In addition, any such class shall meet all secondary school accreditation requirements of the State Board of Education. Standards of Learning (SOL) tests will be administered during summer session only for high school courses for which there is a corresponding end-of-course SOL test. Only students who failed the SOL test in the same subject in all previous attempts or who are taking the SOL test in that subject for the first time will be permitted to take an SOL test during summer session.

In order to attend a summer session class, all CCPS and non-CCPS students must have first been determined to be eligible to attend the class by the designated official at the school the student attended during the most recent regular school session. The actual number of hours students are required to attend any summer session class shall be those established by the State Board of Education.

All students attending a summer session class shall abide by CCPS Standards for Student Conduct, as well as all rules that apply to the school or other building in which the class is held. Before being permitted to attend a class during summer session, each student and his or her parent or guardian shall agree in writing to abide by the CCPS Code of Student Conduct and other applicable rules. In addition to disciplinary processes and consequences available under the CCPS Code of Student Conduct, a student may be withdrawn from summer session prior to its conclusion for a violation of the CCPS Code of Student Conduct or another applicable rule. A student may also be withdrawn from summer session for violating an attendance requirement. No tuition refund will be issued if a student is withdrawn for either disciplinary or attendance reasons.

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

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

Any student who fails to achieve a passing score on all of the SOL 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 session 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 or her parent, in consultation with the Superintendent or the Superintendent's 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 Superintendent. The costs of such private school remediation program or special program shall be borne by the student's parent.

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

The 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 session 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 session; and
- the Superintendent determines that remediation of the student's poor academic performance, passage of the SOL assessment in grades three through eight, or promotion is related directly to the student's attendance in the summer session program.

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-199.2, 22.1-211, 22.1-253.13:1, 22.1-254, 22.1-254.01.

8 VAC 20-131-120.

Cross Ref.: 3010 Curriculum and Instruction  
3042 Promotion, Retention and Academic Administrative Placements (effective July 1, 2010)  
3170 Standards of Learning Tests and Graduation Requirements  
3173 Remediation Recovery Program  
4010-R Standards for Student Conduct  
4020 Attendance  
7050 Revenues: Tuition Fees

[VSBA: IGCA]

## ADULT CONTINUING EDUCATION

Chesterfield County Public Schools will offer adult continuing education classes to residents of Chesterfield County who are over the age of compulsory school attendance and who are not otherwise enrolled in the division's regular K-12 school program. Such classes may be offered by the division or through a collaborative arrangement between the School Board and another state or local agency.

The division may determine its adult continuing education offerings by surveying the community; reviewing data issued by local, state and federal agencies; assessing the needs of local businesses; soliciting requests from members of the community; and/or reviewing input from one or more School Board advisory committees.

Adult continuing education generally falls into the four categories that follow:

1. Workforce classes - for adults who have already earned a high school diploma or General Educational Development (GED) certificate, and who wish to earn an industry certification in one of a variety of career fields.

2. Enrichment classes - for adults who, regardless of academic level, wish to pursue any of a wide variety of courses in the areas of business, computers and technology, world languages, financial planning, personal planning, culinary skills, music, and arts and crafts.

3. English for Speakers of Other Languages (ESOL) classes – for adults to improve their skills in reading, writing, listening, and speaking English.

4. General Educational Development (GED) classes - for those adults who have not yet earned a high school diploma and who require instruction in high school language, writing, mathematics, science and/or social studies.

Tuition and fees for adult continuing education classes shall be established by the Superintendent or the Superintendent's designee.

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-210; 22.1-223 through 22.1-226, 22.1-253.13:1.D.8.

8 VAC 20-30-10.  
8 VAC 20-360-10.

Cross Ref: 1140 Committees  
1141 Advisory Committees to the School Board  
6011 Community Relations  
7050 Revenues: Tuition Fees

[VSBA: IGE]

## RELIGIOUS BELIEFS AND CUSTOMS

This policy recognizes the pluralism of religious beliefs of citizens and the significance of religion in Virginia's history. The historical and contemporary values and the origin of religion may be explained in an unbiased and objective manner without sectarian indoctrination.

Music, art, literature, history, world language and drama, among others, having religious themes or bases are permitted as a part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage.

The use of religious symbols that are a part of a religion may be permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage and are temporary in nature.

In that spirit of respect, students and staff members may be excused from participating in activities that are contrary to their religious beliefs unless there are clear issues of compelling public interest that would prevent it.

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-203.3.

U.S. Const. Amend. I.

Cross Ref.: 3010 Curriculum and Instruction  
3031 Teaching of Sensitive or Controversial Topics

[VSBA: INDC]

## SAFE SCHOOLS

### A. Generally

The School Board places the highest priority on providing a safe environment for teaching and learning. All employees, parents, and students share in the responsibility for safe schools. The Superintendent or the Superintendent's designee and principals shall enforce safety measures mandated by all applicable law and School Board policy.

### B. School Crisis, Emergency Management and Medical Emergency Planning

Each school will develop a written school crisis, emergency management and medical emergency response plan as defined below. The School Board will annually review each school's plan. The School Board has the authority to withhold or limit the review of any security plans and specific vulnerability assessment components as provided in the Virginia Freedom of Information Act, Va. Code § 2.2-3705.2. In developing these plans, schools may consult the model school crisis, emergency management, and medical emergency response plan developed by the State Board of Education and the Virginia Center for School Safety.

The division will work collaboratively with area public safety and emergency management agencies to develop a standardized division-wide crisis plan based on the model recommended by the U.S. Department of Education. Each school will use the division-wide template and plan in developing individual school crisis plans.

Each school will annually conduct school safety audits as defined below. The results of such school safety audits will be made public within 90 days of completion. The School Board may withhold or limit the release of any security plans and specific vulnerability assessment components as provided in the Virginia Freedom of Information Act, Va. Code § 2.2-3705.2. Each school will maintain a copy of the school's safety audit, which may exclude such security plans and vulnerability assessment components, within the office of the school principal and will make a copy of such report available for review upon written request.

"School crisis, emergency management, and medical emergency response plan" means the essential procedures, operations, and assignments required to prevent, manage, and respond to a critical event or emergency, including natural disasters involving fire, flood, tornadoes, or other severe weather; loss or disruption of power, water, communications or shelter; bus or other accidents; medical emergencies, including cardiac arrest and other life threatening medical emergencies; student or staff member deaths; explosions; bomb threats; gun, knife or other weapons threats; spills or exposures to hazardous substances; the presence of unauthorized persons or trespassers; the loss, disappearance or kidnapping of a student; hostage situations; violence on school property or at school activities; incidents involving acts of terrorism; and other incidents posing a serious threat of harm to students, personnel, or facilities. The plan shall include a provision that the Department of Criminal Justice Services and the Virginia Criminal Injuries Compensation Fund shall be contacted immediately to deploy assistance in the event of an emergency as defined in the emergency response plan when there are victims as defined in Va. Code § 19.2-11.01, as well as current contact information for both.

“School safety audit” means a written assessment of the safety conditions in each public school to (i) identify and, if necessary, develop solutions for physical safety concerns, including building security issues; and (ii) identify and evaluate any patterns of student safety concerns occurring on school property or at school-sponsored events. Solutions and responses will include recommendations for structural adjustments, changes in school safety procedures, and revisions to the School Board’s standards for student conduct.

