



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

Lynchburg City School Board

Robert O. Brennan
School Board District 1

Sharon Y. Carter
School Board District 2

James E. Coleman, Jr.
School Board District 3

Belle H. Evans
School Board District 1

Atul Gupta
School Board District 3

Charleta F. Mason
School Board District 2

Susan D. Morrison
School Board District 1

Michael J. Nilles
School Board District 3

Kimberly A. Sinha
School Board District 2

School Administration

Crystal M. Edwards
Superintendent

Ben W. Copeland
Deputy Superintendent

Anthony E. Beckles, Sr.
Chief Financial Officer

R. Denise Spinner
Clerk

Sedora A. Booker-Felder
Student Representative
Heritage High School

Maggie Kicklighter
Student Representative
E. C. Glass High School

SCHOOL BOARD MEETING
January 15, 2019 5:00 p.m.
School Administration Building
Board Room

A. AGENDA APPROVAL

- 1. Approval of Agenda – January 15, 2019
Susan D. Morrison Page 1
Discussion/Action

B. CLOSED MEETING

- 1. Notice of Closed Meeting
Susan D. Morrison. Page 2
Discussion/Action
- 2. Certification of Closed Meeting
Susan D. Morrison. Page 3
Discussion/Action

C. PUBLIC COMMENTS

- 1. Public Comments
Susan D. Morrison. Page 4
Discussion/Action (30 Minutes)

D. SPECIAL PRESENTATION

- 1. Recommendations from Special Education
Advisory Committee
Wyllys VanDerwerker Page 5
Discussion

E. FINANCE REPORT

- 1. Finance Report
Anthony E. Beckles, Sr Page 7
Discussion

2. Advisory Committees to the School Board

A) General Career Technical Advisory Committee

Meeting Dates:

November 29, 2018 December 11, 2018
April 23, 2019 June 11, 2019

B) Equity Task Force Committee

Meeting Dates:

November 28, 2018 January 16, 2019
March 20, 2019 May 22, 2019

C) Health Advisory Board Committee

Meeting Dates:

November 28, 2018 January 16, 2019
March 20, 2019 May 22, 2019

D) Special Education Advisory Committee

Meeting Dates:

August 28, 2018 November 13, 2018
February 19, 2019 March 26, 2019
April 23, 2019

I. UNFINISHED BUSINESS

1. Fund Balance Recommendations: 2017-18

Anthony E. Beckles, Sr. Page 16
Discussion

2. School Calendar 2019-20

Ben W. Copeland Page 17
Discussion/Action

3. High School Program of Studies: 2019-20

April M. Bruce. Page 20
Discussion/Action

J. NEW BUSINESS

1. Middle School Program of Studies: 2019-2020

April M. Bruce Page 89
Discussion

2. Capital Improvement Plan: William Marvin Bass
Elementary School

Ben W. Copeland Page 118
Discussion

3. Request for Reallocation of FY2018-19
Operating Budget
Anthony E. Beckles, Sr. Page 119
Discussion

4. Lynchburg City School Board Governance
Policy Review and Updates
Crystal M. Edwards Page 121
Discussion

5. Lynchburg City School Board Instruction and
Programming Policy Review and Updates
LaTonya D. Brown Page 138
Discussion

K. SUPERINTENDENT’S COMMENTS

1. Superintendent’s Parent Advisory Council
October 25, 2018 December 13, 2018
February 21, 2019 April 11, 2019

2. Superintendent’s Personnel Advisory Committee
October 25, 2018 December 13, 2018
February 21, 2019 April 11, 2019

3. Additional Information

L. BOARD COMMENTS

M. INFORMATIONAL ITEMS

The next School Board Meeting will be held on Tuesday, February 5, 2018 at 5:30 p.m. in the board room at the Administration Building

A School Board Work Session will be held on Tuesday, January 29, 2018 at 5:00 p.m. in the board room at the Administration Building

N. ADJOURNMENT

Agenda Report

Date: 01/15/19

Agenda Number: A-1

Attachments: No

From: Susan D. Morrison, School Board Chair

Subject: Approval of Agenda – January 15, 2019

Summary/Description:

Consider approval of agenda for the January 15, 2019, school board meeting.

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

Recommendation:

The school board chairman recommends that the school board approve the agenda for the January 15, 2019 meeting.

Agenda Report

Date: 01/15/19

Agenda Number: B-1

Attachments: No

From: Susan D. Morrison, School Board Chair

Subject: Notice of Closed Meeting

Summary/Description:

Pursuant to the Code of Virginia §2.2-3711 (A) (1), (2), (7), and (8) the school board needs to convene a closed meeting for the purpose of discussing the following specific matters:

Personnel Matters, Legal Matters and Student Matters

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

Recommendation:

The school board chairman recommends that the school board approve a motion to enter into Closed Meeting in accordance with the Code of Virginia §2.2-3711 (A) (1), (2), (7), and (8) to discuss personnel matters, legal matters and student matters.

Agenda Report

Date: 01/05/19

Agenda Number: B-2

Attachments: No

From: Susan D. Morrison, School Board Chair

Subject: Certification of Closed Meeting

Summary/Description:

The Lynchburg City School Board certifies that, in the closed meeting just concluded, nothing was discussed except the matters specifically identified in the motion to convene in a closed meeting and lawfully permitted to be so discussed under the provisions of the Virginia Freedom of Information Act cited in that motion.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board approve the Certification of Closed Meeting in accordance with the Code of Virginia §2.2-3712(D).

Agenda Report

Date: 01/15/19

Agenda Number: C-1

Attachments: No

From: Susan D. Morrison, School Board Chair

Subject: Public Comments

Summary/Description:

In accordance with Policy BDDH 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 school board chairman recommends that the school board receive this agenda report as an informational item.

Agenda Report

Date: 01/15/19

Agenda Number: D-1

Attachments: No

From: Crystal M. Edwards, Superintendent
Wyllys VanDerwerker, Director of Special Education

Subject: Special Education Advisory Committee Recommendations: 2018-2019

Summary/Description:

The Lynchburg City Schools' Special Education Advisory Committee (SEAC) is responsible to: advise the local school division of the needs in the education of children with disabilities; participate in the development of priorities and strategies for meeting the identified needs of children with disabilities; submit periodic reports and recommendations regarding the education of children with disabilities to the local school board; assist the local school division in interpreting plans to the community or meeting the educational needs of children with disabilities; review policies and procedures for the provision of special education and related services prior to the submission to the local school board; and participate in the review of the local school division's annual plan.

The following are the 2018-19 recommendations from the LCS SEAC Committee:

- **Inclusive practices** – The LCS SEAC recommends that Lynchburg City Schools continue to implement and develop inclusive practices for all students with disabilities. (Focus: Access to the general education curriculum.)
- **Disability awareness** – The LCS SEAC recommends Lynchburg City Schools conduct an annual disability awareness program in October.
- **Professional Development** – The LCS SEAC recommends the Department for Special Education provide the following professional development:
 - Registered Behavior Technician (RBT) training for the LCS instructional assistants assigned to division-wide programs;
 - Awareness of the unique needs of students considered “Twice Exceptional”(Gifted and Disabled);
 - Effective strategies for students with skills deficits in the area of Executive Functioning;
 - Best practices in remedial reading instruction including Orton Gillingham reading strategies;
 - Instructional strategies for students with emotional disabilities;
 - Dyslexia diagnosis and evidence-based instructional strategies;
 - Instructional support strategies for students with Autism Spectrum Disorder (ASD); and
 - Implementation of research-based behavior management programming for students considered in need of a “ Tier III intervention”; and
 - Assistive Technology-Aim-Va.

