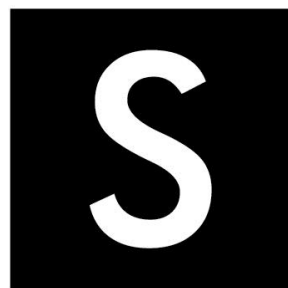
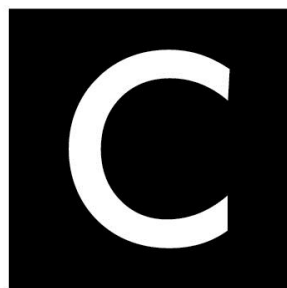
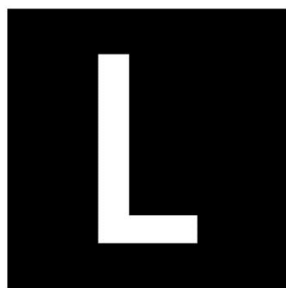


A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

**PARENT/STUDENT HANDBOOK**

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All Lynchburg City Schools policies can be found at  
<http://www.lcsedu.net/schoolboard/policymanual>

Lynchburg City Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Marie Gee, Director of Personnel  
434-522-3760  
[geemf@lcsedu.net](mailto:geemf@lcsedu.net)

## **SCHOOL BOARD**

The Lynchburg City School Board is a nine-member group of laymen appointed by the Lynchburg City Council. 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 city and 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 approve policies and regulations for the school division, establish spending priorities, approve the school operating budget, hire and evaluate the superintendent, hear appeals and public comments, establish Capital Improvement Plan project priorities, approve the comprehensive plan, and (chairman) set the school board meeting agenda with the superintendent.

### **MEETINGS**

When: 5:30 p.m. on the first and third Tuesday of every month

Where: Board Room of the School Administration Building, 915 Court Street

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](http://www.lcsedu.net) (high-speed internet connection recommended). Board meetings are re-broadcast daily at 10:00 a.m. and 7:00 p.m.

### **PUBLIC COMMENT**

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. You may write or call using the following contact information:

Office of the Superintendent  
Lynchburg City Schools  
P.O. Box 2497 • 915 Court Street  
Lynchburg, Virginia 24505-2497  
Phone: (434) 515-5070  
Fax: (434) 846-0723

## MEMBER DIRECTORY

Dr. James E. Coleman (3)  
HOME: 101 Village Road  
Lynchburg, Virginia 24502  
PHONE: 424-426-2507  
EMAIL: [colemanje@lcsedu.net](mailto:colemanje@lcsedu.net)

Dr. Michael J. Nilles (3)- Chairman  
HOME: 109 Hunterdale Drive  
Lynchburg, VA 24502  
PHONE: 434-239-2065  
EMAIL: [nillesmt@lcsedu.net](mailto:nillesmt@lcsedu.net)

Ms. Sharon Y. Carter (2)  
HOME: 1222 Wise Street  
Lynchburg, Virginia 24503  
PHONE: 434-515-5077  
EMAIL: [cartersy@lcsedu.net](mailto:cartersy@lcsedu.net)

Mr. Derek L. Polley (1)  
HOME: 16 Riverview Place  
Lynchburg, Virginia 24503  
PHONE: 434-420-0712  
EMAIL: [polleydl@lcsedu.net](mailto:polleydl@lcsedu.net)

Dr. Regina T. Dolan-Sewell (1)- Vice Chair  
HOME: 1125 Running Cedar Way  
Lynchburg, Virginia 24503  
PHONE: 434- 515-5077  
EMAIL: [dolansewellrt@lcsedu.net](mailto:dolansewellrt@lcsedu.net)

Dr. Kimberly A. Sinha (2)  
HOME: 6232 Pawtucket Drive  
Lynchburg, VA 24502  
PHONE: 434-485-9982  
EMAIL: [sinhaka@lcsedu.net](mailto:sinhaka@lcsedu.net)

Ms. Charleta F. Mason  
HOME: 312 Westover Boulevard  
Lynchburg, Virginia 24501  
PHONE: 434-515-5077  
EMAIL: [cfmason@lcsedu.net](mailto:cfmason@lcsedu.net)

Mrs. Katie K. Snyder (3)  
HOME: 5023 Oxford Street  
Lynchburg, Virginia 24502  
EMAIL: [snyderkk@lcsedu.net](mailto:snyderkk@lcsedu.net)

Mrs. Susan D. Morrison (1)  
HOME: 3244 Landon Street  
Lynchburg, Virginia 24503  
PHONE: 434-515-5077  
EMAIL: [morrisonSD@lcsedu.net](mailto:morrisonSD@lcsedu.net)

## 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
- Fort Hill Community School
- 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
- Hutcherson Early Learning Program
- Sheffield Elementary
- William Marvin Bass Elementary

## **SCHOOL DIRECTORY**

### **SCHOOL ADMINISTRATION BUILDING**

SUPERINTENDENT: Scott S. Brabrand  
915 Court Street | P.O. Box 2497  
24505 - 2497  
OFFICE: 515-5070 | FAX: 846-1500

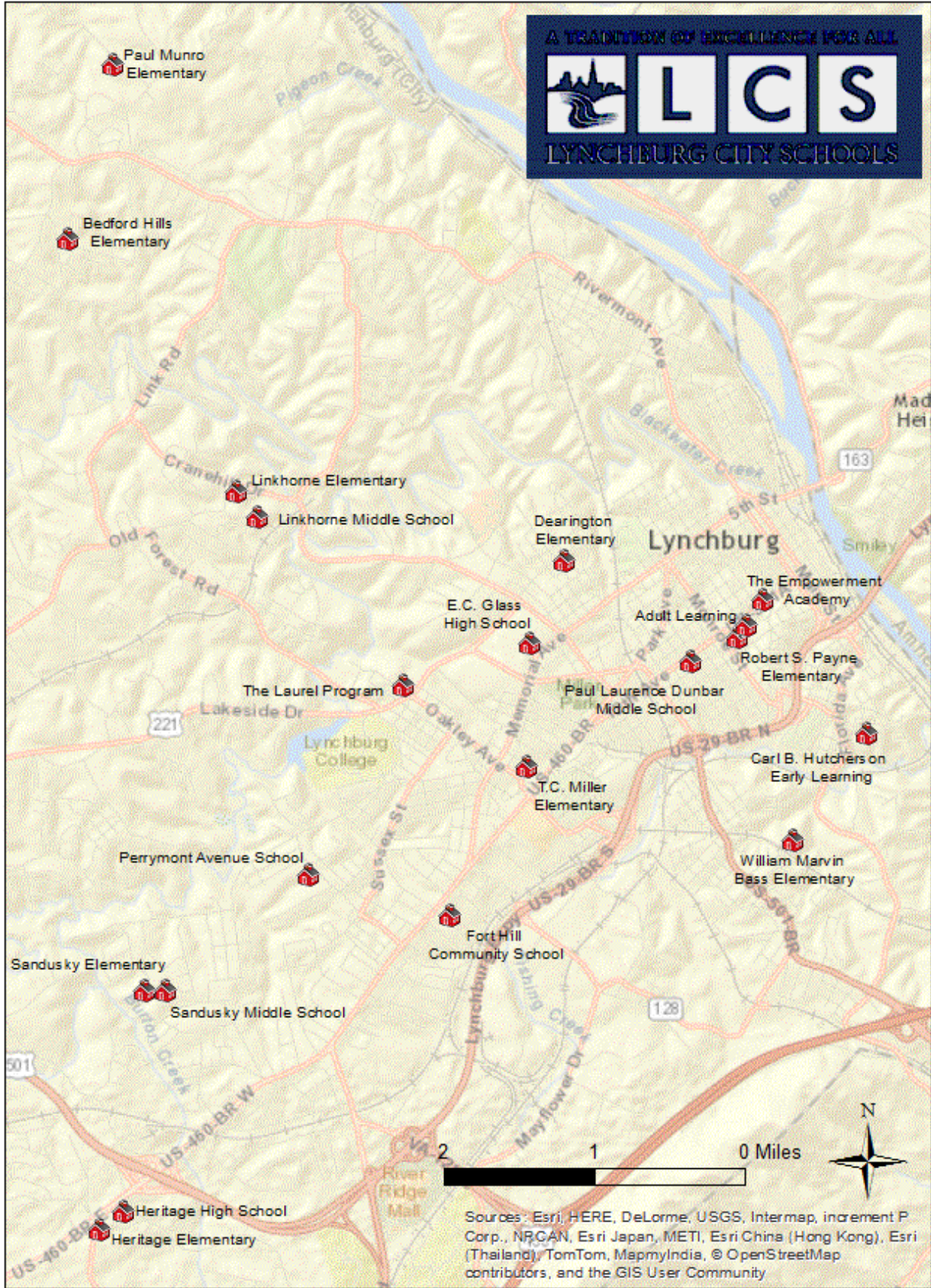
ASST. SUPERINTENDENT FOR OPERATIONS AND ADMINISTRATION: Ben W. Copeland  
915 Court Street | P.O. Box 2497  
24505-2497  
OFFICE: 515-5070 | FAX: 846-1500

ASST. SUPERINTENDENT FOR STUDENT LEARNING AND SUCCESS: John C. McClain  
915 Court Street | P.O. Box 2497  
24505 - 2497  
OFFICE: 515-5040 | FAX: 522-3774

