



Lynchburg City Schools • 915 Court Street • Lynchburg, Virginia 24504

Lynchburg City School Board

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**SCHOOL BOARD MEETING
December 4, 2007 5:30 p.m.
School Administration Building
Board Room**

A. PUBLIC COMMENTS

- 1. Public Comments
Paul McKendrick.Page 1
Discussion (30 Minutes)

B. CONSENT AGENDA

- 1. Personnel Report
Fred W. StanberyPage 2
Discussion/Action
- 2. School Board Policy 7-25: Promotion, Retention,
Acceleration
Roger L. Roberts.Page 4
Discussion/Action

C. STUDENT REPRESENTATIVE COMMENTS

D. OLD BUSINESS

- 1. Recommendation for New Physical Education Course for
2008-09
Stephen C. Smith.Page 21
Discussion/Action (5 Minutes)
- 2. Legislative Positions: 2007-08
Paul McKendrick.Page 23
Discussion/Action (5 Minutes)

School Administration

Paul McKendrick
Superintendent

Roger L. Roberts
Deputy Superintendent

Stephen C. Smith
Assistant Superintendent of
Curriculum and Instruction

Beverly A. Padgett
Chief Financial Officer

Wendie L. Summers
Clerk

E. NEW BUSINESS

1. Lynchburg Juvenile Detention Center Educational Program Budget: 2007-08
Stephen C. Smith.Page 28
Discussion/Action (5 Minutes)

2. Lynchburg Juvenile Detention Center Educational Program Budget: 2007-08 Remedial Teacher
Stephen C. Smith.Page 29
Discussion/Action (5 Minutes)

3. Blue Ridge Regional Jail Special Education Program Budget: 2007-08
Stephen C. Smith.Page 30
Discussion/Action (5 Minutes)

4. Central Virginia Child Development Clinic Budget: 2007-08
Stephen C. Smith.Page 31
Discussion/Action (5 Minutes)

5. School Operating Budget: 2008-09
Beverly A. Padgett.Page 32
Discussion (5 Minutes)

F. SUPERINTENDENT’S COMMENTS

G. BOARD COMMENTS

H. INFORMATIONAL ITEMS

Next School Board Meeting: Tuesday, December 18, 2007, 5:30 p.m.
Board Room, School Administration Building

I. ADJOURNMENT

Agenda Report

Date: 12/04/07

Agenda Number: A-1

Attachments: No

From: Paul McKendrick, Superintendent

Subject: Public Comments

Summary/Description:

In accordance with School Board Policy 1-41: Public Participation, the school board welcomes requests and comments as established in the guidelines within that policy. Individuals who wish to speak before the school board shall have an opportunity to do so at this time.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board receive this agenda report as an informational item.

Agenda Report

Date: 12/04/07

Agenda Number: B-1

Attachments: Yes

From: Paul McKendrick, Superintendent
Fred W. Stanbery, Director of Personnel

Subject: Personnel Report

Summary/Description:

The personnel recommendations for November 20 - December 4, 2007, appear as an attachment to this agenda report.

Disposition: **Action**
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board approve the personnel recommendations for November 20 - December 4, 2007.

| NAME | COLLEGE | DEGREE/ EXPERIENCE | SCHOOL/ ASSIGNMENT | EFFECTIVE DATE |
|-------------|----------------|-------------------------------|-------------------------------|---------------------------|
|-------------|----------------|-------------------------------|-------------------------------|---------------------------|

NOMINATIONS, INSTRUCTIONAL PERSONNEL, 2007-2008:

| | | | | |
|---------------|-------------------|---------------------------|--|-------------------|
| Hertig, Sonya | Lynchburg College | B.S./ 2 yrs. (Lv. 2 3) | Lynchburg Juvenile Detention Center | November 16, 2007 |
|---------------|-------------------|---------------------------|--|-------------------|

Agenda Report

Date: 12/04/07

Agenda Number: B-2

Attachments: Yes

From: Paul McKendrick, Superintendent
Roger L. Roberts, Deputy Superintendent

Subject: School Board Policy P 7-25: Promotion, Retention, Acceleration

Summary/Description:

Lynchburg City School Board Policy 7-25: Promotion, Retention, Acceleration delineates the criteria which students must meet in order to be promoted from one grade to another. These criteria describe both state and local requirements. It also details course requirements, including those for high school graduation, as mandated by the state as well as by the Lynchburg City School Board.