Agenda Report

- **Extracurricular Support** – The LCS SEAC recommends LCS IEP committee leads receive awareness training on how to provide access to extracurricular activities for students with disabilities.
- **Reading** – The LCS SEAC recommends the review of the special education supplemental reading programs and determine if additional materials are needed to meet individual student needs. (Example: FUSION)
FUSION – <https://www.mheducation.com/prek-12/program/fusion-reading2012/MKTSP-QOS01M0.html>
- **Decentralizing Middle Schools** – The LCS SEAC recommends Lynchburg City Schools conduct a review of all division-wide programs, including projected enrollment, to determine the possibility of educating students with disabilities in their home schools without the use of division-wide classrooms.
- **Transportation** –The LCS SEAC endorses the provision of on-going professional development for LCS transportation staff in the area of Autism Spectrum Disorders.

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: 01/15/19

Agenda Number: E-1

Attachments: Yes

From: Crystal M. Edwards, Superintendent
Anthony E. Beckles, Sr., Chief Financial Officer

Subject: Finance Report

Summary/Description:

The school administration, in accordance with the FY2018-19 school's operating budget, authorized, approved, and processed the necessary payments through November 30, 2018. The school administration certifies that the amounts approved are within budgetary limits and revenue.

The operating fund expenditure report summarizes the payments made through November 30, 2018 for the operating fund.

Total Operating Fund Budget	\$ 97,672,407.00
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Through November 30, 2018

Actual Revenue Received	\$ 26,798,117.28
Actual Expenditures	\$ 33,911,820.12
Actual Encumbered	\$ 54,330,866.48

Percent of Budget Received	27.44%
Percent of Budget Used, excluding encumbrances	34.72%

As of 11/30/18 – 5 months	41.67%
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The revenue and expenditure reports detail the transactions recorded through November 30, 2018. All reports appear as attachments to the agenda report.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

Lynchburg City Schools
 Operating Fund - Statement of Expenditures
 For the Five Months Ending November 30, 2018

	BUDGET	TRANSACTIONS	Fiscal Year 2018-19		ENCUMBRANCES	BUDGET AVAILABLE	BUDGET % USED
			BUDGET % USED	ENCUMBRANCES			
INSTRUCTION							
FUNCTION 1100 CLASSROOM INSTRUCTION							
Personnel	50,998,776.55	16,894,818.22	33.13%	32,852,848.59	1,251,109.74	97.55%	
Other	4,964,707.33	916,304.37	18.46%	146,438.38	3,901,964.58	21.41%	
FUNCTION 1200 INST SUPPORT-STUDENT							
Personnel	3,669,534.27	1,319,554.84	35.96%	2,388,105.16	(38,125.73)	101.04%	
Other	218,328.95	27,213.26	12.46%	42,246.86	148,868.83	31.81%	
FUNCTION 1300 INST SUPPORT-STAFF							
Personnel	3,852,031.31	1,377,552.85	35.76%	2,228,331.89	246,146.57	93.61%	
Other	715,680.35	216,667.35	30.27%	95,105.71	403,907.29	43.56%	
FUNCTION 1400 INST SUPPORT-SCHOOL ADMIN							
Personnel	5,806,529.68	2,261,113.45	38.94%	3,587,075.14	(41,658.91)	100.72%	
Other	172,092.22	55,294.83	32.13%	51,923.32	64,874.07	62.30%	
TOTAL INSTRUCTION	70,397,680.66	23,068,519.17	32.77%	41,392,075.05	5,937,086.44	91.57%	
ADMINISTRATION							
FUNCTION 2100 ADMINISTRATION							
Personnel	3,205,018.25	991,008.49	30.92%	1,485,175.75	728,834.01	77.26%	
Other	1,360,615.96	436,444.33	32.08%	496,051.41	428,120.22	68.53%	
FUNCTION 2200 ATTENDANCE & HEALTH SERV							
Personnel	2,300,131.63	640,767.14	27.86%	1,246,831.49	412,533.00	82.06%	
Other	102,575.65	21,051.32	20.52%	19,597.51	61,926.82	39.63%	
TOTAL ADMINISTRATION	6,968,341.49	2,069,271.28	29.98%	3,247,656.16	1,631,414.05	76.59%	
PUPIL TRANSPORTATION							
FUNCTION 3100 MANAGEMENT & DIRECTION							
Personnel	400,936.01	151,748.45	37.85%	183,682.50	65,505.06	83.66%	
Other	26,637.66	6,030.14	22.64%	8,168.85	12,438.67	53.30%	
FUNCTION 3200 VEHICLE OPERATION SERVICE							
Personnel	2,963,634.59	1,126,184.41	38.00%	1,559,497.28	277,952.90	90.62%	
Other	955,846.60	457,674.74	47.88%	247,304.39	250,867.47	73.75%	
FUNCTION 3300 MONITORING SERVICE							
Personnel	706,988.88	226,671.68	32.06%	331,830.59	148,486.61	79.00%	
FUNCTION 3400 VEHICLE MAINT SERVICE							
Personnel	369,098.96	143,203.76	38.80%	204,272.56	21,622.64	94.14%	
Other	376,750.00	166,902.54	44.30%	153,368.40	56,479.06	85.01%	
FUNCTION 3500 BUS PURCHASE - REGULAR							
Other	300,000.00	510,990.00	0.00%	0.00	(210,990.00)	170.33%	
TOTAL PUPIL TRANSPORTATION	6,099,892.70	2,789,405.72	45.73%	2,688,124.57	622,362.41	89.80%	
OPERATIONS & MAINTENANCE							
FUNCTION 4100 MANAGEMENT & DIRECTION							
Personnel	292,904.20	123,020.64	42.00%	182,070.39	(12,186.83)	104.16%	
Other	29,500.00	11,087.99	37.59%	11,487.95	6,924.06	76.53%	
FUNCTION 4200 BUILDING SERVICES							
Personnel	4,706,781.28	1,882,171.02	39.99%	2,526,701.99	297,908.27	93.67%	

Lynchburg City Schools
 Operating Fund - Statement of Expenditures
 For the Five Months Ending November 30, 2018