C. Health, Safety and Fire Inspections

1. Each school will maintain records of regular safety, health and fire inspections that have been conducted and certified by local health and fire departments. The frequency of such inspections will be determined by the School Board in consultation with the local health and fire departments. In addition, the school administration will:

a. equip all exit doors with panic hardware as required by the Uniform Statewide Building Code (13 VAC 5-63-10 *et seq.*); and

b. conduct fire drills at least once a week during the first month of school and at least once each month for the remainder of the school term. No fire drills will be conducted during periods of mandatory testing required by the State Board of Education. Evacuation routes for students shall be posted in each room. At least one simulated lockdown and crisis emergency evacuation activity should be conducted early in the school year.

2. Each school will have contingency plans for emergencies that include staff certified in cardiopulmonary resuscitation (CPR), the abdominal thrust procedure formally referred to as the Heimlich maneuver, and emergency first aid.

3. In addition, the school administration will ensure that the school has:

a. written procedures to follow in emergencies such as fire, injury, illness, and violent or threatening behavior. The plan will be discussed with staff and students during the first week of each school year;

b. space for the proper care of students who become ill;

c. a written procedure for responding to violent, disruptive or illegal activities by students on school property or during a school-sponsored activity; and

d. written procedures to follow for the safe evacuation of persons with special physical, medical, or language needs who may need assistance to exit a facility.

D. Hazardous Materials

Each building principal or his/her designee shall maintain material safety data sheets in a central location. Where appropriate, the building principal or his/her designee shall identify hazardous materials for employees who need to be aware of the presence of such materials to satisfactorily perform their job duties and/or to protect other school personnel, students and patrons.

Precautions, including student instructions, employee training, and supervision shall be taken to maximize safety in the handling of hazardous materials. Only properly instructed students and trained employees shall be authorized to handle hazardous materials.

The Superintendent or the Superintendent's designee shall issue regulations to ensure that employees are made aware of hazardous chemicals either used in their job or stored near their job site and shall name a designee to evaluate and label toxicity of all materials used in the division in accordance with criteria established by the State Department of Education and state and federal law and/or regulations.

E. Reporting of Hazards

It is the duty and responsibility of each employee to assure that all equipment and grounds are free from hazardous conditions. Any employee who discovers a dangerous or potentially dangerous condition in a school or on school grounds shall report the condition immediately to his or her supervisor or the principal of the school or his/her designee. Maintenance requests relating to safety hazards should be identified as such and responded to accordingly.

F. Video Surveillance

The school system may install video cameras and record video images of building exteriors and of interior rooms and closets used for storage of valuable assets. It may also make video and sound recordings on school buses.

G. School Bus Safety

All buses and other vehicles owned and operated by the division will be inspected for safety in accordance with regulations of the State Department of Education.

Bus drills will be conducted within the first ninety calendar days of each school year, and more often, if necessary.

All accidents, regardless of the amount of damage involved, must be reported to the transportation supervisor.

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3705.2, 22.1-279.8.

8 VAC 20-131-260.

2006 Acts of Assembly, ch. 164.

Cross Ref.:	1020	Duties and Powers
	2030	Role and Duties of the Superintendent
	2090	School Building Administration
	2190	Reporting Acts of Violence and Substance Abuse
	4010-R	Standards for Student Conduct
	7170	Buildings and Grounds Safety; Management and Maintenance

[VSBA: EB, EBAA, EBCB, EBCC]

## ENROLLMENT OF PART-TIME STUDENTS

The School Board respects the right of parents to choose resources other than the public school system for the education of their children. Recognizing that some parents who make this choice may desire to enroll their children in the public school system on a part-time basis to enhance their educational experiences, the School Board elects to authorize such enrollment in accordance with this policy.

Section 22.1-253.13:1 of the Code of Virginia, permits students who are either (i) enrolled in a nonpublic school or (ii) receiving home instruction pursuant to Va. Code § 22.1-254.1, and who are enrolled in public school on less than a full-time basis in any mathematics, science, English, history, social science, career and technical education, fine arts, foreign language, health education or physical education course to be counted in average daily membership (ADM) on a pro rata basis. However, no such student shall be counted as more than one-half a student for purposes of the pro rata calculation, and any classes taken other than in those areas defined shall not be included for ADM purposes.

Chesterfield County will allow students who are either (i) enrolled in a nonpublic school or (ii) receiving home instruction pursuant to Va. Code § 22.1-254.1 to enroll in Chesterfield County Public Schools on less than a full-time basis according to the following criteria:

1. All middle and high school courses in the subject areas identified in the Appropriation Act will be available to such students.
2. A student may take up to two (2) full-year courses in any school year.
3. Chesterfield County Public Schools reserves the right to administer a diagnostic test to determine appropriate placement in selected courses.
4. Students must attend the school that serves the attendance zone for their residence, unless permission is granted otherwise by the Superintendent or the Superintendent's designee.
5. Any student wishing to enroll in a course pursuant to this policy - other than one offered "online" - must indicate their desire to do so no later than February 1 of the preceding school year. A student who relocates to Chesterfield County after February 1 of the preceding school year shall have until the following August 15 to register for any such course. Such indication must be made by completing the Form 3140-F and submitting it to the principal of the appropriate school. A student who wishes to enroll for a course offered "online" pursuant to this policy must do so not later than August 15 immediately preceding the school year in which the class will be taken.
6. Principals will include such requests in the master scheduling for the following year. Current School Board practices relating to course scheduling will be applicable to part-time students. No regularly enrolled student will be displaced from a course by a student enrolled under this policy.

7. Students enrolled under these provisions will not be eligible to participate in the Virginia High School League (VHSL) sports, due to VHSL policy that requires successful completion of five (5) academic courses in the previous semester to establish eligibility.

8. Students will be eligible to participate in other school-sponsored co-curricula and extracurricular activities while enrolled under this policy.

9. Students may ride School Board buses on the regular routes; no additional routes or stops will be added.

10. Students may be on school grounds no more than 10 minutes prior to or after any scheduled class time without specific permission from the school principal.

11. Students shall take state Standards of Learning assessments if given in the high school credit-bearing class in which they are enrolled (*i.e.*, "end of course" tests).

12. Students will be required to meet all requirements of the School Board's Code of Student Conduct, as well as rules set forth in the applicable school's handbook.

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-253.13.1, 22.1-253.13:2, 22.1-254.1.

Cross Ref.:	3140-F	Request for Part-Time Enrollment
	4010-R	Standards for Student Conduct
	4040	School Attendance Areas
	4040-R	Waiver for Student to Attend Other than Home School
	4070	Extracurricular Activities
	7160	Pupil Transportation

[VSBA: JECB]

REQUEST FOR PART-TIME ENROLLMENT

Student's Name: \_\_\_\_\_ Date of Birth: \_\_/\_\_/\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Daytime Phone: \_\_\_\_\_

If student is enrolled in a non-public school, please provide name and address of school:

\_\_\_\_\_  
\_\_\_\_\_

If student is home schooled, name of program: \_\_\_\_\_

Name of school to which request is made: \_\_\_\_\_

Course requested (must be on approved list): \_\_\_\_\_

School year requested: \_\_\_\_\_

List courses or studies that serve as prerequisites for requested course:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your signature below authorizes the school to test the student for purposes of course placement, and acknowledges that the student will be enrolled on a part-time basis and the school division will count the student in average daily membership on a pro rata basis for the purpose of receiving state aid.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent or Legal Guardian

\_\_\_\_\_  
Date

Adopted: December 8, 2009

\_\_\_\_\_  
\_\_\_\_\_

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-253.13:1, 22.1-254.1.

