

Continuing the Tradition

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Parent/Student Handbook

Lynchburg City Schools **2012-2013**

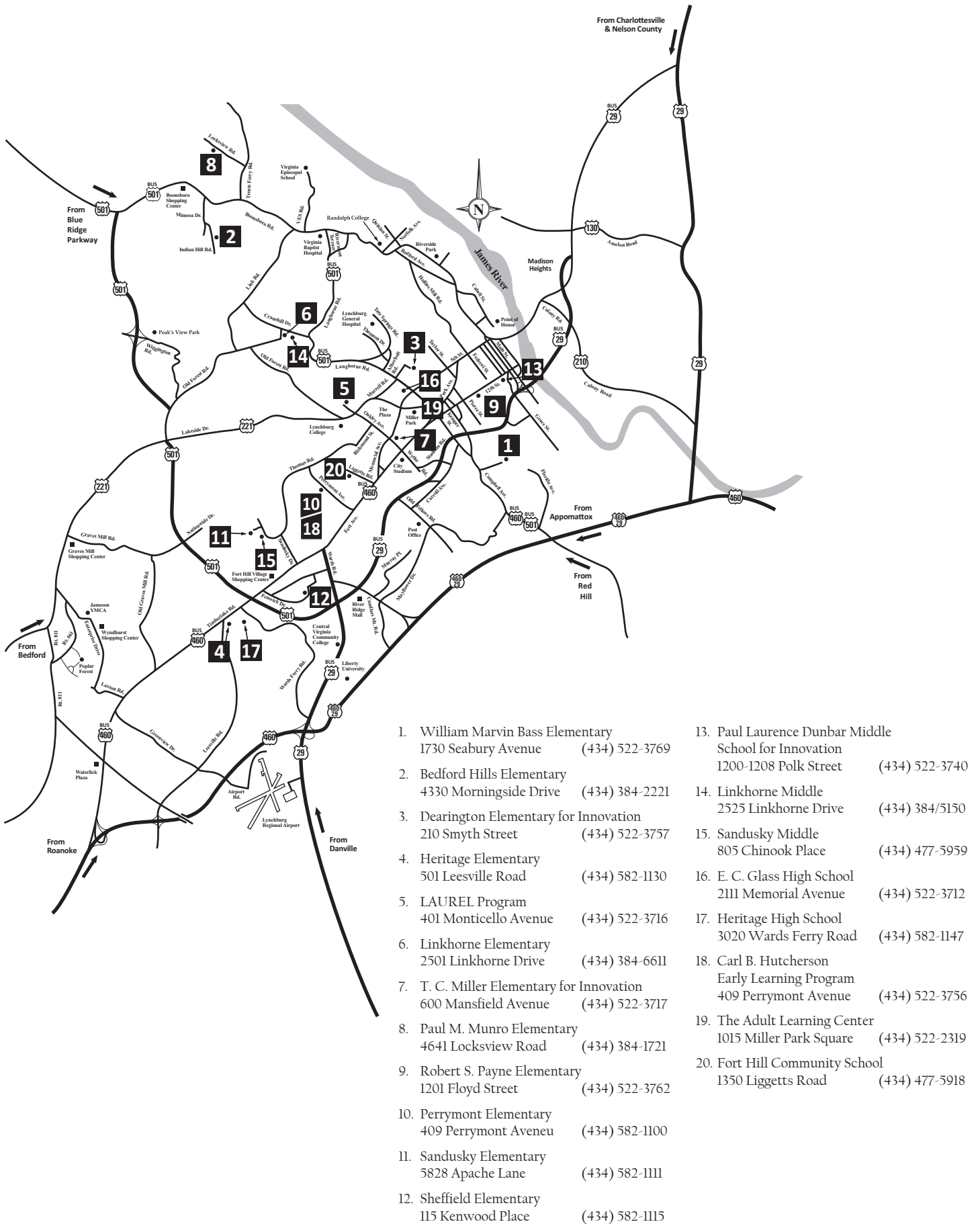
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A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS



SCHOOL BOARD

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

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

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

MEMBER DIRECTORY

Ms. Mary Ann H. Barker (1)

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

EMAIL: barkermh@lcsedu.net

Mr. Albert L. Billingsly (3)

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

EMAIL: billingslyal@lcsedu.net

Dr. Regina T. Dolan-Sewell (1)

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

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

EMAIL: dolansewellrt@lcsedu.net

Ms. Jenny Poore (2)

HOME: 411 Biltmore Avenue
Lynchburg, Virginia 24502
(434) 528-5244

EMAIL: poorej@lcsedu.net

Mrs. Katie K. Snyder (3)

HOME: 5023 Oxford Street
Lynchburg, Virginia 24502

EMAIL: snyderkk@lcsedu.net

Mrs. Treney L. Tweedy (3) – Vice-Chairman

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

EMAIL: tweedytl@lcsedu.net

Ms. J. Marie Waller (2)

HOME: 904 New Hampshire Avenue
Lynchburg, Virginia 24502
(434) 847-0808

EMAIL: wallerjm@lcsedu.net

Tom Webb (2)

HOME: 3904 Handy Street
Lynchburg, Virginia 24502
(434) 528-2928

EMAIL: webbth@lcsedu.net

Mr. Charlie B. White (1) – Chairman

HOME: 4520 Trents Ferry Court
Lynchburg, Virginia 24503
(434) 384-7761

EMAIL: whitecb@lcsedu.net

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. Write or call:

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

SCHOOLS

BY DISTRICT

District 1

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

District 2

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

District 3

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

DIRECTORY

Operations and administration

SCHOOL ADMINISTRATION BUILDING

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

FACILITIES

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

TRANSPORTATION

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

High schools

E. C. Glass

PRINCIPAL: Dr. Tracy Richardson
2111 Memorial Avenue, 24501
OFFICE: 522-3712
FAX: 522-3741

Heritage

Timothy Beatty:
3020 Wards Ferry Road, 24502
OFFICE: 582-1147
FAX: 582-1137

Middle schools

Paul Laurence Dunbar Middle School For Innovation

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

Linkhorne

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

Sandusky

PRINCIPAL: Mrs. Maria T. Jaeger
805 Chinook Place, 24502
OFFICE: 477-5959
FAX: 582-1183