FUNCTION 4300 GROUNDS SERVICES	Other	4,777,200.70	2,050,913.39	42.93%	2,436,710.61	289,576.70	93.94%
	Personnel	277,241.03	107,416.97	38.74%	163,503.87	6,320.19	97.72%
	Other	35,000.00	8,826.06	25.22%	1,500.00	24,673.94	29.50%
FUNCTION 4400 EQUIPMENT SERVICES	Other	40,000.00	-119.85	-0.30%	0.00	40,119.85	-0.30%
FUNCTION 4500 VEHICLE SERVICES	Other	42,500.00	25,353.97	59.66%	0.00	17,146.03	59.66%
FUNCTION 4600 SECURITY SERVICES	Personnel	31,764.37	9,107.10	28.67%	11,342.13	11,315.14	64.38%
	Other	393,000.00	62,244.07	15.84%	110,375.05	220,380.88	43.92%
FUNCTION 4700 WAREHOUSING SERVICES	Personnel	9,163.34	6,144.66	67.06%	0.00	3,018.68	67.06%
TOTAL OPERATIONS & MAINTENANCE		10,635,054.92	4,286,166.02	40.30%	5,443,691.99	905,196.91	91.49%
Other Non-Instructional Operations							
FUNCTION 5000 Non-Instructional Operations - Other	Other	21,118.60	1,028.96	4.87%	0.00	20,089.64	4.87%
TOTAL Non-Instructional Operations		21,118.60	1,028.96	4.87%	0.00	20,089.64	4.87%
FACILITIES							
FUNCTION 6200 SITE IMPROVEMENTS	Personnel	115,472.41	19,115.04	16.55%	71,975.78	24,381.59	78.89%
	Other	73,335.55	8,589.70	11.71%	0.00	64,745.85	11.71%
FUNCTION 6600 BLDG ADD & IMP SERVICES	Personnel	20,000.00	0.00	0.00%	0.00	20,000.00	0.00%
	Other	208,807.96	27,704.74	13.27%	71,975.78	109,127.44	47.74%
TOTAL FACILITIES							
DEBT SERVICE							
FUNCTION 7100 DEBT SERVICE -	Other	0.00	0.00	0.00%	0.00	0.00	0.00%
TOTAL DEBT SERVICE		0.00	0.00	0.00%	0.00	0.00	0.00%
TECHNOLOGY							
FUNCTION 8100 CLASSROOM INSTRUCTION	Personnel	1,730,014.75	695,708.17	40.21%	1,105,313.82	(71,007.24)	104.10%
	Other	309,275.62	99,357.07	32.13%	189.83	209,728.72	32.19%
FUNCTION 8200 INSTRUCTIONAL SUPPORT	Personnel	465,017.02	187,698.20	40.36%	265,656.38	11,662.44	97.49%
	Other	834,377.28	666,960.79	79.94%	116,182.90	51,233.59	93.86%
FUNCTION 8500 PUPIL TRANSPORTATION	Other	2,826.00	0.00	0.00%	0.00	2,826.00	0.00%
TOTAL TECHNOLOGY		3,341,510.67	1,649,724.23	49.37%	1,487,342.93	204,443.51	93.88%
CONTINGENCY RESERVES							
FUNCTION 9100 CLASSROOM INSTRUCTION	Other	0.00	0	0.00%	0	0	0.00%
FUNCTION 9300 ADMINISTRATION	Other	0.00	0	0.00%	0	0	0.00%
FUNCTION 9500 PUPIL TRANSPORTATION	Other	0.00	0	0.00%	0	0	0.00%
FUNCTION 9600 OPERATIONS & MAINTENANCE	Other	0.00	0	0.00%	0	0	0.00%
TOTAL CONTINGENCY RESERVES		0.00	0.00	0.00%	0.00	0.00	0.00%
TOTAL OPERATING BUDGET		97,672,407.00	33,911,820.12	34.72%	54,330,866.48	9,429,720.40	90.35%

Agenda Report Attachment

Item: E-1

Lynchburg City Schools
 Operating Fund - Statement of Revenue
 For the Five Months ending November 30, 2018

ACCOUNT TITLE	FY 2017-18			FY 2018-19			% RECEIVED	BUDGET BALANCE	YTD TRANSACTIONS	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	% RECEIVED
	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE							
240308 SALES TAX RECEIPTS	(10,614,314.00)	(10,692,439.52)	78,125.52	(10,878,445.00)	(4,080,258.46)	(6,798,186.54)	100.74%						37.51%
240202 BASIC SCHOOL AID	(21,769,498.00)	(21,765,334.61)	(4,163.39)	(22,885,425.00)	(9,535,593.75)	(13,349,831.25)	99.98%						41.67%
240207 GIFTED & TALENTED	(243,593.00)	(243,964.00)	371.00	(249,529.00)	(103,970.40)	(145,558.60)	100.15%						41.67%
240208 REMEDIAL EDUCATION-SOQ	(1,476,782.00)	(1,479,032.00)	2,250.00	(1,492,182.00)	(539,129.35)	(953,052.65)	100.15%						36.13%
240204 REMEDIAL EDUCATION-SUMMER SCHOOL	(164,036.00)	(186,695.00)	22,659.00	(218,153.00)	(90,908.35)	(127,244.65)	113.81%						41.67%
SUPLL LOTTERY PER PUPIL ALLOCATION	(1,391,118.00)	(1,394,509.00)	3,391.00	(1,677,233.00)	0.00	(1,677,233.00)	100.24%						0.00%
COMPENSATION SUPPLEMENT	(231,552.00)	(231,854.00)	302.00	0.00	0.00	0.00	100.13%						0.00%
240212 SPECIAL ED SOQ	(2,811,468.00)	(2,815,752.00)	4,284.00	(3,044,252.00)	(1,268,438.31)	(1,775,813.69)	100.15%						41.67%
240217 VOCATIONAL ED SOQ	(400,913.00)	(401,524.00)	611.00	(628,813.00)	(262,005.40)	(366,807.60)	100.15%						41.67%
240221 SOC SEC-INSTR	(1,446,333.00)	(1,448,537.00)	2,204.00	(1,502,164.00)	(625,901.69)	(876,262.31)	100.15%						41.67%
240223 VRS INSTRUCTIONAL	(3,324,028.00)	(3,329,093.00)	5,065.00	(3,318,733.00)	(1,382,805.40)	(1,935,927.60)	100.15%						41.67%
240241 GROUP LIFE INST	(96,422.00)	(96,569.00)	147.00	(99,812.00)	(41,588.31)	(58,223.69)	100.15%						41.67%
240228 READING INTERVENTN	(205,913.00)	(218,393.00)	12,480.00	(219,007.00)	0.00	(219,007.00)	106.06%						0.00%
240205 CAT-REG FOSTER	(190,250.00)	(188,242.00)	(2,008.00)	(202,382.00)	0.00	(202,382.00)	98.94%						0.00%
240246 CAT-HOMEBOUND	(110,224.00)	(93,733.71)	(16,490.29)	(93,167.00)	0.00	(93,167.00)	85.04%						0.00%
240248 REGIONAL TUITION	(1,011,481.00)	(1,002,226.65)	(9,254.35)	(1,233,366.00)	0.00	(1,233,366.00)	99.09%						0.00%
240265 AT RISK SOQ	(1,489,206.00)	(1,520,272.52)	31,066.52	(1,584,718.00)	(660,299.19)	(924,418.81)	102.09%						41.67%
240309 ESL	(154,875.00)	(148,421.87)	(6,453.13)	(154,277.00)	(64,282.10)	(89,994.90)	95.83%						41.67%
240281 AT RISK 4 YR OLDS	(932,488.00)	(932,488.00)	0.00	(956,491.00)	0.00	(956,491.00)	100.00%						0.00%
240252 CTE EQUIPMENT	(9,748.88)	(22,270.85)	12,521.97	0.00	0.00	0.00	228.45%						0.00%
240253 CTE OCC PREP	(57,895.00)	(57,397.33)	(497.67)	(48,323.00)	0.00	(48,323.00)	99.14%						0.00%
MATHREADING INSTR SPECIALISTS	(20,502.00)	(20,502.00)	0.00	(41,254.00)	0.00	(41,254.00)	100.00%						0.00%
EARLY READING SPECIALISTS INITIATIVE	0.00	0.00	0.00	(82,509.00)	0.00	(82,509.00)	0.00%						0.00%
240275 PRIMARY CLASS SIZE	(1,915,875.00)	(1,864,678.00)	(51,197.00)	(1,846,920.00)	0.00	(1,846,920.00)	97.33%						0.00%
240214 TEXTBOOKS	(557,117.00)	(557,966.00)	849.00	(502,501.00)	(209,375.40)	(293,125.60)	100.15%						41.67%
240405 ALGEBRA READINESS	(143,036.00)	(143,035.75)	(0.25)	(145,199.00)	0.00	(145,199.00)	100.00%						0.00%
COMMONWEALTH OF VA	(50,768,667.88)	(50,854,930.81)	86,262.93	(53,104,855.00)	(18,864,556.11)	(34,240,298.89)	100.17%						35.52%
330212 IMPACT AIDPL81-874	(8,500.00)	(9,406.36)	906.36	(8,500.00)	(8,226.38)	(273.62)	110.66%						96.78%
180303 MEDICAID REIMBURSE	(350,000.00)	(618,643.34)	268,643.34	(350,000.00)	(66,799.54)	(283,200.46)	176.76%						19.09%
JR ROTC	(105,000.00)	(132,235.20)	27,235.20	(105,000.00)	(15,131.82)	(89,868.18)	125.94%						14.41%
FEDERAL	(463,500.00)	(760,284.90)	296,784.90	(463,500.00)	(90,157.74)	(373,342.26)	164.03%						19.45%

