



2010-2011 Parent/Student Handbook



The world starts *here.*

www.lcsedu.net

What can you find on the **LCS WEBSITE?**

Follow us on

facebook

twitter

Connect with us online! At www.lcsedu.net you, the parent, will find all the resources you need to keep on top of your child's education. We have upgraded our website to make it easy for you to virtually navigate through your student's classroom and school. Use our Facebook page to interact with the division and other parents and teachers. It is all just a click away.

- *Calendars*
- *News and Announcements*
- *Supply Lists*
- *Breakfast and Lunch Menus*
- *Email Addresses for Administration, Faculty & Staff*
- *Job Opportunities*
- *SchoolFinder (Identifies School Attendance Zones)*
- *School Board Meeting Schedule, Minutes & Agendas*
- *LCS Policy Manual*
- *WLCS Channel 17 Streaming Video*
- *School Accreditation Scores*
- *And Much More...*



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DIRECTORY

The Reverend Keith R. Anderson (2)

HOME: 3413 Wilson Avenue
Lynchburg, Virginia 24501
(434) 847-1083

WORK: Liberty University
1971 University Boulevard
Lynchburg, Virginia 24502
(434) 582-2687

EMAIL: andersonkr@lcsedu.net

Ms. Mary Ann H. Barker (1) – Chairman

HOME: 319 Hayfield Drive
Lynchburg, Virginia 24503
(434) 384-1157

EMAIL: barkermh@lcsedu.net

Mr. Albert L. Billingsly (3)

HOME: 1115 Moreview Drive
Lynchburg, Virginia 24502
(434) 237-3855

EMAIL: billingslyal@lcsedu.net

Dr. Regina T. Dolan-Sewell (1)

HOME: 207 Paddington Court
Lynchburg, Virginia 24503
(434) 384-0890

WORK: Colonial Brokerage House, Inc.
1000 Jefferson Street, Suite 2C
Lynchburg, Virginia 24504
(434) 528-0724

EMAIL: dolansewellrt@lcsedu.net

Mrs. Treney L. Tweedy (3)

HOME: 7123 Richland Drive
Lynchburg, Virginia 24502
(434) 401-4545

EMAIL: tweedytl@lcsedu.net

Mrs. J. Marie Waller (2)

HOME: 904 New Hampshire Avenue
Lynchburg, Virginia 24502
847-0808

EMAIL: wallerjm@lcsedu.net

Mr. Thomas H. Webb (2) – Vice Chairman

HOME: 3904 Handy Street
Lynchburg, Virginia 24502
(434) 528-5958

EMAIL: webbtbh@lcsedu.net

Mr. Charlie B. White (1)

HOME: 4520 Trents Ferry Court
Lynchburg, Virginia 24503
(434) 384-7760

WORK: Wood & White Investment Advisors, L.L.C.
210 Eighth Street, Lynchburg, Virginia 24504
(434) 528-4510

EMAIL: whitecb@lcsedu.net

District 3 Chair to be filled.

STUDENT REPRESENTATIVES

Heritage High School

Natasha N. Chowdry
106 Trinity Court
Lynchburg, VA 24502

E. C. Glass High School

R. Addison Spinner
414 Wadsworth Street
Lynchburg, VA 24501

The Lynchburg City School Board is a nine-member group of laymen appointed by the city council, and any Lynchburg citizen who is not a state, county, or city officer is eligible for appointment as a member. However, he or she must be a resident of the school district he or she represents. School board members are also constitutional officers of the state.

Among the general powers and duties of the school board are to observe and enforce school laws, to adopt rules for the operation of the public schools, to establish guidelines for student conduct, to determine the curriculum to be offered and how it is to be implemented, to employ teachers on the recommendation of the superintendent, to suspend or expel students when necessary, to provide furnished school buildings and classrooms, to establish the length and calendar of the school term, to hold regular meetings, as well as necessary special meetings, and to submit to city council a detailed report of expenditures and an estimate of funds needed to maintain the school division.



SCHOOL BOARD MEETINGS

Regular Lynchburg City School Board meetings are held on the first and third Tuesday of each month at 5:30 p.m. in the board room of the School Administration Building at 915 Court Street (unless otherwise announced). Special meetings are called when necessary. All school board meetings are open to the public, except where specified by law, and interested citizens are invited to attend.

Board meetings are televised live over cable WLCS channel 17 and via live video streaming at www.lcsedu.net (high-speed internet connection recommended). Board meetings are re-broadcast daily at 10:00 a.m. and 7:00 p.m.

The school board welcomes public comments at every regular meeting during the public comment period. The first six persons signed up to address the school board are allowed to speak. An individual is given three minutes and an organization is given five minutes. Persons or organizations desiring to be placed on the school board formal agenda are asked to contact the superintendent's office one week in advance of a regular monthly meeting. Write or call:

Office of The Superintendent
Lynchburg City Schools
P.O. Box 2497 • 915 Court Street
Lynchburg, Virginia 24505-2497
Phone: (434) 522-3700 ext. 101
Fax: (434) 846-0723

SCHOOLS BY DISTRICT

District 1

- Bedford Hills Elementary
- Linkhorne Elementary
- Linkhorne Middle
- Paul Munro Elementary

District 2

- Dearington Elementary School for Innovation
- E. C. Glass High
- Hutcherson Early Learning Program
- Paul Laurence Dunbar Middle School for Innovation
- Perrymont Elementary
- Robert S. Payne Elementary
- Sandusky Elementary
- Sandusky Middle
- Thomas C. Miller Elementary School for Innovation

District 3

- Heritage Elementary
- Heritage High
- Sheffield Elementary
- William Marvin Bass Elementary





DIRECTORY

SCHOOL ADMINISTRATION BUILDING

SUPERINTENDENT: Dr. Paul McKendrick
915 Court Street
P.O. Box 2497
24505 - 2497
OFFICE: 522-3700, ext. 101
FAX: 846-1500

FACILITIES

DIRECTOR: Mr. Steven L. Gatzke
3525 John Capron Road, 24501
OFFICE: 522-3772
FAX: 522-3785

TRANSPORTATION

DIRECTOR: Mr. Jason Ferguson
3525 John Capron Road, 24501
OFFICE: 522-3772
FAX: 522-3785

HIGH SCHOOLS

E. C. Glass

PRINCIPAL: Mr. Kevin M. Latham
2111 Memorial Avenue, 24501
OFFICE: 522-3712
FAX: 522-3741

Heritage

PRINCIPAL: Dr. Mark L. Mear
3020 Wards Ferry Road, 24502
OFFICE: 582-1147
FAX: 582-1137

GOVERNOR'S SCHOOL

Central Virginia Governor's School For Science & Technology

DIRECTOR: Dr. Stephen C. Smith
3020 Wards Ferry Road, 24502
OFFICE: 582-1104
FAX: 239-4140

MIDDLE SCHOOLS

Paul Laurence Dunbar Middle School For Innovation

PRINCIPAL: Mr. Brian S. Wray
1200-1208 Polk Street, 24504
OFFICE: 522-3740
FAX: 522-3727

Linkhorne

PRINCIPAL: Mr. Robert F. Kerns
2525 Linkhorne Drive, 24503
OFFICE: 384-5150
FAX: 384-2810

Sandusky

PRINCIPAL: Mr. James E. Sales, Jr.
805 Chinook Place, 24502
OFFICE: 582-1120
FAX: 582-1183

ELEMENTARY SCHOOLS

William Marvin Bass

PRINCIPAL: Mr. Leverne L. Marshall
1730 Seabury Avenue, 24501
OFFICE: 522-3769
FAX: 522-2374

Bedford Hills

PRINCIPAL: Mr. Robert S. Quel
4330 Morningside Drive, 24503
OFFICE: 384-2221
FAX: 384-1703

Dearington Elementary School For Innovation

PRINCIPAL: Mrs. Terrie H. Haley
210 Smyth Street, 24501
OFFICE: 522-3757
FAX: 522-2351

Heritage

PRINCIPAL: Mrs. Sharon J. Anderson
501 Leesville Road, 24502
OFFICE: 582-1130
FAX: 582-1175

Linkhorne

PRINCIPAL: Mrs. Kathleen M. Sawyer
2501 Linkhorne Drive, 24503
OFFICE: 384-6611
FAX: 384-9620

Paul Munro

PRINCIPAL: Mrs. Donna D. Baer
4641 Locksview Road, 24503
OFFICE: 384-1721
FAX: 386-3067

Robert S. Payne

PRINCIPAL: Mr. John E. Blakely
1201 Floyd Street, 24501
OFFICE: 522-3762
FAX: 522-3791

Perrymont

PRINCIPAL: Mrs. Karen S. Nelson
409 Perrymont Avenue, 24502
OFFICE: 582-1100
FAX: 582-1108

Sandusky

PRINCIPAL: Mrs. Barbara M. Wickham
5828 Apache Lane, 24502
OFFICE: 582-1111
FAX: 582-1184



Sheffield

PRINCIPAL: Mrs. Diane S. Swain
115 Kenwood Place, 24502
OFFICE: 582-1115
FAX: 582-1174

Thomas C. Miller Elementary School For Innovation

PRINCIPAL: Amy D. Huskin
600 Mansfield Avenue, 24501
OFFICE: 522-3717
FAX: 522-2301

ALTERNATIVE PROGRAM OPPORTUNITIES

Carl B. Hutcherson Early Learning Program (Ages 2-4)

Project REACH

PRINCIPAL: Mrs. Judy Trent
409 Perrymont Ave., 24502
OFFICE: 522-3756
FAX: 522-2323

The Gifted Opportunity ("GO") Center (Grades 3-5)

PRINCIPAL: Mr. John E. Blakely
1201 Floyd Street, 24501
OFFICE: 522-3762
FAX: 522-3791

SPECIAL PROGRAMS: Adult/Alternative, Parent/Family and Special Education

The Amelia Pride Center (Grades 9-12, Alternative Education)

1200-1208 Polk Street, 24504
OFFICE: 522-3742
FAX: 522-2308

The Adult Learning Center RODEO (Alternative Education)

VA Jaycees Building, lower level
1015 Miller Park Square, 24501
OFFICE: 522-2319 / 522-2320
FAX: 522-2331

Linel Middle School Learning Center

Grades 6-8, Homebound (Alternative Education)
DIRECTOR: TBA
Fort Hill Community School
1350 Liggetts Road, 24502
OFFICE: 477-5918
FAX: 522-2322

Parent Resource Center

DIRECTOR: Mrs. Barbara H. Parks
Tarkington Building
2600 Memorial Avenue, Suite 107, 24501
Mail To: P.O. Box 1599, 24505-1599
OFFICE: 522-3737
FAX: 455-3729

The LAUREL Program* (Ages 2-21)

DIRECTOR: Dana Koenig
401 Monticello Avenue, 24501
OFFICE: 522-3716
FAX: 522-2330

*provides services for students w/low incidence disabilities
ages 2-21

HOURS

FOR STUDENTS

Elementary Schools: 8:45 a.m. – 3:50 p.m.
Middle Schools: 8:15 a.m. – 3:20 p.m.
High Schools: 7:40 a.m. – 2:45 p.m.

FOR EMPLOYEES:

Teachers:

Elementary Schools: 8:30 a.m. – 4:00 p.m.
Middle Schools: 8:00 a.m. – 3:30 p.m.
High Schools: 7:30 a.m. – 3:00 p.m.

Principals and Clerical Staff in Schools:

Elementary Schools: 8:00 a.m. – 4:00 p.m.
Middle Schools: 7:30 a.m. – 4:00 p.m.
High Schools: 7:15 a.m. – 4:00 p.m.
(Flexible scheduling will allow for these hours of operation)

School Administration Building:

8:00 a.m. – 5:00 p.m.

Elementary School Students must be at school by 8:45 a.m.

Any student who arrives after the class attendance sheet goes to the main office will be counted tardy. Please see that your child is at school by that time.

Middle School Students must be at school by 8:10 a.m. Any student who arrives in class after 8:15 a.m. will be counted tardy. Please see that your child is at school by that time.

High School Students must be in class at 7:40 a.m. Any student who arrives in class after 7:40 a.m. will be counted tardy. Please see that your child is at school by that time.

Please Note: Students who accumulate 3 tardies will have a warning letter sent to the parent/guardian requesting a conference and may be assigned detention or in-school suspension. If circumstances require a deviation from this policy, please contact the principal.

Visitors To Our Schools

Anyone visiting the school for any reason must report to the office before going to see a student or staff member. Visitors and volunteers are asked to wear identification tags, which will be provided in the main office, when they are in school buildings for visiting or volunteering at the school for events other than assemblies and open houses.



In the event that Lynchburg City Schools cannot operate on a normal schedule due to weather related or other emergency conditions, parents, students, and community members will be given school-closing information through the information sources listed below:

Information will be posted by 6:00 a.m. on Comcast WLCS Channel 17, as well as local television and radio stations.

A Blackboard Connect inclement weather telephone call will be sent to all student homes after 6:00 a.m. in the event that LCS cannot operate on a normal schedule.

Call the Weather/School Closing Information Line (847-1420), or the LCS Public Information Line (522-3786)

Parents may also subscribe to a free e-mail notification service, **schoolsout.com**, to receive an immediate e-mail should there be an emergency at their child's school or in the case of inclement weather caused closings. *School's Out.com* also offers a new text alert message service for cell phone users. Parents may go to www.schoolsout.com to learn more about this service.

RADIO STATIONS

FM:

88.3 – "Victory FM"
89.1 – "WVTF Public Radio"
90.3 – "Spirit FM"
92.3 – "K92"
94.9 – "Star Country"
96.3 – "WROV Rocks"
97.9 – "The Planet"
99.1 – "Q99"
100.1 – "VIBE 100"
101.7 – "Sunny FM"
102.7 – "Jammin' JJS"

105.5 – "KD Country"
105.9 – WLNI
106.1 – "Steve FM"
108 – "WYYD Country"

AM:

590 – WLVA
930 – WLLL
960 – WFIR
1050 – WBRG

TELEVISION STATIONS

WSET-13
WDBJ-7
WSLS-10
Fox 21/27 – CTV
WLCS Comcast Channel 17



REQUIRED PHYSICAL EXAMINATIONS AND IMMUNIZATIONS

Prior to entry for the first time to any public kindergarten or to any public elementary school, a child must have a comprehensive physical exam by a qualified licensed physician; the scope of this examination is prescribed by the State Department of Health. Any transfer student enrolling in Lynchburg City schools for the first time from another state must have a comprehensive physical exam. The physical exam must have been completed within twelve months prior to enrollment. Admission of students without a physical examination is not allowed!

See below for changes in the immunization requirements:

Diphtheria, Tetanus, & Pertussis (DTaP, DTP, or Tdap)

Vaccine. A minimum of 4 doses. A child must have at least one dose of DTaP or DTP vaccine on or after the fourth birthday. DT (Diphtheria, Tetanus) vaccine is required for children who are medically exempt from the pertussis containing vaccine (DTaP or DTP). Adult Td is required for children 7 years of age and older who do not meet the minimum requirements for tetanus and diphtheria. Effective July 1, 2006, a **booster dose of Tdap vaccine is required for all children entering the 6th grade, if at least five years have passed since the last dose of tetanus-containing vaccine.**

OPV or IPV (Polio) Vaccine. A minimum of 4 doses of polio vaccine. One dose must be administered on or after the fourth birthday.

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

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

Varicella (Chickenpox) Vaccine. All susceptible children born on and after January 1, 1997, shall be required to have one dose of chickenpox vaccine administered at age 12 months or older. Effective March 3, 2010, a second dose must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2. All Kindergarten students who register for the 2010-2011 school year are required to have 2 doses of the varicella vaccine.