Cross Ref.: 3140 Enrollment of Part-Time Students

## PUBLIC CHARTER SCHOOLS

A charter school within Chesterfield County Public Schools (CCPS) is a public, nonsectarian, non-religious or non-home-based alternative school. A charter school may be created as a new public school or by converting all or part of an existing public school. However, no charter school shall be established through the conversion of a private school or a nonpublic home-based educational program. All public charter schools shall be subject to federal and state laws and regulations, desegregation court-orders, and constitutional provisions, prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special services.

### A. Purpose

The School Board is committed to providing students, who may have unique interests or needs, with academic choices. A charter school operating in Chesterfield County must meet the stated intent of the law enacting charter schools in Virginia, that is to: “(i) stimulate the development of innovative programs within public education; (ii) provide opportunities for innovative instruction and assessment; (iii) provide parents and students with more options within their school division; (iv) provide teachers with a vehicle for establishing schools with alternative innovative instruction and school scheduling, management and structure; (v) encourage the use of performance-based educational programs; (vi) establish and maintain high standards for both teachers and administrators; and (vii) develop models for replication in other public schools.”

### B. Enrollment

Enrollment in a charter school shall be open to any child who is deemed to reside in the division or, in the case of a regional public charter school, within any of the relevant school divisions, as set forth in Va. Code § 22.1-3, through a lottery process on a space-available basis. Admissions criteria may be set based on the specialized needs of the students for whom the charter school’s educational program is designed. If adequate space is not available to accommodate all the students who meet these criteria, a waiting list shall be established with priority for admission determined through a lottery process. Parents shall be informed of their student’s position on the list.

### C. Priority for At-Risk Students

Priority shall be given to public charter school applications designed to increase the educational opportunities of at-risk students, and at least one-half of the public charter schools per division shall be for at-risk students.

### D. Application Process

Any person, group or organization, including any institution of higher education, may submit an application for the formation of a charter school. The applicant must submit a completed application package together with a \$1,500 application fee. The application fee is waived for any existing program or school within the division that applies to converting to charter school status. The application package must meet the requirements as stated in Regulation 3150-R.

E. Application Review

The School Board shall establish a review team to evaluate charter school applications consisting of a member of the School Board, appropriate division personnel and two members of the general public to include one representative from an institution of higher education and one individual who has been a public proponent of charter schools.

The review team will be chaired by the Chief Executive to the Superintendent who will also serve as the division contact for responding to questions about the charter school application process and accepting charter school applications.

The review team shall (i) recommend to the School Board appropriate criteria for reviewing charter applications; (ii) evaluate all charter school applications based on review criteria adopted by the School Board; (iii) recommend one of the following options to the School Board for each application: approve, reject, place on a waiting list or return with suggestions for improvement; (iv) monitor charter school progress; and (v) make recommendations for revocation, renewal or non-renewal of charter contracts.

The review team shall work cooperatively with applicants and prospective applicants to provide information through the division contact. All questions from applicants prior to the actual submission of an application must be submitted in writing to the division contact, and responses will be given in writing to all applicants. Once an application is submitted, each applicant will be given the opportunity to resubmit an application or to submit supplemental information required to complete an application. If an applicant does not submit the requested information or does not resubmit the application within thirty days of a request from the division contact, the application may be denied.

The timeline and the process for receiving and reviewing applications for charter schools, including criteria for recommending an application to the School Board or denying the application, is set forth in Regulation 3150-R.

F. School Board Decision

Written notice of the School Board's decision shall be sent to each applicant and if the application is denied, a written notice shall include the reasons for the denial. The decision of the School Board to grant or deny an application shall be final.

G. Charter Contract

If the School Board endorses the recommendation of the review team to move forward with the application, the School Board will authorize the review team, with the assistance of legal counsel, to negotiate a contract with the charter school applicant. Such contract shall contain all agreements between the School Board and the charter school, including the application.

Upon approval of the application, including the contract, a charter shall be granted for a period to not exceed five school years.

Any revisions to the charter contract shall be made in writing and must be approved by the School Board and the charter school's management committee.

H. Waiver of School Board Policies and State Regulations

A charter school may operate free from School Board policies and state regulations to the extent specifically waived in the charter contract. New or revised policies of the School Board will apply to all charter schools unless a waiver is requested by the management committee of the charter school in writing within sixty days of the adoption of the policy or regulation by the School Board. The School Board must approve the waiver. Charter schools must comply with the Standards of Quality, the Standards of Learning, and the Standards for Accrediting Public Schools in Virginia, as agreed to in the charter contract.

The School Board, at the request of a charter school, shall request from the State Board of Education waivers from those state regulations agreed to in the charter school contract. If the charter school meets criteria for serving students "at risk," the School Board shall request that the State Board of Education approve an Individual School Accreditation Plan pursuant to paragraph C. of 8 VAC 20-131-280 of the Virginia Administrative Code.

I. Management and Operation

A charter school shall be administered and operated by a management committee in a manner set forth in the charter contract. The management committee shall include parents of students enrolled in the school, teachers and administrators working in the school, and representatives of any community sponsors of the school as indicated in the charter school contract. The charter school shall adhere to the same procurement procedures as required of all other Chesterfield County schools.

A charter school shall be responsible for its own operations as outlined in the contract. The charter school shall have no authority to enter into contracts or agreements on behalf of the School Board without prior authorization of the School Board.

All contracts entered into by the charter school shall prominently state that the contract is not binding upon the School Board unless the Superintendent or the Superintendent's authorized designee signs it.

The charter school contract shall identify the services to be provided to the school by the division. After the first year of operation, the cost for such services will be based upon the actual costs for the previous year.

J. Personnel

Charter school personnel shall be employees of the School Board, as agreed to in the charter contract. Professional, licensed employees currently employed by the School Board may volunteer for assignment to a charter school and may be assigned by the School Board to a charter school for one contract year. Employees of the charter school may be reassigned annually upon request of the employee and management committee of the charter school.

Professional, licensed employees assigned to a charter school shall receive the same employment benefits as those personnel assigned to other schools in CCPS. Professional, licensed personnel, currently located at an existing school that wishes to convert to a charter school, may request assignment to a non-charter school according to School Board policy. Professional, licensed personnel, who do not wish to continue employment at a charter school or who are not recommended for reassignment at a charter school, may be transferred to a non-charter school according to School Board policy.

The School Board has the final authority to assign professional, licensed personnel to a charter school or other schools within the division. Charter schools shall follow the same recruitment and hiring procedures as other Chesterfield County schools.

K. Funding

The funding of a charter school shall be negotiated between the School Board and the management committee of the charter school and shall be reflected in the contract.

The management committee of a charter school shall follow the same procedures as other division schools in accepting gifts, donations, or grants.

L. Fiscal Management

As with all division schools, a charter school will be required to obtain fiscal management services from the Office of Management and Budget and the Finance Office. A charter school will be audited, as are non-charter schools.

A charter school will be required to provide a proposed annual operating budget to the Office of Management and Budget no later than November 1 for the coming fiscal year. The budget submission shall be in the form and manner prescribed by the Office of Management and Budget for all division schools.

M. Charter School Reporting Requirements

A charter school is required to report with the same frequency and in the same format as non-charter schools on fiscal matters, student progress, and any other student issues unless an exception is granted in the charter contract.