Elementary schools

William Marvin Bass

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

Bedford Hills

4330 Morningside Drive, 24503
OFFICE: 384-2221 | FAX: 384-1703

Dearington Elementary School For Innovation

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

Heritage

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

Linkhorne

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

Paul Munro

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

Robert S. Payne

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

Perrymont

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

Sandusky

PRINCIPAL: Mr. Derrick Womack
5828 Apache Lane, 24502
OFFICE: 582-1111 | FAX: 582-1184

Sheffield

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

Thomas C. Miller Elementary School For Innovation

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

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

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

Regional Programs

Central Virginia Governor's School For Science & Technology

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

The LAUREL Program* (Ages 2-21)

DIRECTOR: Sharron Gunter
401 Monticello Avenue, 24501
OFFICE: 522-3716 | FAX: 522-2330

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

Earling Learning

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

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

Adult/Alternative Programs

Fort Hill Community School

Grades 6-8, Homebound (Alternative Education)
Coordinator: Mrs. Cathy L. Viar
1350 Liggetts Road, 24502
OFFICE: 477-5918 | FAX: 522-2322

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

Coordinator: Pamela Smith-Johnson
1200-1208 Polk Street, 24504
OFFICE: 522-3742 | FAX: 522-2308

The Adult Learning Center

VA Jaycees Building, lower level
1015 Miller Park Square, 24501
OFFICE: 522-2319 / 522-2320
FAX: 522-2331
Contact: Director of Student Services, Gloria Preston
515-5042

Parent Resource Center

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

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

Visitors To Our Schools

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

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

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

Call the Weather/School Closing Information Line (515-5080)

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

RADIO STATIONS

FM:	105.5 – "KD Country"
88.3 – "Victory FM"	105.9 – WLNI
89.1 – "WVTF Public Radio"	106.1 – "Steve FM"
90.3 – "Spirit FM"	108 – "WYYD Country"
92.3 – "K92"	
94.9 – "Star Country"	AM:
96.3 – "WROV Rocks"	590 – WLVA
97.9 – "The Planet"	930 – WLLL
99.1 – "Q99"	960 – WFIR
100.1 – "VIBE 100"	1050 – WBRG
101.7 – "Steve FM"	
102.7 – "Jammin' JJS"	

TELEVISION STATIONS

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

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!

See below for changes in the immunization requirements:

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

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

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

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

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

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

administered at any time after the minimum interval between dose 1 and dose 2. All Kindergarten students who register for the 2011-2012 school year are required to have 2 doses of the varicella vaccine.

Evidence of Immunity to varicella includes any of the following:

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

Health care providers' documentation of a history of varicella:

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

Parental report of varicella disease:

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

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

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

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

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

Physical examination forms are available in your physician's office.

FOR STUDENTS ENTERING 6TH GRADE

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

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

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

TAKING MEDICATION AT SCHOOL

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

If your child does not have one of the above 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 at your child's school.

The information listed on this page serves as a quick reference and guideline for any student who must take medication at school as prescribed 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 (<http://www.lcsedu.net/parents/registration-information>) must be completed, signed, and dated by the prescribing physician and the parent. *The completed form should be returned to the school nurse or health assistant 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 a sealed pharmacy medicine bottle 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.

- 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 or health assistant. 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;
- Serve only low-fat (1%) and fat-free milk;
- Provide (and increase) whole grain offerings as available.

Sharing Food and Beverages

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

Beverages Sold for the School Nutrition Program

Allowed: water without added caloric sweeteners; 100% fruit and vegetable juices, fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners (if available); sport drinks, unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by the USDA)

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

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

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

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

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

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

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

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

Physical Activity and Education:

For Students: In elementary school, students will receive 20 minutes a day of supervised recess; ten minutes of that time may be structured play. All schools should discourage extended periods

of inactivity (i.e. periods of two or more hours). Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television. Opportunities for physical activity will be incorporated into other subject lessons; and classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

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

Mental and Emotional Wellness:

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

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

Emotional Health is the ability to live life to its fullest, realize 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.

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

Adopted by School Board: June 20, 2006

See Policy Manual For The Full Policy and Legal Reference

SCHOOL NUTRITION

2012-2013 Breakfast and Lunch Prices

	Student Full Price	*Reduced Price	Adult Price
Breakfast			
Elementary	.95	No Charge	1.30
Middle	1.05	No Charge	1.30
High	1.05	No Charge	1.30
Lunch			
Elementary	1.75	.40	2.60
Middle	1.95	.40	2.60
High	1.95	.40	2.60

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

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

Please see your guidance counselor for more information.

Café Prepay

www.cafeprepay.com

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

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

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

Questions? Call Meryl Smith, Supervisor of School Nutrition, at 434-515-5062.

Free and Reduced Lunch

2012-2013 LETTER TO HOUSEHOLDS

The following letter was included in the registration packets of all LCS Students along with an application. Should you desire an application please contact the School Nutrition Office at (434) 515-5062.

Children need healthy meals to learn. Lynchburg City Schools offers healthy meals every school day. Student breakfast costs **\$0.95, elementary \$1.05 secondary** and lunch costs **\$1.75, elementary and \$1.95, secondary**. Your children may qualify for free meals or for reduced price meals. The reduced price breakfast cost of .30 is covered by School Nutrition at **no cost** to students, and reduced price lunch costs **\$0.40**. All meals served must meet standards established by the U.S. Department of Agriculture. However, if a student has been determined by a doctor to be disabled and the disability prevents the student from eating the regular school meal, the school will make substitutions prescribed by the doctor. If a substitution is prescribed, there will be no extra charge for the meal. If your student needs substitutions because of a disability, please contact Meryl Smith, Supervisor of School Nutrition at 515-5062 for further information.