Evidence of Immunity to varicella includes any of the following:

1. Documentation of 1 dose of varicella vaccine given at 12 months of age or older.
2. Laboratory evidence of immunity or confirmation of varicella disease.
3. Diagnosis, or verification of a history, of varicella disease by a health-care provider.* (Parental reports are no longer acceptable without further evaluation. See below.)

Health care providers' documentation of a history of varicella:

1. Complete Part II (Certification of Immunization), Section 1 the MCH form 213-F (revised 4/07) with the date of disease or serological confirmation, and sign the form. OR
2. Provide comparable information on a prescription blank with the provider's name printed on it, or on the provider's letter head stationery. Either of these must be signed by the provider.
3. School personnel should accept either of these documents, if signed and dated. If a prescription blank or note is presented, school personnel should attach this to the child's medical record.

Parental report of varicella disease:

A school nurse may accept a parental report of varicella disease only if all of the following are reported by the parent in describing the child's illness.

- Acute onset of the illness.
- Maculopapulovesicular rash without other apparent cause.
- Generalized and pruritic rash with most lesions on the trunk.
- The lesions crusted over.

If these four criteria are met, the school nurse may document the history of varicella disease in Part II, Section 1, of the MCH 213-F form and initial the entry. If all four criteria listed are not met, or the nurse is uncertain if they have been met, the parent should be referred to their private provider for a review of the history, vaccination, or serological testing.

** "Health care provider" includes physicians, nurse practitioners, physician assistants, and registered nurses.*

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

Physical examination forms are available in your physician's office or a copy may be down loaded at www.lcsedu.net



FOR STUDENTS ENTERING 6TH GRADE

Effective July 1, 2006, a booster dose of Tdap vaccine is required for all children entering the 6th grade, if at least five years have passed since the last dose of tetanus-containing vaccine. This is mandated by the state of Virginia. Students cannot start the 6th grade until they have the Tdap booster.

Students registering for 6th grade are required to have a Diphtheria, Tetanus, and Pertussis vaccine (Tdap) vaccination prior to registration. **Parents must bring proof of vaccination to registration. Students will not be allowed to complete registration unless they had the vaccination.**

The Central Virginia Health Department provides the Tdap vaccination. For information call (434) 947-6829.

WELLNESS POLICY

(From policy 7-51)

Lynchburg City Schools is committed to providing school environments that promote and protect each student's health, well-being, and ability to learn by supporting healthy eating, physical activity and emotional growth.

Wellness – a balance of physical and emotional well-being that empowers students to make healthy life-long choices to achieve an optimal quality of life.

Food and beverages sold by LCS school nutrition will:

- Be appealing and attractive to children;
- Be served in clean and pleasant settings;
- Meet or exceed nutrition requirements established by local, state, and federal statutes and regulations;
- Offer a variety of fruits and vegetables;
- Serve only low-fat (1%) and fat-free milk;
- Provide (and increase) whole grain offerings as available.

Sharing Food and Beverages

Students will be discouraged from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Beverages Sold for the School Nutrition Program

Allowed: water without added caloric sweeteners; 100% fruit and vegetable juices, fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners (if available); sport drinks, unflavored or flavored low-fat or fat-free

fluid milk and nutritionally-equivalent nondairy beverages (to be defined by the USDA)

Not allowed: soft drinks and carbonated beverages of any kind; iced teas; fruit based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contains trivial amounts of caffeine)

Food or Beverages Sold or Marketed on Campus Outside of the School Nutrition Program

Vending: No vending machines are available to elementary school students. For middle school students vending machines are available after school only. No vending machines outside the control of the School Nutrition Program will be operated during the operating hours of the school lunch and breakfast programs. The beverage vending contracts for high schools and middle schools should create vending machines with at least 50% of the selection in each machine being juice, water, sports drinks, milk and up to 50% of the selection being low calorie soda and full calorie soda. Food vending contracts for high schools and middle schools will include a selection of items that meet the standards of the School Nutrition Program.

Snacks: Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The division will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

Rewards: Teachers should not use foods or beverages, especially those that do not meet the nutrition standards of the school nutrition program as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment. Other alternatives for prizes and rewards should be explored.

Celebrations: Schools should limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include food or beverage that meets nutrition standards for foods and beverages served by the School Nutrition Program. The division will disseminate a list of healthy party ideas to parents and teachers.

School Sponsored Events: School sponsored events such as, but not limited to, athletic events, dances, or performances; after-school programs, field trips, or other school events: Healthy food choices should be offered, such as low-fat snacks, fresh fruits and vegetables, nuts, trail mix, granola bars, low-fat milk, water, low-sugar 100% juices. Students should be discouraged from bringing candy, sodas, and other non-nutritive snacks and beverages to events. Foods and beverages offered or sold at



school-sponsored events outside the school day should meet the nutrition standards for foods and beverages sold in the School Nutrition Program. The schools should have resources available for parents and students regarding healthy food choices.

Fundraising Activities: To support children's health and school nutrition education efforts, school fundraising activities should use foods that meet the standards for the School Nutrition Program. Schools will encourage fundraising activities that promote physical activity and healthy fund raising options, including non-food related options. The school division will make available a list of ideas for acceptable fundraising activities.

Food marketing in schools: School-based marketing will be consistent with nutrition education and health promotion. As such, schools should limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold in the School Nutrition Program. School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.



Physical Activity and Education:

For Students: In elementary school, students will receive 20 minutes a day of supervised recess; ten minutes of that time may be structured play. All schools should discourage extended periods of inactivity (i.e. periods of two or more hours). Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television. Opportunities for physical activity will be incorporated into other subject lessons; and classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

For Parents/ Guardians: The division/school will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to utilize the school breakfast and lunch programs to provide their children with convenient, economical and nutritious meals. When packing food from home, parents should also be encouraged to provide healthy lunches and snacks to refrain from including beverages and foods that do not meet the nutrition standards of the School Nutrition Program. The division/ school will provide parents a list of foods that meet the division's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the division/ school will provide opportunities for parents to share their healthy food practices with others in the school community.

Mental and Emotional Wellness:

Mental and emotional health problems in students can disrupt their ability to function at home, in school, or in the community. Less serious problems can disrupt relationships, cause problems with physical health and effect school performance. More serious problems can lead to running away and death through suicide or bad life decisions.

Mental Health determines how we think of ourselves and interpret what goes on in the environment around us. It effects the decisions we make in life, our relationships with others and virtually every other aspect of our lives.

Emotional Health is the ability to live life to its fullest, realize ones potential and support others in doing so. It begins with a true understanding of how one feels about oneself, working to change circumstances or conditions that can be changed coping or accepting those that can't be changed.

- The school division will create/ maintain a preventive response team to support students in crisis without causing them to feel stigmatized.
- The staff in each building will complete training related to suicide prevention.
- The school division will provide community resources information to parents and students about mental health issues. Schools are encouraged to create one centralized bulletin board/ display per semester that thematically highlights and promotes emotional well being.

Adopted by School Board: June 20, 2006

See Policy Manual For The Full Policy and Legal Reference



2010-2011 Breakfast and Lunch Prices

	Student Full Price	*Reduced Price	Adult Price
Breakfast			
Elementary	.85	No Charge	1.20
Middle	.95	No Charge	1.20
High	.95	No Charge	1.20
Lunch			
Elementary	1.40	.40	2.25
Middle	1.60	.40	2.25
High	1.60	.40	2.25



***Please Note:** If you are eligible for free or reduced lunch you may be eligible for reduce rates for:

- Dual enrollment
- Driver's education
- Advanced Placement Test
- PSAT
- SAT
- ACT
- College Applications
- Scholarship opportunities

Please see your guidance councilor for more information.

Café Prepay

www.cafeprepay.com

Café Prepay is an on-line service now available for all LCS parents to manage their children's school meal account. It is the most convenient, easy, and secure method of payment. Café Prepay offers:

- Online payment at any time, 24/7 via a credit card for any amount between \$10.00 and \$75.00
- A 30 day history of your child's account activity
- Access to your child's meal account just for your review – no payment required

When you log-on, please follow on-screen instructions for a "new user". You will need to know your child's Student ID number which is also his/her PIN. After the account is set up, you will go to "my account" and click on the option of your choice in the column on the left side of the page. This feature will provide you with a quick check of your child's account balance as well as making payments and other online options. There is an internet fee of \$2.50 per transaction which will show up in the checkout cart prior to processing your payment.

Questions? Call Meryl Smith, Supervisor of School Nutrition, at 434-522-3700, x162.

Free and Reduced Lunch

2010-2011 LETTER TO HOUSEHOLDS

The following letter was included in the registration packets of all LCS Students along with an application. Should you desire an application please contact the School Nutrition Office at (434) 522-3700 Ext. 160.

Dear Parent/Guardian:

Children need healthy meals to learn. Lynchburg City Public Schools offer nutritious meals every school day. A student may buy breakfast for \$.85 at elementary schools and \$.95 at middle & high schools; lunch for \$1.40 at elementary schools and \$1.60 at middle & high schools. Meals are also available free or at a reduced price for eligible students. All meals served must meet standards established by the U.S. Department of Agriculture. However, if a student has been determined by a doctor to be disabled and the disability prevents the student from eating the regular school meal, the school will make substitutions prescribed by the doctor. If a substitution is prescribed, there will be no extra charge for the meal. If your student needs substitutions because of a disability, please get in touch with us for further information.

Children who are members of households receiving Supplemental Nutrition Assistance Program (SNAP) benefits (formerly the Food Stamp Program) or who receive Temporary Assistance for Needy Families (TANF) are eligible for free meals regardless of income. Foster children who are the legal responsibility of a welfare agency or court may also be eligible for benefits regardless of the income of the household with whom they reside. Eligibility for the foster child is based on the child's personal use income. Children who are members of households participating in WIC may also be eligible for free or reduced-price meals based on the household's income. If your total household income is at or below the Federal Income Eligibility Guidelines, your child(ren) may get free meals **or** your child(ren) may get reduced price meals. Students approved for reduced price meals will be charged \$.40 for lunch each day. For the 2010-11 school year, the School Nutrition Program will again



cover the \$.30 reduced price charge for breakfast. This means students approved for reduced price meals will receive breakfast at no cost to the student. Your child(ren)'s application from last school year is only good for the first few days of this school year. **YOU MUST SEND IN A NEW FAMILY APPLICATION FOR THIS SCHOOL YEAR.**

HOW TO APPLY

Households that are receiving SNAP or TANF for their children may not have to fill out an application. School officials will notify you of your child(ren)'s eligibility for free meal benefits. Once notified your child(ren) will receive free meals unless you tell the school that you do not want benefits. **If you are not notified by September 4, 2010, you must submit an application.** The application must contain the child's name, the SNAP or TANF number, and the signature of an adult household member.

If you do not receive SNAP or TANF benefits for your child(ren) complete the application and return it to the school division. **If you do not list a SNAP or TANF case number** for the child(ren) you are applying for, then the application must have the names of all students, the names of all household members, the amount of income each person received last month, and how often the income is received. An adult household member **must sign the application** and include his/her social security number. If the person does not have a social security number, check the box provided. You or your child(ren) do not have to be U.S. citizens to qualify for free or reduced price meals.

If you are applying for a foster child, who is the legal responsibility of the courts, the application must have the child's name, the child's "personal use" income or an indication there is none, and the signature of an adult household member. **Fill out a separate application for each foster child.**

An application that is not complete cannot be approved. An application that is not signed is not complete.

FEDERAL INCOME GUIDELINES: Your child(ren) may be eligible for free meals or meals at a reduced price if your household income is within the limits on the Federal Income Eligibility Guidelines.

OTHER BENEFITS: Your child(ren) may be eligible for other benefits

such as the Virginia children's health insurance program called Family Access to Medical Insurance Security (FAMIS) and/or Medicaid. The law allows the school division to share your free or reduced price meal eligibility information with Medicaid and FAMIS. These programs can only use the information to identify children who may be eligible for free or low-cost health insurance, and to enroll them in either Medicaid or FAMIS. These agencies are not allowed to use the information from your free or reduced price meal application for any other purpose. Medicaid officials or officials with FAMIS may contact you to get more information. You are not required to allow us to share this information with Medicaid or the FAMIS program. Your decision will not affect your children's eligibility for free and reduced price meals. If you do not want your information shared, please check the appropriate box in Section 6 of the application. You may qualify for other assistance programs. To find out how to apply for SNAP or other assistance programs, contact the local social service office in your area.

CONFIDENTIALITY AND NOTICE OF DISCLOSURE: School officials use the information on the application to determine if your child is eligible to receive free or reduced price meals and to verify eligibility. As authorized by the National School Lunch Act, the school division may inform officials connected with other child nutrition, health, and education programs of the information on your application to determine benefits for those programs or for funding and/or evaluation purposes.

VERIFICATION: School officials may check your eligibility at any time during the school year. School officials may ask you to send information to prove that your child(ren) should receive free or reduced price meals.

FAIR HEARING: If you do not agree with the decision on your application or the results of verification, you may wish to discuss it with the school nutrition office. You also have the right to a fair hearing. You can request a hearing by calling or writing the following official:
Dr. Paul McKendrick, Superintendent
Phone: 434-522-3700
915 Court St., Lynchburg, Va. 24504

REAPPLICATION: You may reapply for free and reduced price meals any time during the school year. If you are not eligible now but have a change, such as a decrease in household income, an increase in household size, become unemployed or get SNAP or TANF for your child(ren), fill out an application at that time.

If you need help filling out the application form, please contact the school nutrition office in the school administration building at 434-522-3700, x164.

You will be notified when your child(ren)'s application is approved or denied.

Sincerely,
Meryl Smith, Supervisor of School Nutrition
Phone: 434-522-3700



ENROLLING FOR THE FIRST TIME

The parent(s)/ guardian(s) of new and transfer students are requested to **make contact with the school as soon as possible** to make arrangements to register and transfer records. This can be done by calling the school your child(ren) will attend. If you are unsure of which school your child(ren) will attend log onto our website, www.lcsedu.net and click on the "School finder" icon or call the public information office at 522-3786.

Proof of residency is required. To attend Lynchburg City Schools, your child(ren) must be a legal resident(s) of the City of Lynchburg. Two of the following will be accepted as proof of residency:

- Current Utility Bills
- Current rent receipts with address on receipt
- Closing papers of home purchased
- City registration of vehicle (the city requires that vehicles be registered within 30 days of moving to Lynchburg)

If you don't have the above and you and/or your children are living with someone else in the city, you need to provide the division a notarized letter from the person with whom you are living, stating:

- that the parent/ guardian and child(ren) are residing with them at this address. and,
- the date they moved to this address.

If you and your children are living in a temporary shelter within the city, the children will be accepted into school upon receipt of documentation from the shelter administrator.

If your child is not a legal resident of the City of Lynchburg you are required to pay tuition for him/ her to attend city schools. Please refer to page 35 for information on tuition.

REGISTRATION

(CHILD IS ALREADY ENROLLED)

If your child is already enrolled in Lynchburg City Schools you will still be asked to **fill out and sign** several forms on an annual basis which include (but are not limited to):

- Emergency medical form
- Ethnicity and race identification
- Acceptable use policy
- Notice and permission for field trip (for elementary students only)
- Student code of conduct

Parents/ guardians at the following schools must show **proof of residency** when registering students for the 2009-2010 school year:

- Dearington Elementary School for Innovation
- Thomas C. Miller Elementary School for Innovation
- Robert S. Payne Elementary School
- Paul Laurence Dunbar Middle School for Innovation
- Perrymont Elementary School

Student's registering for the **6th grade** are required to have a **Tdap vaccination** prior to registration. Parents or guardian must bring proof of their child's Tdap vaccination to registration. Please refer to page 7 for more information.

WITHDRAWAL

In the event that you must withdraw or transfer your child, please notify the building principal or school main office of your intent. A transcript will be sent upon request from the receiving school.