Annually, a charter school shall report to the School Board on the "state of the school" at the School Board's last meeting in June. The report will contain the information and be in a format determined by the Office of Accountability with notice provided the charter school on the preceding July 1.

N. Contract Renewal

A charter school contract may be renewed for a period not to exceed five school years at the discretion of the School Board. The management committee must apply to renew a charter by October 1 of the school year in which the charter expires in accordance with the requirements stated in Regulation 3150-R.

The application for renewal shall contain:

1. a report on the progress of the charter school in achieving the goals, objectives, program and performance standards for students and other conditions and terms of the School Board required in the charter;
2. a financial statement, on forms prescribed by the State Board of Education, disclosing the cost of administration, instruction and other spending categories which is written in a way to allow the School Board and the public to compare such costs to the costs of other schools and comparable organizations; and
3. other information the School Board may require.

If a charter is not renewed or the charter school is dissolved, the management committee is responsible for all financial, contractual, and other obligations of the charter school.

O. Contract Revocation

The School Board may revoke a charter contract for the following reasons:

1. The charter school violates the conditions, standards, or procedures agreed to in the charter application or contract;
2. The charter school fails to meet a material term of the charter contract (for example, failing to provide required reports to the School Board);
3. The charter school fails to meet the requirements of CCPS related to fiscal management;
4. The charter school, or any member of its management committee or its senior management acting in official capacity, violates any provision of law; or
5. The School Board determines that it is not in the public interest or the welfare of students within the division to continue operation of the charter school (for example, the charter school is no longer financially sound or fails to achieve state testing standards or decrease absentee rates).

If a charter is revoked, the management committee shall be responsible for all financial, contractual and other obligations of the charter school.

P. School Board Reporting Requirements

The School Board shall submit all reports on a charter school as required by law and the State Board of Education.

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-3, 22.1-212.5 *et seq.*

20 U.S.C. § 6311 (b)(1)(B).

Cross Ref.	3010	Curriculum and Instruction
	3150-R	Charter School Application
	4110	Equal Educational Opportunities/Nondiscrimination
	5090	Continuing Contract
	5100	Reassignment and Transfer
	7040	Financial Management
	7080	Gifts, Bequests, and Donations

[VSBA: LC]

## CHARTER SCHOOL APPLICATION

### A. Generally

A charter school application can be obtained from the Office of the Superintendent. An annual informational meeting will be held for potential applicants during the first two weeks of July. For applicants who propose to open a charter school, the application must be submitted no later than 5:00 P.M. on August 31 (or the following Monday if August 31 falls on a Saturday or a Sunday) of the preceding school year. The application deadline will be extended only in exceptional circumstances.

The Chief Executive to the Superintendent shall chair the review team and act as the division contact for questions about the charter school application process. All questions from charter school applicants prior to the actual submission of an application must be submitted in writing to the Chief Executive to the Superintendent. Responses from the division will be provided in writing.

### B. Charter School Application

Any person, group or organization, including any institution of higher education, may submit an application for the formation of a charter school. Applicants must comply with the Code of Virginia and Policy 3150, Public Charter Schools. The applicant must submit an original plus 12 copies of a completed application, together with a \$1,500 application fee to the Office of the Superintendent on or before August 31 prior to the year in which the charter school desires to open. Applications should not exceed 25 pages, plus attachments. Applicants must follow the application format provided below.

### C. Applicant(s) Contact Person

Provide the name of each applicant, or if the applicant is a group or organization, the name of each member of the group or the organization's governing body. Include for each applicant or each member of the group or the organization's governing body, an address, telephone number, fax number and e-mail address. Please designate the contact person for the purpose of this application.

### D. Applicant Qualifications

Describe the qualifications of the applicant(s) and the designated contact person, including a complete professional history. A resume or curriculum vitae may be provided for this purpose.

Each individual who is listed as an applicant or who signs the application or, if the applicant is a group or organization, each member of the group or organization's governing body shall provide evidence that a Federal Bureau of Investigation background check, a Virginia State Police criminal check, a Child Protective Services background check and a credit check have been requested and will be provided to Chesterfield County Public Schools (CCPS) prior to the time a recommendation on the application is made to the School Board.

A charter school within CCPS is a public, nonsectarian, non-religious or non-home-based alternative school. A charter school may be created as a new public school or by converting all or part of an existing public school. However, no charter school shall be established through the conversion of a private school or a nonpublic home-based educational program. All charter schools shall be subject to federal and state laws, regulations, and constitutional provisions, prohibiting discrimination in admissions, employment or operation.

E. Mission Statement

State the name of the charter school and describe the mission of the charter school that must be consistent with the Standards of Quality, Standards for Accrediting Public Schools, and the Standards of Learning. The mission statement should include any specific areas of curriculum concentration, the philosophy or purpose of the school relative to the objectives set forth in Va. Code § 22.1-212.5 and any targeted student population. The mission statement must also indicate whether the school is designed to increase opportunities for educationally at-risk students.

F. Goals and Educational Objectives

Describe the goals and objectives of the proposed charter school. The goals and objectives must meet or exceed the Standards of Learning. The description should include student achievement goals and the educational objectives should be expressed in terms of concrete and measurable requirements for student learning at every level.

G. Evidence of Support

Provide tangible evidence of support for the formation of the charter school from parents, pupils, community members, teachers and other prospective staff members. Such support may include, but is not limited to a petition or petitions, letters or testimonials from parents, students, community members and teachers, or minutes of a charter school organizational meeting. The supporting documentation must demonstrate that sufficient Chesterfield County parents and students, as well as prospective staff members, support the school to make it a viable alternative within the division. Evidence must include an indication that supporters understand the concept of a charter school and the proposed lottery admissions process.

H. Statement of Need

Describe the need for the charter school either countywide or in a specific geographic area within the division and how the need was determined. Include supporting documentation for the identified need, and an explanation of how that need is not currently being met in CCPS.

I. Description of Student Population

Describe the student population the charter school intends to serve as it relates to the stated mission, goals and objectives of the charter school.

J. Organizational Structure

Describe the organizational structure of the charter school that should include the following:

1. grade levels to be served by the school;
2. number of students expected to be served at each grade level;
3. proposed teacher/pupil ratios;
4. an organizational plan for the school, including staffing requirements, proposed school calendar, daily schedule, and length of school day;
5. anticipated grouping practices;
6. required teacher certification;
7. anticipated resource teacher requirements;
8. policies and procedures related to student behavior; and
9. the link between the student population and the organization structure.

K. Description of Education, Pupil Performance Standards, and Curriculum

Describe in detail the educational program at the charter school. This description should include the curriculum and methods of instruction, including teaching materials, textbooks, and any new or innovative or alternative techniques to be used. The educational program, pupil performance standards, and curriculum must meet or exceed the applicable Standards of Quality, Standards for Accrediting Public Schools, and Standards of Learning.

The pupil performance standards must be listed together, with a description of how each standard was developed. Further, the description should identify those teaching practices and methods that are designed to achieve the goals and objectives, identifying those practices designed to improve teaching and learning. Supporting documentation should be attached showing the appropriateness of these teaching practices and methods.

L. Extracurricular and Co-curricular Activities

Describe your plan for providing extracurricular and co-curricular activities to charter school students. Additionally, identify any plans for inclusion in Virginia High School League events and activities where applicable and address applicable School Board policies.