Since the inception of the requirements by the No Child Left Behind Act (NCLB), the school administration has believed that the policy may be counter-productive in some areas, especially as related to NCLB's graduation requirements. For example, during the most recent discussions about graduation rates, the school administration noted how the ninth grade bubble is, in part, a result on the policy because local requirements demand that a student successfully complete his/her current English course in order to be promoted to the next grade. Thus, if a student is successful in all other five or six courses that he takes that year, he/she could not be promoted to the next grade, even though he/she may have acquired the required number of course credits for the next grade level.

The school administration has reviewed the proposed changes with high school principals, members of the Department of Curriculum and Instruction, and high school guidance directors. During those discussions, the school administration noted that they also viewed the current policy as restrictive and possibly contributing to the increasing the number of dropouts.

The revised policy would remove the required courses needed for a student to be promoted. However, the revised policy would continue to require that students successfully complete certain courses in order to graduate from high school. Further, the revised policy would change the number of credits required for a student to be promoted. According to the revised policy, then, a student would need four credits to be a promoted to the tenth grade, nine to be promoted to the eleventh grade, and 15 to be promoted to the twelfth grade.

Agenda Report

Date: 12/04/07

Agenda Number: B-2

Attachments: Yes

Counselors would continue to work with individual students to ensure that they are successfully completing the courses needed to graduate.

The revised policy would go into effect for the 2008-09 school year.

Disposition: **Action**
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board approve School Board Policy 7-25: Promotion, Retention, Acceleration.

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Promotion, Retention, Acceleration P 7-25A. Generally

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.

B. 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.

C. Elementary School1. Grades Pre-K-5

- a. 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.
- b. 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.
- c. All final retention and placement decisions shall be made by a committee consisting of the teacher, the principal, the deputy superintendent, and the director for elementary education.
- d. 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,

STUDENTS

Promotion, Retention, Acceleration (continued)

these factors will be considered in the final promotion/retention decision.

- e. 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.
- f. Students in grades three through five who do not pass any of the Standards of Learning assessments administered in their grade level shall be required to attend a summer school program or to participate in another form of remediation.

2. Criteria

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

- a. Academic achievement
- b. Attendance
- c. Previous retention

D. Middle School

1. Students in grade six 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.
 - a. 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.
 - b. Any exceptions to the sixth grade promotion requirements will be made by a committee comprised of the middle school principal and the guidance counselor.
 - c. 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.
2. Students in grades seven and eight must pass five of seven classes for

STUDENTS

Promotion, Retention, Acceleration (continued)

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.

- a. 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.
 - b. Students who fail one or more core courses must pass these courses in a summer school program to be considered for promotion.
 - c. 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.
3. 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.

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

E. High School

1. Credit Required for Promotion

Credits required for promotion are as follows:

| | | |
|--------------|------------|--|
| 9th to 10th | {4} | 5 (including one unit of English) |
| 10th to 11th | {9} | 10 (including two units of English, one math, one science, and one history) |
| 11th to 12th | 15 | (including three units of English, two math, two science, and two history) |

STUDENTS

Promotion, Retention, Acceleration (continued)

{Refer to the “Program of Studies” for minimum graduation requirements from the Commonwealth of Virginia}

2. 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.

3. 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.-

4. 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.

5. Exceptions

The decision of whether a student who has an Individualized Education

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Promotion, Retention, Acceleration (continued)

Program is retained will be made by the Individualized Education Program committee.

6. 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.

Legal Reference:

Code of Va., § 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives. “A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of this Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential. The General Assembly and the Board of Education find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide for the support of public education as set forth in Article VIII, Section 1 of the Constitution of Virginia.

B. The Board of Education shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program, and other educational objectives, which together are designed to ensure the development of the skills that are necessary for success in school and for preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics, science, and history and social science. The Standards of Learning shall not be construed to be regulations as defined in § [2.2-4001](#).

The Board shall seek to ensure that the Standards of Learning are consistent with a high-quality foundation educational program. The Standards of Learning shall include, but not be limited to, the basic skills of communication (listening, speaking, reading, and writing); computation and critical reasoning including problem solving and decision making; proficiency in the use of computers and related technology; and the skills to manage personal finances and to make sound financial decisions.