HOMEBOUND INSTRUCTION

In the event of prolonged illness, parents may apply for homebound instruction through the building principal.

STUDENT ACCIDENT INSURANCE

Student Accident Insurance is available at cost to parents. To receive registration and cost information please contact the school main office.





ELEMENTARY SCHOOL REASSIGNMENTS DUE TO BABYSITTER HARDSHIP (From Policy 7-12)

A parent/guardian may request an alternative school assignment for elementary students if there is a documented hardship involving a working parent/guardian and the need for child care services. The following procedures will be used to implement this policy:

1. Alternative placement of elementary children will be based on documented evidence of hardship.
2. No transportation adjustments will be made due to the alternative placement and parents must insure that the children arrive and depart at the scheduled hours. If a bus serving the student's base school stops at the child care facility, the student must attend the base school and no alternative placement will be provided. If there is an established bus stop for the assigned alternative school that serves the private child care provider's home or the child care facility, and no bus for the base school, the student may ride the bus to the alternative placement. Students receiving alternative placements may not ride buses for the schools for innovation or the Gifted Opportunity (GO) Center unless they have been accepted into one of these programs. No individual bus schedules will be developed for reassigned students.
3. Alternative assignments will be made on a space available basis.
4. Decisions regarding elementary school reassignments will be based on an application/approval process handled by the Department of Student Services.
5. Only one alternative placement will be made during a child's elementary years. If a change occurs in the child care situation, the parent/guardian may choose to return to the base school.
6. Each child for whom an elementary school reassignment is requested must be approved on an individual basis.
7. Elementary school reassignments will be valid for a period of one year. Parents/guardians must reapply for consideration annually.
8. Parents/guardians must insure that reassigned students maintain good attendance as well as consistently arrive and depart school according to the published hours of operation for elementary schools.
9. Reassignments may be revoked for students who experience

issues related to truancy; including, but not limited to, excessive absences, tardiness, or early dismissals, and repeated late pick-ups from school and the child/children may be required to attend the school serving the legal residence of the parent/guardian.

10. Parents/guardians must notify the Department of Student Services of changes in their work schedule that would affect the documented work-related hardship. Work-related changes that no longer warrant a reassignment and/or failure on the part of the parent/guardian to notify the Department of Student Services of such changes may result in revocation of the elementary school reassignment. The child/children may be required to attend the school serving the legal residence of the parent/guardian.
11. Providing false information to obtain an alternative placement will automatically void the reassignment and the child/children will be required to attend the school serving the legal residence of the parent/guardian.
12. Applications for elementary school reassignments must be received in the Department of Student Services by November 30 of each school year. No reassignments will be considered for the school year after this date with the exception of families who move into the city of Lynchburg after November 30.
13. Elementary school reassignment does not apply to elementary schools for innovation.
14. Students who have completed a minimum of four consecutive years in one elementary school may continue in that same school until the end of their elementary program without completing further elementary school reassignment applications.
15. Upon completion of the elementary school program, the student must then attend the middle school serving his or her residence.

Revised by School Board: May 6, 2008

See Policy Manual For The Full Policy and Legal Reference





STUDENT COURSE LOAD

(Policy 7-24)

- A. Students in grades 9-11 must carry the equivalent of six credit-bearing courses and must elect to carry another approved course, a repeat course, or a study hall in the seventh period.
- B. All students in grade twelve (senior students) must carry the equivalent of four credit-bearing courses.
- C. Unless a waiver is granted, senior students must also carry other approved courses, repeat courses, or study halls in the other three periods.
- D. Senior students for whom a waiver is granted may be dismissed from school after the fourth, fifth, or sixth period. Transportation from school to home will not be provided for students who are dismissed early.
- E. A waiver to the student course load requirement may be granted for a senior student if that student has earned sufficient credits such that a reduced course load in the senior year will still permit the student to meet all graduation requirements by the end of the year.
- F. Applications for senior student course load waivers will be accepted each spring and fall for the following semester.
- G. To be considered for a waiver, a senior student and a parent or legal guardian must complete, sign, and submit the application to the guidance office by the posted deadline. The guidance counselor will review the data and recommend that the building principal approve or deny the waiver application. If the waiver is approved, the senior student's schedule for the next semester will reflect the early dismissal.
- H. At the beginning of the semester for which the waiver has been approved, the guidance counselor will again review the senior student's data to ensure that the student still qualifies for the waiver.
- I. The approved waiver application will be kept on file at the school, and a list of all senior students for whom a waiver has been approved will be sent to the director of secondary education at the start of each semester.
- J. Unless under the direct supervision of a staff member, senior students for whom a waiver is approved must exit the school building promptly after their early dismissal time and shall not return to the school property for school activities until the end of the instructional day. Failure to comply with this requirement may result in the waiver being revoked.
- K. Beyond this policy there may be other allowances for early dismissals, such as those approved for work/study programs or off-site instruction, individual allowances for certain health



conditions, and so on. Nothing in this policy is meant to supersede the policies, regulations, and practices associated with such other early dismissals.

- L. By completing an application for a waiver, the student and parent/guardian accept responsibility for any repercussions which may be related to the student's reduced course load. Such possible repercussions specifically, but not exclusively, include those related to admissions, selections, or eligibility for any schools, programs, activities, recognitions, or the like.

*Revised by School Board: April 20, 2010
See Policy Manual for Legal Reference*

HOMEWORK

The Lynchburg City School Division believes that homework plays a vital role in the educational process of all students. The positive effects of homework are numerous, including increasing retention and understanding; developing effective study and time management skills, along with a sense of independence and responsibility; and fostering the concept that learning can occur anywhere, not just in school. Homework also provides an avenue for parental involvement by affording parents an opportunity to see what their children are learning and to encourage their children in their studies. Ultimately, however, students bear the responsibility for completing homework assignment according to the directions of the teacher.

For homework to be effective, certain principles must be followed consistently. Teachers should assign homework (independent practice) only after thorough explanation and guided practice of the skills necessary for students to complete the assignment successfully. In addition, teachers must stress student's accountability in the homework process by regularly checking homework and providing instructional feedback. Not all homework need be formally evaluated or graded, but that which is, should be assessed promptly and returned to the students.

Finally, teachers must consider student's access to study materials and plan assignments which do not penalize students for lack of available resources. Neither should students be penalized by



having to complete several major homework projects within the same time period. Thus, as much as possible, teachers of different subjects should coordinate major projects so that they are spread throughout a semester or year.

Administrators, teachers, parents and students need also remember that homework may have many different purposes. Whatever its purpose, however, the frequency and duration of homework assignments must be adapted to the age and special needs of students. All persons concerned in the homework process must realize that within any group of students, the time to do a common assignment will vary. Following are guidelines for homework assignments in the Lynchburg City Schools:

Primary (Pre K-2)

Homework is assigned two to four times per week with the total time per night being no more than thirty minutes. In addition, students practice reading at their independent reading level daily, including weekends, for at least fifteen minutes.

Appropriate assignments include extensions of classroom instruction, review of previously achieved skills and information, problem solving applications of classroom skills, writing assignments, spelling and vocabulary review, practice to improve competency, and special projects.

Elementary (3-5)

Homework is assigned four or five times per week with the total time per night being no more than sixty minutes. In addition, students should practice reading at their independent level daily, including weekends, for fifteen to thirty minutes.

Appropriate assignments include those for Pre K-2 with the addition of content reading assignments from texts and reference materials.

Middle School (6-8)

Homework consists of two to four assignments per class per week as appropriate for the subject. Each assignment lasts from 15-30 minutes. Additional assignments approximating those given at the high school level may be required of students enrolled in subjects receiving credit toward graduation.

Teachers of middle school students are expected to be especially cognizant of the developmental diversity among this group of students. Varied activities that foster critical thinking are highly encouraged as well as the consistent continuation of independent reading.

High School (9-12)

Home consists of two to five assignments per class per week as appropriate for the subject, each assignment lasting from 20-45 minutes.

Assignments longer than forty-five minutes (long reading assignments, essays, research projects, etc.) should be assigned over more than one night.

Students with Disabilities

Homework is an essential component of the educational process for students with disabilities. Students with disabilities should be assigned homework to support the goals and objectives stated in the Individual Education Plan (IEP). The frequency, duration and type of assignments will be determined by the nature of the child's disabilities.

Gifted Services

Gifted services are available to identified students in all schools. All schools offer accelerated and advanced classes and various enrichment activities. Elementary students entering grades 3-5 are invited to apply for a slot at the Gifted Opportunities (GO) Center. The GO Center is a division-wide program for highly gifted students from each elementary school. Gifted students entering grades 11 and 12 are invited to apply for a position at the Central Virginia Governor's School for Math, Science, and Technology.

The primary intent when educating students is to provide each student with sufficient challenge and opportunities in the specific academic area of his or her giftedness. Teachers working with gifted students must differentiate the content, process, and products of instruction for their gifted students while at the same time ensuring that students meet the minimum content standards of the Virginia Standards of Learning. **See page 18 for more information on our programs for gifted students.**

PROMOTION, RETENTION, ACCELERATION (Policy 7-25)

The school board recognizes that the promotion, retention and acceleration of students are important school decisions based on the academic progress of the student. The following criteria are established for the elementary, middle, and high school levels.

Definitions

1. **Promotion:** Student successfully completes current year academic requirements and advances to next grade level.
2. **Retention:** Student fails to complete the current year academic requirements and remains in current grade level.
3. **Acceleration:** Student is provided opportunities to work above grade level when appropriate.



ELEMENTARY SCHOOL (pre-kindergarten through fifth grade)

Retention: No later than the beginning of the second semester of each school year, parents of students who are not making satisfactory progress in major content areas (reading/math) will be informed by the classroom teacher that if significant progress is not made by May, the recommendation will be to retain the student. Teachers will work very closely with the principal when retention is being considered. A joint conference between the principal, teacher and parent will be held prior to recommending the final decisions regarding retention of the child. All final retention and placement decisions shall be made by a committee consisting of the teacher, the principal, the Assistant Superintendent for Operations and Administration, and the director for elementary education.

Summer Programs: Students who have demonstrated marginal knowledge and skills as indicated by the Achievement Record/Promotion Guidelines may attend summer school. If they meet specific attendance guidelines, pass end-of-summer-school tests, and demonstrate adequate academic progress, these factors will be considered in the final promotion/retention decision.

- The Individualized Education Program Committee will determine how identified students with disabilities will participate in summer programs. Participation in the summer programs referenced in this policy is distinctly different from, and more common than, participation in Extended School Year services.

Standards of Learning Tests: Students who do not pass any of the Standards of Learning assessments in grades three, five, or eight shall be required to attend a summer school program or to participate in another form of remediation.

The following criteria will be considered in the promotion and retention decision:

- Academic achievement
- Attendance
- Previous retention

MIDDLE SCHOOL (sixth through eighth grade)

Sixth Grade: Students must pass four courses. If the student is in advanced English, he must pass English and math, history and/or science, and/or one additional course. Non-advanced English students must pass both English courses (literature and writing) as well as math and either history or science.

- Students not promoted because they fail one or more core content courses must successfully complete the appropriate summer remediation courses to be considered for promotion.
- Any exceptions to the sixth grade promotion requirements will be made by a committee comprised of the middle school principal and the guidance counselor.

- Every effort should be made by the principal in scheduling students who have failed courses to insure that these students do not have to repeat the sixth grade courses they have already passed.

Seventh and Eighth Grades: Students must pass five of seven classes for promotion. Advanced English students must pass the four core academic subjects (English, math, science, and history) and one elective for promotion. Non-advanced English students must pass both English courses (literature and writing) as well as math, science, and social studies.

- If an advanced English student passes the four core courses but not an elective, the principal may use his/her discretion in promoting the student.
- Students who fail one or more core courses must pass these courses in a summer school program to be considered for promotion.
- Every effort should be made by the principal in scheduling students who have failed courses to insure that these students do not have to repeat the courses they have passed earlier.

Promotion: Any exceptions to the eighth grade promotion requirements will be made by a joint committee comprised of the middle school principal and guidance counselor, and the high school principal and guidance counselor. The reasons prompting the committee to exercise these options must be documented with one copy to be forwarded to the parents and a second placed in the student's scholastic record. Except for these provisions, decisions regarding retention for seventh and eighth grade students are to be made by the middle school staff in consultation with the student's parents or guardian.

Standards of Learning Tests: Students in grades six through eight who do not pass any of the Standards of Learning assessments administered in their grade level shall be required to attend a summer school program or to participate in another form of remediation.

HIGH SCHOOL (ninth through twelfth grade)

Credits required for promotion are as follows:

Grade Level (From – To)	Number of Credits for Promotion
Ninth - Tenth	4
Tenth - Eleventh	9
Eleventh - Twelfth	15
Refer to the "Program of Studies" for minimum graduation requirements from the Commonwealth of Virginia.	



Determining Grades for a Student who Drops a Course Before the End of the Semester:

All schedule changes must take place within the first three weeks of school. Any courses dropped within that time period will not be recorded on a student's report card or permanent record. Only in extreme cases, with permission of the principal, will a student be allowed to drop a course beyond this time period. In such cases, "F" will be recorded as the course grade.

Scheduling Students for More Than One Required Course in the Same Subject Area:

Sequential courses within a subject area (i.e., math, English, social studies, etc.) are normally to be taken one at a time and in the order presented in the "Program of Studies." An advanced student may, upon approval from the school principal, however, take two courses within the same subject area concurrently each year after successfully completing his program of studies in grade nine. The advanced student will be limited to one subject area each year from which the two courses may be selected unless the superintendent or the superintendent's designee grants a waiver to this stipulation. A student who has failed a required subject will be permitted, pending the principal's approval, to repeat the course at the same time he is taking a second course in the same subject area.

Grades, Class Rank, and Credits Related to Repeating Courses Already Passed:

Students shall be allowed to repeat a course already passed only upon approval by the school principal. For all repeat work, the grade earned shall be averaged with all grades (whether passing or failing) in determining the student's grade point average and class rank. All grades will also appear on the student's transcript. No additional core content or elective credit toward graduation will be awarded for repeated courses unless specifically noted in the current Lynchburg City Schools High School Program of Studies.

Exceptions:

The decision of whether a student who has an Individualized Education Program is retained will be made by the Individualized Education Program committee.

Acceleration:

Graduation from high school in fewer than the normal four years is permitted. To graduate, the student must meet all the graduation requirements established by the local school board in accordance with the code of Virginia. The superintendent or superintendent's designee shall approve the acceleration of students through the high school program of studies.

*Revised by School Board: December 4, 2007
See Policy Manual for full policy and Legal Reference*

SECONDARY STUDENT EVALUATION AND GRADING PROCEDURES (Regulation 6-58)

Determining End-of-Course Grades:

Middle school end-of-course grades are to be computed by an average of the grades earned for each six weeks.

Determining Semester Grades:

High school course semester grades are to be computed by an average of the three six-weeks' grades.

Determining Grades for a Student Who Exits a Course Before the End of the Semester:

• Request to Withdraw

All requests for a student to be withdrawn from a course shall be made in writing, signed by a parent/guardian, and turned in to the guidance department by the end of the 15th school day of the semester. Any courses from which a student is withdrawn within that time period will not be recorded on a student's report card or permanent record. Unless there are extenuating circumstances, students will not be permitted to withdraw from a course after the 15th day of the semester.

In very rare cases, extenuating circumstances may justify a withdrawal from a course after the 15th school day of the semester. If a student is withdrawn after the 15th school day of the semester, the student's transcript will reflect the course and a grade of withdrawal passing (WP) or withdrawal failing (WF) for the semester. These designations (WP and WF) are not considered in Grade Point Average calculations. A parent/guardian must file a written request for such consideration with the building principal, and that request must clearly indicate the extenuating circumstances to justify a withdrawal. An example of such circumstances would be extensive absences for medical reasons. The principal will review the request, recommend approval or denial, and send the request and recommendation to the superintendent (or designee) for consideration. Only the superintendent (or designee) can approve a withdrawal from a course after the 60th school day. If it is determined that sufficient justification for a withdrawal does not exist, the student will remain in the course until the end of the semester.