M. Pupil Evaluation: Assessments, Timeline and Corrective Action

Describe the charter school's plan for self-evaluation, pupil performance standards, and curriculum and instruction. Describe the assessments to be used to measure pupil progress toward achievement of the school's pupil performance standards, the timeline for achievement of such standards, and the procedures for taking a corrective action in the event that pupil performance at the charter school falls below such standards. Where applicable, the description shall also include a method for determining that a student has satisfied the requirements for graduation, a method for transfer of credits between schools in the division, the method for determining student promotion and retention, and the plan for providing any required remediation. This section must also include a plan to demonstrate how the charter school will be accountable to the School Board, parents, community, and the state, as well as the plan for reporting pupil progress to parents.

N. Charter School Evaluation

Describe the plan for annually evaluating the progress of the charter school as related to the stated goals and objectives. Describe the proposed method of reporting such progress to the Superintendent, the School Board, and the community.

O. Admissions Process

Describe the student admission policy, including the lottery process to be used to determine enrollment if there are more applicants than spaces available. Describe also the lottery process to be used for the establishment of a waiting list for students for whom space is unavailable. Additionally, if appropriate, describe a tailored admissions policy that meets the specific mission or focus of the charter school. Any admissions process must be consistent with federal and state laws, regulations, and constitutional provisions regarding discrimination that apply to public schools. This section must include:

1. a timeframe for registering and admitting students;
2. a strategy for including at-risk students;
3. how students enrolled after the start of the school year will be accommodated;
4. how transfers of students between the charter school and other division schools will be accommodated; and
5. how the school will seek a cross-section of the community's children, reasonably reflecting the make-up of the public school division as a whole.

Applicants must provide:

1. assurance that the charter school will adhere to federal and state regulations for the Individuals with Disabilities Education Act of 1997 and Section 504 of the Rehabilitation Act of 1973;
2. a description of educational services under the above stated acts to include (i) free and appropriate education, (ii) staffing patterns, (iii) classroom structure(s), (iv) methodologies, (v) materials and supplies, and (vi) equipment including technology; and
3. assurance of parental rights.

P. Financial Plan: Evidence of Economic Soundness, Proposed Budget and Annual Audit

Provide evidence that the plan for the charter school is economically sound for both the charter school and the division through a proposed budget for each of the first three years of operation. Include detailed sources of revenue and expenditures for the proposed term of the charter. Provide a description of the financial plan for the charter school that complies with the requirements of Policy 3150, specifically sections K., Funding, L., Fiscal Management, and M., Charter School Reporting Requirements. Anticipated gifts, grants, donations, and a student fee schedule should be included.

Consistent with Policy 3150, the charter school will be subject to audit by both the internal and external auditors employed by CCPS. Provide written assurance that the management committee and employees of the charter school will cooperate fully with the division's auditors in the conduct of any audit authorized by the Superintendent or the Superintendent's designee.

All of the above requirements, including those outlined in Policy 3150, should be considered in the development of a proposed budget.

Q. Displacement Plan: Pupils and Employees

Describe a plan for the displacement of students, teachers, and other employees who previously attended or were employed in any facility converted to a charter school and who will not attend or be employed in the charter school. Describe a plan for the placement of charter school students, teachers, and other employees upon charter termination, revocation of the charter, dissolution of the school, or dislocation from the school site for any reason (e.g., flood, fire, damage).

R. Management and Operation

Describe the management and operation of the charter school, noting clearly defined roles and responsibilities, including the nature and extent of involvement by parents, professional educators, and the community in the management and operation of the charter school. List the names, addresses, and affiliations of the proposed management committee members. Include a plan that sets forth how the charter school will be accountable to the School Board, parents and the state. Also describe:

1. a plan for selecting a management committee composed of parents of students enrolled in the school, teachers and administrators working in the school, and representatives of any community sponsors;
2. a detailed explanation of the relationship between the management committee, the Superintendent, and the School Board;
3. a detailed explanation of how the management committee will relate to teachers and administrators at the charter school;
4. an explanation of how the charter school will be accountable to the public including a plan for compliance with the Virginia Freedom of Information Act;
5. a description of the rules and process for the developing and implementing policies and procedures in areas either not governed by existing School Board policies and division regulations or areas in which a charter school has been granted a waiver from School Board policies or division regulations;
6. a description of the rules and process for arriving at operational decisions; and
7. summaries of the job descriptions for key personnel, including the school principal and any other administrators.

S. Employee Relations

Describe the relationship that will exist between the proposed charter school and its employees, including evidence that the terms and conditions of employment have been addressed with those employees who are impacted. Evidence may include, but is not limited to, a signed employee handbook. The charter school shall provide an explanation of procedures

and guidelines for how the management committee proposes to meet the requirements of Policy 3150, section J., Personnel, related to hiring, compensation, transfer, and termination of employees. The description must include a staffing plan for the charter school; a plan for evaluating charter school personnel, including probationary teachers; a proposed procedure for communicating with the division Department of Human Resources; and a plan for providing professional development.

T. Legal Liability and Insurance Coverage

Provide a proposed agreement between the charter school and the School Board regarding their respective legal liability and applicable insurance coverage. The agreement must include coverage for health, property and casualty (automobile liability, general liability, property, officer and employee liability), and workers' compensation.

U. Transportation

Describe how the charter school plans to meet the transportation needs of its students, including any arrangements to be made with the CCPS Department of Pupil Transportation, private providers, or parents.

V. Assurances

Provide written assurances that the charter school (i) is nonsectarian in its programs, admission policies, employment practices, and all other operations; and (ii) does not charge tuition.

W. Facility

Describe the facility to be used for the school or the plan for acquiring a site and how the site will meet the needs of the proposed program. If the facility is a division facility, describe any plans for alteration, renovation, maintenance and general upkeep. If the facility is not the property of the division, the applicant must provide (i) a certificate of occupancy; (ii) a health inspection certificate; (iii) an annual fire inspection certificate; (iv) proof of compliance with federal, state, and county health and safety laws and regulations; (v) a copy of the lease or contract under which the charter school will use the facility; and (vi) arrangements for maintenance and housekeeping. The review committee will conduct a site visit to existing facilities.

X. Residential School for At-Risk Students

Describe: (i) the residential program, facilities and staffing; (ii) any parental education and after-care initiatives; (iii) the funding sources for the residential and other services provided; and (iv) any counseling or other social services to be provided and their coordination with any current state or local initiatives.

Y. Disclosures

Describe the means by which the applicant, members of the management committee, administrators, and other personnel serving in the proposed public charter school will disclose any ownership or financial interest they may have in the public charter school and the means by which the applicant, members of the management committee, administrators, and other personnel of the public charter school will meet their continuing duty to disclose such interests during the term of any charter.

Z. Capital Outlay

Provide a plan for outfitting the charter school that includes the acquisition of furniture, equipment, materials and supplies, technology, and telecommunications. Describe the inventory control plan. Because a charter school is a Chesterfield County public school, capital property acquired by the charter school becomes the property of CCPS in the event of charter school closure for whatever reason.

AA. Health and Safety

Describe the procedures the charter school will implement to ensure the health and safety of students and employees demonstrating compliance with all federal, state, and county health and safety laws and regulations. This section should include how the charter school will comply with the requirement to report child abuse and how the charter school will comply with Occupational Safety and Health Act requirements.