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Promotion, Retention, Acceleration (continued)

The English Standards of Learning for reading in kindergarten through grade three shall be based on components of effective reading instruction, to include, at a minimum, phonemic awareness, phonics, fluency, vocabulary development, and text comprehension.

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning. The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

To provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing revised Standards of Learning. Thirty days prior to conducting such hearings, the Board shall give notice of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise the Standards of Learning in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of the Standards of Learning.

In addition, the Department of Education shall make available and maintain a website, either separately or through an existing website utilized by the Department of Education, enabling public elementary, middle, and high school educators to submit recommendations for improvements relating to the Standards of Learning, when under review by the Board according to its established schedule, and related assessments required by the Standards of Quality pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives established by the school division at appropriate age or grade levels. The curriculum adopted by the local school division shall be aligned to the Standards of Learning.

The Board of Education shall include in the Standards of Learning for history and social science the study of contributions to society of diverse people. For the purposes of this subsection, "diverse" shall include consideration of disability, ethnicity, race, and gender.

With such funds as are made available for this purpose, the Board shall regularly review and revise the competencies for career and technical education programs to require the

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Promotion, Retention, Acceleration (continued)

full integration of English, mathematics, science, and history and social science Standards of Learning. Career and technical education programs shall be aligned with industry and professional standard certifications, where they exist.

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

Local school boards shall also develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk including, but not limited to, those who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs shall include components that are research-based.

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

Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation. Division superintendents shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § [22.1-254](#) and § [22.1-254.01](#).

Remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses,

STUDENTS

Promotion, Retention, Acceleration (continued)

as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition by the school division.

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

The Board of Education shall establish standards for full funding of summer remedial programs that shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § [22.1-199.2](#).

D. Local school boards shall also implement the following:

1. Programs in grades K through three that emphasize developmentally appropriate learning to enhance success.
2. Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school. Such programs shall include components that are research-based.
3. Career and technical education programs incorporated into the K through 12 curricula that include:
 - a. Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
 - b. Career exploration opportunities in the middle school grades; and

STUDENTS

Promotion, Retention, Acceleration (continued)

c. Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.

4. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.

5. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.

6. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.

7. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.

8. A plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students.

9. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.

10. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.

11. Early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.

12. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.

STUDENTS

Promotion, Retention, Acceleration (continued)

13. A program of student services for grades kindergarten through 12 that shall be designed to aid students in their educational, social, and career development.

14. The collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program.

E. From such funds as may be appropriated or otherwise received for such purpose, there shall be established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the resources and technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and disseminate among school divisions information regarding effective instructional programs and practices, initiatives promoting family and community involvement, and potential funding and support sources. Such unit may also provide resources supporting professional development for administrators and teachers. In providing such information, resources, and other services to school divisions, the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.”

(1988, cc. 645, 682; 1990, cc. 797, 820, 839; 1991, cc. 295, 304; 1992, cc. 132, 591; 1994, cc. 618, 790; 1996, cc. 163, 522; 1997, cc. 466, 828, 829; 1998, cc. 103, 602, 627, 800, 816, 902; 1999, cc. 377, 444, 445, 452, 461, 488, 552, 595, 994; 2000, cc. 504, 547, 653, 662, 677, 684, 710, 750, 867; 2001, c. 483; 2002, c. 837; 2003, cc. 690, 697, 714, 861; 2004, cc. 404, 848, 939, 955; 2005, cc. 331, 450; 2007, c. 234.)

Code of Va., § 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation. “A. The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ [2.2-4000](#) et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

The Board shall review annually the accreditation status of all schools in the Commonwealth.

STUDENTS

Promotion, Retention, Acceleration (continued)

Each local school board shall maintain schools that are fully accredited pursuant to the standards for accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to [§ 22.1-253.13:6](#).

With such funds as are appropriated or otherwise received for this purpose, the Board shall adopt and implement an academic review process, to be conducted by the Department of Education, to assist schools that are accredited with warning. The Department shall forward a report of each academic review to the relevant local school board, and such school board shall report the results of such academic review and the required annual progress reports in public session. The local school board shall implement any actions identified through the academic review and utilize them for improvement planning.

B. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. The Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved criteria. Such identification shall include an analysis of the strengths and weaknesses of public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth. In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.