• Request to Transfer to a Lower Level of the Same Course

At any time during the semester, the principal may approve a request from a parent/guardian for a student transfer to a lower level of the same course. An example would be transferring from Advanced World History and Geography 1 (4.5 GPA weight) to World History and Geography 1 (4.0 weight). Such a transfer would be dependent on the ability to reschedule the student and the available space in the desired course. When such a transfer occurs, the name of the course will be changed in the student's schedule, and the previously earned grades will be counted toward the semester grade reported on the student's academic record under the lower-level course name.



• Courses That Are Dropped Due to Extensive Absences

School Board Policy 7-15: Student Attendance, speaks to the practice of dropping students from courses due to extensive absences. Section B. 8. of the policy notes “Students absent 15 consecutive days from school are dropped from the school’s attendance roll. The principal or designee shall make a reasonable effort to notify the parent/guardian by telephone and in writing that the student has been dropped from the roll (8VAC10-110-13).”

In the case that a student is dropped from a course pursuant to School Board Policy 7-15 after the 15th school day of the semester but before the end of the 60th school day, the student will be dropped from all courses, and no record of courses in which the student was enrolled will be maintained. If the student is dropped from a course for extensive absences under School Board Policy 7-15 after the 60th school day (meaning approximately two-thirds of the semester has passed), a zero will be recorded for any assignments not completed during the remainder of the semester, and the resulting “F” grade will be recorded for the semester course grade at the time of the drop.

• Grades and Class Rank Related to Courses Repeated

Students shall be allowed to repeat a course already passed only upon approval by the school principal. The repeating of performing arts courses - acting, chorus, band, and orchestra - is not affected by this regulation since each of these may be taken repeatedly as a new course.

For all repeat courses, the grade earned shall be averaged with all grades (whether passing or failing) in determining the student’s grade point average and class rank. All grades will also appear on the student’s academic record.

No additional credit toward graduation requirements will be awarded for passing a course more than once unless allowance to do so is specifically noted in the course description in the current Lynchburg City Schools High School Program of Studies.

• Repeat Courses Under the Credit Recovery Format

Students who have earned an “F” in a high school credit course may retake that course as a repeat course under the Virginia Department of Education approved “credit recovery” format. This format allows for repeat instruction to be provided in half the instructional hours as a new credit course. More specifically, semester courses awarding 0.5 Carnegie credits must provide no less than 70 clock hours of instruction. However, the same course as a repeat course under the credit recovery format meets for no less than 35 hours. Only students who have previously failed a course and have had that failure reflected on the academic record are eligible to enroll in a repeat course under the credit recovery format.

Students who register for repeat courses under the credit recovery format are taking those courses officially for credit. If a student fails such a course, that student will earn an “F” grade,

and it will be reflected on the student’s academic record.

Students who are dropped from a repeat course under the credit recovery format prior to the 23rd instructional hour will not have that course appear on their transcripts. However, if after the 23rd instructional hour a student no longer attends a course and is dropped due to extensive absences, a zero will be recorded for any assignments not completed during the remainder of the course, and the resulting grade will be recorded for the semester course grade.

Revised by School Board: May 18, 2010

See Policy Manual for Legal Reference

PROGRAMS FOR GIFTED STUDENTS

There are many definitions of giftedness. The Lynchburg City Schools has adopted the Virginia state definition of giftedness which reads “... **those students in kindergarten through grade 12 whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs.**”

The Lynchburg City Schools recognizes we have many bright and talented students in our schools. We also recognize the need to identify and provide special opportunities for those students whose abilities and potential are beyond the reach of the standard curriculum.

The Lynchburg City Schools identifies and provides additional services to students who demonstrate giftedness as Specific Academic Aptitude. This ability may be identified in math, reading and writing, social studies, or science. The Lynchburg City Schools does not discriminate in evaluation or programming on the basis of race, national origin, disability, or gender in the operation of the gifted education program.

A teacher, parent/guardian, peer, or even self-referral can initiate the gifted identification process. These referrals can begin as early as the second semester of kindergarten. The majority of referred students will have data collected by classroom teachers until a gifted identification meeting is held during the second semester of second grade. However, in extreme cases, special standardized tests may be administered and an individual program established for a child as early as kindergarten. Such a program is likely to involve accelerating the student to the next grade level in the area of giftedness.

If you think your child may be gifted, please contact the guidance counselor at your child’s school and request a gifted identification referral form. By completing and returning this form, you guarantee your child’s teachers will begin collecting information related to your child’s behaviors and achievement.

If you would like additional information related to the *Lynchburg City Schools Local Plan for Gifted Education*, the Lynchburg City Schools Gifted Opportunity (GO) Center, or any other programs we provide for our gifted students, please contact April M. Bruce, Director of Testing, Guidance, and Gifted Education, at (434) 522-3700, ext. 136.



CHILD FIND

How does the school conduct screening?

Screening is part of the identification process. You will receive a general notice about the screening and will be notified if your child fails the screening. Your school will conduct screenings based on its local procedures, which will include timelines. Screenings must be done in the areas of speech, voice, language, and fine and gross motor functions. Your school will also either provide information about scoliosis or do regular screenings of students in grades five through 10 for scoliosis. The vision and hearing for all children in grades three, seven, and 10, must be screened within 60 days of the beginning of the school year.

The purpose of these screenings is to determine if a referral for an evaluation for special education and related services is indicated.

In some cases when a child fails a screening, the school may not suspect a disability. A referral may be made to a team established by your child's school to review your child's records and to make recommendations regarding your child's educational and behavioral needs.

Business, Calendar, and School Days Special education timelines are counted in either business or calendar days.

Business days means Monday through Friday, 12 months of the year, not counting federal and state holidays, with the exception of the notice requirement for placing your child in private school. State and federal holidays are posted on the VDOE Web site at <http://www.doe.virginia.gov>.

Calendar days mean consecutive days, including Saturdays and Sundays. Whenever any period of time ends on a Saturday, Sunday, federal or state holiday, the period of time is extended to the next day that is not a Saturday, Sunday, or federal or state holiday. Timelines for suspensions are counted in school days.

School day means any day, including a partial day, that children are in attendance at school for instructional purposes. The term has the same meaning for all children.

What happens if the screening suggests a disability?

If the results of the screening suggest that your child should be evaluated for special education and related services:

- your child will be referred to the special education administrator or designee;
- you will be notified; and
- the school will maintain screening information in a confidential manner.

Timeline

The vision and hearing for all children must be screened within 60 days of the start of the school year in grades three, seven, and 10. School divisions must have procedures that include a timeline for completing additional screenings to determine if a referral for an evaluation for special education and related services is indicated.

Special Education Administrator/Designee

Your school division's special education administrator or the administrator's designee (a person chosen by the administrator to act in the administrator's place).

Parent Resource Center

The Parent Center offers children's books, multimedia sets, activity cards sets, and parenting books. Worksheets on a variety of reading and math skills are also available to help parents reinforce skills being taught at school and to work with preschool children on readiness skills.

All materials and services are provided FREE OF CHARGE.

For additional information contact:

Barbara H. Parks, Coordinator

The Parent Resource Center

Tarkington Building
2600 Memorial Avenue, Suite 107
P.O. Box 2497 Lynchburg, VA 24505-2497
Phone: (434) 522-3737
Fax: (434) 455-3729



DRESS CODE

(School Board Regulation R 7-37)

Principals shall see that individuals in school or at events are clothed so as not to violate health or safety concerns and not to be disruptive or distracting to the educational process.

A. Expectations of Appropriate Dress

1. Caps and hats shall not be worn within school buildings.
2. Messages on clothing, jewelry and personal belonging shall not relate to tobacco products, drugs, alcohol, sex, vulgarity, or obscenity.
3. Messages on clothing, jewelry, and personal belongings shall not reflect adversely upon other persons because of their race, sex, color, creed, national origin, or ancestry.
4. Clothing and accessories shall not have symbols and/or be representative or suggestive of gang colors and/or designs.
5. Sunglasses shall not be worn inside the building.
6. Undergarments shall not be worn as outside apparel and shall not be visible.

7. Chains, spikes, and dog collars shall not be worn.
8. Bandanas shall not be worn.
9. Shirt, sweatshirt, and sweater lengths shall not exceed beyond the area marked by the tip of the student's index finger along his/her leg when standing. The length of sweaters worn as either dresses or skirts must be at least at the top of the knee when the student stands.
10. Students shall wear shoes on the premises at all times. Bedroom shoes of any kind, however, are not allowed.
11. Students shall not wear pajama tops or bottoms.
12. Clothing shall cover the mid-section and the back of a student at all times, including when the student is standing and/or sitting.
13. The length of shorts shall be at least at the area marked by the tip of the student's index finger or mid-thigh, whichever is longer - along his/her leg when standing.
14. Skirt and dress lengths shall be at least at the top of the knee when the student stands. Leggings may only be worn underneath shorts, skirts, or dresses that meet the shorts, skirt, and dress requirements.
15. Splits in skirts, dresses, or shorts shall be below the fingertips.
16. Necklines shall be modest, not revealing, and shall not allow cleavage to show. A 3"x 5" index card will be used as a measurement device for student compliance with the neckline requirements. The neckline when measured is from the collarbone to the bottom of the index card (three inches).
17. Shirts shall have a sleeve extension past the shoulder seam.

B. Violation of the Regulation

Willful violation of the student dress and appearance regulation will subject the student to disciplinary action by the school's administrators. These progressive disciplinary actions may include phone calls to parents for the first violation to various in-school actions to suspension from school for continued willful violations.

*This applies to Kindergarten through twelfth grade unless there is a dress code in place at your child's school.

*Revised by School Board: December 16, 2008
See Policy Manual for Legal Reference*



ACCEPTABLE USE POLICY FOR SCHOOL DIVISION TECHNOLOGY RESOURCES

(Policy 6-48)

A. Generally

An acceptable use policy (AUP) is a written agreement signed by students, parents, and staff members which outlines the terms and conditions of technology use. It establishes acceptable use guidelines, rules of online behavior, and access privileges for all users. Users are identified as all Lynchburg City Schools' students and staff members, as well as other individuals who utilize the school division's technology. The AUP also covers penalties for violations of the policy, including security violations and vandalism of the system and/or equipment. Prior to using school division technology resources, each user is required to sign an AUP agreement and to know that it will be kept on file as a legal, binding document.

By using a school division computer, students and staff can connect to the Internet to gain access to information from the outside world. The Lynchburg City Schools provides Internet access free of charge to students and staff in all the schools. While the ability to communicate is an invaluable resource, there are sites on the Internet which are inappropriate for access and use by students and staff. Staff members will make reasonable effort to reinforce required Internet safety instruction and to ensure that student use of the Internet is appropriate and educational. Connections to the Internet from all schools will be made through a central access point.

In compliance with the Children's Internet Protection Act (CIPA), access to content available on the Internet is filtered, which includes pornographic content, access to non-educational social spaces, private web-mail services, and other content considered objectionable by the Lynchburg City Schools (LCS). Using proxy servers or other means to bypass this filtering mechanism is a violation of this policy.

The Department of Information Technology is responsible for evaluating and revising network and data security. It is the responsibility of the Department to ensure the confidentiality of personal data by implementing strict network security policies that prevent unauthorized access to sensitive data. When appropriate, network appliances will be used to help enforce data encryption and limit access as determined by user identifications.

B. User Responsibilities

Access to technology is a privilege, not a right, and with use comes responsibility. The school division network, including the Internet, was established for educational purposes. As a result, users have no personal privacy rights on the network. Files, including e-mail, located on individual computers as well as the network can be reviewed by network and school administrators to ensure that users are using the system appropriately.

Users are responsible for adhering to the following guidelines:

1. **Personal Safety:** Students will not post personal information about themselves or other people. Students will not arrange meetings with anyone contacted on-line through the local network or Internet. Students will promptly disclose to a teacher or administrator any message containing text, graphics, pictures, or video clips that they feel is inappropriate or that makes them feel uncomfortable.
2. **Illegal/Inappropriate Activities:** Users will not attempt to gain unauthorized access to any computer system. This includes logging onto the system through another person's account or accessing anyone else's files. Users will not deliberately attempt to disrupt systems or destroy data by spreading computer viruses or by any other means. Users will not engage in any illegal or inappropriate activities or behaviors. Users will not access proxy sites on the Internet in an effort to by-pass existing school division firewall and web filtering devices. Students and employees will not access on-line gaming sites and/or save gaming software files on division servers or other storage media. Users will not launch executable files from personal storage devices. Students will not alter computer settings.
3. **System Security:** Users will take all reasonable precautions to prevent others from using their accounts. Users will not reveal their passwords. They will notify a teacher, building administrator, or network administrator of any possible security violations. Users will log off or lock any computer when left unattended.
4. **Inappropriate Behavior:** Users will not engage in inappropriate behavior which includes, but is not limited to, using obscene, pornographic, profane, threatening or disrespectful language; engaging in bullying through personal attacks including prejudicial or discriminatory attacks; harassing others; and posting false or defamatory information. These restrictions apply to public messages, private messages, and material posted on web pages.
5. **Respect for Privacy:** Users will not post private information about another user, nor will they re-post messages sent privately without permission of the author.
6. **Respect for Resource Limits:** Users will not download files or programs without permission (refer to Form SR1). Unused or unwanted files should be deleted on a regular basis including those located on network servers, e-mail, and individual hard drives. Files needing to be archived should be copied to personal storage devices.
7. **Electronic Communications:** Use of any electronic communication including, but not limited to, e-mail, instant messaging, texting, podcasting, external blogs, social media sites, forums, wikis and bulletin boards, will be professional and appropriate. Users are responsible for division information sent electronically with large, multi-user mailings being approved by the Superintendent's Office (or designee) prior



Policies for New Technology

to transmitting. End users should check e-mail daily. They will not post or forward chain letters or any solicitation not sponsored by the Lynchburg City Schools.

8. Use of external devices. The use of "smart" electronic devices not provided by the school division including notebook computers, phones, hand-held gaming or other wireless devices on the school network is prohibited without prior approval from school officials.
9. Plagiarism: Users will not plagiarize works found on the network, which includes the Internet. Plagiarism means taking credit for someone else's work as one's own by not recognizing the source. Whenever information is taken from a resource on the network, proper citations will be made and direct quotations will be enclosed in quotation marks or otherwise properly distinguished.
10. Copyright Infringement: Users will respect the rights of copyright owners. When any work is copyrighted, that material cannot be legally used without permission of the author except in specific circumstances. When users encounter copyrighted resources on the network, they will seek assistance from teachers or network administrators before using any such copyrighted work.

Content (documents, video, audio) produced by students using technology resources owned by the Lynchburg City Schools is the property of the individual(s) creating the content. Content produced by employees of the LCS using division technology resources becomes the intellectual and tangible property of, and thereby owned by, the Lynchburg City Schools. Employees may petition for copyright ownership for materials created outside of contractual hours.

11. Software: Users will not violate the school division's software license agreements. Software will not be loaded on school division computers without proper authorization (refer to Form SR1). Any software loaded onto school division resources becomes the property of the Lynchburg City Schools (refer to Form SR1.) Users will not copy school division software for personal use nor will they use the school division's computers to copy software not owned or licensed by the school division.
12. Access to Material: Users will not access material that is profane, pornographic or obscene, that advocates illegal acts, or that advocates violence or discrimination. This restriction includes network, Internet, and personal storage media resources. Students will access the Internet for instructional purposes only as stipulated in Section B. Staff will access resources in a professional and appropriate manner.
13. Personal Accounts: Users will not access personal e-mail accounts using school division equipment or software. Students may not subscribe to any service for which there is a fee. With administrative permission, school staff and, in some cases, students may subscribe to or access an educational service for which there is a fee.