Children who are members of households receiving Supplemental Nutrition Assistance Program (SNAP) benefits (formerly the Food Stamp Program) or Temporary Assistance for Needy Families (TANF) are eligible for free meals regardless of income. Foster children who are the legal responsibility of a welfare agency or court are eligible for free meals regardless of the income of the household with whom they reside. Children who are members of households participating in WIC may also be eligible for free or reduced-price meals based on the household's income. If your total household income is at or below the Federal Income Eligibility Guidelines, shown on the chart below, your child(ren) may get free meals **or** reduced price meals. Your child(ren)'s application from last school year is only good for the first few days of this school year. **YOU MUST SEND IN A NEW HOUSEHOLD APPLICATION FOR EACH SCHOOL YEAR.**

HOW TO APPLY FOR FREE AND REDUCED LUNCH

Households that are receiving SNAP or TANF for their children as of July 1 may not have to fill out an application. School officials will notify you in writing of your child(ren)'s eligibility for free meal benefits. Once notified your child(ren) will receive free meals unless you tell the school that you do not want benefits. **If you are not notified by September 7, 2012, you must submit an application.** The application must contain the names of all students in the household, the SNAP or TANF case number, and the signature of an adult household member.

If you do not receive SNAP or TANF benefits for your child(ren) complete the application and return it to the school division. If you do not list a SNAP or TANF case number for the child(ren) you are applying for, then the application must have the names of all students, the names of all other household members, the amount of income each person received last month, and how often the income was received. An adult household member **must sign the application** and include the last four digits of the social security number. If the person does not have a social security number, check the box provided indicating none. You or your child(ren) do not have to be U.S. citizens to qualify for free or reduced price meals.

If you are applying for a foster child, who is the legal responsibility of a welfare agency or court, an application is not required. Contact Kathie Sprinkle at 434-515-5064 for more information. If you are applying for a homeless, migrant, or runaway child, an application may not be necessary. Contact Sheila Ashworth at 434-455-0288 for more information.

An application that is not complete cannot be approved. An application that is not signed is not complete. You must send in a new application each school year.

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

OTHER BENEFITS: Your child(ren) may be eligible for other benefits such as the Virginia children's health insurance program called Family Access to Medical Insurance Security (FAMIS) and/or Medicaid. The law allows the school division to share your free or reduced price meal eligibility information with Medicaid and FAMIS. These programs can only use the information to identify children who may be eligible for free or low-cost health insurance, and to enroll them in either Medicaid or FAMIS. These agencies are not allowed to use the information from your free or reduced price meal application for any other purpose. Medicaid officials or officials with FAMIS may contact you to get more information. You are not required to allow us to share this information with Medicaid or the FAMIS program. Your decision will not affect your children's eligibility for free and reduced

price meals. If you do not want your information shared, please check the appropriate box in Section 6 of the application. You may qualify for other assistance programs. To find out how to apply for SNAP or other assistance programs, contact the local social service office in your area.

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

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

FAIR HEARING: If you do not agree with the decision on your application or the results of verification, you may wish to discuss it with officials in the school nutrition office at the telephone number below. If you wish to review the final decision on your application you also have the right to a fair hearing. You can request a hearing by calling or writing the following official:

Gloria Preston, Director of Student Services

Phone: 434-515-5042

Address: 915 Court St., Lynchburg, VA 24505

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

IF YOU NEED HELP FILLING OUT THE APPLICATION FORM, PLEASE CONTACT THE SCHOOL NUTRITION OFFICE IN THE SCHOOL ADMINISTRATION BUILDING. Return the complete, signed application to Kathie Sprinkle, Adm. Bldg, 434-515-5064. You will be notified when your child(ren)'s application is approved or denied.

SCHOOL NUTRITION OFFICE

Director: Meryl Smith

515-5062

ENROLLMENT/REGISTRATION

ENROLLING FOR THE FIRST TIME

The parent(s)/ guardian(s) of new and transfer students are requested to **make contact with the school as soon as possible** to make arrangements to register and transfer records. This can be done by calling the school your child(ren) will attend. If you are unsure of which school your child(ren) will attend log onto our website, www.lcsedu.net and click on the "SchoolFinder" icon, then enter your street name only, or call the public information office at 434-515-5074.

SchoolFinder

www.LCSedu.net

SchoolFinder
Where will your child go to school?

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

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

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

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

If you and your children are living in a temporary shelter within the city, the children will be accepted into school upon receipt of documentation from the shelter administrator. If your child is not a legal resident of the City of Lynchburg you are required to pay tuition for him/ her to attend city schools.

CHILD IS ALREADY ENROLLED

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

- Emergency medical form
- Ethnicity and race identification
- Acceptable use policy
- Notice and permission for field trip (for elementary

students only)

- Student Code of Conduct

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

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@sevendcorners.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.

Revised by School Board: May 6, 2008

See Policy Manual For The Full Policy and Legal Reference

DEPARTMENT OF STUDENT SERVICES
Director: Gloria Preston
515-5042

ACADEMICS

STUDENT COURSE LOAD

(Policy 7-24)

- A. Students in grades 9-11 must carry the equivalent of six credit-bearing courses and must elect to carry another approved course, a repeat course, or a study hall in the seventh period.
- B. All students in grade twelve (senior students) must carry the equivalent of four credit-bearing courses.
- C. Unless a waiver is granted, senior students must also carry other approved courses, repeat courses, or study halls in the other three periods.
- D. Senior students for whom a waiver is granted may be dismissed from school after the fourth, fifth, or sixth period. Transportation from school to home will not be provided for students who are dismissed early.
- E. A waiver to the student course load requirement may be granted for a senior student if that student has earned sufficient credits such that a reduced course load in the senior year will still permit the student to meet all graduation requirements by the end of the year.
- F. Applications for senior student course load waivers will be accepted each spring and fall for the following semester.
- G. To be considered for a waiver, a senior student and a parent or legal guardian must complete, sign, and submit the application to the guidance office by the posted deadline. The guidance counselor will review the data and recommend that the building principal approve or deny the waiver application. If the waiver is approved, the senior student's schedule for the next semester will reflect the early dismissal.
- H. At the beginning of the semester for which the waiver has been approved, the guidance counselor will again review the senior student's data to ensure that the student still qualifies for the waiver.
- I. The approved waiver application will be kept on file at the school, and a list of all senior students for whom a waiver has been approved will be sent to the director of secondary education at the start of each semester.
- J. Unless under the direct supervision of a staff member, senior students for whom a waiver is approved must exit the school building promptly after their early dismissal time and shall not return to the school property for school activities until the end of the instructional day. Failure to comply with this requirement may result in the waiver being revoked.
- K. Beyond this policy there may be other allowances for early dismissals, such as those approved for work/study programs or off-site instruction, individual allowances for certain health conditions, and so on. Nothing in this policy is meant to supersede the policies, regulations, and practices associated with such other early dismissals.
- L. By completing an application for a waiver, the student and parent/guardian accept responsibility for any repercussions which may be related to the student's reduced course load. Such possible repercussions specifically, but not exclusively, include those related to admissions, selections, or eligibility

for any schools, programs, activities, recognitions, or the like.