FACILITIES DIRECTOR: Steven L. Gatzke  
3525 John Capron Road, 24501  
OFFICE: 515-5120 | FAX: 522-3785

TRANSPORTATION DIRECTOR: TBD  
3525 John Capron Road, 24501  
OFFICE: 515-5100 | FAX: 522-3785





## **HIGH SCHOOLS**

E. C. Glass

PRINCIPAL: Tracy Richardson

2111 Memorial Avenue, 24501

OFFICE: 515-5370 | FAX: 522-3741

Heritage

PRINCIPAL: Timothy Beatty:

3020 Wards Ferry Road, 24502

OFFICE: 515-5400 | FAX: 582-1137

## **MIDDLE SCHOOLS**

Paul Laurence Dunbar Middle School for Innovation

PRINCIPAL: Derrick Brown

1200-1208 Polk Street, 24504

OFFICE: 515-5310 | FAX: 522-3727

Linkhorne Middle School

PRINCIPAL: Nancy Claudio

2525 Linkhorne Drive, 24503

OFFICE: 515-5330 | FAX: 384-2810

Sandusky Middle School

PRINCIPAL: Leverne Marshall

805 Chinook Place, 24502

OFFICE: 477-5959 or 515-5350 | FAX: 582-1183

## **ELEMENTARY SCHOOLS**

William Marvin Bass Elementary

PRINCIPAL: Monica Hendricks

1730 Seabury Avenue, 24501

OFFICE: 515-5200 | FAX: 522-2374

Bedford Hills Elementary

PRINCIPAL: Faye James

4330 Morningside Drive, 24503

OFFICE: 515-5210 | FAX: 384-1703

Dearington Elementary School for Innovation

PRINCIPAL: Daniel Rule

210 Smyth Street, 24501

OFFICE: 515-5220 | FAX: 522-2351

Heritage Elementary  
PRINCIPAL: Sharon J. Anderson  
501 Leesville Road, 24502  
OFFICE: 515-5230 | FAX: 582-1175

Linkhorne Elementary  
PRINCIPAL: Karen Dearden  
2501 Linkhorne Drive, 24503  
OFFICE: 515-5240 | FAX: 384-9620

Paul Munro Elementary  
PRINCIPAL: Donna D. Baer  
4641 Locksview Road, 24503  
OFFICE: 515-5260 | FAX: 386-3067

Robert S. Payne Elementary  
PRINCIPAL: John E. Blakely  
1201 Floyd Street, 24501  
OFFICE: 515-5270 | FAX: 522-3791

Perrymont Elementary  
PRINCIPAL: Karen S. Nelson  
409 Perrymont Avenue, 24502  
OFFICE: 515-5250 | FAX: 582-1108

Sandusky Elementary  
PRINCIPAL: Derrick Womack  
5828 Apache Lane, 24502  
OFFICE: 515-5280 | FAX: 582-1184

Sheffield Elementary  
PRINCIPAL: Lisa Lee  
115 Kenwood Place, 24502  
OFFICE: 515-5290 | FAX: 582-1174

Thomas C. Miller Elementary School for Innovation  
PRINCIPAL: Dr. Amy D. Huskin  
600 Mansfield Avenue, 24501  
OFFICE: 515-5300 | FAX: 522-2301

The Gifted Opportunity ("GO") Center (Grades 3-5)  
PRINCIPAL: John E. Blakely  
1201 Floyd Street, 24501  
OFFICE: 515-5270 | FAX: 522-3791



## **REGIONAL PROGRAMS**

Central Virginia Governor's School For Science & Technology  
DIRECTOR: Dr. Stephen C. Smith  
3020 Wards Ferry Road, 24502  
OFFICE: 477-5980 | FAX: 239-4140

The LAUREL Program\* (Ages 2-21)  
DIRECTOR: Dr. Donna Lewis  
401 Monticello Avenue, 24501  
OFFICE: 522-3716 | FAX: 522-2330  
\*provides services for students w/low incidence disabilities ages 2-21

XLR8 -Lynchburg Regional Governor's STEM Academy  
Director: Susan Cash  
3506 Wards Rd, 24502  
OFFICE: 832-7731

## **EARLY LEARNING**

Carl B. Hutcherson Early Learning Program (Ages 2-4) Project REACH  
PRINCIPAL: Polly Smith  
2401 High Street, 24501  
OFFICE: 522-3756 or 515-5180 | FAX: 522-2323

## **ALTERNATIVE EDUCATION PROGRAMS**

Transition Classes  
Elementary Alternative Education Program Grades K-5  
Principal: Lisa Lee  
115 Kenwood Place, 24502  
OFFICE: 515-5290 | FAX: 582-1174

Fort Hill Community School  
Secondary Alternative Education Program  
Grades 6–12, Homebound / Homebased(Alternative Education)  
Director: Cathy L. Viar  
1350 Liggates Road, 24502  
OFFICE:515-5150 | FAX: 522-2322

The Empowerment Academy  
Secondary Alternative Education Program  
Grades 9-12  
Director: Kacey Crabbe  
601 12th Street  
Lynchburg, Virginia 24504  
OFFICE: 515-5140 | FAX: 528-3046

R.O.D.E.O (ISAEF Program) Ages 17 +  
Secondary Alternative Education Program  
Amelia Pride Center building  
1200-1208 Polk Street, 24504  
OFFICE: 515-5160 x2 | FAX: 522-2308  
Contact: Rhonda Jones

Adult Basic Education Programs Ages 18+  
The Adult Learning Center  
Amelia Pride Center building  
1200-1208 Polk Street, 24504  
OFFICE: 515-5160 | FAX: 522-2308  
Contact: Howard Brown

## **VISITORS/VOLUNTEERS & SCHOOL HOURS**

Anyone visiting the school must report to the office before going to see a student or staff member. Visitors and volunteers are asked to show photo identification and wear identification tags, which will be provided in the main office. This is required when volunteers are in school buildings for visiting or volunteering at the school for events other than assemblies and open houses. Classroom observations or tours should be scheduled through the building principal.

### **SCHOOL HOURS**

For Students

Elementary Schools: 8:40 a.m. – 3:35 p.m.

Middle Schools: 8:00 a.m. – 3:05 p.m.

High Schools: 7:35 a.m. – 2:30 p.m.

For Employees:

Teachers:

Elementary Schools: 8:15 a.m. – 3:45 p.m.

Middle Schools: 7:55 a.m. – 3:25 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. – 4:30 p.m.

Elementary School Students must be at school by 8:40 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 on time.

Middle School Students must be at school by 8:00 a.m. Any student who arrives in class after 8:10 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 7:35 a.m. Any student who arrives in class after 7:35 a.m. will be counted tardy. Please see that your child is at school by that time.

Please Note: Students who accumulate three 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.

## **SCHOOL CLOSINGS**

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 following information sources:

LCS Messenger: A recorded inclement weather telephone call will be sent to all student homes in the event that LCS cannot operate on a normal schedule.

LCS Weather/School Closing Information Line: 515-5080

LCS Email Notification: 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](http://www.schoolsout.com) to learn more about this service.

Radio & Television Announcements

## **WELLNESS**

### **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, with the exception of homeless students.

### **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 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 letterhead 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.
- Maculo Papulovesicular 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.

### **For Students Entering 6th Grade**

Effective July 1, 2014, a booster dose of Tdap vaccine is required for all children entering the 6th grade. 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) 477-5900.

### **Health Action Plans**

If your child has a chronic health condition (such as asthma, diabetes, seizure disorder, food allergy), the school division requires the child to have a Health Action Plan (<http://www.lcsedu.net/parents/registration-information>) signed by a physician and a parent. The Health Action Plan includes permission for medication.

If your child does not have a chronic illnesses but requires medication at school, please complete a Physician/ Parent Authorization to Administer Medication form (this requires a physician signature). This form is available online [at http://www.lcsedu.net/sites/default/files/pdfs/studentervices/Multiple\\_Med\\_Authorization\\_Form.pdf](http://www.lcsedu.net/sites/default/files/pdfs/studentervices/Multiple_Med_Authorization_Form.pdf) . It must be signed by a physician. School policy mandates that any student who must receive medication during the school day have, on file, a completed authorization form signed and dated by the parent and physician to facilitate the safe and effective administration of the medication(s).

The medication administration guidelines for students are as follows:

- A Physician/ Parent Authorization form must be completed, signed, and dated by the prescribing physician and the parent. The completed form should be returned to the school nurse on the first day of school before the medication is given.
- No medication (including over the counter medications) will be administered without a completed physician/ parent authorization form on file.
- All medications (prescribed and over-the-counter medications) must be brought to school by the parent, given to, and signed in by the school nurse or health assistant.

- Medications must be in original packaging containing the student's name, name of the medication, dosage, route, and how often the medicine is to be given.
- Over-the-counter medications must be brought in a sealed container. Medications brought to school in baggies, unmarked containers, or in containers prescribed for someone other than the student will not be accepted or given.
- Medications cannot be transported on the school bus by a student.
- It is most important for parents to communicate any medical condition(s) (i.e. asthma, diabetes, seizures) or special medical need(s) regarding their child on the emergency medical form during school registration.
- Students are to report to the school clinic at the time(s) medication is to be administered.
- Parents are permitted to come to school to give the recommended dose of medication to their child when there is no written authorization by a physician and/or parent on file.
- It is the responsibility of the parent to bring in more medication when it is needed.
- Parents must pick up all medications by the last day of school or medications will be discarded by the nurse. No medications are kept at school during the summer or until the next school term.