BB. Indemnity

Attach assurances, including a copy of all insurance policies naming the Chesterfield County School Board and Chesterfield County Public Schools as an additional insured, that the School Board and Chesterfield County Public Schools will be defended, held harmless and indemnified against any claim, action, loss, damage, injury, liability, cost or expense as a result of the charter school or actions by its agents, employees, invitees, or contractors.

CC. Waivers

Describe and justify any waiver from School Board policies or division regulations requested by the charter school. Describe and justify any waiver from State Board of Education regulations requested by the charter school. Any reference to a policy or regulation requested for waiver must be specific. The law does not permit any waiver of a federal statute or federal regulations, or any state statute, including the Standards of Quality, and by reference, the Standards for Accrediting Public Schools and the Standards of Learning. Please note that state law only allows waivers of policy and regulation; no waiver of state statutes or federal statutes or regulations is permitted.

DD. Discrimination

Provide written assurances that the charter school will follow state and federal law prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or the need for special education services.

EE. Results of Review by Department of Education

Provide a copy of any review of the proposed charter application by the State Board of Education.

FF. Services

List all services and the estimated costs that the applicant wishes to obtain from the School Board (e.g., transportation, technology, special education, textbooks, food service, risk management). The provision of services to the charter school, agreed to by the School Board, will be charged to the charter school at the division's cost, where the total cost for such services is based on actual costs for the previous year. List all services that will be provided by others, together with the estimated cost for such services.

GG. Timeline

Provide a detailed timeline that identifies each step required to establish the charter school, including, but not limited to, hiring of staff, purchase of materials and supplies, obtaining necessary services, opening an appropriate facility, and consulting with experts as necessary.

HH. Renewal

Provide written assurances that if the charter school wishes to renew its contract, it will apply to renew its charter by October 1 of the school year in the which the charter expires and that the charter school will provide all information required by Va. Code §§ 22.1-212.5, Policy 3150, and any contract between the applicant and the School Board.

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-215 *et seq.*

20 U.S.C. § 6311 (b)(1)(B)

Cross Ref.:	1011	Nondiscrimination
	2170-R	Internal Audit Administrator
	3010	Curriculum and Instruction
	3150	Public Charter Schools
	4070	Extracurricular Activities
	4110	Equal Educational Opportunities/Nondiscrimination
	5040	Equal Employment Opportunity and Affirmative Action Plan

[VSBA: LC]

## CLASS RANK

All high school students who are candidates for the standard or advanced diploma will be ranked based on their attained grade point average to provide for recognition of outstanding academic achievement. All high school students will be graded and their final class rank calculated upon completion of their high school course of study, consistent with the Uniform Grading Procedures in Regulation 3040-R.

The Superintendent, after consultation with the School Board, may permit certain specialty programs to provide alternative recognition to students in lieu of ranking, provided notice is given to these students at the time of their enrollment in the specialty program.

***The provisions of this policy shall expire on July 1, 2010.***

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-253.13:4

Cross Ref.: 3175 Commencement Ceremonies and Determination of Class Rank (effective July 1, 2010)

## STANDARDS OF LEARNING TESTS AND GRADUATION REQUIREMENTS

### A. Standards of Learning (SOL) Tests and Verified Units of Credit

In third through eighth grade, where Standards of Learning (SOL) tests are administered, each student is expected to take the SOL tests. Schools will use the SOL test results in third through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students.

Each student in middle and secondary school will take all applicable end-of-course SOL tests. Students who successfully complete the requirements of the course and achieve a passing score on an end-of-course SOL test will be awarded a verified unit of credit in that course. Students may earn verified credits in any courses for which end-of-course SOL tests are available. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade.

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

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

Participation in SOL testing by students identified as Limited English Proficient (LEP) will be guided by a school-based committee convened to make such determinations. In third through eighth grade, LEP students may be granted a one-time exemption from SOL testing in each of the four core areas, except that LEP students shall not be exempt from taking the fifth grade SOL science test. Students with disabilities for whom participation in the SOL testing program is deemed inappropriate according to their Individualized Education Program (IEP) or 504 plan will be expected to demonstrate proficiency on an alternative assessment prescribed by the State Board of Education in accordance with federal laws and regulations beginning with the school year 2000-2001.

### B. Graduation Requirements

#### 1. Generally

In order to graduate from Chesterfield County Public Schools, a student must meet all applicable requirements set forth in the Standards of Accreditation and the Standards of Quality. The requirements for a student to earn a diploma are those in effect when he or she enters ninth grade for the first time.

The division will notify the parent of rising eleventh and twelfth grade students of:

- a. the number of standard and verified units of credit required for graduation pursuant to the Standards of Accreditation; and
- b. the remaining number of such units of credit the individual student requires for graduation.

3. Types of Diplomas and Certificates

The School Board will award the following types of diplomas and certificates in accordance with state laws and regulations.

a. Standard Diploma

A Standard Diploma will be awarded to students who were first time ninth graders in 2009-10 and earlier who earn the following standard units of credit:

Discipline	Standard units of credit required	Verified units of credit required
English	4	2
Mathematics	3	1
Laboratory Science	3	1
History and Social Sciences	3	1
Health and Physical Education	2	
Fine or Performing Arts or Career and Technical Education	1	
Electives	6	
Student Selected Test	<u>        </u>	<u>    1    </u>
Total	22	6

A Standard Diploma will be awarded to students who were first time ninth graders in 2010-11 and thereafter who earn the following standard units of credit:

Discipline	Standard units of credit required	Verified units of credit required
English	4	2
Mathematics	3	1
Laboratory Science	3	1
History and Social Sciences	3	1
Health and Physical Education	2	
Fine Arts, World Language or Career and Technical Education	2	
Economics and Personal Finance	1	
Electives <sup>1</sup>	4	
Student Selected Test		<u>1</u>
Total	<u>22</u>	<u>6</u>

b. Standard Technical Diploma

A Standard Technical Diploma will be awarded to students who were first time ninth graders in 2010-11 or thereafter who earn the following standard units of credit:

Discipline	Standard units of credit required	Verified units of credit required
English	4	2
Mathematics	3	1
Laboratory Science	3	1
History and Social Sciences	3	1
Health and Physical Education	2	
World Language or Fine Arts	1	
Career and Technical Education	4	
Economics and Personal Finance	1	
Electives <sup>1</sup>	1	
Student Selected Test		<u>1</u>
Total	<u>22</u>	<u>6</u>

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<sup>1</sup> Beginning with the graduating class of 2003, courses to satisfy this requirement must include at least two sequential electives.

c. Advanced Studies Diploma

An Advanced Studies Diploma will be awarded to students who were first time ninth graders in 2009-10 and earlier who earn the following standard units of credit:

Discipline	Standard units of credit required	Verified units of credit required
English	4	2
Mathematics	4	2
Laboratory Science	4	2
History and Social Sciences	4	2
World Language	3	
Health and Physical Education	2	
Fine Arts or Career and Technical Education	1	
Electives	2	
Student Selected Test		<u>1</u>
Total	<u>24</u>	<u>9</u>

An Advanced Studies Diploma will be awarded to students who were first time ninth graders in 2010-11 and thereafter who earn the following standard units of credit:

Discipline	Standard units of credit required	Verified units of credit required
English	4	2
Mathematics	4	2
Laboratory Science	4	2
History and Social Sciences	4	2
World Language	3	
Health and Physical Education	2	
Fine Arts or Career Technical Education	1	
Economics and Personal Finance	1	
Electives	3	
Student Selected Test		<u>1</u>
Total	<u>26</u>	<u>9</u>

d. An Advanced Technical Diploma will be awarded to students who were first time ninth graders in 2010-11 and thereafter who earn the following standard units of credit:

Discipline	Standard units of credit required	Verified units of credit required
English	4	2
Mathematics	4	2
Laboratory Science	4	2
History and Social Sciences	4	2
Foreign Language	3	
Health and Physical Education	2	
Fine Arts or Career and Technical Education	1	
Economics and Personal Finance	1	
Career and Technical Education	3	
Student Selected Test		<u>1</u>
Total	<u>26</u>	<u>9</u>

e. Modified Standard Diploma

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

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

Discipline	Standard units of credit required
English	4
Mathematics	3
Science	2
History and Social Sciences	2
Health and Physical Education	2
Fine or Performing Arts or Career and Technical Education	1
Electives <sup>1</sup>	<u>6</u>
Total	<u>20</u>

<sup>1</sup> Beginning with the graduating class of 2003, courses to satisfy the requirement must include at least two sequential.

f. Special Diplomas

A Special Diploma will be awarded to each disabled student who successfully completes the requirements set forth in his or her IEP, but does not meet the requirements for other diplomas.

The division will notify the parent of students with disabilities who have an IEP and who fail to meet the requirements for graduation of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Va. Code § 22.1-213 *et seq.*

g. Certificates of Program Completion

A Certificate of Program Completion will be awarded to any student who completes a prescribed program of studies defined by the School Board but who is not eligible to receive a standard, standard technical, advanced studies, advanced technical, modified standard, special, or general achievement diploma.

The division 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 for 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.

h. General Educational Development (GED)

(1) Generally

The State Board of Education has established a program of testing for general educational development (GED) through which persons may earn a high school equivalency certificate or a General Achievement Diploma. The following persons may participate in the testing program:

- persons who are at least 18 years of age<sup>1</sup> and not enrolled in public school or not otherwise meeting the school attendance requirements set forth in Va. Code § 22.1-254;
- persons 16 years of age or older who have been instructed by their parents in their home pursuant to Va. Code § 22.1-254.1 and who have completed such home school instruction;
- persons who have been excused from school attendance pursuant to subsections B. and C. of Va. Code § 22.1-254;

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<sup>1</sup> Under special circumstances consistent with Va. Code § 22.1-254 and 22.1-254.2, the age limit may be lowered to 16.

- persons for whom an individual student alternative education plan has been granted pursuant to subsection D. of Va. Code § 22.1-254; and
- persons 16 through 18 years of age who are housed in adult correctional facilities and who are actively pursuing a GED certificate but who are not enrolled in an individual student alternative education plan pursuant to subsection D. of Va. Code § 22.1-254;
- persons 16 years of age or older who have been expelled from school pursuant to Va. Code §§ 22.1-277.06 through 22.1-277.08; and
- persons required by court order to participate in the testing program.

Under no circumstances will anyone under the age of 16 be eligible for the testing program.

Only those entities designated by the State Department of Education as official Virginia GED testing centers will determine whether an individual is eligible to take GED tests. GED tests will be administered only at official Virginia GED testing centers or addendum test sites that have been approved by the Virginia GED Administrator and the GED Testing Service.

Official test scores may be accepted from an approved state agency, an official jurisdiction responsible for overseeing GED testing, or an official GED testing center outside of Virginia.

An individual may take the full battery of tests up to three times during a calendar year. Test scores may be combined in accordance with GED Testing Service policy.

## (2) General Achievement Diploma

A General Achievement Diploma is intended to provide a diploma option for individuals who leave high school without a diploma. It should not be a first option for high school students. A General Achievement Diploma will be awarded to eligible candidates who satisfy the following requirements.

In order to be eligible for a General Achievement Diploma, an individual must meet one of the following criteria:

- be at least 18 years old and not enrolled in public school;
- not otherwise be subject to Virginia's compulsory school attendance requirements.

In order to be awarded a General Achievement Diploma, candidates must earn a total of twenty standard units of credit including the following:

- four standard units of credit in English;
- three standard units of credit in mathematics;
- two standard units of credit in science;
- two standard units of credit in history and social sciences; and
- nine standard units of credit in electives.<sup>1</sup>

The required standard units of credit may be earned by enrolling in:

- a public school if the candidate meets the age requirements;
- a community college or other institution of higher education;
- an adult high school program; or
- correspondence, distance learning, and online courses.

Candidates for a General Achievement Diploma must participate in GED preparation and must achieve a passing score on the GED examination.

### (3) General Educational Development (GED) Certificates

GED certificates may be issued to individuals who:

- are at least 18 years of age<sup>2</sup> and not enrolled in a public or private high school; and
- achieve the minimum passing score requirements set by the GED Testing Service of the American Council on Education or such higher score requirements that may be established by the State Board of Education.

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-253.13:1, 22.1-253.13:3, 22.1-253.13:4, 22.1-254 (D), 22.1-254.2.

8 VAC 20-131-10.  
8 VAC 20-131-30.  
8 VAC 20-131-110.  
8 VAC 20-360-10.  
8 VAC 20-360-20.  
8 VAC 20-680-10.  
8 VAC 20-680-20.

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<sup>1</sup> The electives taken by a candidate must include at least two sequential electives in an area of concentration or specialization, which may include career and technical education and training.

<sup>2</sup> Under special circumstances consistent with Va. Code § 22.1-254 and 22.1-254.2, the age limit may be lowered to 16.

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

Cross Ref.:	3040	Grading Students' Work (effective July 1, 2010)
	3040-R	The Uniform Grading Standards
	3100	Summer Session
	3171	Testing Programs
	3172	Local Award of Verified Credits
	3173	Remediation Recovery Program
	3174	Retaking SOL Assessment
	3175	Commencement Ceremonies and Determination of Class Rank (effective July 1, 2010)

[VSBA: IKF]

## TESTING PROGRAMS

A program of standardized testing prescribed by the State Department of Education known as the Virginia Assessment Program (VAP)<sup>1</sup> 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. The division, however, may obtain such information from a student's permanent record and place the information on the test or assessment.

In addition to VAP testing program, school personnel may administer school- or division-wide assessments. Any such assessments shall be submitted to the Superintendent or the Superintendent's designee for approval prior to administration.

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:1, 22.1-253.13:3.C.

8 VAC 20-131-30.

Cross Ref.: 3170 Standards of Learning Tests and Graduation Requirements  
4100 Student Records

[VSBA: IL]

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<sup>1</sup> The Virginia Assessment Program (VAP) is the state-mandated testing program designed to measure student mastery of the Virginia Standards of Learning (SOL) in reading, writing, mathematics, history and science. The testing program includes: (i) the SOL assessments, which are multiple choice tests at specific grade levels and for end-of-course tests for high school credit courses, and direct assessments of writing; and (ii) portfolio assessments for students who cannot demonstrate their mastery on such tests, including the Virginia Alternative Assessment Program (VAAP), the Virginia Grade Level Alternative (VGLA), the Virginia Substitute Evaluation Program (VSEP), primarily for students with disabilities, and Access, the alternate test for English language learners. Every student must be assessed on one of the VAP assessments at designated or appropriate grade levels and subjects.