STUDENTS

Promotion, Retention, Acceleration (continued)

The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board of Education on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools.

C. With such funds as are available for this purpose, the Board of Education shall prescribe assessment methods to determine the level of achievement of the Standards of Learning objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed. The Board shall (i) in consultation with the chairpersons of the eight regional superintendents' study groups, establish a timetable for administering the Standards of Learning assessments to ensure genuine end-of-course and end-of-grade testing and (ii) with the assistance of independent testing experts, conduct a regular analysis and validation process for these assessments.

In prescribing such Standards of Learning assessments, the Board shall provide local school boards the option of administering tests for United States History to 1877, United States History: 1877 to the Present, and Civics and Economics. The last administration of the cumulative grade eight history test will be during the 2007-2008 academic school year. Beginning with the 2008-2009 academic year, all school divisions shall administer the United States History to 1877, United States History: 1877 to the Present, and Civics and Economics tests.

The Board of Education shall make publicly available such assessments in a timely manner and as soon as practicable following the administration of such tests, so long as the release of such assessments does not compromise test security or deplete the bank of assessment questions necessary to construct subsequent tests, or limit the ability to test students on demand and provide immediate results in the web-based assessment system.

The Board shall include in the student outcome measures that are required by the Standards for Accreditation end-of-course or end-of-grade tests for various grade levels and classes, as determined by the Board, in accordance with the Standards of Learning. These Standards of Learning assessments shall include, but need not be limited to, end-of-course or end-of-grade tests for English, mathematics, science, and history and social science.

In addition, to assess the educational progress of students, the Board of Education shall (i) develop appropriate assessments, which may include criterion-referenced tests and alternative assessment instruments that may be used by classroom teachers and (ii) prescribe and provide measures, which may include nationally normed tests to be used to identify students who score in the bottom quartile at selected grade levels.

STUDENTS

Promotion, Retention, Acceleration (continued)

The Standard of Learning requirements, including all related assessments, shall be waived for any student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to § [30-231.2](#), who is enrolled in a preparation program for the General Education Development (GED) certificate or in an adult basic education program to obtain the high school diploma.

The Board of Education may adopt special provisions related to the administration and use of any SOL test or tests in a content area as applied to accreditation ratings for any period during which the SOL content or assessments in that area are being revised and phased in. Prior to statewide administration of such tests, the Board of Education shall provide notice to local school boards regarding such special provisions.

D. The Board of Education may pursue all available civil remedies pursuant to § [22.1-19.1](#) or administrative action pursuant to § [22.1-292.1](#) for breaches in test security and unauthorized alteration of test materials or test results.

The Board may initiate or cause to be initiated a review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests by local school board employees responsible for the distribution or administration of the tests.

Records and other information furnished to or prepared by the Board during the conduct of a review or investigation may be withheld pursuant to subdivision 12 of § [2.2-3705.3](#). However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the identity of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of any test mandated by the Board. Any local school board or division superintendent receiving such records or other information shall, upon taking personnel action against a relevant employee, place copies of such records or information relating to the specific employee in such person's personnel file.

Notwithstanding any other provision of state law, no test or examination authorized by this section, including the Standards of Learning assessments, shall be released or required to be released as minimum competency tests, if, in the judgment of the Board, such release would breach the security of such test or examination or deplete the bank of questions necessary to construct future secure tests.

E. With such funds as may be appropriated, the Board of Education may provide, through an agreement with vendors having the technical capacity and expertise to provide computerized tests and assessments, and test construction, analysis, and security, for (i) web-based computerized tests and assessments for the evaluation of

STUDENTS

Promotion, Retention, Acceleration (continued)

student progress during and after remediation and (ii) the development of a remediation item bank directly related to the Standards of Learning.

F. To assess the educational progress of students as individuals and as groups, each local school board shall require the use of Standards of Learning assessments and other relevant data to evaluate student progress and to determine educational performance. Each local school shall require the administration of appropriate assessments to all students for grade levels and courses identified by the Board of Education, which may include criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the Standards of Learning Assessments and the National Assessment of Educational Progress state-by-state assessment. Each school board shall analyze and report annually, in compliance with any criteria that may be established by the Board of Education, the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification examinations, and the Standards of Learning Assessments to the public.

The Board of Education shall not require administration of the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, except as may be selected to facilitate compliance with the requirements for home instruction pursuant to § [22.1-254.1](#).