## **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;
- Provide 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 (w/exception of high school students); iced teas; fruit based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; (w/exception of high school students) 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. Food vending contracts for high schools and middle schools must include a selection of items that meet the “Smart Snacks” standards.

### **Physical Activity and Education:**

For Students: In elementary school, students will receive at least three movement education lessons every two weeks taught by a licensed physical education teacher as well as 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 affect 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 affects 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 one’s 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. As needed, the schools/staff will do the following:

- Create/maintain a preventive response team to support students in crisis without causing them to feel stigmatized.
- Complete training related to suicide prevention.
- Provide community resources information to parents and students about mental health issues.

## **SCHOOL NUTRITION**

### **2016-2017 BREAKFAST AND LUNCH PRICES**

Elementary - \$1.15 / \$2.25

Middle - \$1.25 / \$2.45

High - \$1.25 / \$2.55

Reduced Price Meals - No Charge / \$0.40

Adults - \$1.55 / \$3.15

\*Please Note: If you are eligible for free or reduced lunch you may be eligible for reduced rates for any of the following:

- Dual enrollment
- Driver's education
- Advanced Placement tests
- PSAT
- SAT
- ACT
- College applications
- Scholarship opportunities

Please see your school counselor for more information.

### **MY SCHOOL BUCKS**

[www.mySchoolBucks.com](http://www.mySchoolBucks.com)

MySchoolBucks is a free online service available for all LCS parents to manage their children's school meal accounts. MySchoolBucks is a convenient, easy and secure method of payment. To get started, go to [www.mySchoolBucks.com](http://www.mySchoolBucks.com) and register for a free account. Once your account is active, you may begin adding your children to the program and making payments to their accounts. You will need to know the student's school ID number and/or date of birth.

MySchoolBucks offers:

- Online access 24/7 via credit card, debit card, and e-check
- Automatic email notices when account balance is low
- Ability to make payments for all children, even if they attend different schools.
- History of your child's cafeteria purchases.

There are NO transaction fees to place money on your child's meal account.

Questions? Please call the School Nutrition Office, at 434-515-5061.

### **FREE/REDUCED MEALS**

To apply for free or reduced-price meals for your child, please pick up an application at your child's school, at the school administration building, or online at [www.lcsedu.net/parents/forms](http://www.lcsedu.net/parents/forms). For the 2016-2017 school year, students attending the following elementary schools

automatically qualify for free breakfast and lunch because they participate in the Community Eligibility Program (CEP):

- Bass
- Dearington
- Heritage Elem.
- Linkhorne Elem.
- Perrymont
- R. S. Payne
- Sandusky Elem.
- Sheffield Elem.
- T. C. Miller Elem.
- Hutcherson Early Learning Center

Students attending all other LCS schools or those who transfer out of one of the schools above and into a school not listed above will need to fill out a free and reduced meal application.

## **ENROLLMENT**

### **ENROLLING STUDENTS**

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. You can register online at [www.lcsedu.net](http://www.lcsedu.net) and click on “Registration Information” or call 515-5000 for assistance. Student registration is conducted online through Infinite Campus.

Two forms of proof of residency is required. To attend Lynchburg City Schools, your child(ren) must be a legal resident(s) of the City of Lynchburg. Valid proof of residency includes the following:

- Current utility bill (gas, oil, electric, water, cable, land line)
- Rent/mortgage agreement
- Current rent receipts with address on receipt
- Closing papers of home purchased
- City registration of vehicle (The City of Lynchburg requires that vehicles be registered within 30 days of moving to Lynchburg)

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

- The parent/ guardian and child(ren) are residing with them at this address
- 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.

If your child is already enrolled in the Lynchburg City Schools, you should register through your Parent Portal account. If you do not have a Parent Portal account, contact your child's school to

receive instructions on how to set this up. Additionally, you will still need to attend the August registration day at your child's school to meet teachers and to sign forms. The following forms are mandatory and must have a parent/guardian signature:

- Acceptable Use Policy
- Notice and permission for field trip
- Student Code of Conduct
- Attendance Policy
- SOL Expedited Retake Permission-Grades 3-8

Students 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.

### **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 through Markel. To receive registration and cost information please contact the insurance provider directly at 877-444-5014 or through e-mail at [Markel.info@sevencorners.com](mailto:Markel.info@sevencorners.com).

### **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 ensure 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. 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.

The full policy is available at <http://www.lcsedu.net/schoolboard/policymanual/students/>

## HOMELESS STUDENTS- POLICY JECA

The Lynchburg City School Board is committed to educating homeless children and youth. Homeless children and youth shall not be stigmatized or segregated on the basis of their status as homeless. The school division will coordinate the identification and provision of services to such students with relevant local social services agencies and other agencies and programs providing services to such students, and with other school divisions as may be necessary to resolve interdivisional issues. <https://www.lcsedu.net/schoolboard/policymanual/>

## GRADUATION REQUIREMENTS & STANDARDS

### Standard Diploma

Discipline Area	Standard Units of Credit Required	SOL Verified Credits Required
English	4	2
Mathematics <sup>1</sup>	3	1
Laboratory Science <sup>2,6</sup>	3	1
History and Social Sciences <sup>3,6</sup>	3	1
Health and Physical Education	2	
Foreign Language, Fine Arts or Career and Technical Education <sup>7</sup>	2	
Economics and Personal Finance	1	
Electives <sup>4</sup>	4	
Student Selected Tests <sup>5</sup>		1
Career and Technical Education Credential <sup>8</sup>		
<b>Total<sup>9, 10</sup></b>	<b>22</b>	<b>6</b>

1 Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, Algebra, Functions, and Data Analysis, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement. If taken, Algebra, Functions, and Data Analysis must be completed before Algebra II to meet this requirement.

2 Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.

3 Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.

4 Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

5 A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board in 8VAC20-131-110.

6 Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the



certification, competency credential, or license for (i) the student-selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

7 Pursuant to § 22.1-253.13:4 of the Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

8 Students shall earn a career and technical education credential approved by the Board of Education that could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.

9 Students shall successfully complete one virtual course, which may be a noncredit-bearing course or a required or elective credit-bearing course that is offered online.

10 For students with IEPs or 504 Plans, the Board of Education shall establish, through guidelines, credit accommodations to the standard and verified credit requirements for a Standard Diploma. The student's Individual Education Program (IEP) or 504 Plan would specify any credit accommodations that would be applicable for the student.

### Advanced Diploma

Discipline Area	Standard Units of Credit Required	SOL Verified Credits Required
English	4	2
Mathematics <sup>1</sup>	4	2
Laboratory Science <sup>2</sup>	4	2
History and Social Sciences <sup>3</sup>	4	2
Foreign Language <sup>4</sup>	3	
Health and Physical Education	2	
Fine Arts or Career & Technical Education	1	
Economics and Personal Finance	1	
Electives	3	
Student Selected Test <sup>5</sup>		1
Total <sup>6</sup>	26	9

1 Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. If taken, Algebra, Functions, and Data Analysis must be completed before Algebra II to meet this requirement.

2 Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics.

3 Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both.

4 Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

5 A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the board in 8 VAC 20-131-110.

6 Beginning with the ninth grade class of 2013-2014, students shall successfully complete one virtual course, which may be which may be a noncredit-bearing course, or may be a course required to earn this diploma that is offered online.

**Note:** Athletes should work closely with their school counselor to ensure courses meet NCAA/NAIA requirements. All potential college student-athletes must register with the NCAA Initial-Eligibility Clearinghouse and meet NCAA academic requirements. Information is in the High

School Program of Studies found at <http://www.lcsedu.net/departments/curriculum/program-of-studies>.

### **ADVANCED STUDIES DIPLOMA WITH LYNCHBURG HONORS SEAL (all students)**

Students who wish to earn the Advanced Studies Diploma with Lynchburg Honors Seal must meet all the course and verified credit requirements for the Advanced Studies Diploma. In addition, they must meet the following additional criteria:

- 1) English must include a minimum of six semesters in courses designed for students with above average skills in reading and writing. Four of these semester courses must be taken during the junior and senior years.
- 2) The four math credits must include Algebra 1 and three credits above the level of Algebra I. The minimum must include progress through trigonometry/functions.
- 3) Science credits must include choices from Earth Science, Biology I, Biology II, Anatomy and Physiology, Biology II, Ecology, chemistry, physics, AP Chemistry, AP Physics, AP Biology, and Dual Enrollment Biology.
- 4) Social studies credits must include Advanced World History and Geography I (to 1500 AD), Advanced World History and Geography II (1500 AD to Present) or AP World History, AP Human Geography, Advanced American History, AP American History, Advanced U.S. Government or AP Government, AP European History, and AP Microeconomics and Macroeconomics.
- 5) Students must take and pass at least two advanced placement or dual enrollment courses (or one of each) in different content areas during the senior year. These courses may be in English, Math, Science, or Social Studies.

### **APPLIED STUDIES DIPLOMA**

Students identified with disabilities who complete the requirements of their individualized education programs shall be awarded special diplomas by local school boards if they do not fulfill any other diploma requirements.