Revised by School Board: April 20, 2010

See Policy Manual for Legal Reference

HOMEWORK

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)

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

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

Students with Disabilities

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

Gifted Services

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

The primary intent when educating students is to provide each student with sufficient challenge and opportunities in the specific academic area of his or her giftedness. Teachers working

with gifted students must differentiate the content, process, and products of instruction for their gifted students while at the same time ensuring that students meet the minimum content standards of the Virginia Standards of Learning. **See page 18 for more information on our programs for gifted students.**

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

Approved by School Board: June 19, 2012

PROMOTION, RETENTION, ACCELERATION

(Policy 7-25)

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

Definitions

1. **Promotion:** Student successfully completes current year academic requirements and advances to next grade level.

2. **Retention:** Student fails to complete the current year academic requirements and remains in current grade level.

3. Acceleration: Student is provided opportunities to work above grade level when appropriate.

ELEMENTARY SCHOOL (pre-kindergarten through fifth grade)

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

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 (sixth through eighth grade)

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

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

school principal and the guidance counselor.

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

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

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

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

Standards of Learning Tests: Students in grades six through eight who do not pass any of the Standards of Learning assessments administered in their grade level shall participate in remediation.

HIGH SCHOOL (ninth through twelfth grade)

Credits required for promotion are as follows:

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

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

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

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

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

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

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

Exceptions:

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

Acceleration:

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

Revised by School Board: December 4, 2007

See Policy Manual for full policy and Legal Reference

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

Determining End-of-Course Grades

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

Determining Semester Grades

High school course semester grades are to be computed by an average of the two nine-weeks' grades. Secondary students' semester grades are to be computed by applying 45 percent weight to each of the two nine-weeks' grades and 10 percent weight to the final examination grade. During the semester an advanced placement test is taken, however, an examination may not be given. In such instances, an average of the two nine-weeks' grades shall constitute the final semester grade.

Senior Exam Exemptions

1. Exemption will apply to seniors only.
2. Exemption will be for second semester of the senior year only.
3. The student must have a semester 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).

Standards of Learning Exam Option

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 second semester exam and take the grade they make from the two nine-weeks' grades.

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 of the semester. Any courses from which a student is withdrawn within that time period will not be recorded on a student's report card or permanent record. Unless there are extenuating circumstances, students will not be permitted to withdraw from a course after the 15th day of the semester.

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

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 semester 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 B. 8. of the policy notes "Students absent 15 consecutive days from school are dropped from the school's attendance roll. The principal or designee shall make a reasonable effort to notify the parent/guardian by telephone and in writing that the student has been dropped from the roll (8VAC10-110-13)."

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

and the resulting "F" grade will be recorded for the semester course grade at the time of the drop.

Grades and Class Rank Related to Courses Repeated

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

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

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

Repeat Courses Under the Credit Recovery Format

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

Students who register for repeat courses under the credit recovery format are taking those courses officially for credit. If a student fails such a course, that student will earn an "F" grade, and it will be reflected on the student's academic record.

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

Revised by School Board: August 2, 2011

PROGRAMS FOR GIFTED STUDENTS

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

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

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

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

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

If you would like additional information related to the *Lynchburg City Schools Local Plan for Gifted Education*, the Lynchburg City Schools Gifted Opportunity (GO) Center, or any other programs we provide for our gifted students, please contact April M. Bruce, Director of Testing, Guidance, and Gifted Education, at (434) 515-5039.

LCS POSITIVE PARENTING PROGRAM (P3)

LCS has offered educational services to its pregnant students since 1969. Currently, pregnant high school students have the option of enrolling in the homebound program for a maximum of one year (unless medical concerns documented by a physician required them to remain homebound for a longer period of time) or enrolling in the Positive Parenting Program housed at E. C. Glass High School.

Students who enroll in the Positive Parenting Program will have a regular class schedule and may also enroll in one of two resource classes - Family Health and Social Development and Child Development and Child Care - both taught by Ms. Mary Jane Alvis. The Family Health and Social Development Class includes lessons related to personal health, nutrition, safety, goal setting and infant and toddler care. This class is offered to students who have not yet delivered or who will deliver late in the semester. The Child Development and Care Class is offered to students who have already delivered and teaches the basics of the developing child from birth through toddler age and emphasizes building a nurturing relationship between parent and child. This class also focuses on early childhood education, baby immunizations, budget and finance, and various related health issues.

Middle school pregnant students will be placed on homebound

instruction as soon as middle school administrators are aware of their pregnancies. Upon returning to school, the parenting teens may elect to attend their base schools. They will be provided transportation so that they may also participate in the resource classes offered at E. C. Glass.

CHILD FIND

How does the school conduct screening?

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

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

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

What happens if the screening suggests a disability?

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

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

Timeline

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

Special Education Administrator/Designee

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

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.

Definitions

Qualified handicapped individual under 504 is any person who;

1. has a physical or mental impairment which substantially limits one or more major life activities;
2. has a record of such an impairment; and
3. 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 for the purpose of this document 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.

Information. You have the right to be fully informed about your child. This means that:

1. 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.
2. You must receive written notice when the school proposes or refuses to evaluate your child or to change the educational placement of your child.
3. You must receive a copy of your child's Section 504 Accommodation Plan at no cost to you.
4. 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 FOR SPECIAL EDUCATION/SECTION 504 COORDINATOR AT THE ADDRESS BELOW:.