The Board shall include requirements for the reporting of the Standards of Learning assessment scores and averages for each year as part of the Board's requirements relating to the School Performance Report Card. Such scores shall be disaggregated for each school by student subgroups on the Virginia assessment program as appropriate and shall be reported to the public within three months of their receipt. These reports (i) shall be posted on the portion of the Department of Education's website relating to the School Performance Report Card, in a format and in a manner that allows year-to-year comparisons, and (ii) may include the National Assessment of Educational Progress state-by-state assessment.

G. Each local school division superintendent shall regularly review the division's submission of data and reports required by state and federal law and regulations to ensure that all information is accurate and submitted in a timely fashion. The Superintendent of Public Instruction shall provide a list of the required reports and data to division superintendents annually. The status of compliance with this requirement shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § [22.1-18](#)."

(1988, cc. 645, 682; 1990, cc. 820, 839; 1992, c. 591; 1998, cc. 456, 567, 602, 627, 843, 902; 1999, cc. 670, 731, 1015; 2000, cc. 504, 735, 742, 750, 752, 867, 1061; 2001, cc. 651, 731; 2002, cc. 101, 167, 656, 732; 2003, cc. 691, 1004; 2004, cc. 472, 939, 955, 965; 2005, cc. 331, 450, 753, 834; 2006, cc. 25, 38, 95, 117, 131; 2007, c. 234.)

STUDENTS

Promotion, Retention, Acceleration (continued)

Editor's Note

For grade placement of transfers into grades 9 through 12 see legal reference to school board policy # 7-28.

Adopted by School Board: March 20, 1979
Revised by School Board: November 2, 1982
Revised by School Board: September 18, 1984
Revised by School Board: January 15, 1985
Revised by School Board: September 3, 1985
Revised by School Board: August 9, 1988
Revised by School Board: August 1, 1989
Revised by School Board: June 18, 1991
Revised by School Board: October 2, 1995
Revised by School Board: June 4, 1996
Revised by School Board: September 5, 2000
Revised by School Board: November 21, 2000
Revised by School Board: April 24, 2001
Revised by School Board: March 16, 2004
Revised by School Board: January 16, 2007
Revised by School Board:

Agenda Report

Date: 12/04/07

Agenda Number: D-1

Attachments: No

From: Paul McKendrick, Superintendent
Stephen C. Smith, Assistant Superintendent of Curriculum and Instruction

Subject: Recommendation for New Physical Education Course for 2008-09

Summary/Description:

In 2006, both of the Junior Reserve Officers' Training Corps (JROTC) programs in the Lynchburg City Schools were placed on probation by their respective Armed Services Headquarters due to declining enrollment. Last year, the school board approved a request from the school administration and the Heritage High School's Marine Corps JROTC program staff to change the credit awarded to students enrolled in MCJROTC. This request was made after the MCJROTC and curriculum and instruction staff verified the alignment of the content and physical training experiences provided in the program with the Virginia Department of Education's Standards of Learning requirements for awarding physical education credit. This change allows students enrolled in an existing single-period, year-long MCJROTC course to earn one semester of credit for elective MCJROTC and one semester credit for physical education. As a result of this change, the enrollment in MCJROTC at Heritage High School for 2007-08 is higher than its enrollment in previous years, and the program is no longer on probation.

With the goal of a similar change in enrollment increase, the staff in the Air Force Junior Reserve Officers' Training Corps (AFJROTC) program at E.C. Glass High School is submitting a proposal for a new course to be offered in the fall of 2008-09. This proposal is in contrast to the change in credit awarded for the existing MCJROTC courses due to the differences in the physical training components of the two programs. The new AFJROTC course would be an additional single-period, year-long class focused on drill and ceremonial skills that encompass and require a variety of physical training content and activities. The specific content of the proposed course aligns with the Virginia Department of Education's Standards of Learning for physical education, and the proposed course meets all state requirements for content and instructional time. Students who successfully complete the course would be awarded one Carnegie unit of physical education credit in partial fulfillment of the physical education graduation requirements. Only students concurrently enrolled in one of the four sequential AFJROTC courses would be permitted to apply to enroll in this course, and enrollment would be

Agenda Report

Date: 12/04/07

Agenda Number: D-1

Attachments: No

based upon the approval of the instructor. Only one section of this course would be offered, and the course would be provided by existing AFJROTC staff.