### **CERTIFICATE OF PROGRAM COMPLETION**

Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates by local school boards if the students do not qualify for diplomas. This is NOT a high school diploma.

For additional information on courses and programs at the middle school and high school levels please see the program of studies at <http://www.lcsedu.net/departments/curriculum/program-of-studies>

### **STANDARDS OF LEARNING**

Students in the Lynchburg City Schools are taught material required by the Virginia Department of Education. The Standards of Learning (SOL) for Virginia Public Schools establish minimum expectations for what students should know and be able to do at the end of each grade or course in English, mathematics, science, history/social science and other subjects.

SOL tests in reading, writing, mathematics, science and history/social science measure the success of students in meeting the Board of Education's expectations for learning and achievement. All items on SOL tests are reviewed by Virginia classroom teachers for accuracy and fairness and teachers also assist the state Board of Education in setting proficiency standards for the tests. All standards can be found at

<http://www.doe.virginia.gov/testing/index.shtml>.

Additional information regarding specific grade level course curriculum can be found in the Lynchburg City School Pacing, Alignment and Resource Guides at <https://pacingguides.lcsedu.net/>.

## **COURSE POLICIES, SERVICES, & PROGRAMS**

### **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. (Five credit-bearing courses are required for athletes.)
- 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 school counseling office by the posted deadline. The school 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 school 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 school's programs, activities, recognitions, or the like.

### **Homework**

Lynchburg City School administrators and teachers believe 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 needs to 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)

Homework 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.

### **Grading Scale**

(R 6-58.3)

The classroom teacher shall be responsible for the grading and evaluation of his/her student's achievement in class.

The following grading scale will be used in grade levels 3-12 for all students:

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 59 and below

The following state scoring rubric will be used to evaluate student progress on the Standards of Learning (SOL) in grade Kindergarten through 2:

E = Exceeds the Standard (student demonstrates knowledge and skill 94 percent or more of the time)

M = Meets the Standards (student demonstrates knowledge and skill 80 percent or more of the time)

P = Partially Meets the Standard (student demonstrates knowledge and skill 70 percent or more of the time)

U = Unsuccessful in Meeting Standard (student demonstrates knowledge and skills less than 70 percent)

The following grading scale will be used for all other areas in grades K-5 (handwriting, art, music, movement education, technology and character/conduct):

S = Successful

I = Improving

NY = Not Yet Successful

### **EXPUNGING THE GRADE(S) OF HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL**

In accordance with the current *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, parents of a middle school student enrolled in a high school credit course may request that the grade earned in that course be expunged, or omitted, from their child's transcript. Under these guidelines, the grades earned in such classes are not included in the high school GPA, nor will the student receive a credit toward graduation for this course. This policy on expunging grades is only applicable for a high school credit course taken in middle school.

The school counseling department will send home an *expunge form* with the final report card. At that time, to have the course removed from the transcript, a completed form will need to be returned for each course to be removed, and that form must be returned to the middle school counseling department by June 30<sup>th</sup> or to the school counseling department of the high school the student will attend (rising 9<sup>th</sup> graders) on or before August 1<sup>st</sup> of the year in which the student completes the 8<sup>th</sup> grade.

Please be aware that when a middle school student receives a grade of "F" in a high school credit-bearing course, that grade and course will automatically be expunged from their transcript. Students who elect to expunge the grades from their high school records must understand that to receive high school credit for the course, he/she will need to repeat that course in the future in order to receive credit toward meeting state diploma requirements. If a student is struggling in the first semester of a course, the parent may instead request for the student to be switched out of a high school credit class prior to the end of the first semester. The course the student switched out of will be on the student's report card but no credit will be given to the student for the course. In this instance, there is no need to expunge the grade. When a student remains in the course for most of the school year, that student will take any associated state Standards of Learning test, and that test score will be maintained in the student's scholastic record.

Should you have any questions regarding the expunging grades policy, please do not hesitate to contact your middle school counseling department.

### **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: A student is provided opportunities to work above grade level when appropriate.

#### Elementary (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.

Remedial Summer Programs: Students who will be retained and 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 may be invited 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 (as noted in the Middle School Program of Studies)

<http://www.lcsedu.net/departments/curriculum/program-of-studies>

Retention: Students in middle school are expected to pass each of the four core courses. A proactive approach should be in place to minimize the possibility that a student may fail a course by its conclusion. If a student has a failing grade at the end of any quarter during the year, the school should meet with the parent and establish an intervention plan for the student to make progress and minimize the possibility of a failing grade for the course. The intervention plan should include support during intersession and at other times and the student should not participate in afterschool sports or activities unless also involved in tutoring support and making progress.

If a student does not pass a core course at the time of the end of the school year, the following apply:

#### 6th and 7th grades

If the student fails only one core course:

- If the course had an SOL and the student passed the SOL, the student may receive a passing grade for the course if the student adequately completes a summer assignment (provided by the school) no later than July 31. The student could also elect to enroll in summer school and pass the summer school course.
- If the student did not have a passing SOL test for the course not passed, then the student must attend summer school. The student may receive a passing grade for the course if the student passes the summer school course and, if the course is English or math, must also pass a course proficiency assessment.
- If the student did not attend summer school or did not pass the summer course and assessment, then the student must repeat the course during the next school year. The student will be promoted to the next grade level, but must take the failed course in addition to the next year's courses. The course may require staying after school and working with a teacher until the course and proficiency test is passed.

If the student fails two core courses:

- The student may be promoted to the next grade IF the student is able to pass at least one of the courses during the summer (including the course and proficiency assessment, or the summer assignment if the student had passed the SOL). The student would then need to re-take the remaining failed course the next school year in addition to the next year's courses. Any remaining course may need to be taken during an after-school time, as described above.

If the student fails three core courses:

- The student may be promoted to the next grade IF the student is able to pass two courses during the summer (including the course and proficiency assessment, or the summer assignment if the student had passed the SOL). The student would then need to re-take the remaining failed course the next school year in addition to the next year's courses. Any remaining failed course may need to be taken during the after-school time, as described above.
- If the student does not pass two courses such that only one course remains as failed, then the student will need to repeat the grade level and re-take all core courses at that grade level. If the student has already repeated a grade level and would be two years older than peers if the grade level was repeated, the student will instead be enrolled in an alternative school in order to provide ongoing support in a smaller environment.

If the student fails four core courses:

- The student will need to repeat the grade level and re-take all core courses at that grade level. If the student has already repeated a grade level and would be two years older than peers if the grade level was repeated, the student will instead be enrolled in an alternative school in order to provide ongoing support in a smaller environment.

## **8th grade**

If the student fails only one core course:

- If the course had an SOL and the student passed the SOL, the student may receive a passing grade for the course if the student adequately completes a summer assignment (provided by the school) no later than July 31. The student could also elect to enroll in summer school and pass the summer school course.
- If the student did not have a passing SOL test for the course not passed, then the student must attend summer school. The student may receive a passing grade for the course if the student passes the summer school course and, if the course is English or math, must also pass a course proficiency assessment.
- If the student fails more than one course or does not achieve a pass by the end of the summer for a single failed course, the student will need to repeat 8<sup>th</sup> grade. If the student has already repeated a grade level and would be two years older than peers if the grade level was repeated, the student will instead be enrolled in an alternative school in order to provide ongoing support in a small environment.
- If a student fails an elective, the student may be promoted to the next grade but a conference with the student, parent, and counselor is required prior to the next school year.

## High School (ninth through twelfth grade)

Credits required for promotion are as follows:

Number of Credits for Promotion

- Ninth – Tenth Grade (4 credits)
- Tenth – Eleventh Grade (9 credits)
- Eleventh – Twelfth Grade (15 credits)

## **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. The exception is the decision regarding whether a student who has an Individualized Education Plan (IEP) is retained. This decision will be made by the Individualized Education Plan 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.

## **Secondary Student Evaluation and Grading Procedures- Policy R 6-58**

### **A. Determining End-of-Course Grades**

1. Middle school end-of-course grades are to be computed by an average of the grades earned for each nine weeks.
2. High school course grades are computed differently depending on whether the course is a year-long course or semester course.
  - a. Year-long course – The course grade is computed by applying 20% weight to each of the four quarters and 20% for the final exam. If there is an exam exemption, the course grade is computed by applying 25% weight to each of the four quarters. Teachers are encouraged to consider a clear positive trend as another factor in determining the final grade, when applicable.
  - b. Semester course – The course grade for a semester course is computed by applying 40 percent weight to each of the two quarters and 20 percent to the exam or final project grade.

### **B. Exams**

1. For year-long courses, there will be one exam at the end of the course that assesses content from the full year. There will be no exam at the end of the first semester in these courses (as there is no longer a special exam schedule in December). Teachers may plan quarterly or other periodic assessments during the year that assess content previously learned during the course.
2. For semester courses, there should be either an end-of-course project or an exam that could be given within a normal class schedule since there is not a special exam schedule at the end of the first semester.

### **C. Senior Exam Exemptions**

1. Exemption will apply to seniors only.
2. Exemption will be for the senior year only.
3. The student must have a course grade that ranges between 90-100 percent except as specified in Section D below.