Agenda Report Attachment

Item: E-1

Lynchburg City Schools
Operating Fund - Statement of Revenue
For the Five Months ending November 30, 2018

	FY 2017-18			FY 2017-18			FY 2017-18		
	REVENUE	YTD	BUDGET	%	REVENUE	YTD	BUDGET	%	
	BUDGET	TRANSACTIONS	BALANCE	RECEIVED	BUDGET	TRANSACTIONS	BALANCE	RECEIVED	
510500 CITY OPER APPR	(42,028,498.00)	(42,028,498.00)	0.00	100.00%	(42,028,498.00)	(7,150,000.00)	(34,878,498.00)	17.01%	
510500 FUND BALANCE RETURN	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%	
HEALTH INSURANCE RESERVE	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%	
510500 USE OF CIP FUNDS	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%	
CITY	(42,028,498.00)	(42,028,498.00)	0.00	100.00%	(42,028,498.00)	(7,150,000.00)	(34,878,498.00)	17.01%	
189912 MISC REV/OTH FUNDS	(75,000.00)	(34,511.37)	(40,488.63)	46.02%	(55,000.00)	(48,452.73)	(6,547.27)	88.10%	
180303 REBATES & REFUNDS	(86,250.00)	(34,183.73)	(52,066.27)	39.63%	(86,250.00)	(12,999.34)	(73,250.66)	15.07%	
189903 DONATIONS & SP GF	(5,512.50)	(6,312.50)	800.00	0.00%	0.00	0.00	0.00	0.00%	
189909 SALE OTHER EQUIP	(16,500.00)	(28,500.00)	12,000.00	172.73%	(10,000.00)	(5,100.00)	(4,900.00)	51.00%	
189910 INSURANCE ADJUST	(133,833.00)	(66,047.14)	(67,785.86)	49.35%	(5,000.00)	0.00	(5,000.00)	0.00%	
E RATE REIMBURSEMENT	(203,500.00)	(154,964.51)	(48,535.49)	76.15%	(80,000.00)	(25,830.24)	(54,169.76)	32.29%	
MISCELLANEOUS	(520,595.50)	(324,519.25)	(196,076.25)	62.34%	(236,250.00)	(92,382.31)	(143,867.69)	39.10%	
150201 RENTS - LAUREL	(123,000.00)	(123,000.00)	0.00	100.00%	(123,000.00)	(123,000.00)	0.00	100.00%	
150201 RENTS - CVGS	0.00	(43,000.00)	43,000.00	100.00%	(43,000.00)	(43,000.00)	0.00	0.00%	
161201 TUITION DAY SCHOOL	(80,000.00)	(106,126.60)	26,126.60	132.66%	(100,000.00)	(130,925.15)	30,925.15	130.93%	
161206 TUITION ADULT	(20,000.00)	(27,885.00)	7,885.00	139.43%	(25,000.00)	(8,580.00)	(16,420.00)	34.32%	
161207 TUITION SUMMER SCH	(25,000.00)	(43,442.53)	18,442.53	173.77%	(30,000.00)	0.00	(30,000.00)	0.00%	
161202 SPEC PUPIL FEES	(31,000.00)	(16,758.86)	(14,241.14)	54.06%	(25,000.00)	(24,704.60)	(295.40)	98.82%	
161205 BUS RENTAL	(325,000.00)	(430,608.70)	105,608.70	132.49%	(325,000.00)	(88,721.20)	(236,278.80)	27.30%	
190101 TUIT FM OTH CO/CY	(500,000.00)	(575,177.76)	75,177.76	115.04%	(600,000.00)	0.00	(600,000.00)	0.00%	
161201 DUAL ENROLLMENT	(185,000.00)	(146,043.00)	(38,957.00)	78.94%	(150,000.00)	0.00	(150,000.00)	0.00%	
PRINT SHOP	(65,000.00)	(55,337.83)	(9,662.17)	85.14%	(50,000.00)	(12,520.08)	(37,479.92)	25.04%	
SCHOOL NUT UTILITIES	(90,000.00)	(80,411.32)	(9,588.68)	89.35%	(90,000.00)	(22,154.79)	(67,845.21)	24.62%	
FACILITY RENTALS	(50,000.00)	(128,490.38)	78,490.38	256.98%	(75,000.00)	(61,525.12)	(13,474.88)	82.03%	
INDIRET COSTS	(200,000.00)	(171,787.64)	(28,212.36)	85.89%	(203,304.00)	(85,890.18)	(117,413.82)	42.25%	
CHARGES FOR SERVICES	(1,694,000.00)	(1,948,069.62)	254,069.62	115.00%	(1,839,304.00)	(601,021.12)	(1,238,282.88)	32.68%	
DESIGNATION - ENCUMBRANCES	(1,275,388.88)	0.00	(1,275,388.88)	0.00%	0.00	0.00	0.00	0.00%	
TOTAL OPERATING FUND	(96,750,650.26)	(95,916,302.58)	(834,347.68)	99.14%	(97,672,407.00)	(26,798,117.28)	(70,874,289.72)	27.44%	

	Original budget	Original budget
Original budget	\$95,324,667.00	\$ 97,672,407.00
Prior Year Encumbrance	\$ 1,275,388.88	
Addtl funding - CTE equipment	\$ 9,748.88	
Sale of Bus Proceeds	\$ 13,500.00	
E-rate - Shelterl	\$ 88,000.00	
Insurance Proceeds	\$ 33,833.00	
Restricted Donation	\$ 5,512.50	
Adjusted Budget	\$ 96,750,650.26	

Agenda Report

Date: 01/15/2019

Agenda Number: F-2

Attachments: Yes

From: Crystal M. Edwards, Superintendent

Subject: Personnel Report

Summary/Description:

The personnel recommendations for December 04, 2018 – January 15, 2019 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 December 04, 2018 – January 15, 2019.

NAME	COLLEGE	DEGREE/ EXPERIENCE	SCHOOL/ ASSIGNMENT	EFFECTIVE DATE
NOMINATIONS, INSTRUCTIONAL PERSONNEL, 2018-2019:				
Beard Kellie	Liberty University	BA / 0 yrs (Lv. 0 3)	Hutcherson ELC Early Childhood Sped Teacher	01-03-2019
Bell Andria	Liberty University	BA / 0 yrs (Lv. 0 1)	Dunbar Middle School Science Teacher	01-03-2019
Bernard Brianna	Liberty University	BA / 0 yrs (Lv. 0 1)	Heritage Elementary School 2 nd Grade Teacher	01-03-2019
Fairchild Cynthia	St. Thomas University (Miami)	MA / 0 yrs (Lv. 3)	R.S. Payne Elementary School Sped Teacher	01-14-2019
Plice Emily	Liberty University	BA / 0 yrs (Lv. 0 3)	Linkhorne Middle School Special Education Teacher	01-03-2019
Ruehle Jane	UVA	MA / 24 yrs (Lv. 24 3)	Hutcherson ELC School Counselor	01-03-2019
Wolfe Candace	Liberty University	MA / 10 yrs (Lv. 10 3)	Perrymont Elementary School Instructional Coach	01-03-2019
RESIGNATIONS:				
Butterfield Lee Ann	Liberty University	BA / 3 yrs (Lv. 3 3)	R.S. Payne Elementary School Special Education Teacher	12-31-2018
Gagliano Jason	SUNY Brockport	BA / 0 yrs (Lv. 0 4)	Linkhorne Middle School Special Education Teacher	12-31-2018
Hupe Jeffrey	Liberty University	BA / 0 yrs (Lv. 0 4)	Bedford Hills Elementary School Movement Education Teacher	12-31-2018
Jones Lucille	Lynchburg University	MA / 14 yrs (Lv. 14 1)	Pride Center Rodeo Teacher	12-31-2018
Mallory Hannah	Liberty University	BA / 0 yrs (Lv. 0 3)	R.S. Payne Elementary School Special Education Teacher	12-31-2018
Myers Joel	Liberty University	MA / 3 yrs (Lv. 3 4)	Linkhorne Middle School Special Education Teacher	12-31-2018