*Director For Special Education
Lynchburg City Schools
915 Court Street
Lynchburg, VA 24505
(434) 515-5030*

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

DRESS CODE

(School Board Regulation R 7-37)

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

Expectations of Appropriate Dress

1. Caps and hats shall not be worn within school buildings.
2. Messages on clothing, jewelry and personal belonging shall not relate to tobacco products, drugs, alcohol, or sex, or display vulgar, or obscene language or images.
3. Messages on clothing, jewelry, and personal belongings shall not reflect adversely upon other persons because of their race, sex, color, creed, national origin, or ancestry.
4. Clothing and accessories shall not have symbols or other characteristics representative or suggestive of gang affiliation by the wearer.
5. Sunglasses shall not be worn inside the building except as medically prescribed.
6. Undergarments shall not be worn as outside apparel and shall not be visible.
7. Chains, spikes, and dog collars shall not be worn.
8. Bandanas shall not be worn.
9. Shirt, sweatshirt, and sweater lengths shall not exceed beyond the area marked by the tip of the student's index finger along his/her leg when standing. The length of sweaters worn as either dresses or skirts must be at least at the top of the knee when the student stands.
10. Students shall wear reasonably protective shoes on the premises at all times. Bedroom shoes or flip-flops of any kind, however, are not allowed.
11. Students shall not wear pajama tops or bottoms as outside or visible apparel.
12. Clothing shall cover the mid-section and the back of a student at all times, including when the student is standing and/or sitting.
13. The length of shorts shall be at least at the area marked by the tip of the student's index finger or mid-thigh, whichever is longer - along his/her leg when standing.
14. Skirt and dress lengths shall be at least at the top of the knee when the student stands. Leggings may only be worn underneath shorts, skirts, or dresses that meet the shorts, skirt, and dress requirements.
15. Splits in skirts, dresses, or shorts shall be below the fingertips.
16. Necklines shall be modest, not revealing, and shall not allow cleavage to show. A 3"x 5" index card will be used as a measurement device for student compliance with the neckline requirements. The neckline when measured is from the collarbone to the bottom of the index card (three inches).
17. Shirts shall have a sleeve extension past the shoulder seam.
18. Requests for accommodations or exceptions to these requirements for religious or health reasons will be considered on a case-by-case basis, and should be submitted to the

principal in writing in advance to avoid any unnecessary disciplinary action.

Violation of the Regulation

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

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

Approved by Superintendent: August 4, 1981

Revised by Superintendent: December 1, 1982

Revised by School Board: July 10, 2006

Revised by School Board: December 16, 2008

Revised by School Board: March 20, 2012

Student Uniforms -

(R 7-33.3)

Students enrolled in the Fort Hill Community School, Linkhorne Middle School, William Marvin Bass Elementary School, Heritage Elementary School, Sandusky Elementary School, and Sheffield Elementary School shall participate in school uniform programs.

A. Purpose

The Lynchburg City School Board believes that school uniforms will affect positive change in schools, particularly by promoting safety, discipline, and school unity.

B. Procedures

1. The school division will provide school uniforms for students who attend the Fort Hill Community School. The Lynchburg City Schools will provide each student three sets of uniforms consisting of the following clothing items.
 - a. long sleeve or short sleeve blue polo shirts
 - b. khaki slacks
2. It will be parents' responsibilities to provide school uniforms for students at all other school sites.
3. The principal of a school wanting to implement a school uniform program shall collaborate with his/her school leadership, PTA/PTO, and parents to decide, develop and publish school uniform requirements relative to styles and colors of clothing.
 - a. In developing these requirements, principals shall take into consideration the availability, affordability, and practicality of the selection.
 - b. The school uniform shall not prohibit students from wearing coats, jackets, sweaters, or other appropriate outer garments when necessary due to weather conditions or for other legitimate reasons, as long as the apparel conforms to the dress code.
4. Principals shall allow exceptions to the school uniform code when:

- a. A student wears a uniform of a nationally recognized youth organization, such as the Boy Scouts or Girl Scouts, on regular meeting days.
- b. A student wears special clothing or costumes necessary for a school play or a performance.
- c. A student adds a button, armband, etc. to exercise free speech guaranteed by the United States Constitution, unless the button, armband, etc., is related to gangs, gang membership, or gang activity or would violate the school division's dress code policy as long as the item does not violate the integrity of the uniform program or disrupt the school environment.
- d. The wearing of the school uniform violates a student's sincerely held religious beliefs. With verification of those sincerely held religious beliefs, the student may use the opt-out exemption. The wearing of religious head coverings, such as yarmulkas, does not violate the school uniform policy.

C. Financial Considerations

Principals shall develop procedures and criteria to offer assistance to students who experience difficulties complying with the school uniform program. Principals shall develop programs that donate clothing, financial assistance, or both to alleviate financial difficulties for needy families.

D. Annual Opt-Out, Exemptions and Procedures

1. Except in programs for schools where the school board has approved requiring uniforms at all times, any student, who, together with his/her parent/guardian, is conscientiously opposed to wearing the school uniform may request an exemption. To receive the exemption, the student and his/her parent/guardian shall:
 - a. Submit a written request to the principal at the beginning of the academic year or within thirty (30) days following the first day of school or the student's first day of school.
 - b. Meet with the principal or his/her designee to discuss the school uniform program, the reason(s) for the waiver request, the nature of the parents'/guardians' objections(s), and the support of the parent for the overall dress code.
2. The principal or his designee shall then grant the waiver and note the exemption on the parent's/guardian's application. The principal shall then place a copy of the approved request in a file designated for this purpose.
3. The exemption shall remain in effect for that school year only.

E. New Students

Students entering Linkhorne Middle School, William Marvin Bass Elementary School, Heritage Elementary School, Sandusky Elementary School, Sheffield Elementary School, and the Fort Hill Community School during the school year shall have a grace period of thirty (30) days before the school's uniform program will apply to the student.

Adopted by School Board: February 1, 2000
 Revised by School Board: September 5, 2000
 Revised by School Board: May 4, 2004
 Revised by School Board: June 1, 2004
 Revised by School Board: June 21, 2005
 Revised by School Board: May 2, 2006
 Revised by School Board: July 8, 2008
 Revised by School Board: July 7, 2009
 Revised by School Board: March 20, 2012

USE OF TECHNOLOGY

ACCEPTABLE USE POLICY FOR SCHOOL DIVISION TECHNOLOGY RESOURCES

(Policy 6-48)

A. Generally

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

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

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

The Department of Information Technology is responsible for

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

B. User Responsibilities

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

Users are responsible for adhering to the following guidelines.