C. Teacher Responsibilities

Teachers will provide students with a sequential, structured approach to gaining the skills that will allow them to become independent, responsible users of technology. In all cases, teachers will make reasonable effort to ensure that students are directed to sites with age- and topic- appropriate materials and resources. All students and staff members will receive required instruction in Internet safety using the Lynchburg City Schools' approved curriculum.

1. In grades Pre-K-5, teachers will actively supervise and model appropriate use of the Internet. Students will have Internet access under direct teacher supervision; however, students will experience guided practice leading toward gaining skills to become independent and responsible users of the Internet. Teachers will explore an Internet site before directing students to that site.
2. In grades 6-8, teachers will provide guided practice and model appropriate use of the Internet. Teachers will supervise student-initiated information search activities and provide support for students as they begin to assume responsibility for becoming independent users of the Internet.
3. In high school, grades 9-12, teachers will model appropriate use of the Internet and will monitor and advise students in independent Internet use.

D. Discipline

Inappropriate use of the network which includes the Internet is a violation of school division discipline policies. Inappropriate use may result in termination of access and may result in disciplinary action, which may include suspension from school or in case of employees, termination of contract. Depending on the severity of the violation, criminal or civil liability is also possible.

*Revised by School Board: May 18, 2010
See Policy Manual for Legal Reference*





STANDARDS OF STUDENT CONDUCT AND RESPONSIBILITY

Good schools and good discipline go hand in hand. Good discipline is the positive direction of behavior toward established standards of conduct, fully understood and based upon reason, judgment, and the rights of others.

Ideally, discipline is self-directed and self-controlled. Schools, community, and parents share the responsibility for helping students develop self-discipline. Discipline is necessary to assure an orderly environment in which each person may live and learn to his/her full capabilities in harmony with others.

When self-discipline fails, disciplinary forces outside the individual must be imposed to protect the rights of others. In the Lynchburg City Schools, as in the community at large, certain rules and guidelines are established to ensure that there is a clear understanding of the behavioral expectations of all students. Parents, school personnel, and others responsible and concerned about the welfare and education of young citizens must cooperate to interpret and enforce the rules.

The Lynchburg City School Board has high expectations of students and staff regarding personal behavior and good discipline in the schools. To this end, the board assigns to the staff—teachers, principals, administrators, and other division personnel—the responsibility of assuring that good discipline is maintained in the schools and that rules are enforced consistently, fairly, and promptly with due regard for the civil rights of all individuals.

In order to establish a sound foundation upon which good discipline will be maintained, clearly understood responsibilities must be established and supported by students, parents, teachers and school administrators.

Student Responsibilities

1. To respect the authority of teachers, principals, and other school staff to enforce division policy and school rules regarding student discipline and conduct.
2. To abide by the standards of conduct and rules governing discipline established by the school.
3. To attend school regularly and punctually.
4. To be self-controlled, reasonably quiet and non-disruptive in classrooms, hallways, study areas, school buses, on school property, and at school activities.
5. To be clean and dressed in compliance with school rules of sanitation and safety, and in fashion that will not disrupt classroom procedures.
6. To be reasonable, self-controlled, and considerate in your relationships with other students.

7. To strive for mutually respectful relationships with teachers.
8. To keep your language and gestures respectful and free of profanity or obscenities.
9. To respect private and public property.

Parent Responsibilities

1. To accept and respect the right of the Lynchburg City School Board to require good behavior of all students and non-students while at school during school activities.
2. To guide your child from the earliest years to develop socially acceptable standards of behavior, to exercise self-control and to be accountable for his/her actions.
3. To know and understand the rules your child is expected to observe at school; to be aware of the consequences for violations of these rules and accept legal responsibility for your child's actions.
4. To cooperate with school officials in carrying out appropriate disciplinary penalties when such action is necessary.
5. To seek out, when necessary, appropriate community agencies for assistance in correcting your child's behavior problems.
6. To send your child to school as required by Virginia School Law 22.1-254; to make certain your child's attendance at school is regular and punctual and all absences are properly excused.
7. To insist that your child is clean, dressed in compliance with school rules of sanitation and safety, and in a fashion that will not disrupt classroom procedures.
8. To teach your child, by word and example, respect for law, for the authority of the school, and for the rights and property of others.
9. To instill in your child a desire to learn; to encourage a respect for honest work and an interest in exploring broader fields of knowledge.
10. To become acquainted with your child's school, its staff, curriculum and activities; to attend parent-teacher conferences and school functions.

Standards of Conduct for Bus Riders

Students are under the authority of the bus driver while on the bus. The driver is to control student conduct and report behavior problems to the principal. The principal shall be responsible for all disciplinary action. Failure on the part of any student to follow the rules and regulations dealing with school bus operation may result in termination of privilege to ride the school bus in addition to other appropriate disciplinary measures.



The following actions are prohibited:

- Smoking
- Eating on the bus
- Use of any type of profanity and/or vulgarity

All students that ride a bus are expected to:

- Practice acceptable classroom behavior
- Remain in seat when bus is in motion
- Keep aisles clear
- Avoid extending arms, hands, or head from bus windows
- Refrain from throwing objects from bus
- Avoid bringing oversized items, live animals, glass objects or medications on the bus
- Assist the driver in maintaining a clean bus

Please Note: All buses are equipped with a video camera. When registering for school, parents and students are required to sign the *Lynchburg City Schools Code of Student Conduct, Responsibility and Attendance Statement* which acknowledges receipt of this information.

STUDENT ATTENDANCE (Policy 7-15)

Lynchburg City Schools believes that school attendance is directly related to academic achievement and to the development of good habits that are important in the work world. Optimum student attendance is a cooperative effort, and Lynchburg City Schools expects parents and students to take active roles in accepting that responsibility.

Each principal shall ensure that teachers are accountable for checking and documenting attendance daily/by period; communicating and documenting contact with a student's parents, school counselor, and administrator if poor attendance is affecting the student's performance; and accurately verifying regular attendance reports. Reasonable efforts to notify a parent or guardian should be made when a student has an unexcused absence.

Compulsory school attendance is required by the Code of Virginia § 22.1-254. The Code states that every parent or guardian having control or charge of any student five to 18 years old shall be responsible for such student's regular punctual attendance at school. School attendance is the responsibility of the students and their parent(s) or guardian. At the elementary level, attendance shall be documented daily, and in the secondary schools attendance shall be documented each class period.

A. Absences

1. Excused absences will only be granted for the following reasons:
 - a. Personal illness
 - b. Personal required court appearance with documentation from the court
 - c. Death or serious illness in immediate family as defined by Administrative Regulation 5-38. Principal will also consider each individual case and any extenuating circumstances
 - d. Medical condition or appointment verified by a note from a medical professional or dentist
 - e. Religious holiday
 - f. Conditions beyond the control of the student, parent/guardian, or the school as approved by the school administration
2. College visits on regularly scheduled school days should be limited to two school days per school year. These approved visits are limited to high school juniors and seniors.
3. While absences are excused, they will still count against the number of days out as noted in sections C. 1. and D. 1.
4. Unexcused absences are those that result from the following:
 - a. Any absence that does not meet the conditions of an excused absence.
 - b. Absences will be unexcused if notes signed by the parent or guardian are not received by the school within two school days of the student's return to school even if the parent or guardian has called. E-mail will not be accepted for a note.
 - c. Any absence that is the result of a suspension from school is unexcused. Individual disciplinary suspensions exceeding three days will only count as three days with reference to this policy. A five-day suspension, therefore, would count as only three days of unexcused absence. (This is pertinent to sections C.1. and D.1.)
5. An approved school-sponsored event will not be counted as an absence.
6. Students who do not complete one-half of their school day will be counted as absent. Whether such absence will be deemed excused or unexcused shall be determined by the criteria set forth in sections A. 1. and A. 2.
7. Pre-planned Absences
 - a. The parent/guardian must request approval in writing for pre-planned absence by filing a request in advance with the principal/designee. Principals may grant approval for pre-planned absences up to five days per student during



the school year. These absences would be excused only if they meet the definition of any excused absence in Section A. Students are expected to make up missed work. Such requests will be signed and filed by the principal/designee. Planned absences of this nature are highly discouraged as they could adversely affect student performance. While absences may be approved, they will still count against the number of days out as noted in sections C. 1. and D. 1.

- b. If approval for more than five days is sought, a petition must be filed with the superintendent or his designee. If approved, these absences would be excused. Students are expected to make up missed work. Planned absences of this nature are highly discouraged as they could adversely affect student performance. While absences are excused, they will still count against the number of days out as noted in sections C. 1. and D. 1.

8. Procedures for documenting a student's absence by a parent or guardian

- a. Upon a student's return to school, the student shall bring a note signed by the parent/guardian to explain the reasons for the absence and the dates of the absence. The school should receive the note on the day of the student's return to school. E-mail will not be accepted for a note.
- b. Absences will be unexcused if notes are not received by the school within two school days of the student's return to school even if the parent has called.

9. Make-up Work

- a. It is the responsibility of the middle school or high school student to see the teacher on the day he or she returns to school to receive assignments and schedule make-up work at the teacher's convenience. Elementary school teachers will provide assignments upon the student's return to school.
- b. All work must be completed within three school days from return to school or as agreed upon with the teacher/principal.
- c. If a student has been absent three or more consecutive days excused, a parent may request assignments. The assignments should be available at the end of the school day following that request depending upon teacher availability.
- d. Students have the opportunity and are encouraged to complete make-up work regardless of the reason for the absence.

B. Tardiness or Early Dismissal

1. In all cases of tardiness to school or early dismissals, students must present that day a written note from a parent/guardian

to the school stating the reason for the tardiness or early dismissal. Excused tardies/early dismissals are granted only for the following reasons:

- a. Personal illness (written excuses should contain a description of the illness)
- b. Personal required court appearance with documentation from the court
- c. Death or serious illness in immediate family as defined by Administrative Regulation 5-38. Principal will also consider each individual case and any extenuating circumstances
- d. Medical condition or appointment verified by a medical professional or dentist
- e. Religious holiday
- f. Conditions beyond the control of the student, parent/guardian, or the school as approved by the school administration

2. When tardy, the student must go to the school office to obtain a pass to class.

3. Students who accumulate a combination of five unexcused tardies or early dismissals per semester will receive an overnight suspension/mandatory parent conference. In addition, students could face further disciplinary action or other sanctions after each subsequent tardy or early dismissal.

4. Students who arrive late or leave early are missing instructional time. When possible, appointments need to be scheduled so that they do not conflict with school hours. Students who do not complete one-half of their school day will be counted as absent. Whether such absence will be deemed excused or unexcused shall be determined by the criteria set forth in sections A 1. and A 2.

C. Truancy – Elementary Schools and Middle Schools – All Absences

1. If a student is absent five days (unexcused) during the year or 12 days (excused or unexcused) for the year, the parents will be sent a letter which will indicate an attendance problem. If possible, the principal/designee shall make a reasonable effort to ensure that direct contact is made with the parent, either in person or through telephone conversation, to obtain an explanation for the pupil's absence and to explain to the parent the consequences of continued nonattendance.
2. If a student is absent six days (unexcused) for the year or 15 days (excused or unexcused) for the year, the school may notify the parent/guardian and the student that they need to attend a truancy review conference. An overnight suspension may be used to ensure the appearance of the parents but only after other efforts to set up the conference have failed.



- a. If these attempts to improve attendance, including truancy conference participation, are not successful, a referral could be made to the Department of Student Services.
 - b. The Department of Student Services will review the truancy referrals, contact parents and make the appropriate referrals to the Juvenile and Domestic Relations Court. A letter from the city attorney's office will be sent to the parent.
 - c. The Interagency Truancy Review Team will meet with the parent and student to develop recommendations prior to the case being heard by the Juvenile and Domestic Relations Court. These recommendations are forwarded to the court for consideration.
 - d. A doctor's note may be required for students who have excessive absences.
3. Students who are absent 16 days for the year (excused or unexcused) may be referred to Juvenile and Domestic Relations Court, court services unit, and/or Lynchburg Department of Social Services.
4. The 16-day limitation for the year will refer to all types of absences. There may be extenuating circumstances which could create an extension to the 15-day limit, i.e., extended illness with verification from a doctor, death in the family, etc.; however, all extensions must be approved by the principal. Where extensions are granted, the principal will impose a probationary contract which will strictly limit further absences for the semester.
5. A referral will be made to the Department of Student Services if a student has seven unexcused absences. The Department of Student Services will follow the procedures listed in C. 2. b. and C. 2. c. above.
6. Students absent 15 consecutive days from school are dropped from the school's attendance roll. The principal or designee shall make a reasonable effort to notify the parent/guardian by telephone and in writing that the student has been dropped from the roll. (VAC10-110-13) The school shall notify the Department of Student Services when a student is withdrawn because of 15 consecutive days of unexcused absences.
- contact is made with the parent, either in person or through telephone conversation, to obtain an explanation for the pupil's absence and to explain to the parent the consequences of continued nonattendance.
2. If a student is absent 10 days (excused or unexcused) for the semester, the school may notify the parent/guardian and the student that they need to attend a truancy review conference. An overnight suspension may be used to ensure the appearance of the parents but only after other efforts to set up the conference have failed. The principal/designee, the pupil, and the pupil's parent/guardian shall jointly develop a plan to resolve the pupil's nonattendance. Such plan shall include documentation of the reasons for the pupil's nonattendance.
- a. If these attempts to improve attendance are not successful, a referral could be made to the Department of Student Services.
 - b. The Department of Student Services will review the truancy referrals, contact parents, and make the appropriate referrals to the Juvenile and Domestic Relations Court. A letter from the city attorney's office will be sent to the parent.
 - c. The Interagency Truancy Review Team will meet with the parent and student to develop recommendations prior to the case being heard by the Juvenile Court.
 - d. A doctor's note may be required for students who have excessive absences.
3. Students who are absent 13 days (excused or unexcused) in a semester may not receive academic credit for the entire semester. On the 13th absence in a semester, a student may be assigned to an alternative placement or learning lab in the school.
4. The 13-day limitation will refer to all types of absences. There may be extenuating circumstances which could create an extension to the 13-day limit, i.e., extended illness with verification from a doctor, death in the family, etc.; however, all extensions must be approved by the principal. Where extensions are granted, the principal will impose a probationary contract which will strictly limit further absences for the semester or year. An extension of two days is possible. Detention or Saturday school could be assigned to make up for missed time.

D. Truancy/High Schools – All Absences

Regular prompt attendance is required for students to make academic progress. Students must have academic credit to graduate. (Refer to School Board Policy 7-28 regarding requirements for graduation.)

Regulations governing the high school attendance policy are as follows:

1. If a student is absent seven days (excused or unexcused) during the semester, the parents will be sent a letter which will indicate an attendance problem. If possible, the principal/designee shall make a reasonable effort to ensure that direct
5. A letter will be sent to parents of a student with five unexcused absences and a conference with parents will be held after six unexcused absences. A referral will be made to the Department of Student Services if a student has seven unexcused absences. The Department of Student Services will follow procedures listed in D. 2. b. and D. 2. c.
6. Repeated or excessive class cutting or tardiness may result in a suspension which would be counted against the 13-day standard.
7. Since first period class is an optional high school class, a student who has 13 absences for first period will be dropped



from that class and will receive no academic credit. There may be extenuating circumstances which could create an extension to the 13-day limit; i.e., extended illness with verification from a doctor, death in the family, etc.; however, all extensions must be approved by the principal. Where extensions are granted, the principal will impose a probationary contract which will strictly limit further absences for the semester or year. An extension of two days is possible. Detention or Saturday school could be assigned to make up for missed time. Where possible with a first period drop, schedule changes will be made to avoid a student being dropped from a core subject class. A warning letter will be sent by the principal/designee after seven absences per semester.