RETIREMENTS:

NONE

LEAVE OF ABSENCE:

NONE

Agenda Report

Date: 01/15/19

Agenda Number: F-3

Attachments: Yes

From: Crystal M. Edwards, Superintendent
Susan D. Morrison, School Board Chair

Subject: Religious Exemption

Summary/Description:

The school board, pursuant to the Code of Virginia 22.1-254 (B) (1) “shall excuse from attendance at school any pupil who, together with his parents, by reason of bona fide religious training or belief is conscientiously opposed to attendance at school.”

The Statement of Religious Beliefs is confidential and is shared with members of the school board only.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board excuse the student(s) from public school attendance by reason of bona fide religious training or belief of both the parent(s) and the student(s).

Agenda Report

Date: 01/15/19

Agenda Number: I-1

Attachments: No

From: Crystal M. Edwards, Superintendent
Anthony E. Beckles, Sr., Chief Financial Officer

Subject: Fund Balance Recommendations: 2017-18

Summary/Description:

The fund balance for the 2017-18 school year is \$3,320,799. Although the school administration had previously discussed possible uses for those funds, the City Manager has asked the board to consider the following changes:

Return of funds to Health Insurance Reserve	\$1,800,000
Replacement of R.S. Payne's Roof (FY2020 Project)	\$ 400,000
Increase of Maintenance Reserve	\$ 385,030
Textbooks Reserve	\$ 265,769
Repair of Dunbar Middle School Air Condition	\$ 200,000
Remediation of mold at Dunbar Middle School	\$ 150,000
Replenishment of Maintenance Reserve	\$ 120,000
	<hr/>
	\$3,320,799
	=====

Return of funds to Health Insurance Reserve	\$1,300,000
Replacement of Heritage Elementary Roof (FY2020 Project)	\$ 500,000
Replacement of R.S. Payne's Roof (FY2020 Project)	\$ 400,000
Increase of Maintenance Reserve	\$ 385,030
Textbooks Reserve	\$ 265,769
Repair of Dunbar Middle School Air Condition	\$ 200,000
Remediation of mold at Dunbar Middle School	\$ 150,000
Replenishment of Maintenance Reserve	\$ 120,000
	<hr/>
	\$3,320,799
	=====

Additional information regarding the recommended uses for the 2017-18 fund balance is presented in the attachment.

Disposition: Action
 Information
 Action at Meeting on: February 5, 2019

Recommendation:

The superintendent recommends that the school board receive this agenda item for discussion and possible action at the February 5, 2019 board meeting.

Agenda Report

Date: 01/15/19

Agenda Number: I-2

Attachments: Yes

From: Crystal M. Edwards, Superintendent
Ben W. Copeland, Deputy Superintendent

Subject: School Calendar: 2019-20

Summary/Description:

The proposed school calendar for 2019-20 contains many of the features that were included in the school calendar for 2018-19. During this presentation, the school administration will review the proposed calendar with the school board.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board approve the proposed school calendar (LCS and Bass) for 2019-20.

DRAFT

2019-2020 Academic Year Calendar Draft

July 2019							August 2019							September 2019							October 2019						
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa

DRAFT

2019-2020 Bass Academic Year Calendar Draft																											
July 2019					August 2019					September 2019					October 2019												
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa

Agenda Report

Date: 01/15/19

Agenda Number: I-3

Attachments: Yes

From: Crystal M. Edwards, Superintendent
April M. Bruce, Director of Curriculum & Instruction

Subject: High School Program of Studies: 2019-20

Summary/Description:

Each year the school board reviews and approves the High School Program of Studies for the next school year. A team made up of high school administrators, counseling directors, and various members of the departments of special education, student services, and curriculum and instruction have met over the past four months to update this handbook.

The team worked to ensure this handbook includes graduation information consistent with current Virginia Department of Education requirements. The main updates made to this year's handbook include new courses in study skills, computer science, physical education, hip hop, and engineering. It also includes clarity on testing requirements, class rank, sequential electives, and offerings at the Central Virginia Governor's School and the Governor's STEM Academy.

The High School Program of Studies has been posted on the main LCS website for one month to gather input from the public. High school counseling departments have also gathered input from school stakeholders regarding the program offerings at each school.

High school counseling departments will use the 2019-20 Program of Studies to begin meeting with parents and scheduling students in January and February.

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

Recommendation:

The superintendent recommends that the school board approve the 2019-20 High School Program of Studies.

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

LCS High School Program of Studies

2019-2020

Every child, by name, and by need, to graduation

*Lynchburg City Schools
Mission Statement
Adopted August 7, 2012*

School Board Approved:



Dear Lynchburg City Schools Students and Parents:

Our mission in Lynchburg City Schools (LCS) is Every Child by Name and by Need, to Graduation. An essential component of our commitment to helping students reach future goals is by offering a wide array of courses and programs that students can choose from to help them gain full access to their future post-secondary endeavors.

The High School Program of Studies handbook contains academic information that will help in planning a course of study. This handbook provides information regarding the Profile of a Graduate graduation requirements for our rising ninth and tenth graders as well as the graduation requirements for our rising juniors and seniors. Any new course offerings or changes to this document will be communicated and updated in the online version found at <https://www.lcsedu.net/departments/curriculum/program-of-studies>.

The main updates made to this year's handbook include new courses in study skills, computer science, physical education, hip hop, and engineering. It also includes clarity on testing requirements, class rank, sequential electives, and offerings at the Central Virginia Governor's School and the Governor's STEM Academy.

Please take the time to review the information presented in this handbook. The information ranges from specific course selection options and the different academic levels, academic and post-secondary career planning, specialized LCS programs such as the Early College Program, Central Virginia Governor's School (CVGS), National Collegiate Athletic Associate (NCAA) eligibility requirements, Virginia Standards of Learning (SOL) information, graduation requirements, promotion and retention guidelines, and grade point average calculation criteria. The handbook also includes various policies and procedures. Please also be aware that additional procedures and practices may be determined at the individual high school.

All of this information will help as the student develops a comprehensive academic and career plan. Development of a plan is best accomplished with the collaboration of students, parents, teachers, principals, and counselors. Please be in contact with your child's school counselor in order to receive support in creating an individualized plan for your child.

Through these course offerings and our partnership with families, each student will be on the path to achieve future hopes and dreams.