4. The student cannot have more than five absences, excused or unexcused, in the class during the second semester. Absences that are the result of school-sponsored events are exceptions to this attendance requirement.
5. Only the principal can make exceptions to the attendance requirement.
6. A student in a dual enrollment course with Central Virginia Community College will not be exempt from exams since this is a college course.
7. A student in an Advanced Placement (AP) course will continue to take the AP exam and have the option of being exempt from the final exam regardless of the grade in the course (current practice).
8. A senior enrolled in any course with an end-of-course Standards of Learning Test must pass the Standards of Learning Test to be eligible for the exam exemption. R 6-58 INSTRUCTION Secondary Student Evaluation and Grading Procedures R 6-58 (continued)

#### **D. Advanced Placement and Standards of Learning Exam Option**

During an Advanced Placement course with the Advanced Placement test, an examination may not be given. Students enrolled in courses that are assessed by the Virginia Standards of Learning (SOL) tests will have the following option related to the course exam:

Students who pass the SOL test may choose to be exempt from the course exam and take the grade they make from the average of the four quarters. Students who receive a Standards of Learning score rating of “pass proficient” will receive an exam score of 90, and a student who receives a Standards of Learning score rating of “pass advanced” will receive an exam score of 100. These scores, since they replace the final exam, are weighted as 20% of the course grade. Students who successfully pass a state career-technical licensure test have the option of not completing the teacher-created exam and may choose to use the four quarter grades to compute their course grade. Teachers will have the option to use project-based assessments and other alternative assessment approaches in lieu of a traditional exam, with principal review and approval.

#### **E. Determining Grades for a Student Who Exits a Course Before the End of the Semester**

##### **1. 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. 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. In very rare cases, extenuating circumstances may justify a withdrawal from a course after the 15th school day. If a student is withdrawn after the 15th school day, 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.

##### **2. 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 grade reported on the student's academic record under the lower-level course name.

3. 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 C. 3. 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 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, 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 course grade at the time of the drop.

**F. 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 R 6-58 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.

### **G. 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 course grade.

The full policy is available at <http://www.lcsedu.net/sites/default/files/pdfs/schoolboard/policy-manual/instruction/R6-58.pdf>

Revised by School Board: September 20, 2016

## **Online Course Offerings**

A variety of online high school courses are available for students. For more information contact the school counseling office or the High School Program of Studies at <http://www.lcsedu.net/departments/curriculum/program-of-studies>

## **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 can be considered for a position 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. For more information on gifted education please see the Lynchburg City Schools Local Plan for Students with Attributes of Giftedness at <https://www.lcsedu.net/sites/default/files/pdfs/schoolboard/agendas/local-gifted-plan-2016-2021.pdf>.

## **Central Virginia Governor's School (CVGS)**

The Lynchburg City Schools' partners with the Central Virginia Governor's School for Science & Technology to provide opportunities beyond the scope of normal high school curricula to gifted students interested in mathematics, science and technology. CVGS students pursue an innovative curriculum, which allows them to cultivate their special talents in mathematics and science through an individual research program, in-depth laboratory experiences and extensive integration of technology into all courses. Instruction is designed to meet the needs of the gifted learner in a challenging independent learning environment that stimulates critical thinking and creative problem solving and emphasizes the development of time management and collaboration skills. [www.cvgs.k12.va.us](http://www.cvgs.k12.va.us)

**Differences between Grade Level, Advanced, Advanced Placement, and Dual-Enrollment Courses** - Courses are offered at different levels of difficulty beyond the grade level content in order to provide students opportunities for challenging their learning and growing at a more rapid pace. The following provide general differences between the course types. In some cases, additional information is provided in the specific course descriptions. All course descriptions can be found in the Programs of Studies found at <http://www.lcsedu.net/departments/curriculum/program-of-studies>.

**Advanced Placement (AP) Courses** – Course content is rapidly paced with additional depth that can require student research and analysis on independent assignments. Lessons are often more complex, abstract, and open-ended than other courses. The course content aligns with the prescribed content by the College Board, which develops and oversees Advanced Placement curriculum.

## **Dual Enrollment**

Dual enrollment courses are offered in each high school. The courses are provided by LCS teachers who are also hired through Central Virginia Community College (CVCC) to provide college level instruction to students. Courses such as College Composition I & II, Biology I & II, Pre-Calculus, Applied Calculus, and a variety of career and technical courses are available. The Teachers for Tomorrow course is offered at each high school and students receive high school credit and credit through Lynchburg College. These courses, which are offered in our high schools are available to eligible students at no cost to families. Textbooks and other fees will continue to be provided to students at no cost.

## **Early College Program at CVCC**

Lynchburg City Schools has partnered with Central Virginia Community College (CVCC) to offer the Early College Program to high school juniors and seniors. This is a two-year program and students apply for selection into the program. Students who complete the program graduate with an advanced high school diploma and an associate's degree. The program is housed at CVCC and the cost is the responsibility of the families of students selected. There is limited financial support for economically disadvantaged students. See the assigned counselor at the high school.

## **STEM Academy at CVCC**

The Lynchburg Regional Governor's STEM Academy, located at Central Virginia Community College in the AREVA Technology Center, focuses on Science, Technology, Engineering and Math, thus the name STEM. This regional program for accepted high school juniors and seniors is supported by Region 2000 Technology Council; Future Focus Foundation; Central Virginia Community College; the Region 2000 Workforce Investment Board; area business partners including AMTI, AREVA, The Babcock and Wilcox Company, Centra Health and Delta Star; and the school divisions of Amherst, Appomattox, Bedford, Campbell and Lynchburg. The goal of this program is to close the gap between education and industry, thereby furthering the economic vitality of this region. The STEM Academy differs from the Central Virginia Governor's School in that the courses will have a career and technical educational focus. The curriculum will be driven by needs and projected growth of regional industry. Tuition and books are covered by Lynchburg City Schools.

## **ALTERNATIVE AND ADULT EDUCATION PROGRAM INFORMATION**

Lynchburg City Schools offers a variety of alternative programs available to students on an individual basis. These programs include the Fort Hill Community School, the Empowerment Academy, the homebound programs, RODEO (Reach Out to Develop Educational Opportunities) and other pre-General Educational Development (GED) certificate programs. Students in an alternative program completing requirements for a diploma will only be eligible to participate in the Fort Hill Community School graduation.

## **HOMELESS STUDENTS**

The Lynchburg City School Division will serve each homeless student according to the student's best interest and will

- continue the student's education in the school of origin for the duration of homelessness
  - if the student becomes homeless between academic years or during an academic year;
- or



- for the remainder of the academic year, if the student becomes permanently housed during an academic year; or
- enroll the student in any public school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

For more information please contact the division homeless liaison at 455-0288. To view the full policy please visit <http://www.lcsedu.net/sites/default/files/pdfs/schoolboard/policy-manual/section-j/JECA.pdf>

## **SPECIAL EDUCATION**

Special education programs and services are available to students, ages two to 21, with disabilities. The special education services are provided based on an individualized education plan which is developed by a student's parent(s) and a school-based instructional team. When a parent, teacher, or counselor suspects a student is disabled, a referral is processed through the building principal to the school-based child study committee. Upon receipt of a referral, the child study committee meets within 10 working days. If the child study committee suspects the child may have a disability, a comprehensive evaluation is completed after securing parent written permission to evaluate. Placement in a special education program or class is contingent on the results of extensive diagnostic testing and assessment as well as the decision of a school-based eligibility committee's review of the assessment results and the eligibility criteria set forth in the Regulations Governing Special Education Programs in Virginia.

Students with disabilities shall be eligible to receive a Standard Diploma, Advanced Studies Diploma or Advanced Studies Diploma with Lynchburg Honors Seal upon earning the units of credit prescribed and by passing the Standards of Learning Tests. The Applied Studies Diploma is also an option for students with disabilities. Requirements for these diplomas are described in the High School Program of Studies at <http://www.lcsedu.net/departments/curriculum/program-of-studies>.

## **CHILD FIND**

### How does the school conduct screenings?

Screenings are a part of the identification process. You will receive a general notice about screenings and will be notified if your child fails a 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. For more information please contact the principal at your child's school.

### 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.

### Section 504 of the Rehabilitation Act Child Find, Eligibility, and Accommodation Plans

Lynchburg City Schools are committed to providing full educational opportunity to all qualified handicapped students under Section 504. A wide variety of accommodations, modifications, and services are available to children with special needs. These services are provided in the least restrictive environment and at no cost to the parents. Alternative education programs are developed to meet the specific needs of each eligible child to provide a free, appropriate public education. Referrals are accepted from any source either within or outside the school division. A committee composed of professionals in the school division will screen all referrals to determine whether evaluation is needed. If so, the referral process will begin and testing will follow shortly. To be found eligible for services under Section 504, children must be assessed. The assessment report shall include the child's educational performance including instructional strengths and weaknesses. This report will also include a summary of standardized test data, attendance information and samples of classroom performance. Other information such as: medicals, psychologicals, speech/language, PT/OT, audiological, developmentals, vision reports, etc., should be utilized where appropriate and/or necessary. All of these are provided by the school division at no cost to the parent. After these have been completed, a committee will meet to determine whether the student is eligible for accommodations and/or modifications. If so, an accommodation plan will be developed with the parents' participation.

Qualified handicapped individual under 504 is any person who has a physical or mental impairment which substantially limits one or more major life activities; has a record of such an impairment; and is regarded as having such an impairment.