8. Students absent 15 consecutive days from school are dropped from the school's attendance roll. The principal or designee shall make a reasonable effort to notify the parent/guardian by telephone and in writing that the student has been dropped from the roll. (8VAC10-110-13). The school shall notify the Department of Student Services when a student is withdrawn because of 15 consecutive days of unexcused absences.

E. Policy Distribution

All schools will distribute a copy of the attendance policy to each student within the first few days of school and/or through newsletters to parents. The policy will be discussed in classrooms with students.

F. Appeals

Appeals concerning the application of this policy will be directed to the school principal/designee. Further appeals may be initiated through the Department of Student Services.

Revised by School Board: July 8, 2008
See Policy Manual for Legal Reference

SEXUAL HARASSMENT - STUDENTS (Policy 7-40.1)

A. Definition

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and inappropriate verbal, written, or physical conduct of a sexual nature that takes place under circumstances including, but not limited to, the following:

1. When submission to such conduct is made, explicitly or implicitly, a term or condition of employment, instruction, or participation in other school activities.
2. When submission to or rejection of such conduct by an individual is used by the offender as the basis for making academic decisions affecting the individual subjected to sexual advances.

3. When such conduct has the effect of unreasonably interfering with the individual's work and/or academic performance or creating an intimidating, hostile, or offensive learning environment.

B. Procedures for Filing a Complaint of Sexual Harassment

1. Any student who believes he or she has been subjected to sexual harassment should immediately report the complaint to the building principal. If the complaint involves the building principal, the complaint should be filed with the superintendent.
2. The complaint may be made verbally or in writing.

C. Procedures in Response to a Complaint of Sexual Harassment

1. When a complaint is made, an investigation will be initiated within a reasonable response time. A reasonable response time will depend upon the circumstances but generally will begin within two school days after receiving the complaint.
2. If the complaint involves a staff member, the building principal or superintendent will notify the director for personnel services who will conduct an investigation of the complaint. (Reference School Board Policy 5-36.5)
3. If the complaint concerns another student or third party not associated with the school, the building principal will conduct the investigation.
4. Upon completion of the investigation, a determination will be made, if possible, regarding whether or not the sexual harassment occurred. The complainant will be notified of the results of the investigation, as permitted by law. If the sexual harassment is found to have occurred, appropriate disciplinary action will be taken against any student found to be in violation of the sexual harassment policy. Such other actions will be taken, as appropriate, to end the harassment, correct the results of the harassment, and prevent future harassment.

D. False Accusation and/or Retaliation

1. The making of a false accusation of sexual harassment is prohibited. A false accusation of sexual harassment is defined as an accusation of sexual harassment made by a student who knows the accusation is false. Any student who intentionally makes a false accusation of sexual harassment will be subject to appropriate disciplinary action, up to and including expulsion from school.
2. Retaliation will not be tolerated and may result in disciplinary action up to and including expulsion from school.

Adopted by School Board: November 11, 1997
See Policy Manual for Legal Reference



POLICE INTERROGATION

(Policy 7-58)

Law enforcement officers shall be allowed to question students while they are under the school's authority provided that:

1. The parents or legal guardian of the student are contacted and have given permission for such questioning. When the parents or legal guardian cannot be contacted, the rights of the student shall be protected by the presence of the principal or his designee.
2. A private room is furnished for the questioning with the principal and/or his designated representative present.
3. The principal and/or his designated representative shall maintain information derived from the questioning in strictest confidence unless law enforcement procedures shall require otherwise.

Adopted by School Board: June 19, 1973

See Policy Manual for Legal Reference

SEARCH AND SEIZURE/ EVIDENCE/CONTRABAND

(Policy 7-59)

The principal and/or a designee may search a student and/or a student's possessions which are located on school property, i.e., briefcase, car, etc. when there is reasonable suspicion that articles and/or materials exist therein, or are in the possession of said student, which would be injurious to students and/or staff, and/or pose a threat to the maintenance of discipline and order in the school or when such possessions are in violation of state law. Because lockers and desks are school property and are under the full control and responsibility of the school board and school administration, the principal and/or his designee shall have the authority to inspect any or all lockers or desks at his/her discretion for the reasons stated above. Students or their parents should be well informed of the principal's authority to search. The superintendent is directed to formulate regulations covering such searches with the rights of the students and needs of the school system in mind.

SEARCH OF STUDENTS

(Regulation 7-59)

A. Generally

A school official standing in loco parentis and acting upon reasonable belief that a student has violated a school policy or regulation may cause such student to be searched under the guidelines established in this policy.

In determining the reasonableness of search, factors which warrant consideration are, the student's age, the student's history and record in school, seriousness and prevalence of the problem to which the search is directed, and the exigency requiring immediate search.

B. Definitions

1. **In loco parentis** - in the place of the parent. In the absence of the parent/guardian, school officials may exercise certain parental rights, duties, and responsibilities.
2. **Frisk** - the running of hands rapidly over another's person.
3. **Pocket search** - a demand that a student empty his/her pockets (including purses, gym bags, book bags, knapsacks and the like).
4. **Reasonable suspicion** - founded on circumstances sufficiently strong to warrant a reasonable person in a belief that the charge is true. School officials may conduct a search based on reasonable suspicion.
5. **Probable cause** - strong evidence that there has been a violation of law or school policy. Probable cause is necessary in order for the police to be called to conduct a search. In such cases a search warrant must be secured.
6. **School officials** - for the purposes of this regulation includes principals, associate and assistant principals.
7. **Contraband** - illegal items (weapons, firearms, drugs, etc.), or other possessions, determined by proper school authorities to be a threat to the health and safety of students and school personnel, and items which may be used to disrupt or interfere with the educational process. Such items may be seized by school officials.

C. Procedures

1. The student shall be advised of the school policy or rule that he/she is suspected of violating and given opportunity to respond.
2. A school employee of the same sex as the student shall be present.
3. A pocket search as defined in this policy shall be demanded.
4. The student shall be frisked by an employee of like sex only in the presence of employees of the same sex.
5. Mass searches should not be conducted without a reasonable belief that each student to be searched has violated or is violating school rules.
6. In conducting individual student searches based on reasonable suspicion, school officials should act in such a way as to eliminate any concern that the search was based on malice on the part of the school official. The search



should be conducted in an atmosphere designed to reduce apprehension and embarrassment on the part of the student.

7. Any contraband materials are to be turned over immediately to the principal or designated person in his/her absence who is personally responsible for holding them. Such materials should be received in the presence of witnesses and marked for future identification. A receipt with witnesses' signatures should be furnished the owner, if known, and one demanded from any person later authorized to take possession.
8. The refusal of a student to submit to a search may result in an immediate suspension and/or a request to the Lynchburg Police Department for assistance.
9. The student's parents/guardian will be contacted when school officials determine it is appropriate to do so.
10. Contraband confiscated during a search will be turned over to the police. A receipt will be expected from the police.

D. Reservations

1. Strip searches are discouraged and may be conducted only in cases involving extremely serious infractions of law or policy. Probable cause should be involved, i.e., there should be a high degree of certainty that the student to be searched has contraband or other seizable items on his person and the search is required by the exigency of the particular situation. The police should be involved in such cases and a search warrant secured. All Fourth Amendment guarantees to the student are applicable in these cases.
2. No undue coercion or physical abuse shall be used to accomplish a student search.
3. When a school official works with police to conduct a student search which is criminal in nature, the search is subject to the probable cause requirement of the Fourth Amendment.

*Adopted by School Board: March 15, 2005
See Policy Manual for Legal Reference*

STUDENT SUSPENSIONS AND EXPULSIONS (Policy 7-19)

Suspension or expulsion is the final step in the Lynchburg City Schools' student disciplinary process. A suspension is the denial of access to all facilities and programs of the school division during the length of the suspension or expulsion. A short-term suspension is for 1-10 school days. A long-term suspension is in excess of 10 school days, not to exceed 365 calendar days. Expulsion is the denial of access to all facilities and programs

of the Lynchburg City Schools for an indefinite period of time greater than 365 calendar days. All long-term suspensions and expulsions require approval by the school board.

Categories of behaviors that can result in suspension or expulsion follow. In completing the referral form, the principal, associate principal, or assistant principal should choose from these categories. The administrator may also include additional comments. For example, the administrator may select "Threat and Intimidation" and add, "made threatening remarks to Mr. Jones in science class."

A violation of any of the following offenses can result in suspension or expulsion from school. Suspendable offenses include, but are not limited to the following offenses:

- Alcohol Use/Possession / Sale / Distribution
- Arson Actual/Attempted
- Assault/Battery with firearm or other weapon against staff
- Assault/Battery with no firearm or weapon against staff
- Assault/Battery with firearm or other weapon against student
- Assault/Battery with no firearm or weapon against student
- Assault and Battery
- Malicious Wounding without a weapon
- Bomb
- Breaking and Entering/Burglary
- Bullying
- Disorderly Conduct
- Drug Violations, Schedule I & II, Anabolic Steroid, Marijuana Use/Possession
- Drug Violations, Inhalants, Look-alikes, Use, Possession
- Drug Violations, Prescription Theft, Attempted Theft
- Drug Violations, Schedule I & II, Anabolic Steroid, Marijuana Sale/Distribution
- Drug Violations, Schedule III - VI, Use, Possession, Sale/Distribution, Paraphernalia, Possession
- Extortion
- Fighting / Altercation
- Fighting with no Injury or Minor injury
- Gang Activity
- Homicide against staff with firearm
- Homicide against student with firearm
- Homicide against staff with other weapon
- Homicide against student with other weapon
- Kidnapping
- Inciting a Riot
- Robbery
- Stalking
- Sexual Harassment
- Sexual Offenses against staff, forcible assault
- Sexual Offenses against student, forcible assault
- Sexual Offenses against staff, attempted forcible assault
- Sexual Offenses against student, attempted forcible assault



- Sexual Offenses without force
- Sexual Battery against staff
- Sexual Battery against student
- Sexual Offense - Aggravated Sexual Battery
- Theft Offenses (no force)
- Theft Offense of a motor vehicle
- Tobacco Use, Possession, Sale, Distribution
- Threat/Intimidation against staff
- Threat/Intimidation against student
- Trespassing
- Vandalism
- Weapon/Firearm - Handgun/Pistol
- Weapon/Firearm - Shotgun/Rifle
- Weapon Expels a Projectile
- Weapon Knife
- Possession of Explosive Device
- Possession of Ammunition
- Use of Bomb or Explosive Device
- Weapon/Other Firearms
- Weapon, Other Weapon
- Pneumatic Weapon (BB Gun)
- Attendance
- Electronic Devices
- Drug Violations, Over-the-counter Use, Possession, Sale, Distribution
- Extortion
- Gambling
- Harassment, non sexual (physical, verbal or psychological)
- Other Violations
- Sexual Offenses against staff, offensive touching
- Sexual Offenses against student, offensive touching
- Tobacco Paraphernalia
- Violation of Technology Use
- Weapon/Look-alike
- Possible Weapons
- Possession of Taser
- Possession of Stun Gun
- School Threat, Bomb Threat (threat of destruction or harm)

C. Short-term Suspensions

1. Students may be suspended from school for up to 10 school days by a school principal, associate principal, or assistant principal.
2. Prior to imposing the suspension, a principal, associate principal, or assistant principal must inform the student of the charge(s). If the student denies the charges, the school administrator must give the student an explanation of the facts as known to school personnel and an opportunity for the student to present his/her version of the facts. If deemed necessary, a principal, associate principal or assistant principal may conduct further investigation into the matter.
3. Upon suspending a student for less than 10 days, the principal, associate principal, or assistant principal shall make an attempt

to contact the parent(s) or guardian(s) by telephone on the day of the suspension to inform them of the incident and the disciplinary action. The school administrator must give the student a written notice of the suspension. The administrator should also mail a copy of the form to the student's parents or guardians, forward a copy to the director for student services, and place a copy in the student's records. The notification shall provide information that includes the length of the suspension, information regarding the availability of alternative education options, if applicable, and the student's right to return to regular school attendance at the end of the suspension.

An administrator must inform the student and his/her parent(s) or guardian(s) of the parental due process rights/expectations. A parent or guardian may request an appeal if he/she disputes the facts of the case which resulted in his/her child's suspension from school or if he/she believes his/her due process rights have been violated. If a parent or guardian decides to appeal a decision, students given short-term suspensions would remain in school until the outcome of the appeal has been determined, unless the principal deems the situation dangerous or disruptive to the school environment.

4. A Principal, associate principal, or assistant principal may immediately remove from school a student whose presence poses a continuing danger to person or property or an ongoing threat of disruption. As soon as possible the principal, associate principal, or assistant principal shall provide to the student the notice of charges, an explanation of facts, and an opportunity for the student to present his/her version of what occurred.
5. Upon written request to the principal, a parent or guardian may appeal a short-term suspension given by the associate principal or assistant principal.
6. Upon written request to the director for student services, a parent or guardian may appeal a short-term suspension given or upheld by the principal. A parent or guardian must provide a written request to the director for student services within three school days of the notice of suspension. If the parent or guardian does not make a written request within three school days, the parent or guardian waives the right to an appeal.
7. The director shall inform the parent(s) or guardian(s) of the right to appeal to the superintendent or to his designee in the case of appeal, the administrative appeals panel. The director for student services shall inform the parent(s) or guardian(s) in writing of the decision to confirm or disapprove the disciplinary action. The decision of the superintendent or his designee is final.

D. Long-term Suspensions

The process for suspension in excess of 10 days shall include the procedural due process provisions outlined in section E (Expulsions) as well as the following:



1. The superintendent may recommend to the school board the long-term suspension of a student after the superintendent or his designee has provided the student and his/her parent(s) or guardian(s) with a written notice which summarizes the proposed disciplinary action, the reasons for that action, and the right to a hearing before the school board.
2. The superintendent must recommend the suspension to the school board within 10 school days of the start of the suspension.
3. The superintendent shall promulgate regulations to carry out this policy. In any case in which the superintendent recommends the long-term suspension of a student, the student and his parent(s) or guardian(s) may appeal the decision. A parent or guardian must provide a written request to the director for student services within three school days of the notice of suspension. The first appeal may be made to the administrative appeals panel. If the suspension recommendation is upheld by the administrative appeals panel, the decision may be appealed to the Student Discipline Committee of the school board. Upon written request to the director for student services, the parent(s) or guardian(s) may waive the hearing before the administrative appeals panel and appeal directly to the Student Discipline Committee of the school board. If the parent(s) or guardian(s) waive both hearings, the Student Discipline Committee of the school board will review the suspension recommendation and render a decision. If the Student Discipline Committee of the school board considers the appeal and if its decision is not unanimous, the appeal automatically goes to the full school board.
4. The Student Discipline Committee of the school board will consider the appeal within 15 calendar days of the administrative appeal. The committee may modify, uphold, decrease, or even increase the discipline that the parent is appealing.
5. The superintendent may assign a student to an alternative education program in lieu of recommending a long-term suspension to the school board. The student shall sign a contract, agreeing to demonstrate appropriate behavior, regular school attendance, and academic progress. If the student fails to honor any part of the contract, the superintendent may review the case and recommend a long-term suspension of the student to the school board.
- b. The proposed action and the reason(s) for the action;
- c. The length of the recommended expulsion;
- d. The right to inspect the student's school records;
- e. The student's eligibility to return to regular school attendance or to an appropriate alternative education program during the suspension or expulsion;
- f. The right of the student and his parent(s) or guardian(s) to a hearing with the superintendent or with his designee(s), the administrative panel, under the procedure promulgated by the superintendent.
2. Upon written request to the superintendent, the parent(s) or guardian(s) may waive the hearing before the administrative panel and have the case heard directly by the Student Discipline Committee of the school board as provided below.
3. If the superintendent holds a hearing with the student and his parent(s) or guardian(s) and upholds the expulsion recommendation, the student shall be suspended until the school board or its Student Discipline Committee reviews the case and renders a decision. The superintendent may recommend a lesser sanction to the school board.
4. If the parent(s) or guardian(s) waive a hearing before the superintendent, the student shall be suspended until the school board or its Student Discipline Committee reviews the case and renders a decision.
5. If the superintendent upholds a principal's recommendation of expulsion, the student and his parent(s) or guardian(s) may request a hearing before the school board. If the Student Discipline Committee of the school board considers the appeal (in lieu of the entire school board) and if its decision is not unanimous, the pupil's parent(s) or guardian(s) may appeal the decision to the full school board. Parents/guardians must file such appeals in writing to the superintendent within seven calendar days of the decision to uphold a principal's recommendation.