Sincerely,

Crystal M. Edwards, Ed.D.
Superintendent

Lynchburg City School Board

Dr. Crystal Edwards
Superintendent of Schools

Dr. Robert O. Brennan
District 1

Ms. Susan D. Morrison
District 1(Chairman)

Mrs. Belle Evans
District 1

Ms. Sharon Y. Carter
District 2

Ms. Charletta Mason
District 2

Dr. Kimberly A.Sinha
District 2

Dr. James E. Coleman
District 3 (Vice Chairman)

Dr. Michael J. Nilles
District 3

Dr. Atul Gupta
District 3

HIGH SCHOOLS OF LYNCHBURG CITY SCHOOLS

E.C. Glass High School

2111 Memorial Avenue
Lynchburg, VA 24501
Phone: (434) 515-5370
Dr. Jeff Garrett, Principal

Heritage High School

3020 Wards Ferry Road
Lynchburg, VA 24502
Phone: (434) 515-5400
Mr. Timothy Beatty, Principal

Fort Hill Community School

1350 Liggates Road
Lynchburg, VA 24502
Phone: (434) 515-5150
Ms. Cathy Viar, Program Lead

Empowerment Academy

601 12th St.
Lynchburg, VA 24504
Phone: (434) 515-5140
Ms. Kacey Crabbe, Program Lead

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I. GENERAL INFORMATION

Grading Scale

All courses receive a grade on a quarterly basis. For most classes, credits are earned on a yearly basis, with some as a semester basis. The following grading scale is used in grade levels 9-12 for all students. However, for Grade Point Average (GPA) calculation purposes, the ten-point scale for the grade (not considering plus and minus) is used.

A+ 99-100	B+ 88-89	C+ 78-79	D+ 68-69	F 0-59
A 93-98	B 83-87	C 73-77	D 63-67	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

Differences between Grade Level, Advanced, Advanced Placement, and Dual-Enrollment Courses - Courses are offered at different levels of difficulty beyond the grade level content in order to provide students opportunities for challenging their learning and growing at a more rapid pace. The following provide general differences between the course types. In some cases, additional information is provided in the specific course descriptions:

Grade Level or Regular Course – Course content is at the level of rigor of the Standards of Learning or the defined curriculum (for courses that are not included in the Virginia Standards of Learning). More individualized support is often provided.

Advanced Course – Course content includes the rigor of SOLs, or other standards while also requiring additional content and deeper application of the content. Assignments may include additional work that may also require more self-direction by the student.

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

Dual-Enrollment Course – Dual-enrollment courses align with course curriculum for Central Virginia Community College.

GRADE POINT AVERAGE (GPA) CALCULATIONS AND CLASS RANK

The Grade Point Average (GPA) calculation is a way to quantify the overall academic achievement of a student in a single number. The GPA calculation is used for ranking graduating students and determining if the student achieves Summa Cum Laude honors. The GPA is often requested on applications for awards, recognitions, certain memberships or positions, and on college applications. This value is determined by the grades a student earns and by the level of difficulty of the courses taken.

In the Lynchburg City Schools, there are three levels of courses, and each allocates a different number of quality points for a given grade. For most classes, an “A” is worth 4 points, a “B” is worth 3 points, a “C” is worth 2 points, a “D” is worth 1 point, and an “F” is worth zero points. If a student takes an advanced level course, an additional 0.5 points is added to any grade earned above an “F”. If a student takes an Advanced Placement (AP) course and AP exam (or identified Dual Enrollment courses or CVGS courses), an additional full point is added to any grade earned above an “F”. For GPA purposes, the + and – of a grade letter do not factor in.

Quality Points per Full Year Credit		
Advanced Placement, CVGS, and Dual Enrollment Courses in Core Content Areas	Advanced Courses and Specified Dual Enrollment Courses	All Other Courses
A – 5	A – 4.5	A – 4
B – 4	B – 3.5	B – 3
C – 3	C – 2.5	C – 2
D – 2	D – 1.5	D – 1
F – 0	F – 0	F – 0

GRADE POINT AVERAGE (GPA) CALCULATIONS AND CLASS RANK (continued)

The GPA for a year is calculated by averaging the quality points for courses taken that year and dividing that by the number of courses taken that year. The cumulative GPA is calculated by averaging the quality points for high school courses taken for that year and all prior years (including high school level courses that a student may have taken in middle school and in approved summer courses) and dividing that by the total number of those courses.

Students are ranked based on their overall earned GPA. Students are considered for the distinction of Summa Cum Laude, based on their cumulative GPA. Summa Cum Laude is considered the highest level of academic performance and this distinction will be noted on the academic transcript. The thresholds for Summa Cum Laude are noted below for the end of each grade level:

9th grade – 4.3

10th grade – 4.3

11th grade – 4.4

12th grade – 4.5 or higher

ADVANCED PLACEMENT (AP) COURSES OFFERED THROUGH LCS

As mentioned previously, due to the rigor and work load, all of these AP courses are weighted at 5.0 quality points for an “A” (with completion of the AP exam). All students completing Advanced Placement (AP) courses must take the associated AP exams in May. **If a student is unable to participate fully in the AP exam for a course, that course will be recognized on the student’s transcript as an advanced level course (weighted at 4.5 rather than 5.0 quality points) and the student must sit for the corresponding course final exam (unless an exam exemption applies).** In the case of extreme extenuating circumstances, appeals to this practice may be submitted to the Director of Curriculum and Instruction. Any AP course must be taken through an instructor at the high school unless approved by the principal in writing.

The College Board sets AP testing dates one year in advance. Any AP student not testing on those pre-determined dates will be charged a late/unused test fee of up to \$45 unless he/she cannot test due to extreme circumstances beyond his/her control. There is a \$40 fee for taking each AP exam. Reduced fees are available due to family financial needs.

- Advanced Placement Language/Composition
- Advanced Placement Literature
- Advanced Placement American History
- Advanced Placement World History
- Advanced Placement European History
- Advanced Placement Micro and Macro Economics
- Advanced Placement Calculus AB
- Advanced Placement Calculus BC
- Advanced Placement Statistics
- Advanced Placement Latin (Vergil)
- Advanced Placement Spanish Language V
- Advanced Placement French Language V
- Advanced Placement German Language V
- Advanced Placement American Government
- Advanced Placement Comparative Government
- Advanced Placement Human Geography
- Advanced Placement Chemistry
- Advanced Placement Physics I & II
- Advanced Placement Biology
- Advanced Placement Art History
- Advanced Placement Portfolio Art
- Advanced Placement Music Theory
- Advanced Placement Psychology
- Advanced Placement Computer Science
- Advanced Placement Environmental Science
- Advanced Placement Seminar
- Advanced Placement Research
- Other courses as noted in the current Virtual Virginia On-Line Program brochure

DUAL ENROLLMENT COURSES (OVERVIEW)

The Dual Enrollment (DE) program with Central Virginia Community College (CVCC) provides highly motivated students the opportunity to experience college-level work while in high school and receive both high school and college credit. Students are encouraged to consider this opportunity while also being aware that the demands of these courses are at the college level.

Dual enrollment courses in the core content areas are weighted at 5.0 quality points. Many Governor’s School courses are Dual Enrollment and count as 5.0 weighted courses. Dual enrollment courses in non-core content and career and technical fields are weighted at 4.5 quality points. The College Success Skills course is weighted at 4.0 quality points.

Students enrolled in these courses may earn college credit from CVCC and/or University of Lynchburg by fulfilling course requirements. Regardless of the course grade, the course will appear on the student’s permanent record at CVCC or University of Lynchburg. **If a student receives a D or F, it does have the potential to affect college financial aid eligibility and/or guaranteed admissions agreements with four-year colleges and universities.** Students enrolled in DE courses need to abide by the policies and procedures of CVCC and University of Lynchburg as well as LCS. **Students must qualify for enrollment for CVCC courses by taking, and passing the Virginia Placement Test (VPT) prior to enrollment. Additional application and eligibility information is available. Please see your counselor for more information.**

The costs for tuition and the required textbooks for dual enrollment courses taught at the high school, Central Virginia Governor’s School, and the Governor’s STEM Academy will remain the responsibility of the school division. However, there is a \$75 fee for a course withdrawal if the CVCC drop date has passed. This payment is due to the school division within two weeks of dropping the class. Checks should be made payable to LCS and sent to the curriculum and instruction department. Please be aware that timelines for withdrawing from a course are different for DE courses. See Section III for more information on dual enrollment options.