Disposition: **Action**
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board consider approving this new Drill/Physical Education course for the 2008-09 school year.

Agenda Report

Date: 12/04/07

Agenda Number: D-2

Attachments: Yes

From: Paul McKendrick, Superintendent

Subject: Legislative Positions: 2007-08

Summary/Description:

The Lynchburg City School Board adopted the attached legislative positions last year. The school administration provides these positions to school board members now so that they can review the positions, confer as to whether these positions are still current, and propose additional positions and receive school board approval. The school administration will then amend the positions as directed by the school board.

Disposition: **Action**
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board approve the legislative positions for 2007-08.

Lynchburg City Schools
2007-08 Legislative Positions

Compensation and Employee Relations

- **The Lynchburg City School Board supports legislation that would provide the necessary state funding for increased compensation for its teachers.**
 - Teachers throughout the Commonwealth deserve salaries commensurate with their duties and the average national salary for teachers.
- **The Lynchburg City School Board supports legislation that would fund teacher salary increases as of July 1 of each year instead of the current practice of funding beginning in mid year.**
 - The current method of funding pay raises creates a great deal of misunderstanding about the actual amount of increase teachers will receive.
- **The Lynchburg City School Board supports legislation establishing incentives to encourage students to consider teaching as a career and to keep teachers trained in Virginia colleges in the Commonwealth.**
 - As the pool of qualified teacher candidates decreases, teacher recruitment becomes increasingly challenging. Incentives such as those offered in North Carolina (see <http://www.ncpublicschools.org/scholarships/>) may encourage students to consider teaching as a career and may also encourage veteran teachers to remain in the profession and stay in Virginia. Efforts to increase the pool of qualified teachers would benefit all school divisions in the state.
- **The Lynchburg City School Board opposes legislation that would provide for binding arbitration, meet-and-confer requirements, and imposed grievance procedures thus restricting the authority of school boards.**

Instruction

- **The Lynchburg City School Board continues to urge legislators to request that the United States Department of Education allow the Commonwealth of Virginia to use the state's standards of accreditation system as the sole accountability system for public schools.**
 - The school board appreciates recent flexibility provided in the No Child Left Behind (NCLB) requirements; however, the school board believes that the Virginia Standard's of Learning assessments, which were in place before the No Child Left Behind legislation was enacted, is the appropriate program for measuring the academic progress of Virginia's students. The school board

also supports modification of the Virginia's Standards of Accreditation to include provisions for monitoring the achievement of major subgroups of students and including specific goals for continuous academic improvement.

- **The Lynchburg City School Board supports passage of legislation to permit each local school board to set the school calendar and determine the opening of the school year.**
- **The Lynchburg City School Board urges the General Assembly to modify the Code of Virginia to require parents to participate in the education of their children.**
 - Students whose parents take an active role in their education are generally far more successful than their peers whose parents do not. Therefore it is requested that the Code of Virginia be amended with enabling legislation to allow local governments to require parental involvement in education.
- **The Lynchburg City School Board supports modifications to the requirements for the General Achievement Diploma.**
 - The current requirements include actually withdrawing the student from school after completing the 20 required credits. The requirement that the student drop out of school may push the student further from needed resources and support. That requirement should be removed.

Funding

- **The Lynchburg City School Board supports Governor Timothy Kaine's pre-kindergarten initiative, Start Strong; however, the school board does not support the governor's proposal to fund the initiative by redirecting funds from At-Risk Programs funding.**
 - At-Risk Program funding supports 19 programs that provide important services for LCS and its students. For example, funds from these programs support English as a Second Language instruction, SOL remediation programs, class size reduction, reading resource teachers, math resource teachers, and Early Reading Intervention Initiative. These services have played an integral part in the school division meeting and exceeding both federal and state accountability standards.
- **The Lynchburg City School Board supports legislation which requires both public and private pre-kindergarten programs that use public tax dollars meet the same standards required of local school boards and school divisions.**
- **The Lynchburg City School Board urges the General Assembly to eliminate the Federal Revenue Deduction from the Basic Aid formula.**

support for students with clearly identifiable needs beyond the norm. No reduction of state funds for these students should occur.