Appropriate education under section 504 is the provision of education designed to meet the individual educational needs of handicapped persons as adequately as the needs of non-handicapped persons are met. "Major Life Activity is to be defined as: bending, caring for oneself, eating, learning, performing manual tasks, sleeping, standing, walking, breathing, concentrating, hearing, lifting, seeing, speaking, thinking, working. "Substantially Limits" is defined as those conditions, situations, or impairments that adversely affect educational performance that require modification or accommodation to the regular environment or program. Many different types of accommodations, modifications and services are available throughout the school division. They include, but are not limited to, modification of curricular content, adaptive equipment, accommodations for accessibility and related services as speech/language therapy, physical therapy and occupational therapy services. Each program is designed to meet the student's specific needs as identified in his accommodation plan. Each student's progress is reviewed annually by school staff and the student's parents. If you suspect a child has a disability that requires intervention under Section 504 of the Rehabilitation Act, please do not hesitate to contact the principal of your school.

### Parent Rights and Procedural Safeguards/Free Appropriate Education

You have the right to a free and appropriate public education in the least restrictive environment for your child.

1. Your child is to be educated with non-disabled, age appropriate children to the maximum extent appropriate.
2. All assessments needed for evaluation are to be provided at no cost to you.
3. Information. You have the right to be fully informed about your child. This means that:
4. You must be informed of the nature of tests and evaluation utilized by the school to assess your child. These tests and evaluations must not be either culturally or racially discriminatory.
5. You must receive written notice when the school proposes or refuses to evaluate your child or to change the educational placement of your child.
6. You must receive a copy of your child's Section 504 Accommodation Plan at no cost.
7. Your child's educational records, evaluations, and reports must be treated in a confidential manner and must be made available for you to inspect and review upon request. The school must grant your request immediately if possible, but in no case more than five administrative working days after the date of your request. If the school determined that it is practically impossible to provide the requested records or to determine whether they are available within the five administrative working days, you must be informed and then the school will have an additional seven working days to provide the requested records.

### Consent

You have the right to give written permission before

1. Your child is given individual tests or evaluations.
2. A significant change in your child's educational placement is made. This does not apply to expulsion or graduation.
3. Any confidential information is released to another agency.

### Participation

You have the right to the opportunity to participate in conferences regarding the development of your child's Section 504 Accommodation Plan.

### Parent/School Disagreement

You have the right to disagree on matters relating to the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education. Both you and the school may request informal mediation and/or an impartial due process hearing to appeal refusals for evaluation or the provision of services. TO REQUEST MEDIATION OR A DUE PROCESS HEARING, WRITE TO THE DIRECTOR OF SPECIAL EDUCATION/SECTION 504 COORDINATOR AT THE ADDRESS BELOW.

Director for Exceptional Learners  
Lynchburg City Schools  
PO Box 2497  
Lynchburg, VA 24505-2497

(434) 515-5030

Note: Release of academic records will be implemented as per the management of student scholastic records.

## **ACCEPTABLE USE POLICY FOR SCHOOL DIVISION TECHNOLOGY RESOURCES**

### **ACCEPTABLE COMPUTER SYSTEM USE POLICY IIBEA/GAB**

The School Board provides a computer system, including the internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape or flash drives, servers, mainframe and personal computers, tablets, cellular phones, smart telephones, the internet and other internal or external networks.

All use of the Division's computer system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Any communication or material generated using the computer system, including electronic mail, instant or text messages, tweets, or other files deleted from a user's account, may be monitored, read, and/or archived by school officials.

The Division Superintendent shall establish administrative procedures, for the School Board's approval, containing the appropriate uses, ethics and protocol for the computer system.

The procedures shall include:

(1) a prohibition against use by Division employees and students of the division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the internet;

(2) provisions, including the selection and operation of a technology protection measure for the division's computers having Internet access to filter or block Internet access through such computers, that seek to prevent access to:

(a) child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. §2256;

(b) obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and

(c) material that the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. §254(h)(7)(G), and material that is otherwise inappropriate for minors;

(3) provisions establishing that the technology protection measure is enforced during any use of the Division's computers;

(4) provisions establishing that all usage of the computer system may be monitored;

(5) provisions designed to educate students and employees about appropriate online behavior, including interacting with students and other individuals on social networking websites, blogs, in chat rooms, and cyberbullying awareness and response;

(6) provisions designed to prevent unauthorized online access by minors, including “hacking” and other unlawful online activities.;

(7) provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and

(8) a component of internet safety for students that is integrated in the Division’s instructional program.

Use of the School Division’s computer system shall be consistent with the educational or instructional mission or administrative function of the Division as well as the varied instructional needs, learning styles, abilities and developmental levels of students.

The Division’s computer system is not a public forum. Each teacher, administrator, student and parent/guardian of each student shall sign the Acceptable Computer System Use Agreement, GAB-E1/IIBEA-E2, before using the Division’s computer system. The failure of any student, teacher or administrator to follow the terms of the Agreement, this policy or accompanying regulation may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action. The School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the Internet. Furthermore, the School Board will not be responsible for any unauthorized charges or fees resulting from access to the computer system. The School Board will review, amend if necessary, and approve this policy every two years.

The full policy is available at <http://www.lcsedu.net/schoolboard/policymanual/>

## **STANDARDS OF STUDENT CONDUCT AND RESPONSIBILITY**

### **STUDENT CONDUCT-Policy JFC**

The standards of student conduct are designed to define the basic rules and major expectations of students in the public schools of Lynchburg. It is the responsibility of the Lynchburg City School Board to adopt policy and regulations and the administration to issue regulations establishing rules of conduct for student behavior in order to protect the health, safety and welfare of its students. The local school principal has the responsibility and authority to exercise reasonable judgment in enforcing this Code of Conduct. Principals are responsible for ensuring that all students, staff members and parents are provided the opportunity to become familiar with this policy.

The Superintendent issues Standards of Student Conduct (see JFC-R) and a list of possible corrective actions for violation of the Standards of Conduct. Each parent of a student enrolled in a public school has a duty to assist the school in enforcing the standards of student conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights. The Standards of Student Conduct, a notice of the requirements of Va. Code § 22.1-279.3, and a copy of the compulsory school attendance

law is also sent to all parents within one calendar month of the opening of schools simultaneously with any other materials customarily distributed at that time. A statement for the parent's signature acknowledging the receipt of the Standards of Student Conduct, the requirements of Va. Code § 22.1-279.3 and the compulsory school attendance law is also sent. Parents are notified that by signing the statement of receipt, they are not deemed to waive, but expressly reserve, their rights protected by the constitution or laws of the United States or Virginia. Each school maintains records of the signed statements.

The school principal may request the student's parent or parents, if both have legal and physical custody, to meet with the principal or principal's designee to review the School Board's Standards of Student Conduct and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law and to discuss improvement of the child's behavior, school attendance and educational progress. The administrator of the building should exercise reasonable judgment and consider the circumstances in determining the disciplinary action to be administered.

Each student has the right to expect an educational environment in which he or she can strive to achieve his or her intellectual potential. The student is expected to attend school regularly, be diligent in his/her studies and conduct him/herself in such a way that the rights and privileges of others are not violated. The student is expected to accept and demonstrate the obligation of good citizenship to help prevent problems from happening and help solve problems if they occur.

All parents are expected to assume responsibility for the student's behavior and assist the school in enforcing the Standards of Student Conduct and compulsory school attendance. Parents are also expected to maintain regular communication with school authorities, monitor and require daily attendance, and bring to the attention of the school authorities any problem that affects the student or other children in the school. It is the parents' responsibility to notify the school of any unusual behavior pattern or medical problem that might lead to serious difficulties.

The school principal or principal's designee may notify the parents of any student who violates a School Board policy or the compulsory school attendance requirements when such violation could result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed such disciplinary action or filed such a petition. The notice shall state (1) the date and particulars of the violation; (2) the obligation of the parent to take actions to assist the school in improving the student's behavior and ensuring compliance with compulsory school attendance; (3) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials; and (4) that a petition with the juvenile and domestic relations court may be filed under certain circumstances to declare the student a child in need of supervision.

The principal or principal's designee notifies the parent of any student involved in an incident required to be reported to the Superintendent and Virginia Board of Education.

No suspended student shall be admitted to the regular school program until such student and his parent have met with school officials to discuss improvement of the student's behavior, unless the school principal or his designee determines that readmission, without parent conference, is appropriate for the student.

If a parent fails to comply with the requirements of this policy, the School Board may ask the Juvenile and Domestic Relations Court to proceed against the parent in accordance with the requirements of the Code of Virginia.

Students are subject to corrective action for any misconduct that occurs:

- in school or on school property;
- on a school vehicle;
- while participating in or attending any school sponsored activity or trip;
- on the way to and from school; and
- off school property, when the acts lead to: (1) notification pursuant to Va. Code § 16.1-305.1 or a conviction for an offense listed in Va. Code § 16.1-260, (2) a charge that would be a felony if committed by an adult, or (3) disruption of the learning environment.