Upon a parent's or guardian's timely request for a hearing before the school board, the superintendent or his designee shall notify the student and his parent(s) or guardian(s) of the time and place of the hearing. Failure to file a written request within the specified time will constitute a waiver of the right to a hearing before the school board.

E. Expulsions

1. A principal may recommend to the superintendent that a student be expelled from school. Upon making this recommendation, the principal shall notify the student and his parent(s) or guardian(s) of this recommendation in writing on the day that the principal makes the expulsion recommendation.
 - a. After the principal makes the expulsion decision, he/she will provide the parent(s) or guardian(s) with the following information:
 - b. The proposed action and the reason(s) for the action;
 - c. The length of the recommended expulsion;
 - d. The right to inspect the student's school records;
 - e. The student's eligibility to return to regular school attendance or to an appropriate alternative education program during the suspension or expulsion;
 - f. The right of the student and his parent(s) or guardian(s) to a hearing with the superintendent or with his designee(s), the administrative panel, under the procedure promulgated by the superintendent.
2. Upon written request to the superintendent, the parent(s) or guardian(s) may waive the hearing before the administrative panel and have the case heard directly by the Student Discipline Committee of the school board as provided below.
3. If the superintendent holds a hearing with the student and his parent(s) or guardian(s) and upholds the expulsion recommendation, the student shall be suspended until the school board or its Student Discipline Committee reviews the case and renders a decision. The superintendent may recommend a lesser sanction to the school board.
4. If the parent(s) or guardian(s) waive a hearing before the superintendent, the student shall be suspended until the school board or its Student Discipline Committee reviews the case and renders a decision.
5. If the superintendent upholds a principal's recommendation of expulsion, the student and his parent(s) or guardian(s) may request a hearing before the school board. If the Student Discipline Committee of the school board considers the appeal (in lieu of the entire school board) and if its decision is not unanimous, the pupil's parent(s) or guardian(s) may appeal the decision to the full school board. Parents/guardians must file such appeals in writing to the superintendent within seven calendar days of the decision to uphold a principal's recommendation.
6. The superintendent may assign a student to an alternative education program in lieu of an expulsion. The student shall sign a contract, agreeing to demonstrate appropriate behavior, regular school attendance, and academic progress. If the student fails to honor any part of the contract, the superintendent may review the case and reinstate the expulsion or recommend a long-term suspension of the student to the school board.
7. The hearing before the school board is an administrative



proceeding, not intended to be conducted like proceedings in courts, and the rules of evidence do not apply.

The procedure for the school board hearing shall be as follows:

The school board shall determine the propriety of attendance at the hearing of persons not having a direct interest in the hearing. The hearing shall be private unless otherwise specified by the school board.

The school board may ask for opening statements from the principal or his representative and from the student or his parent(s) or guardian(s) (or their representative). The school board, at its discretion, may allow closing statements.

The parties shall then present their evidence. As a general rule, the principal shall present his/her evidence first. Witnesses may be questioned by the school board members and by the parties (or their representative).

The school board may, at its discretion, vary this procedure, but it shall afford full opportunity to both parties for presentation of any material or relevant evidence and shall afford the parties the opportunity of cross-examination where deemed appropriate. The school board may take the written testimony of student witnesses outside the presence of the student, his parent(s) or guardian(s), and their representative if the school board determines, in its discretion, that such action is necessary to protect the student witnesses. If written testimony is taken outside the presence of the student, it will be provided to the accused.

The parties shall produce such additional evidence as the school board may deem necessary. The school board shall be the judge of the relevance and materiality of the evidence.

Exhibits offered by the parties may be received in evidence by the school board and, when so received, shall be marked and made part of the record.

The school board may, by majority vote, uphold, reject, or alter the recommendation.

The superintendent or his designee shall communicate the decision to the student, his parent(s) or guardian(s), and the principal.

If my child breaks a school rule, what can the school do?

The school is required to inform you and your child of the local student conduct requirements.

Contact your school for a copy of the conduct requirements. In some cases, when a child with a disability breaks a rule, the school must follow extra procedures before the child is disciplined.

There are two types of disciplinary actions the school may take when a child has broken a school rule: short-term removal (10 school days or less) and long-term removal (more than 10 school days). School personnel may consider any unique circumstances when deciding how to discipline your child.

What are the school's responsibilities to address my child's behavior?

If your child's behavior limits his or her ability to learn, or the ability of other students to learn, your child's IEP team will consider using positive behavioral interventions, strategies, and supports to address the behavior. The IEP team will also consider:

- developing goals and services specific to your child's behavior;
- or conducting a behavioral assessment to determine if a BIP is needed.

What happens when my child is suspended for 10 school days or less?

Short-term removals. A child with a disability may be removed (suspended) for 10 cumulative school days or less in a school year without the school having to:

- conduct a manifestation determination; or
- provide services.

After this 10-school-day period, a child with a disability may be suspended for up to 10 school days for separate incidents of misconduct as long as there is no pattern. In deciding if there is a pattern, the school must consider:

- the nearness of the suspensions to one another;
- the length of each suspension;
- the total number of days of the suspensions; and
- whether the child's behavior is substantially similar to behaviors that caused your child to be suspended previously.

Because isolated, short-term suspensions for unrelated instances of misconduct may not be considered a pattern, these suspensions would not amount to a change in placement.

After the first 10-school-day suspension, what are the school's responsibilities during subsequent short-term suspensions?

School personnel will consult with your child's special education teacher and decide what services are necessary for your child to appropriately:

- participate in the general curriculum; and
- progress toward achieving the child's IEP goals.

School personnel will include your child in statewide and division wide assessment programs, including allowing your child to take the Virginia Standards of Learning tests he or she would take if not suspended.

What happens if my child is expelled or suspended for more than 10 days?

Long-term removals. Any expulsion or any suspension for longer than 10 school days in a row is



considered a change in placement. The IEP team will determine the extent to which services are necessary to progress appropriately in the general curriculum and accomplish the goals in the IEP.

Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)

An FBA is a process to determine the underlying cause or functions of a child's behavior that interferes with the learning of the child with a disability or the learning of his or her peers. A FBA may include a review of information that you or the school already have, or it may include new information obtained from new tests or new evaluations, as determined by your child's IEP team. The IEP team develops the BIP. A BIP uses positive behavioral interventions and supports to address behaviors that: interfere with the learning of the child with a disability; interfere with the learning of others; or require disciplinary action. For more information, refer to the VDOE Web site for "An Overview of Functional Behavioral Assessment and Behavioral Intervention Plans in Virginia's Schools."

A series of short-term suspensions that together total more than 10 school days may constitute a change in placement based on the following factors:

- the nearness of the suspensions to one another;
- length of each suspension;
- the total amount of time your child is suspended; and
- whether the behavior for which your child is suspended is substantially similar to behaviors that caused your child to be suspended previously.

If your child's school determines that a series of short-term suspensions constitutes a pattern, it is considered a change in placement, and the same procedure applies as with long-term suspensions and expulsions.

Under what circumstances is my child removed to an interim alternative educational setting (IAES)?

Interim Alternative Educational Setting (IAES). A school may remove your child to an appropriate IAES for up to 45 calendar days for:

- carrying a weapon to or possessing a weapon at school, on the school premises, or a school function;
- possessing or using illegal drugs or selling or soliciting the sale of a controlled substance while at school, on the school premises, or a school function; or
- inflicting serious bodily injury on another person at school, on the school premises, or a school function.

If the safety of the school or your child is at issue, a school may assign him or her to an IAES for up to 10 days after consultation with the special education teacher and then request:

- your consent through the IEP process for a longer stay in an IAES;

- a hearing officer's order for a longer stay up to 45 days in an IAES through an expedited hearing; or
- a court-ordered injunction.

What responsibilities does the school have if my child has a long-term removal?

On the date the school decides to do a long-term removal, school personnel must:

- notify you of the decision; and
- provide you a copy of the procedural safeguards notice.

For a long-term removal, the IEP team must:

- decide what services are necessary for your child to appropriately participate in the general curriculum, progress toward achieving the goals outlined in your child's IEP, and to receive the services outlined in your child's IEP;
- if appropriate, complete a FBA and develop a BIP (including behavioral intervention strategies and modifications) to address your child's behavior to ensure that it does not occur again;
- conduct a manifestation determination review; and
- reaffirm or revise the IEP placement and/or services.

School personnel will include your child in statewide and division wide assessment programs, including allowing your child to take the Virginia Standards of Learning tests he or she would take if not suspended or expelled.

Manifestation determination. Before the school removes a child with a disability that constitutes a change in placement, the relevant members of the IEP team must meet immediately, but no later than 10 school days after the date of the decision to take action. In this meeting, called a manifestation determination review, the team decides whether your child's disability directly caused the misconduct.

To decide that the behavior was not a manifestation of the disability, the IEP team and other qualified people must:

- consider all relevant information in your child's file, including:
- his or her IEP;
- teacher observations of your child; and
- relevant information supplied by you;
- determine if the behavior subject to disciplinary action was caused by or had a direct or substantial relationship to your child's disability; and
- determine if your child's behavior was the direct result of the school's failure to implement your child's IEP.

If your child's IEP team decides that the school did not implement your child's IEP, the school must correct its error immediately.



What happens if there is no manifestation of disability?

If the team decides that your child's disability did not cause the behavior, your child will be disciplined:

- with the same disciplinary procedures applied to a child without a disability; and
- in the same manner and for the same duration as children without disabilities.

During the removal, however, your child must continue to receive special education and related services.

If you disagree with the IEP team's decision, you may request an expedited due process hearing. During the hearing process, your child will remain in the disciplinary placement until either the hearing process is complete, or your child has completed the disciplinary period, whichever comes first.

What happens if there is a manifestation of disability?

If it is decided that your child's disability did cause the behavior, then he or she may not be removed from the current educational placement except through the IEP process. The IEP team also is responsible for conducting a FBA, if your child does not already have one, and developing and implementing a BIP. If your child has a BIP, the IEP team will review, and if appropriate, change the behavioral plan.

The exception to this process is if your child is placed in IAES. Then, school personnel may keep the child in IAES until the 45-day placement is completed.

Can a parent receive an Independent Educational Evaluation (IEE) for a FBA?

If your child's IEP team determines that your child's FBA will include new information from new tests or new evaluations, you may request an IEE if you disagree with the evaluation done by the school.

Can a child who is not yet eligible have these protections?

If your child has not been determined to be eligible for special education and related services, he or she may still have the right to a manifestation determination and other procedural protections if the school had knowledge that he or she had a disability before the behavior occurred. A school has this knowledge if:

- you have expressed your concern to school personnel in writing (or verbally if you cannot write or have a disability that prevents you from writing) that your child needs special education and related services;
- you have requested an evaluation to determine if your child is eligible to receive special education and related services; or
- a teacher or other school personnel have expressed concern about a pattern of behavior by your child to the special education administrator of your school or to another

member of your school division's supervisory staff.

In these situations, the school:

- must evaluate your child immediately to decide whether he or she is eligible for special
- education and related services;
- has the option of providing services to your child while the school is completing the evaluations;
- has the option of keeping your child suspended or expelled while the school is completing the evaluations; and
- must notify you, if the school decides not to evaluate your child, and give you a copy of your procedural safeguards, including your right to request an expedited due process hearing to challenge the school's decision.

Otherwise, if the school does not have this knowledge, your child is disciplined in the same way as a child without a disability.

Your child may also be disciplined in the same way as a child without a disability if:

- a school has requested to evaluate your child for special education services before, and you have refused;
- your child has been found eligible for special education services before, but you have not provided your consent for your child to receive those services; or
- your child has been evaluated for special education services before, but determined to not be eligible for those services.

For more information about discipline, you may refer to the VDOE Web site (<http://www.doe.virginia.gov>) for "Discipline of Students with Disabilities - Technical Assistance Resource Document."

Adopted by School Board: September 6, 2005

See Policy Manual For The Full Policy and Legal Reference

FEES MAY BE CHARGED FOR:

- A. Class dues
- B. Voluntary student activities
- C. Night school classes
- D. Postgraduate classes
- E. Summer school
- F. Rental textbooks
- G. Musical instruments used in regularly scheduled instructional classes
- H. Library fees

Policy 7-63

Adopted by School Board: September 7, 1976

See Handbook for Full Policy and Legal Reference



TEXTBOOK

(Regulation R 7-63.1)

Textbooks shall be furnished by the school division. Students are responsible for lost or damaged books and will be charged for books lost or damaged based on a percentage of the replacement cost. The superintendent shall establish such regulations as are necessary for the program to be effective.

Damage Fees:

Books issued to the students will be graded by the teacher as "New," "Good," "Fair," or "Poor," and noted on the Student Textbook Loan Sheet. Books turned in by the student will be appraised by the teacher and if the text is returned two or more grades lower in condition than when issued, a fine for damage should be imposed. It may be assumed that normal use of a text may result in its condition being one grade lower when returned than when issued. It is estimated that the average life of a text is 3-1/2 years. The amount of damage to be imposed

is a subjective factor but if the teacher will consider the average life of a text, the length of usage before the damage has occurred, and the list price of the book, a fair damage charge may be determined.

Lost Books:

Pupils are required to pay for lost texts at the following rate: full price for new texts and half-price for used ones. Should a pupil lose his book, this fact should be reported to the teacher. The teacher would collect the charges and this money should be turned in to the principal with a request for a replacement book. The principal will keep a record of the pupil's name, the title of the book, and the amount paid. This money shall be deposited to the school account and at the end of the year a check will be drawn on the school account to cover all lost books and turned in to the Textbook Office, accompanied by the REPORT OF LOST BOOKS.



Pupil Accounting:

At considerable time and expense, all textbooks currently in use have been numbered. The numbers appear on the inside of the front cover and on page 33. The book numbers have a prefix denoting the year the book was put into use for the first time, (i.e., 54 1002, and the book number would be 1002). Books not bearing a number would be books not belonging to the school division.

This has been done in order to enable classroom teachers to prevent pupils from returning texts at the end of the semester or year, which belong to someone else. Teachers must not give credit to pupils for texts returned if these texts do not carry the number of texts which were issued. If the number is different or has been defaced, the text should be collected but no credit given to the student returning the text. Identification should be by number of text rather than the name of the student in the book.

Adopted by School Board: April 21, 1998

See Policy Manual For The Full Policy and Legal Reference

TUITION:

(Regulation R 7-14)

Non-Resident student tuition fee for 2010–2011 is: \$3,400.00

If your child is not a legal resident of the City of Lynchburg but you wish for your child to attend in this division you are required to complete and submit to Lynchburg City Schools a Non-Resident Student Tuition Form. You can find the form on www.lcsedu.net or contact the Department of Finance at 522-3700 ext. 104. Any time during the school year you move outside the city limits, tuition to Lynchburg City Schools is effective immediately, for the remainder of the year.