The Lynchburg City School Board is appreciative of the Virginia General Assembly's support for many of the Standards of Quality. The school board believes that fully funding the SOQ is needed in order to meet the prescribed requirements for a quality education for each student in the school division. The Lynchburg City School Board supports legislation which would assist in funding positions that are now not funded by the state. Thus the school board supports the legislation that funds the following:

- one principal at every elementary school,
 - an assistant principal for every 400 students in grades K-12
 - reduced caseloads for speech-language pathologist (from 68 to 60 students)
 - one full-time instructional position for each 1,000 students to serve as a reading specialist

 - In addition to supporting funding for these modifications, the Lynchburg City School Board requests funding for one testing coordinator for every 1,000 students.
- **The School Board supports legislation that fully funds the educational costs of students with disabilities.**
 - **The Lynchburg City School Board supports legislation to provide additional funds to maintain and expand alternative education opportunities for students who would benefit from non-traditional programs housed in smaller, highly structured environments.**
 - Additional state funding is critical if the Lynchburg City Schools is to meet the increasingly complex needs of the students enrolled in alternative education programs
 - **The Lynchburg City School Board supports continuation of the Virginia General Assembly's efforts to provide funding for the improvement of aging schools through *School Construction Grants* thereby allowing for the implementation of instructional improvements. The School Board also supports legislation which would increase the level of support provided through consistent funding sources.**
 - **The Lynchburg City School Board supports legislation that would increase the amount and availability of funds provided through the *Literary Fund* for the renovation and construction of public school buildings. The current funding application process must be shortened so that funds are available to localities more quickly.**

Lynchburg City School Board

Julie P. Doyle, Chairman

Sterling A. Wilder, Vice Chairman

Keith R. Anderson

Katherine K. Banks

Mary Ann H. Barker

Albert L. Billingsly

Leslie J. Faircloth

Ellis M. Frankfort

Darin L. Gerdes

School Administration

Paul McKendrick, Superintendent

Roger L. Roberts, Deputy Superintendent

Stephen C. Smith, Assistant Superintendent for Curriculum and Instruction

Beverly A. Padgett, Chief Financial Officer

Agenda Report

Date: 12/04/07

Agenda Number: E-1

Attachments: No

From: Paul McKendrick, Superintendent
Stephen C. Smith, Assistant Superintendent of Curriculum and Instruction

Subject: Lynchburg Juvenile Detention Center Educational Program Budget
2007-08

Summary/Description:

The 2007-08 funding for the Lynchburg Juvenile Detention Center Education Program in the amount of \$486,369.00 has been approved by the Virginia Department of Education. Lynchburg City Schools serves as the fiscal agent for this state-operated program. The state funding provides six teachers employed by the Lynchburg City Schools who deliver educational services to approximately 38 students enrolled in the Lynchburg Juvenile Detention Home monthly. The summary below outlines expenditures for 2007–08.

Budget:

| | | |
|---|----|------------|
| Personnel Salary Compensation | \$ | 336,593.00 |
| 5% of Salaries Expanded – Indirect Cost | \$ | 16,830.00 |
| Fringe Benefits and Fixed Charges | \$ | 94,246.00 |
| Substitutes | \$ | 2,500.00 |
| Travel Expenses | \$ | 3,300.00 |
| Instructional Supplies and Equipment (fax/copier, PC/Printers) | \$ | 21,500.00 |
| Other (Postage - \$400.00, Tuition Reimbursement \$1,000, computer support \$1,000) | \$ | 2,400.00 |
| Textbooks / TIPP Replenish- Technology Improvement Plan Program (Smart Board) | \$ | 8,000.00 |
| Related Services | \$ | 1,000.00 |
| Total | \$ | 486,369.00 |

Disposition: **Action**
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board approve the Juvenile Detention Center Program Budget in the amount of \$ 486,369.00 for the 2007-08 school year.

Agenda Report

Date: 12/04/07

Agenda Number: E-2

Attachments: No

From: Paul McKendrick, Superintendent
Stephen C. Smith, Assistant Superintendent of Curriculum and Instruction

Subject: Lynchburg Juvenile Detention Center Educational Program Budget
2007-08 Remedial Teacher

Summary/Description:

The 2007-08 funding for the Lynchburg Juvenile Detention Center Part-time Remedial Teacher in the amount of \$27,289.00 has been approved by the Virginia Department of Education. Lynchburg City Schools serves as the fiscal agent for this state-operated program. The state funding provides one part-time teacher of 20 hours to be employed by the Lynchburg City Schools to deliver educational services to approximately 38 students enrolled in the Lynchburg Juvenile Detention Home monthly. The summary below outlines expenditures for 2007–08.