DUAL ENROLLMENT COURSES (continued)

The Early College Program is an opportunity for students to earn a high school diploma and an Associate's Degree at the same time. Eligible students are selected by a committee at CVCC. The cost of the Early College Program books is covered by LCS but the tuition is the responsibility of each family. There are some opportunities for financial assistance to families with financial hardship. Counselors have the financial hardship forms.

Any student seeking to take courses on the CVCC campus on their own and not a part of any LCS approved program must seek prior approval and all costs for books and tuition are the responsibility of the family.

ADVANCED COURSES OFFERED THROUGH LCS

The following courses are at an advanced level and are weighted at 4.5 quality points for an "A."

- Advanced World Literature & Composition I
- Advanced World Literature & Composition II
- Advanced American & World Literature & Composition
- Advanced English Literature & Composition
- Advanced Composition (Dual Enrollment)*
- Advanced Algebra in the 8th grade
- Advanced Earth Science in the 8th grade
- Advanced Algebra II
- Advanced Geometry with Trigonometry
- Advanced Math Analysis
- Advanced Pre-Calculus/Applied Calculus (Dual Enrollment)*
- Advanced Chemistry
- Advanced Biology
- Advanced Physics
- Advanced College Biology (Dual Enrollment)*
- Advanced World History & Geography I (to 1500 AD)
- Advanced World History & Geography II (1500 AD to Present)
- Advanced World Geography
- Advanced American History
- Advanced U.S. Government
- Advanced French IV
- Advanced Spanish IV
- Advanced German IV
- Advanced Latin Literature
- Studio Art
- Building Trades II/Carpentry I (Dual Enrollment)
- Computer Systems Technology II/PC Repair I (Dual Enrollment)
- Precision Machining II/Machine Tools I (Dual Enrollment)
- Robotic Work/Cell Technology (Dual Enrollment)
- Culinary Arts (Dual Enrollment)
- Teachers for Tomorrow I (Dual Enrollment)
- Drafting II (Dual Enrollment)

ONLINE COURSES

VIRTUAL VIRGINIA COURSES - <http://www.virtualvirginia.org>

Lynchburg City Schools students have the opportunity to take courses through Virtual Virginia, a program of the Virginia Department of Education. The Virtual Virginia program offers online Advanced Placement (AP®), world language, core academic, and elective courses to students. **Students may participate in these online learning courses if they meet all prerequisite and eligibility criteria, including prior approval by the high school counselor and principal.**

Students who are most successful in online courses are those who can work independently with minimal supervision, have good time management skills, and possess a strong desire to learn. A successful online student can stay on task and maintain a regular schedule of logging on and keeping up with the readings, course assignments, homework, and other expectations. Interested students should contact their counselor for more information.

If students are enrolled in AP Virtual Virginia courses, then students must take the associated exams in the spring. Virtual Virginia courses are teacher directed and not self-paced. These virtual AP courses are graded and weighted at a 5.0 for an A (just as other AP courses are), and they are equivalent in rigor and work load to on-site AP courses.

Criteria for Participation

1. Typically, it is mostly juniors or seniors that choose to be scheduled into Virtual Virginia courses. Students below the junior grade level may enroll in a Virtual Virginia course, including AP courses, with written permission from the school counselor and principal, in consultation with the Director of Curriculum and Instruction. Permission for students below the junior grade level to take these courses usually only applies to students who have been vertically accelerated in specific content areas as a gifted service option or for students who have transferred in and have completed other pre-requisite courses offered.
2. Only students who have completed any and all prerequisites listed for the course in the Lynchburg City Schools High School Program of Studies will be scheduled into a Virtual Virginia course.
3. Students will be scheduled into Virtual Virginia courses (particularly AP courses) for which a section of that same course is not being offered in the high school that year or if there are unavoidable scheduling conflicts. Exceptions can be made by the principal for students with extenuating circumstances.
4. Students will be scheduled into only one Virtual Virginia course during a period.
5. Students will be scheduled into Virtual AP courses during the seven defined periods during the regular school day.
6. Students will not be scheduled into any Virtual AP courses if it would cause them to then have more than seven courses in a given year.
7. **Students who enroll in Virtual Virginia courses and wish to withdraw after 21 calendar days may only do so according to the Virtual Virginia guidelines and, if they are withdrawn, they must pay the state administrative withdrawal fee of \$75.00.**
8. Students may request to enroll in a Virtual Virginia course no later than **July 15th**.

ONLINE COURSES (continued)

The counselor at each school will provide the parents/guardians of students being scheduled into a virtual course with all the information noted in this section. In addition, both the student and the parent/guardian will be required to sign a form indicating that they understand the rigor of the courses, the nature of the instruction, the need for the student to be self-motivated and self-monitoring, and the specifics of the "drop/withdrawal" period. Please note that a "D," indicating distance learning, will be at the end of each of the Virtual Virginia course numbers. In some cases this will be the only difference between the on-site course number and the Virtual Virginia course number.

If you have any questions about non-weighted or advanced placement courses available through Virtual Virginia, please visit the Virtual Virginia website: <http://www.virtualvirginia.org>. For questions regarding eligibility requirements, please contact your counselor.

2. **EDGENUITY AND OTHER ONLINE COURSES THROUGH LCS**

Lynchburg City Schools also offers courses through outside vendors, such as Edgenuity. Typically, there are courses taken to make up a credit or in a course for which enrollment is too low to be offered in LCS. Enrollment in such a course is only available with written permission of the principal.

3. **ONLINE COURSES OUTSIDE OF LCS**

Any student wishing to take an online course outside of LCS for credit must gain prior written permission from the principal. Failure to obtain prior permission may result in the course not transferring into LCS. Courses should only be those found within this LCS Program of Studies. **Any associated costs would be the responsibility of the student/family.**

SUMMER COURSES

Courses taken during the summer do not count toward the maximum course load during the fall and spring semesters. Any course taken during the summer that is online must be completed by the summer deadline as prescribed by the school principal. The following online courses are planned to be offered through LCS for summer 2019. The counseling department can provide additional information on enrolling. **Each course is available for a fee of \$150.**

--Online Personal Finance & Economics (10-12th)

--Health/PE 9 Online

OTHER COURSES

INDEPENDENT STUDY COURSES

Independent study courses provide an opportunity for conscientious and mature students to schedule a course which they otherwise would not be able to take. These courses are scheduled individually, and they require the participation of a certified instructor and the prior written approval of the principal. The student must complete all work and tests assigned. **All independent study courses are graded pass/fail.** The student will receive credit for the course, and the course will appear on the student's transcript, but the course will be graded Pass/Fail and will not count in the cumulative GPA.

COURSES OFFERED OUTSIDE LCS

Any student wishing to take a course outside of LCS for credit must gain prior written permission from the principal unless it is offered through an approved program with LCS to which the student has already been admitted (e.g. Governor's School, Early College, and STEM Academy). Failure to obtain prior permission may result in the course not transferring into LCS. Courses should only be those found within this LCS Program of Studies. **Any associated cost would be the responsibility of the student/family.**

WITHDRAWAL FROM A COURSE

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 counselor by the end of the 10th school day of the course. Any course from which a student is withdrawn within that time period will not be recorded on the student's report card or transcript. In rare cases, extenuating circumstances may justify a withdrawal from a course after the 10th day. In such a case, the student's transcript will reflect the course and a grade of withdrawal passing (WP) or withdrawal failing (WF) for the course. 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. If the request is to change the level of a course rather than withdraw from a course, that request must be made no later than five days after the first quarter report card has been distributed. In some cases there may not be an alternative level to the same course. For additional procedures, please refer to Lynchburg City School Board Policies and Administrative Regulations 6-58.