1. **Personal Safety:** Students will not post personal information about themselves or other people. Students will not arrange meetings with anyone contacted on-line through the local network or Internet. Students will promptly disclose to a teacher or administrator any message containing text, graphics, pictures, or video clips that they feel is inappropriate or that makes them feel uncomfortable.

2. **Illegal/Inappropriate Activities:** Users will not attempt to gain unauthorized access to any computer system. This includes logging onto the system through another person's account or accessing anyone else's files. Users will not deliberately attempt to disrupt systems or destroy data by spreading computer viruses or by any other means. Users will not engage in any illegal or inappropriate activities or behaviors. Users will not access proxy sites on the Internet in an effort to by-pass existing school division firewall and web filtering devices. Students and employees will not access on-line gaming sites and/or save gaming software files on division servers or other storage media. Users will not launch executable files from personal storage devices. Students will not alter computer settings.

3. **System Security:** Users will take all reasonable precautions to prevent others from using their accounts. Users will not reveal their passwords. They will notify a teacher, building administrator, or network administrator of any possible security violations. Users will log off or lock any computer when left unattended.

4. **Inappropriate Behavior:** Users will not engage in inappropriate behavior which includes, but is not limited to, using obscene, pornographic, profane, threatening or disrespectful language; engaging in cyber-bullying through personal attacks including prejudicial or discriminatory attacks; harassing others; and posting false or defamatory information. These restrictions apply to public messages, private messages, and material posted on web pages.

5. **Respect for Privacy:** Users will not post private information about another user, nor will they re-post messages sent privately without permission of the author.

6. **Respect for Resource Limits:** Users will not download files or programs without permission (refer to Form SR1). Unused or unwanted files should be deleted on a regular basis including those located on network servers, e-mail, and individual hard drives. Files needing to be archived should be copied to personal storage devices.

7. **Electronic Communications:** Use of any electronic communication including, but not limited to, e-mail, instant messaging, texting, podcasting, external blogs, social media sites, forums, wikis, and bulletin boards, will be professional and appropriate. Users are responsible for division information sent electronically with large, multi-user mailings being approved by the superintendent or his designee prior to transmitting. End users should check e-mail daily. They will not post or forward chain letters or any solicitation not sponsored by the Lynchburg City Schools.

8. **Use of external devices.** The use of smart electronic devices not provided by the school division including notebook computers, phones, hand-held gaming or other wireless devices on the school network is prohibited without prior approval from school officials.

9. **Plagiarism:** Users will not plagiarize works found on the network, which includes the Internet. Plagiarism means taking credit for someone else's work as one's own by not recognizing the source. Whenever information is taken from a resource on the network, proper citations will be made and direct quotations will be enclosed in quotation marks or otherwise properly distinguished.

10. **Copyright Infringement:** Users will respect the rights of copyright owners. When any work is copyrighted, that material cannot be legally used without permission of the author except in specific circumstances. When users encounter copyrighted resources on the network, they will seek assistance from teachers or network administrators before using any such copyrighted work.

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

11. **Software:** Users will not violate the school division's software license agreements. Software will not be loaded on school division computers without proper authorization (refer to Form SR1). Any software loaded onto school division resources becomes the property of the Lynchburg City Schools (refer to Form SR1.) Users will not copy school division software for personal use nor will they use the school division's computers to copy software not owned or licensed by the school division.

12. **Access to Material:** Users will not access material that is profane, pornographic or obscene, that advocates illegal acts, or that advocates violence or discrimination. This restriction includes network, Internet, and personal storage media resources. Students will access the Internet for instructional purposes only as stipulated in Section B. Staff will access resources in a professional and

appropriate manner.

13. Personal Accounts: Users will not access personal e-mail accounts using school division equipment or software. Students may not subscribe to any service for which there is a fee. With administrative permission, school staff and, in some cases, students may subscribe to or access an educational service for which there is a fee.

14. Any Lynchburg City Schools school-sponsored web page must be registered with the Public Information Office along with the webpage administrator's contact information. Any site of this nature shall have the school division's webmaster set up as an additional webpage administrator capable of immediate action for emergency purposes.

15. Any school-related website (to include Facebook, Twitter, etc...) sponsored by an employee with ties to a school division building, program, event or activity should be registered with the Public Information Office along with the school division employee's contact information. Any site of this nature may be requested to have the school division's webmaster set up as an additional webpage administrator capable of immediate action for emergency purposes.

C. Teacher Responsibilities

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

1. In grades Pre-K-5, teachers will actively supervise and model appropriate use of the Internet. Students will have Internet access under direct teacher supervision; however, students will experience guided practice leading toward gaining skills to become independent and responsible users of the Internet. Teachers will explore an Internet site before directing students to that site.

2. In grades 6-8, teachers will provide guided practice and model appropriate use of the Internet. Teachers will supervise student-initiated information search activities and provide support for students as they begin to assume responsibility for becoming independent users of the Internet.

3. In high school, grades 9-12, teachers will model appropriate use of the Internet and will monitor and advise students in independent Internet use.

D. Discipline

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

Legal Reference:

Code of Va., § 22.1-70.2. Acceptable Internet use policies for public and private schools. "A. Every two years, each division superintendent shall file with the Superintendent of Public Instruction an acceptable use policy, approved by the local school board, for the international network of computer systems commonly known as the Internet. At a minimum, the policy shall contain provisions that (i) are designed to prohibit 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; (ii) seek to prevent access by students to material that the school division deems to be harmful to juveniles as defined in § 18.2-390; (iii) select a technology for the division's computers having Internet access to filter or block Internet access through such computers to child pornography as set out in § 18.2-374.1:1 and obscenity as defined in § 18.2-372; and (iv) establish appropriate measures to be taken against persons who violate the policy. The policy may include such other terms, conditions, and requirements as deemed appropriate, such as requiring written parental authorization for Internet use by juveniles or differentiating acceptable uses among elementary, middle, and high school students.

B. The superintendent shall take such steps as he deems appropriate to implement and enforce the division's policy.

C. On or before December 1, 2000, and biennially thereafter, the Superintendent of Public Instruction shall submit a report to the Chairmen of the House Committee on Education, the House Committee on Science and Technology, and the Senate Committee on Education and Health which summarizes the acceptable use policies filed with the Superintendent pursuant to this section and the status thereof.