Budget:

| | | |
|-----------------------------------|----|-----------|
| Personnel Salary Compensation | \$ | 23,352.00 |
| Fringe Benefits and Fixed Charges | \$ | 1,187.00 |
| Advertising | \$ | 350.00 |
| Materials | \$ | 1,400.00 |
| Travel | \$ | 1,000.00 |
| Total | \$ | 27,289.00 |

Disposition: **Action**
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board approve the Juvenile Detention Center Program Budget for part-time Remedial Teacher in the amount of \$27,289.00 for the 2007-08 school year.

Agenda Report

Date: 12/04/07

Agenda Number: E-3

Attachments: No

From: Paul McKendrick, Superintendent
Stephen C. Smith, Assistant Superintendent of Curriculum and Instruction

Subject: Blue Ridge Regional Jail Special Education Program Budget: 2007-2008

Summary/Description:

The Virginia Department of Education has approved the 2007 - 08 funding for the Special Education Instructional Program provided in the Blue Ridge Regional Jail in the amount of \$175,379.07. Lynchburg City Schools serves as the fiscal agent for this state operated program. The state funding provides one regional jail education coordinator and one special education teacher who deliver educational services to students in the Blue Ridge Regional Jail. The summary below outlines planned expenditures for 2007-08.

Budget:

| | |
|--|---------------|
| Personnel Salary Compensation | \$ 125,184.62 |
| Fringe Benefits and Fixed Charges | \$ 41,694.45 |
| Travel Expenses | \$ 3,800.00 |
| Equipment | \$ 0.00 |
| Instructional Materials | \$ 1,350.00 |
| Other: (Internet, Phone Bill, Rental Space) | \$ 1,000.00 |
| Related Services – (Occupational Therapy, Physical Therapy, Socioculturals and Psychologicals) | \$ 1,350.00 |
| Professional Services (GED examiner and student fee) | \$ 1,000.00 |
| TOTAL | \$ 175,379.07 |

Disposition: **Action**
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board approve the Blue Ridge Regional Jail Authority Program budget in the amount of \$175,379.07 for the 2007-08 school year.

Agenda Report

Date: 12/04/07

Agenda Number: E-4

Attachments: No

From: Paul McKendrick, Superintendent
Stephen C. Smith, Assistant Superintendent of Curriculum and Instruction

Subject: Central Virginia Child Development Clinic Budget: 2007-08

Summary/Description:

The 2007-08 funding for the educational assessment component of the Central Virginia Child Development Clinic in the amount of \$90,931.00 has been approved by the Virginia Department of Education. Lynchburg City Schools serves as the fiscal agent for this state-funded program. One teacher, employed by the Lynchburg City Schools, functions as the educational diagnostician for the Child Development Clinic. This state-operated program provides assessment and diagnostic services to families living in Central Virginia. The summary below outlines expenditures for the 2007-08 school year.

Budget:

| | | |
|---|----|-----------|
| Personnel Salary Compensation | \$ | 66,301.00 |
| 5% of Salaries Expended – Indirect Cost | \$ | 3,315.00 |
| Fringe Benefits and Fixed Charges | \$ | 18,564.00 |
| Substitutes | \$ | 0.00 |
| Travel Expenses | \$ | 1,550.00 |
| Instructional Supplies and Equipment | \$ | 1,200.00 |
| Other | \$ | 0.00 |
| Total | \$ | 90,931.00 |

Disposition: **Action**
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board approve the Central Virginia Child Development Clinic Program budget in the amount of \$90,931.00 for the 2007-08 school year.

Agenda Report

Date: 12/04/07

Agenda Number: E-5

Attachments: No

From: Paul McKendrick, Superintendent
Beverly A. Padgett, Chief Financial Officer

Subject: School Operating Budget: 2008-09

Summary/Description:

During this presentation, the school administration will provide preliminary information to the school board regarding anticipated revenue and expenditures for the 2008-09 fiscal year. The school division has not received any information from the Virginia Department of Education regarding funding for next year.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board receive this agenda report as an informational item.