## LOCAL AWARD OF VERIFIED CREDITS

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

No student may earn more than four locally awarded verified credits.

To be eligible to earn locally awarded verified credits, a student must:

- enter the ninth grade for the first time in school year 2000-2001 or thereafter;
- pass the high school course and not pass the related Standards of Learning (SOL) test;
- take the SOL test at least twice;
- score within a 375-399 scale score range on any administration of the SOL test; and
- demonstrate achievement in the academic content through the following appeal process.

### Appeal Process

The School Board shall appoint a review panel comprised of at least three educators to include the principal or assistant principal, the chair of the guidance department, chair of the related department (science or history/social services), and the school's special education coordinator if the student under consideration is a student with disabilities. Different panels may be appointed for individual schools or groups of schools.

The local review panel will review information that provides evidence of the student's achievement of adequate knowledge of the Standards of Learning content. The panel will have discretion in determining the information it will consider. That information may include, but is not limited to, results of classroom assignments, division-wide exams, course grades, and additional academic assignments (e.g., papers, projects, essays or written questions) as the panel deems appropriate.

Based on the evidence it reviews, the local review panel may:

- award the verified credit;
- deny the verified credit;
- suggest participation in a remedial program and retesting; or
- make additional academic assignments prior to determining whether to award the verified credit.

The decision of the local review panel will be final.

Adopted: December 8, 2009

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Legal Ref.: 8 VAC 20-131-110.B.3.

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

Cross Ref.: 3170 Standards of Learning Tests and Graduation Requirements  
3173 Remediation Recovery Program  
3174 Retaking SOL Assessments (Expedited Retakes)

[VSBA: IKFA]

## REMEDIATION RECOVERY PROGRAM

Chesterfield County Public Schools supports efforts to provide instructional support to those students who have demonstrated a need for such support by their failure to pass certain Standards of Learning (SOL) assessments. Therefore, the division will establish a remediation recovery program. Such program will be delineated through regulations promulgated by the Superintendent. Students eligible to participate in such program will include students in third through eighth grade who have failed the SOL assessment in the areas of reading or mathematics, and students at the high school level who have failed to pass an SOL assessment in mathematics or reading.

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

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

The following students are ineligible for the remediation recovery program:

- Students in third through eighth grade who are retested because they were retained and had not previously passed a grade-level test in reading or mathematics.
- Students who retake an end-of-course test as a result of failing and retaking a mathematics course at the high school level.

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-199.2, 22.1-253.13:1.

8 VAC 20-131-30.C.

Cross Ref.: 3042 Promotion, Retention and Academic Administrative Placements (effective July 1, 2010)  
3170 Standards of Learning Tests and Graduation Requirements  
3174 Retaking SOL Assessments (Expedited Retakes)

[VSBA: IKG]

## RETAKE SOL ASSESSMENTS (EXPEDITED RETAKES)

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

Under the criteria established by the State Board of Education, the student must:

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

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

Adopted: December 8, 2009

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

8 VAC 20-131-110.D.

Cross Ref. : 3170 Standards of Learning Tests and Graduation Requirements

[VSBA: IKH]

## COMMENCEMENT CEREMONIES AND DETERMINATION OF CLASS RANK

### A. Commencement Ceremonies

At or about the end of each school year, Chesterfield County Public Schools shall sponsor one or more commencement ceremonies to honor high school students who have completed the requirements for a high school diploma in accordance with School Board policy. To be eligible to participate in a high school's commencement ceremony, a student must have earned the diploma while attending the school in the school year immediately preceding the ceremony.

Notwithstanding the diploma requirement set forth immediately above, due to the school's unique mission, the commencement ceremony for Community High School shall also be held for the purpose of honoring high school students who have completed the requirements for a General Educational Development (GED) certificate and/or a Certificate of Program Completion. To be eligible to participate in Community High School's commencement ceremony, a student must have earned a diploma, GED certificate or Certificate of Program Completion while attending the school in the school year immediately preceding the ceremony. All other provisions of this policy shall apply to students attending Community High School.

An otherwise eligible student may or shall be denied the opportunity to participate in a commencement ceremony under certain circumstances including, but not limited to, the following:

1. A student shall be prohibited from participating in a commencement ceremony if he or she fails to attend one or more commencement practices. The principal may nonetheless permit a student to participate in the commencement ceremony if the principal determines in his or her discretion that circumstances beyond the control of the student contributed to the student failing to attend one or more commencement practices.

2. A student may be prohibited from participating in a commencement ceremony as a consequence of having violated the division's Standards for Student Conduct, Regulation 4010-R. A principal's decision to deny participation may be reviewed by the Superintendent's designee, who shall have the final authority to determine whether or not a student will be permitted to participate in the commencement ceremony.

3. A student shall be prohibited from participating in a commencement ceremony if the student has been expelled or suspended from school and the term of the expulsion or suspension includes the day on which the student's commencement ceremony is held.

A student who has completed the requirements for a high school diploma, GED or other certificate in accordance with School Board policy, shall not have his or her diploma or certificate withheld because the student has been denied the opportunity to participate in a commencement ceremony pursuant to this policy.

A student with disabilities whose IEP provides for more than four years to complete the specified diploma or certificate requirements may, in the discretion of the principal, participate either in the commencement ceremony at the end of the student's fourth year of high school with his or her class or in the commencement ceremony immediately following the school year in which the student completes the diploma or certificate requirements specified in the student's IEP.

A student who attended two or more high schools in Chesterfield County Public Schools shall participate in the commencement ceremony of the high school the student last attended unless, in his or her discretion, the Superintendent permits the student to participate in the commencement ceremony of another division high school attended by the student.

Each student who is participating in a high school's commencement ceremony will be permitted to invite guests to attend the ceremony. No guest may attend the ceremony without a ticket. Guest tickets shall be distributed directly to students. The number of guest tickets each student will receive shall be determined by the principal in his or her discretion.

Each principal shall be responsible for all aspects of his or her school's commencement ceremony including, but not limited to, the selection of all speakers, platform guests, and other special guests of the school, as well as all guests' and speakers' assigned functions, seating and speaking order, and speaking responsibilities.

#### B. Class Rank

Students in each graduating class shall be listed in numerical order based on their final cumulative grade point average, with the student who has earned the highest final grade point average being ranked "first in the class" and/or "number one in the class"; the student who has earned the second highest final grade point average being ranked "second in the class" and/or "number two in the class"; and, the remaining students being ranked third, fourth, and fifth in the class and so on, in descending order by final cumulative grade point average. A student's class rank may be used to determine class valedictorian and salutatorian, among other honors, recognitions, and/or distinctions.

The Superintendent, following consultation with the School Board, may allow one or more high schools to exclude specialty center students from the school's ranking process. In the event such students are excluded from a school's ranking process they will, among other things, be ineligible to be considered for class valedictorian or salutatorian. A high school that elects, with the Superintendent's approval, to exclude specialty center students from the ranking process may, however recognize such students in alternative ways. Any high school that excludes specialty center students from the ranking process shall provide written notice of same at the time students apply for admission.

A student's final cumulative grade point average and class rank, if any, shall be included on each student's official transcript.

***The provisions of this policy shall become effective on July 1, 2010.***

Adopted: December 8, 2009

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-253.13:4.

Cross Ref.: 2090 School Building Administration  
3170 Standards of Learning Tests and Graduation Requirements  
4010-R Standards for Student Conduct  
6170 Guest Speakers