Adopted by School Board: August 1, 1989

See Policy Manual For The Full Policy and Legal Reference

Please note:

Code of Virginia > 22.1-264.1 - Misdemeanor to make false statements as to school division or attendance zone residency; penalty.

Any person who knowingly makes a false statement concerning the residency of a child, as determined by 22.1-3, in a particular school division or school attendance zone, for the purposes of (i) avoiding the tuition charges authorized by 22.1-5 or (ii) enrollment in a school outside the attendance zone in which the student resides, shall be guilty of a Class 4 misdemeanor.



DUAL ENROLLMENT

Beginning with the fall semester of 2010, families of students enrolled in dual enrollment classes will be responsible for paying a portion of the student's tuition. Currently, Central Virginia Community College charges \$100 per semester credit hour. Lynchburg City School's students who are not eligible for free or reduced price lunch will pay half of that cost, or \$50 per credit hour per semester. Students who are eligible for free or reduced price lunch will pay \$25 per credit hour per semester. Textbooks and other fees will continue to be provided to students at no cost.

The Lynchburg Education Foundation, Inc. has set aside a specific amount of funding to support students from families who are **eligible for free and reduced lunch** and/ or for whom these tuition costs create financial challenges. The Foundation supports these families because of the desire to remove potential economic barriers for students who are eligible to participate in these courses. If you are interested in being considered for financial support through the Foundation, please see your student's guidance counselor.

ADVANCED PLACEMENT EXAMS

Students who chose to take Advanced Placement Exams will be charged \$86 per exam. Students eligible for free and reduced lunch may also be eligible for a fee waiver. Please see your student's guidance counselor for more information.

RETURNED CHECKS

The receipt of non-sufficient fund (NSF) checks is a time consuming and costly issue. As with any business, the Lynchburg City School Division has an obligation to our clients, the community taxpayers, to be fiscally accountable. Processing NSF checks can take valuable time from the division personnel. To manage this process, Lynchburg City Schools use FARS (Federal Automated Recover Systems) to recover the funds of NSF checks. FARS utilizes federal and state laws to allow the electronic recovery process of NSF checks which results in a high rate of recovery at no cost to the school district. The cost becomes the responsibility of those who wrote non-sufficient fund checks with the electronic recovery of the face amount of the check and the electronic recovery of the state fee from the bad check writer's bank account. Utilizing FARS is an effort by the school division to be fiscally accountable in a more efficient and cost effective manner.

The Lynchburg City School Division will gladly accept your checks. When you provide a check as payment you authorize us either to use information from the check to make a one-time electronic fund transfer from your account or to process the payment as a check transaction. You authorize us to collect a fee through an electronic fund transfer from your account if your payment is returned unpaid.





The school maintains a scholastic record for each student, which is stored in a secure central location under the supervision of the principal. The scholastic record is limited to data needed by the school to assist the student in his/her personal, social, educational, and career development. You, as the parent, have the right to review and challenge the content of scholastic records in accordance with the guidelines in "Management of Students' Scholastic Record in the Public Schools of Virginia". All records are maintained in a confidential manner and are released only with written permission of the parent except to individuals and/or agencies approved by State and Federal Law.

Upon request, without prior written consent, a student's scholastic record shall be disclosed to parents, students and other authorized persons as permitted by state and federal law. Requests for copies of records or transcripts shall be granted immediately, if possible, otherwise within 14 days. The person requesting the information is expected to pay for the copying, (\$3.00 per complete transcript). Anyone other than the parent or guardian must have written permission from the parent or guardian before receiving information from a student's scholastic record.

Authorized persons from the Child Protective Services and Foster Care Services, both agencies of the Division of Social Services, have the right to information from a child's school records, the right to interview the child alone or with a school staff member, and the right to remove a child from the school without the parent's or guardian's permission.

Please refer to the **Notification of Rights Regarding Student Scholastic Records**.

GENERAL INFORMATION

Student records are kept at the high school for one year after graduation. Then they are sent to the School Administration Building.

Cost

Transcript cost is \$3.00 per copy. Lynchburg City Schools accepts cash and money orders. No personal checks accepted.

Request Your Transcript

To request a transcript, please forward the following information to the address below:

- your name (please include maiden name also)
- date of birth
- the year you graduated or your last attendance date
- name of the high school
- where the transcript should be sent

Send request to:

Lynchburg City Schools
Attention: Student Records
P.O. Box 2497
Lynchburg, VA 24505-2497

Anyone 18 years or older must submit a signed written request in order to receive their transcript or other information from their student record. A parent or friend may call or personally pick up the transcript. However the signed written request must be received in our office before we can release the transcript.

Effective January 19, 2010, the Division Registrar office will be open to the public each Monday, Wednesday, and Friday from 8:30 AM until 4:00 PM. Effective on the same date, there will be a \$2.00 fee for each copy of information from student records for purposes other than transcripts. This includes information for the DMV and Social Security.



Vision for Education

Our school division is an education community of diverse individuals who are developing their intellectual, artistic, and physical talents to the highest degree. These individuals have an exalted sense of purpose in their lives. This purpose inspires our community to transcend barriers, work harmoniously, and mobilize positive change. Our school division is a sought-after teaching institution that exemplifies highest professional standards, scholarship, and innovative instructional practices.

Our vision encompasses six critical focus areas that affect the future of public education in Lynchburg:

Academic Eminence

Academic Eminence is the distinguishing characteristic of the Lynchburg City Schools. Fully accredited schools offer academic programs that challenge the intellect and maximize the potential of each student to acquire knowledge, concepts, and skills necessary to become thinking, productive, responsible citizens. Excellence in academics results in a love of lifelong learning and a supportive, involved community.

Sound, Honorable Character

We foster a culture of mutual respect that builds trust and engages students in learning. Each student develops strong character modeled by caring adults and reflecting those values cherished by the Lynchburg community.

Exemplary Personnel

We are in the business of developing human potential. We value our employees as the lifeblood of the organization. They serve as ambassadors for education in the community. Our dedicated employees are highly qualified, superbly talented, and exemplary individuals. They embody professionalism that compels personal and group commitment to excellence in education for all students.

Parental Involvement and Community Investment

Parents want the best for their children and share in the responsibility and the process of educating their children. These involved parents serve as catalysts to united the community in support of education, brining Lynchburg to new heights of prosperity, prominence, and promise.

Respect for Diversity

Our schools are a just and inclusive community in which people from different cultural, ethnic, racial, and religious backgrounds learn, live, and work harmoniously with mutual respect, without compromising their beliefs and their identities. We pioneer the cause of excellence and equity. We are committed to eliminating

racism and discrimination in the schools. Learning about the contributions of all races and cultures promotes understanding and social justice.

Model Facilities

Our schools are the heart of our academic, economic, and social development and evoke deep civic pride. Structurally sound, diverse in design, and unique in character, our state-of-the-art schools are adaptable and foster technologically advanced and optimal learning environments. Each of our buildings enhances a new era of education and the life of the community.

ASBESTOS IDENTIFICATION AND NOTIFICATION

(AHERA Public Law 99-159 and 40 CFR Part 763)

In the past, asbestos was used extensively in building materials because of its insulating, sound absorbing, and fire retarding capabilities. Virtually any building constructed before the late 1970s contained some asbestos. Intact and undisturbed, asbestos materials generally do not pose a health risk. Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If the fibers are inhaled, they can lead to health problems, such as cancer and asbestosis.

The Asbestos Hazard Emergency Response Act of 1986 (AHERA) was enacted by Congress to identify and monitor asbestos-containing materials found within public and private K-12 schools. Each year, as a requirement under federal law, the Lynchburg City Schools must notify you of the amount and location of asbestos in each of its facilities.

Lynchburg City Schools facilities were inspected in August 2009 by NLS Environmental Consulting using a licensed asbestos inspector. The inspections determined the physical condition and potential exposure hazard of each material known, or assumed, to contain asbestos. The results of that inspection are filed with the asbestos management plans for each site. The management plans are also on file at the School Administration Building, 915 Court Street, Lynchburg, Virginia, 24504.

The management plans are available for review during regular hours. If you would like further detail regarding this process, please contact Mr. Ralph L. Hayes, the designated Lead Educational Agent (LEA) for Lynchburg City School, at 522-2346.



MAY 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 School Board Meeting 5:30PM	4	5	6	7
	May 2 - 6 Teacher Appreciation Week					
8 Mother's Day	9	10	11 National School Nurse Day	12	13	14
15	16	17 School Board Meeting 5:30PM	18	19	20	21
22	23	24	25	26	27 End of Sixth Grading Period Elementary Early Dismissal	28 Teacher workday
	May 23 - 27 LCS Teacher Appreciation Week					
29 Graduation Day - Teacher workday	30 Memorial Day	31				
	National Physical Fitness and Sports Month					



Sun	Mon	Tue	Wed	Thu	Fri	Sat
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Keep America Beautiful Month



March 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 School Board Meeting 5:30PM	2	3	4	5
6	7	8	9	10	11	12
	March 7-11 National School Breakfast Week					
13 Daylight Savings	14	15 School Board Meeting 5:30PM	16	17 St. Patrick's Day	18	19
20 Vernal Equinox First Day of Springx	21	22	23	24	25	26
27	28	29	30	31		



February 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 School Board Meeting 5:30PM	2 Groundhog Day	3 Chinese New Year	4	5
6	7	8	9	10	11	12 Lincoln's B-Day
		National School Counseling Week				
13	14 Valentine's Day	15 President's Day School Board Meeting 5:30PM	16	17	18	19
20	21	22	23	24	25 End of Fourth Grading Period Elementary Early Dismissal	26
27	28 Professional Development Day students do not attend					
National Children's Dental Health Month						



January 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 New Year's Day
2	3	4	5	6	7	8
Winter Break						
9	10	11 School Board Meeting 5:30PM	12	13	14	15
Winter Break						
16	17 Martin Luther King, Jr. Day Holiday - Students & Teachers do not attend	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



December 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 Chanukkah	3	4
5	6	7 School Board Meeting 5:30PM	8	9	10	11
12	13	14	15	16	17	18
19	20	21 First Day of Winter School Board Meeting 5:30PM	22 End of Third Grading Period Elementary Early Dismissal	23	24 Christmas Eve	25 Christmas
26 Kwanzaa	27	28	29	30	31 New Year' Eve	
Winter Break						



November 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2 Election Day Students do not attend School Board Meeting 5:30PM	3	4	5	6
7	8	9	10	11 Veteran's Day	12 End of Second Grading Period Elementary Early Dismissal	13
14	15	16 School Board Meeting 5:30PM	17	18 National Parental Involvement Day	19	20
	Nov. 15-19 National Education Week					
21	22	23	24	25 Thanksgiving Holiday - Students & Teachers do not attend	26 Holiday - Students & Teachers do not attend	27
	Nov. 22-26 National Family Week					
28	29	30				



October 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 End of First Grading Period Elementary Early Dismissal	2
3	4	5 School Board Meeting 5:30PM	6	7	8	9
10	11 Columbus Day	12	13	14	15	16
	Oct. 11-15 National School Lunch Week					
17	18	19 School Board Meeting 5:30PM	20	21	22	23 Make A Difference Day
	Oct. 18-22 National School Bus Safety Week & Red Ribbon Week					
24	25	26	27	28	29	30
	Oct. 25-29 Red Ribbon Week					
31 Halloween						
National Computer Learning Month						



September 2010

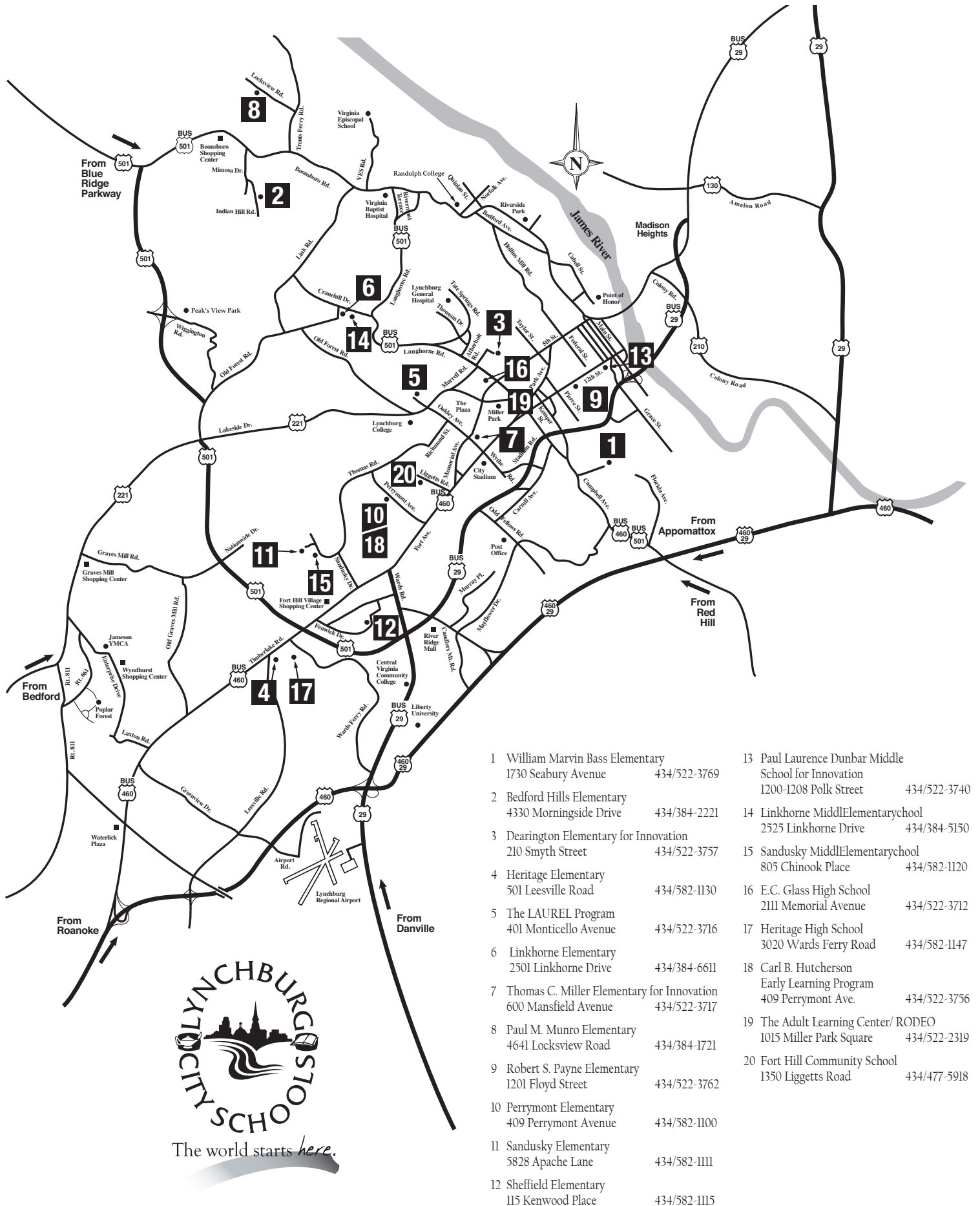
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6 Labor Day Holiday - Students & Teachers do not attend	7 School Board Meeting 5:30PM	8	9 Aviation Day	10	11 Patriot Day
12 Grandparent's Day	13	14	15	16	17	18 Yom Kippur
19	20	21 School Board Meeting 5:30PM	22	23 Autumn equinox First Day of Autumn	24	25
26 National Good Neighbor Day	27	28	29	30		



August 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 School Board Meeting 5:30PM	4	5	6	7
8	9	10	11 Ramadan Begins	12	13	14
15	16	17 School Board Meeting 5:30PM	18	19 Aviation Day	20	21
22	23 First Day of School	24	25	26	27	28
29	30	31				

SCHOOL LOCATION MAP





915 Court Street
Lynchburg, Virginia 24504
(434) 522-3700
www.lcsedu.net