Unlawful acts which will lead to police notification and may lead to suspension from classes, exclusion from activities or expulsion include but are not limited to:

- possession or use of alcohol, illegal drugs, including marijuana and anabolic steroids, or drug paraphernalia;
- selling drugs;
- assault/battery;
- sexual assault;
- arson;
- intentional injury (bullying, fighting);
- theft;
- bomb threats, including false threats, against school personnel or school property;
- use or possession of explosives (see Policy JFCD Weapons in School);
- possession of weapons or firearms (see Policy JFCD Weapons in School);
- extortion, blackmail or coercion;
- driving without a license on school property;
- homicide;
- burglary;
- sex offenses (indecent exposure, obscene phone calls, sodomy and child molestation);
- malicious mischief;
- shooting;
- any illegal conduct involving firebombs, explosive or incendiary devices or materials, hoax explosive devices or chemical bombs;
- stabbing, cutting or wounding;

- unlawful interference with school authorities including threats;
- unlawful intimidation of school authorities; and
- other unlawful acts including being an accessory to any of these or other unlawful acts.

Any student involved in a reportable drug or violent incident shall participate in prevention and intervention activities deemed appropriate by the Superintendent or Superintendent's designee (see CLA). Further, any student who has been found to be in possession of or under the influence of drugs or alcohol on school property or at a school sponsored activity may be required to (1) undergo evaluation for drug or alcohol abuse and (2) participate in a drug and/or alcohol treatment program if recommended by the evaluator and if the parent consents.

The Superintendent issues regulations listing additional actions which may be cause for corrective action and if serious enough or exhibited repeatedly may lead to suspension or expulsion (see JFC-R).

The School Board biennially reviews the model student conduct code developed by the Board of Education to incorporate into policy a range of discipline options and alternatives to preserve a safe and non-disruptive environment for effective learning and teaching.

### **STUDENT CONDUCT ON SCHOOL BUSES-Policy JFCC**

Students are required to conduct themselves on school buses in a manner consistent with established standards for classroom behavior.

The school principal may suspend or revoke the riding privileges of students and/or take other disciplinary actions for students who are disciplinary problems on the bus. Parents (or guardians) of children whose behavior and misconduct on school buses violates the Student Code of Conduct or otherwise endangers the health, safety and welfare of other riders shall be notified that their child/children face the loss of school bus riding privileges and/or other disciplinary actions.

If a student's riding privileges are suspended or revoked, the student's parents are responsible for seeing that the student gets to and from school safely.

The bus driver and/or bus assistant is responsible for maintaining the orderly behavior of students on school buses and shall report misconduct to the student's principal and provide a copy of the report to the transportation office.

Bus run times may vary significantly during the first week of school until all students have registered and adjustments are made due to construction, traffic and final student loads. During the first week of school, students should arrive at the bus stop 15 minutes before the published stop time. If the bus has not arrived by the published stop time, students are asked to remain at the bus stop for another 15 minutes. If the bus has not arrived by then, please call your school for assistance. After the first week of school, students should arrive at the bus stop 10 minutes before stop time.



Lynchburg City Schools requests that parents or their designee accompany their young children to and from the bus stop. 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 who 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: For safety reasons, LCS buses may be equipped with video cameras. 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.

For more information please contact the Director of Student Services, Alternative Education, and Behavior Supports at 515-5042 or the Director of Transportation at 515-5100.

The full policy is available at <http://www.lcsedu.net/schoolboard/policymanual/>

## **PROSECUTION OF JUVENILES AS ADULTS**

Information on this can be obtained through the Lynchburg City School Student Services Department or at [http://www.doe.virginia.gov/administrators/superintendents\\_memos/2012/057-12a.pdf](http://www.doe.virginia.gov/administrators/superintendents_memos/2012/057-12a.pdf).

## **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.

Lynchburg City Schools believes that school attendance is directly related to academic achievement and to the development of good attendance 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. All students are expected to be in school all day, every day that school is in session.

### **ATTENDANCE FACTS**

Compulsory school attendance is required by the Code of Virginia 22.1-254. If your child is between the ages of five and 18, the Virginia Compulsory Attendance Law (Code of VA 22.1-254) requires that your child be enrolled and attending a public, private or home school program. The law further states that if your student has seven or more unexcused absences you could be in violation of the law and are subject to various penalties allowed under the law.

- Excused absences will only be granted for specific reasons (examples-sick, death in the family); refer to policy for further explanation. Access policy 7-15 at [www.lcsedu.net/sites/default/files/pdfs/schoolboard/policy-manual/student/P7-15.pdf](http://www.lcsedu.net/sites/default/files/pdfs/schoolboard/policy-manual/student/P7-15.pdf)
- Absences will be unexcused if notes signed by the parent, guardian or medical professional are not received by the school within 24 hours of the student's return to school, even if the parent or guardian has called. (Example- A student is out sick on Monday and returns on Tuesday, he/she must bring a note no later than Wednesday; if a note is sent on Thursday the absence is unexcused.)
- Notes received late will not change the absence from an unexcused absence to an excused absence.
- Absence Notes may be sent to the school by a parent /guardian via email.
- Absences for extenuating circumstances, college visits, or extended vacation require prior approval. Access to policy 7-15 can be found at your child's school or at [www.lcsedu.net/sites/default/files/pdfs/schoolboard/policy-manual/student/P7-15.pdf](http://www.lcsedu.net/sites/default/files/pdfs/schoolboard/policy-manual/student/P7-15.pdf).
- When a student accumulates three unexcused absences, they may be requested to meet with a prevention specialist worker from Lynchburg Juvenile Services.
- When a student accumulates five unexcused absences over the course of the semester, parents/guardians will be notified in writing and a conference will be required. (Parents/guardians will receive a letter from the City Attorney's Office.)
- At this conference, a school staff member, the student and the student's parent/guardian will review the attendance record and develop a plan to resolve the student's absences.
- If absences continue and a student accumulates seven days of unexcused absences The Student is considered Truant: A referral will be made to the Department of Student Services and Lynchburg City Schools will make a referral to the Juvenile and Domestic Relations Court. A parent may be charged under the Code of Virginia for the following acts of aiding a child to be truant:

- 16.1-278.5 Failure to follow the Court's order could result in a fine of \$100 per day.
- 22.1-263 Violation of Compulsory School Attendance is a Class III Misdemeanor. May be fined up to \$500.
- 8.2-371 Causing or encouraging acts rendering children in need of supervision is a Class I misdemeanor. May receive up to 12 months in jail and/or up to a \$2,500 fine.

### **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. Students have the opportunity and are encouraged to complete make-up work regardless of the reason for the absence, a parent may request assignments. The assignments should be available at the end of the school day following that request depending upon teacher availability.

### **Tardiness or Early Dismissal**

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 the attendance policy.

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 be required to attend a mandatory conference.

## **FEES**

### **TEXTBOOK**

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. Regulation R 7-63.1 <https://www.lcsedu.net/schoolboard/policymanual>

#### Damage Fees:

Books issued to the students will be graded by the teacher as “New,” “Good,” “Fair.” or “Poor.” Books turned in by the student will be appraised 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. 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 bar coded. The bar code appears on the inside of the front cover and on page 33. 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.

See Policy Manual at <https://www.lcsedu.net/schoolboard/policymanual/>

### **TUITION**

The Lynchburg School Board annually sets a tuition rate for non-Resident students to attend the Lynchburg City Schools. The Board has approved an annual tuition fee base rate of \$3,400. The tuition rate is approximately the amount spent from local tax funds for the education of one student for one year.

Tuition can be paid annually at the beginning of the school year, semiannually at the beginning of each semester, quarterly at the beginning of each quarter, or monthly at the beginning of each month. Parents who enroll their children as tuition students are expected to pay as agreed at the appropriate times.

A Non-Resident Student Application is required each school year from all new and returning students.

Non-Resident students who require special services are admitted only on a space available basis due to the special regulations governing those programs. Additional tuition fees for special services will be based on the required services. In addition, students who have been suspended from their former schools or who have poor attendance or disciplinary records are not accepted. Tuition students who become disciplinary problems after enrollment are subject to immediate

removal from the school system. On the other hand, the school system is glad to accept serious students who wish to pursue a sound education.

For more information contact the Lynchburg City Schools Finance Office at 515-5002.

### Tuition Regulations- JECY-R

The following regulations govern when a family moves out of the city:

1. Tuition charges commence on the date that the family establishes residence outside of the city. When a move is discovered after the fact, tuition is due from the beginning of the school year or from the date of the move. The family must provide documentation of the date of the move.
2. If a family moves from the city and seeks to transfer custody to a person living in the city, the family is responsible for filing a copy of the court petition document in the Superintendent's office. When a determination is made by the Juvenile and Domestic Relations Court, the family must file a copy of the decision in the Superintendent's office. If the petition is denied the family must either pay the back tuition and remain in the city school or transfer the student to the appropriate school system.
3. If a student establishes residence in the city and does not live with a parent or legal guardian, the student or family of the student must pay tuition until the student reaches age eighteen (18).

### **RETURNED CHECKS**

The Lynchburg City School Division is always looking for ways to be more efficient and effective in our fiscal policies. While it may seem like a minor issue to some, 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 returned checks can take valuable time from the school district personnel. To manage this process, our District is using Envision Payment Solutions to protect the interest of all in our school system community against the time consuming and costly recovery of returned checks. Envision Payment Solutions utilizes the federal and state laws allowing 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 Envision Payment Solutions is an effort by the school district to be fiscally accountable in a more efficient and cost effective manner. The Lynchburg City School Division will gladly accept checks. When a check is used as payment, the check writer authorizes us either to use the information from the check to make a one-time electronic fund transfer from the check writer's account or to process the payment as a check transaction. The check writer authorizes us to collect a fee through an electronic fund transfer from the check writer's account if the payment is returned unpaid.