D. In addition to the foregoing requirements regarding public school Internet use policies, the principal or other chief administrator of any private school that satisfies the compulsory school attendance law pursuant to § 22.1-254 and accepts federal funds for Internet access shall select a technology for its computers having Internet access to filter or block Internet access through such computers to child pornography as set out in § 18.2-374.1:1 and obscenity as defined in § 18.2-372."

(1999, c. 64; 2001, c. 269.)

Adopted by School Board: May 6, 1997

Revised by School Board: June 15, 1999

Revised by School Board: March 16, 2004

Revised by School Board: August 7, 2007

Revised by School Board: May 18, 2010

Revised by School Board: April 3, 2012

STUDENT CONDUCT/DISCIPLINE

STANDARDS OF STUDENT CONDUCT AND RESPONSIBILITY

(Policy 6-48)

Generally

The standards of student conduct are designed to define the basic rules and major expectations of students in the Lynchburg City Schools. It is the responsibility of the Lynchburg City School Board to adopt policies 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 shall issue standards of student conduct, 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 §22.1-279.3 of the Code of Virginia, 1950, as amended, and a copy of the compulsory school attendance law shall be 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 the Code of Virginia § 22.1-279.3, and the compulsory school attendance law shall also be sent. Parents shall be notified that by signing the statement of receipt, parents are not deemed to waive, but expressly reserve, their rights protected by the constitution or laws of the United States or Virginia. Each school shall maintain 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 his 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 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 his designee shall notify 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:

1. in school or on school property;
2. on a school vehicle;
3. while participating in or attending any school sponsored activity or trip;
4. on the way to and from school; and
5. off school property, when the acts lead to:
 - a. an adjudication of delinquency pursuant to the Code of

Virginia §16.1-305.1 or a conviction for an offense listed in the Code of Virginia §16.1-260 or

b. a charge that would be a felony if committed by an adult.

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:

1. possession or use of alcohol, illegal drugs, including marijuana, synthetic cannabinoids as defined in Code of Virginia §18.2-248.1:1, and anabolic steroids, or drug paraphernalia;
2. selling drugs;
3. assault/battery;
4. sexual assault;
5. arson;
6. intentional injury (bullying, fighting);
7. theft;
8. bomb threats, including false threats, against school personnel or school property;
9. use or possession of explosives (see School Board Policy 7-48: Weapons/Explosives);
10. possession of weapons or firearms (see School Board Policy 7-48: Weapons/Explosives);
11. extortion, blackmail, or coercion;
12. driving without a license on school property;
13. homicide;
14. burglary;
15. sex offenses (indecent exposure, obscene phone calls, sodomy and child molestation);
16. malicious mischief;
17. shooting;
18. any illegal conduct involving firebombs, explosive or incendiary devices or materials, hoax explosive devices or chemical bombs;
19. stabbing, cutting or wounding;
20. unlawful interference with school authorities including threats;
21. unlawful intimidation of school authorities; and
22. 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 his/her designee. 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 shall issue regulations listing additional actions which may be cause for corrective action and if serious enough or exhibited repeatedly may lead to suspension or expulsion.

The school board shall biennially review 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 Responsibilities

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

Parent Responsibilities

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

Teacher Responsibilities

1. To reflect a personal enthusiasm for teaching and a genuine concern for the individual student.
2. To guide learning activities so students learn to think and reason, assume responsibility for their actions, and respect the rights of others.
3. To participate in the establishment of school rules and regulations regarding student behavior; to explain these rules to students and require observance of them.
4. To be fair, firm, and consistent in enforcing the standards of student conduct in the school and at school-sponsored activities.
5. To give positive reinforcement for good or exemplary behavior.
6. To demonstrate, by word and personal example, respect for law and self-discipline.
7. To refer to a counselor, or administrator, any student whose behavior requires special attention.
8. To inform parents regarding student achievement and behavior; and to consult with parents whenever necessary.

Administrator Responsibilities

1. To establish school rules and regulations in conformance with school division discipline policy and the standards of student conduct that will ensure an education program free from disruption for all students.
2. To communicate to parents, staff, and students, established school division policy and school rules regarding discipline.
3. To receive teacher or counselor referrals of students with behavior problems, confer with these students, communicate with parents and set up cooperative procedures for bringing about modification of the student's behavior.
4. To demonstrate, by word and personal example, respect for law and self-discipline and to exhibit genuine concern for all persons coming under your authority.
5. To become familiar with your students and their concerns by visiting classrooms and attending school activities.

Legal Reference:

Code of Virginia, 1950, as amended, §§16.1-260, 18.2-308.1, 18.2-308.7, 22.1-78, 22.1-200.1, 22.1-253.13:7.C.3; 22.1-254, 22.1-276.3, 22.1-277, 22.1-277.08, 22.1-277.2, 22.1-279.1, 22.1-279.3, 22.1-279.3:1, 22.1-279.6.

Adopted by School Board: January 6, 1981

Revised by School Board: April 3, 2012

STUDENT ATTENDANCE

(Policy 7-15)

Generally

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

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

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

Absences

1. Excused absences will only be granted 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 note from a medical professional or dentist
- e. Religious holiday
- f. Conditions beyond the control of the student, parent/guardian, or the school as approved by the school administration

2. College visits on regularly scheduled school days should be limited to two school days per school year. These approved visits are limited to high school juniors and seniors. The two school days will be counted as excused absences.

3. Unexcused absences are those that result from the following:

- a. Any absence that does not meet the conditions of an

excused absence.

b. Absences will be unexcused if notes signed by the parent or guardian are not received by the school within one school day of the student's return to school even if the parent or guardian has called.

c. Any absence that is the result of a suspension from school does not count toward truancy.

4. An approved school-sponsored event will not be counted as an absence.

5. Students who do not complete one-half of their school day will be counted as absent. Whether such absence will be deemed excused or unexcused shall be determined by the criteria set forth in sections A. 1. and A. 2.

6. Pre-planned Absences

a. The parent/guardian must request approval in writing for pre-planned absence by filing a request in advance with the principal/designee. Principals may grant approval for pre-planned absences up to five days per student during the school year. These absences would be excused only if they meet the definition of any excused absence in Section A. Students are expected to make up missed work. Such requests will be signed and filed by the principal/designee. Planned absences of this nature are highly discouraged as they could adversely affect student performance.

b. If approval for more than five days is sought, a petition must be filed with the superintendent or his designee. If approved, these absences would be excused. Students are expected to make up missed work. Planned absences of this nature are highly discouraged as they could adversely affect student performance.