## **NOTIFICATIONS AND RIGHTS**

### **FERPA NOTICE**

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Lynchburg City Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Lynchburg City Schools may disclose appropriately designated "directory information" without

written consent, unless you have advised the school division to the contrary in accordance with school division procedures. The primary purpose of directory information is to allow the Lynchburg City Schools to include this type of information from your child's education records in certain school publications. Examples include:

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent\*. If you do not want Lynchburg City Schools to disclose directory information from your child's education records without your prior written consent, you must notify the school principal in writing within fifteen (15) days of receiving this notice. Lynchburg City Schools has designated the following information as directory information:

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

NOTE: Reviewing this information is also a required component of the online registration process. The link to the online registration letter can be found at [http://www.lcsedu.net/sites/default/files/pdfs/student-services/ferpa\\_notice.pdf](http://www.lcsedu.net/sites/default/files/pdfs/student-services/ferpa_notice.pdf).

## **PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)- POLICY KFB**

### Participation in Surveys and Evaluations

No student shall be required, as part of any federally funded program, to submit to a survey, analysis, or evaluation that reveals information concerning

- (1) political affiliations or beliefs of the student or the student's parent,
- (2) mental or psychological problems of the student or the student's family,
- (3) sex behavior or attitudes,

- (4) illegal, anti-social, self-incriminating, or demeaning behavior,
- (5) critical appraisals of other individuals with whom respondents have close family relationships,
- (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers,
- (7) religious practices, affiliations, or beliefs of the student or student's parent, or
- (8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

#### Surveys Requesting Sexual Information

In any case in which a questionnaire or survey requesting that students provide sexual information, mental health information, medical information, information on student health risk behaviors pursuant to Va. Code § 32.1-73.8, other information on controlled substance use, or any other information that the School Board deems to be sensitive in nature is to be administered, the School Board shall notify the parent concerning the administration of such questionnaire or survey in writing at least 30 days prior to its administration. The notice will inform the parent of the nature and types of questions included in the questionnaire or survey, the purposes and age-appropriateness of the questionnaire or survey, how information collected by the questionnaire or survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results will be disclosed. In any case in which a questionnaire or survey is required by state law or is requested by a state agency, the relevant state agency shall provide the School Board with all information required to be included in the notice to parents. The parent has the right to review the questionnaire or survey in a manner mutually agreed upon by the school and the parent and exempt the parent's child from participating in the questionnaire or survey. Unless required by federal or state law or regulation, school personnel administering any such questionnaire or survey shall not disclose personally identifiable information.

No questionnaire or survey requesting that students provide sexual information shall be administered to any student in kindergarten through grade six.

#### Additional Protections

A parent or emancipated student may, upon request, inspect any instructional material used as part of the educational curriculum of the student and any survey created by a third party before the survey is administered or distributed to a student.

#### Physical Examinations and Screenings

If the Lynchburg City School Division administers any physical examinations or screenings other than those required by Virginia law, and surveys administered to a student in accordance with the Individuals with Disabilities Education Act, policies regarding those examinations or screenings will be developed and adopted in consultation with parents.

#### Commercial Use of Information

Questionnaires and surveys shall not be administered to public school students during the regular school day or at school-sponsored events without written, informed parental consent when participation in such questionnaire or survey may subsequently result in the sale for commercial purposes of personal information regarding the individual student.

This subsection does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- college or other postsecondary education recruitment, or military recruitment;

- book clubs, magazines, and programs providing access to low-cost literary products;
- curriculum and instructional materials used by elementary schools and secondary schools;
- tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- the sale by students of products or services to raise funds for school-related or education-related activities; and
- student recognition programs.

The Board will also offer an opportunity for the parent (or emancipated student) to opt the student out of participation in

- activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose);
- the administration of any survey containing one or more items listed above; or
- any nonemergency, invasive physical examination or screening that is
- required as a condition of attendance;
- administered by the school and scheduled by the school in advance; and
- not necessary to protect the immediate health and safety of the student, or of other students.

To view Policy KFB please visit <http://www.lcsedu.net/sites/default/files/pdfs/schoolboard/policy-manual/section-k/KFB.pdf>.

### **PARENTAL RIGHT TO REFUSE TESTING**

Parents have the right to have their child(ren) opt out of state or division testing. Parents must notify the school in writing if they wish to opt out of testing.

The Virginia Board of Education requires that students enrolled in Virginia public schools complete all applicable Virginia tests. If, however, parents refuse to have their student participate in one or more of the required Virginia assessments, the following procedures will be followed within the school division:

- The parents should be informed that their student's score report will reflect a score of "0" for any test that is refused.
- A written statement from parents indicating the specific test(s) the parents refuse to have their student complete. The document should be maintained in the student's file as a record of the decision.
- To account for the student, a test record for the refused test(s) is to be submitted for scoring with a Testing Status 51 coded to indicate the refusal was requested by the parent.
- The parent and student should be made aware of any potential impact that not earning a verified credit may have on the student's attempt to graduate or meet specific diploma requirements.

### **COUNSELING SERVICES**

Each school has highly qualified professional school counselors who provide a comprehensive academic, career, personal, and social counseling program for students. Parents who do not want their child(ren) to participate in personal/social counseling services can choose the opt-out



provision. This is available by obtaining an opt-out form from the school or online at <http://www.lcsedu.net/parents/forms>

## **ASBESTOS NOTIFICATION**

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 September, 2012 by Hurt & Proffitt, Inc. 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. Steve Gatzke, the designated Lead Educational Agent (LEA) for Lynchburg City Schools, at 515-5120.

## **SEX OFFENDER REGISTRY NOTIFICATION- Policy KN**

The Lynchburg City school division recognizes the danger sex offenders pose to student safety. Therefore, to protect students while they travel to and from school, attend school or are at school-related activities, each school in the Lynchburg City school division shall request electronic notification of the registration or reregistration of any sex offender in the same or contiguous zip codes as the school. Such requests and notifications shall be made according to the procedure established by the Virginia Department of State Police (State Police).

### Annual Notification

Parents can find specific information about sex offenders by visiting the Sex Offender and Crimes Against Minors Registry. This website is <http://sex-offender.vsp.virginia.gov/sor/>. For the full sex offender policy please see Lynchburg City Schools Policy KN at <http://www.lcsedu.net/schoolboard/policymanual/>.

## **EATING DISORDERS AWARENESS NOTIFICATION**

Eating disorders are serious health problems that usually start in childhood or adolescence and affect both girls and boys. With early diagnosis, eating disorders are treatable with a combination of nutritional, medical, and therapeutic supports. Recognizing the importance of early identification of at-risk students, the 2013 Virginia General Assembly passed a law requiring each school board to provide parent educational information regarding eating disorders on an annual basis to students in grade five through twelve.

It is important to note that eating disorders are not diagnosed based on weight changes as much as behaviors, attitudes, and mindset. Symptoms may vary between males and females and in different age groups. Often, a young person with an eating disorder may not be aware that he/she has a problem or keeps the issues secret. Parents/guardians and family members are in a unique position to notice symptoms or behaviors that cause concern. Noting behaviors common to people with eating disorders may lead to early referral to the primary care provider. It is important for eating disorders to be treated by someone who specializes in this type of care.

For more information please visit [http://www.lcsedu.net/sites/default/files/pdfs/student-services/eating\\_disorders\\_info.pdf](http://www.lcsedu.net/sites/default/files/pdfs/student-services/eating_disorders_info.pdf) or contact a school nurse or your family doctor.

## **RELEASE OF STUDENT RECORDS TO ARMED FORCES RECRUITERS AND EDUCATIONAL INSTITUTIONS- Policy JO**

The Lynchburg City Schools will provide, on request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings.

A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent. The school division will notify parents of the option to make a request and will comply with any request. The school division will provide military recruiters the same access to secondary school students as is provided generally to post-secondary educational institutions or to prospective employers of those students.

## **COST PER PUPIL**

Each year the Virginia Department of Education posts the state and local per pupil expenditures for each school division and school. This information is available at <http://schoolquality.virginia.gov/>

## **SCHOOL EMERGENCY PROCEDURES**

Each school is required to have a Crisis Management Plan which includes written procedures to follow in emergency such as fire, injury, illness, and violent or threatening behavior. For more information or to view a copy of this plan please contact the school principal.

## **RESOURCES**

### **VIRGINIA DEPARTMENT OF EDUCATION**

<http://www.doe.virginia.gov/>

### **DIVISION AND SCHOOL REPORTS CARDS AND SCHOOL QUALITY PROFILES**

[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/index.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml)

### **LYNCHBURG CITY SCHOOL WEBSITE**

<http://www.lcsedu.net/>

### **LYNCHBURG CITY SCHOOLS POLICY MANUAL**

<http://www.lcsedu.net/schoolboard/policymanual/>

### **LYNCHBURG CITY SCHOOLS HIGH SCHOOL PROGRAM OF STUDY**

<http://www.lcsedu.net/departments/curriculum/program-of-studies>

### **LYNCHBURG CITY SCHOOLS MIDDLE SCHOOL PROGRAM OF STUDY**

<http://www.lcsedu.net/departments/curriculum/program-of-studies>