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

a. Upon a student's return to school, the student shall bring a note signed by the parent/guardian to explain the reasons for the absence and the dates of the absence. The school should receive the note on the day of the student's return to school. E-mail will not be accepted for a note.

b. Absences will be unexcused if notes are not received by the school within two school days of the student's return to school even if the parent has called.

8. 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

1. In all cases of tardiness to school or early dismissals, students must present that day a written note from a parent/guardian to the school stating the reason for the tardiness or early dismissal. Excused tardies/early dismissals are granted only for the following reasons:

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

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

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

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

Truancy

Elementary Schools, Middle Schools, and High Schools

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

Regulations governing the attendance policy are as follows:

1. If a student is absent five days (unexcused) during the semester, the parents will be sent a letter which will indicate an attendance problem, and a conference with the parent/guardian will be

required. The principal/designee shall make a reasonable effort to ensure that direct contact is made with the parent, either in person or through telephone conversation, to obtain an explanation for the pupil's absence and to explain to the parent the consequences of continued nonattendance. The principal/designee, the pupil, and the pupil's parent/guardian shall jointly develop a plan to resolve the pupil's nonattendance. Such plan shall include documentation of the reasons for the pupil's nonattendance.

- a. If these attempts to improve attendance are not successful, and a student has missed seven days of unexcused absences, a referral will be made to the department of student services.
- b. The department of student services will review truancy referrals, contact parents, send a letter from the city attorney's office, and make referral to the Juvenile and Domestic Relations Court. absences, a referral will be made to the department of student services.
- c. The Interagency Truancy Review Team will make a reasonable effort to meet with the parent and student to develop recommendations prior to the case being heard by the Juvenile Court.
- d. Students who are absent more than 15 days in a semester will be subject to an administrative review with alternative school placement considered.

2. If a student is absent 10 days (excused) for the semester, the school may notify the parent/guardian and the student that they need to attend a truancy review conference. Parent/guardian may be required to provide medical documentation for any additional absences.

3. 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. 8 VAC20-110-130. The school shall notify the Department of Student Services when a student is withdrawn because of 15 consecutive days of unexcused absences.

Policy Distribution

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

Appeals

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

Revised by School Board: August 7, 2012

See Policy Manual for Legal Reference

GANG ACTIVITY OR ASSOCIATION

Generally

The School Board acknowledges the existence of gangs in the community and the threat they pose to the educational environment. Therefore, students shall not engage in gang activity on school grounds, on school buses or on any school sponsored activity. A gang is defined as any group of two or more persons whose purpose includes:

1. commission of illegal acts;
2. participation in activities that threaten the safety of persons or property;
3. disruption of the school activities, or
4. creation of an atmosphere of fear and intimidation.

Students shall be subject to disciplinary action in accordance with School Board Policy 7-32: Student Code of Conduct and Administrative Regulation 7-32: Student Code of Conduct for participating in gang activity.

Gang activity is defined as:

1. wearing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign, or other thing that is evidence of membership or affiliation in any gang;
2. committing any act or omission, or using any speech, either verbal or non-verbal (such as gestures or hand-shakes) showing membership or affiliation in a gang;
3. using any speech or committing any act or omission in furtherance of the interests of any gang, including:
 - a. soliciting, hazing and initiating others for membership in any gang,
 - b. requesting any person to pay protection or otherwise intimidating or threatening any person,
 - c. committing any other illegal act or other violation of school policy and inciting other students to act with physical violence;
4. inappropriate congregating, bullying, harassment, intimidation, degradation, disgrace and/or related activities which are likely to cause bodily danger, physical harm, or mental harm to students, employees or visitors.

The superintendent shall, in cooperation with local law enforcement and/or juvenile agencies, develop a regulation listing known gang clothing, jewelry, emblems, badges, signs, gestures, handshakes and symbols. The list shall be updated regularly. The superintendent shall, in cooperation with local law enforcement, provide in-service training in gang behavior and characteristics to facilitate staff identification of students at-risk and promote membership in authorized school groups and/or activities as an alternative.

Adopted by School Board: April 3, 2012

FEES

TEXTBOOK

(Regulation R 7-63.1)

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

Damage Fees:

Books issued to the students will be graded by the teacher as "New," "Good," "Fair," or "Poor." 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.

Adopted by School Board: April 21, 1998

See Policy Manual For The Full Policy and Legal Reference

TUITION:

(Regulation R 7-14)

Non-Resident student tuition fee for 2012–2013 is: \$3,400.00

If your child is not a legal resident of the City of Lynchburg

but you wish for your child to attend in this division you are required to complete and submit to Lynchburg City Schools a Non-Resident Student Tuition Form. You can find the form on www.lcsedu.net or contact the Department of Finance at 515-5011. Any time during the school year you move outside the city limits, tuition to Lynchburg City Schools is effective immediately, for the remainder of the year. Fees for additional services may apply.

Adopted by School Board: August 1, 1989

See Policy Manual For The Full Policy and Legal Reference

Please note:

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

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

DUAL ENROLLMENT

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

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

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 **ChecXchange™** to protect the interest of all in our school system community against the time consuming and costly recovery of returned checks.

ChecXchange™ 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 **ChecXchange™** 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.

NOTIFICATION OF RIGHTS REGARDING STUDENT SCHOLASTIC RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student's scholastic records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the school division receives a request for access.

Parents or eligible students should submit to their child's building principal a written request that identifies the record(s) they wish to inspect. The building principal or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the students scholastic records that the parent or eligible student believes are inaccurate or misleading.

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

If the school division decides not to amend the record as requested by the parent or eligible student, it will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The Right to consent to disclosures of personally identifiable information contained in the students scholastic record, except to the extent that FERPA authorizes disclosure without consent.

4. The Right to file a complaint with the U.S. Department of Education regarding an alleged failure by a school to comply with FERPA.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

ASBESTOS IDENTIFICATION AND 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 August 2009 by W. Chris Nixon 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 School, at 522-2346.