COURSE LOAD

Students in grades 9-11 must carry the equivalent of seven credit-bearing courses. All students in grade twelve (senior students) must carry the equivalent of four credit-bearing courses (athletes must carry five courses). Unless prior written permission by the principal is provided, senior students must also carry other approved courses or repeat courses in the other three periods. When scheduling courses that involve travel between different schools, students should be aware of the travel time and the fact that it may reduce the number of courses that could be taken. **Students in Grades 9-11 should not carry more than seven credit-bearing courses during the school year. A senior desiring to carry more or less than seven credit-bearing courses must receive written permission to do so from the school's principal.**

PROMOTION

According to Lynchburg City School Board Policies and Administrative Regulations Policy 7-25 Promotion, Retention, Acceleration high school credit requirements for promotion are as follows. These credits indicated the cumulative amount that must be earned as that point in order to be promoted to the next grade level.

--9th to 10th Grade (4 credits)

--10th to 11th Grade (9 credits)

--11th to 12th Grade (15 credits)

VERIFIED CREDIT

A verified credit means the student has passed the state required Standards of Learning (SOL) test in addition to the course. Verified credits may be earned in the following courses:

English	Math	Science	Social Studies
Reading	Algebra I	Biology	World History I
Writing	Algebra II	Chemistry	World History II
	Geometry	Earth Science	VA & US History
			World Geography

LOCALLY AWARDED VERIFIED CREDIT OPTION

A verified credit is received when a student passes a high school credit course and the associated Standards of Learning (SOL) end-of-course state test. A locally awarded verified credit is an option available for some students who pass a class but do not pass the associated SOL end-of-course test and do not have enough verified credits to graduate. Locally awarded verified credits apply only to the standard diploma for students who entered 9th grade for the first time prior to 2018-19. For students who entered 9th grade for the first time in 2018-19 or after, one locally awarded verified credit in any subject can be awarded and can count toward any diploma.

To be eligible to earn a local verified credit, a student must:

- pass the high school course but not pass the associated state SOL end-of-course test,
- score at least 375 on any administration of the SOL test having taken the test at least twice, and
- demonstrate achievement in the academic content through a local appeal process.

The appeal process in Lynchburg includes the following:

- A school-based panel will review grades of students eligible for a local verified credit. A local verified credit will be awarded if a student has achieved a final grade of "C" or better for the science or history course.
- Students eligible for a local verified credit who receive a "D" in the science or history course will receive a local verified credit if they receive a grade of "C" or higher on the exam.
- Students not meeting one of the above criteria may review course content and complete a cumulative assessment. Once they receive a passing score on the assessment, they are eligible for a locally verified credit.
- The school-based panel has final authority in determining whether to (a) award the verified credit, (b) deny the verified credit, or (c) suggest participation in a remedial program followed by retesting. Any appeals regarding locally awarded verified credits should be directed to the director of curriculum and instruction.

NOTE: Students with disabilities who qualify for credit accommodations may be awarded local verified credits in any subject area if they meet the criteria above.

APPLIED STUDIES DIPLOMA

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

CERTIFICATE OF PROGRAM COMPLETION

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

Standard Diploma Course Requirements for Students Entering Ninth Grade for the First Time in 2018-19 and Beyond (8 VAC 20-131-51)			
Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	All students must take the SOL Reading and Writing (or equivalent) tests in high school.
Mathematics	3	1	<p>Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I; Geometry; Algebra, Functions and Data Analysis; Algebra II, or other mathematics courses approved by the board to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.</p> <p>All students must take a SOL math test in high school.</p>
Laboratory Science	3	1	<p>Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.</p> <p>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p> <p>All students must take the SOL Biology test in high school.</p>
History and Social Sciences	3	1	<p>Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. Government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.</p> <p>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p> <p>All students must take a SOL history test in high school.</p>

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Health and Physical Ed.	2	0	N/A
World Language, Fine Arts or Career and Technical Education	2	0	Per the Standards of Quality, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical course credit.
Economics & Personal Finance	1	0	N/A
Electives	4	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
Total	22	5	N/A

Additional Requirements for Graduation

- **Advanced Placement, Honors, Dual Enrollment, or Career and Technical Education Credential** - In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or dual enrollment course, or (ii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
- **Virtual Course** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online. The LCS Economics and Personal finance course has an online component that fulfills this requirement.
- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** - Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420 B](#).
- **Demonstration of the five Cs** - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.
- If taken, the Algebra, Functions, and Data Analysis course must be taken before Algebra II.
- **See your counselor for specifics on Substitute Tests, Locally Awarded Verified Credits and Credit Accommodations in lieu of passing SOL scores.**

Advanced Studies Diploma Course Requirements for Students Entering Ninth Grade for the First Time in 2018-19 and Beyond (8 VAC 20-131-51)

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	All students must take the SOL Reading and Writing (or equivalent) test in high school.
Mathematics	4	1	Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit. All students must take a SOL math test in high school.
Laboratory Science	4	1	Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit. All students must take the SOL Biology test in high school.
History and Social Sciences	4	1	Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. Government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement. All students must take a SOL history test in high school.
World Language	3	0	Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Health and Physical Education	2	0	N/A
Fine Arts or Career and Technical Ed	1	0	Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical credit.
Economics & Personal Finance	1	0	N/A
Electives	3	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
Total Credits	26	5	N/A

Additional Requirements for Graduation

- **Advanced Placement, Honors, Dual Enrollment, or Career and Technical Education Credential** - In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or dual enrollment course or (ii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful

completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.

- **Virtual Course** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online. The LCS Economics and Personal finance course has an online component that fulfills this requirement.
- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** - Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420](#) B.
- **Demonstration of the five Cs** - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.
- If taken, the Algebra, Functions, and Data Analysis course must be taken before Algebra II.
- **See your counselor for specifics on Substitute Tests, Locally Awarded Verified Credits and Credit Accommodations in lieu of passing SOL scores.**

Standard Diploma Course Requirements (8 VAC 20-131-51) for Students Entering Ninth Grade for the First Time in 2011-2012 through 2017-2018

Discipline Area	Standard Credits	Verified Credits	Specifications
English	4	2	Students must pass the SOL Reading and Writing test (or an approved substitute test).
Mathematics	3	1	Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I; Geometry; Algebra, Functions, and Data Analysis; Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit. Students must pass a SOL math test.
Laboratory Science	3	1	Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit. Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquire a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student-selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement. Students must pass a SOL science test. An additional passed science test can fulfill the “student selected” test requirement.
History & Social Sciences	3	1	Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement. Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquire a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student-selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.

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			Students must pass a SOL history test. An additional passed history test can fulfill the “student selected” test requirement.
Health & Physical Education	2	0	N/A
World Language, Fine Arts or Career and Technical Education	2	0	Pursuant to § 22.1-253.13:4 of the Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical education course credit.
Economics and Personal Finance	1	0	N/A
Electives	4	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
Student Selected Test	0	1	A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board in 8VAC20-131-110 .
Career and Technical Education Credential	0	0	Students shall earn a career and technical education credential approved by the Board of Education, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
Total	22	6	N/A

Additional Requirements for Graduation

- **For students entering the ninth-grade class for the first time in 2013-2014 and beyond:** Students shall successfully complete one virtual course, which may be a noncredit-bearing course or a required or elective credit-bearing course that is offered online. The LCS Economics and Personal finance course has an online component that fulfills this requirement.
- **For students entering the ninth-grade class for the first time in 2016-2017 and beyond:** Students shall be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an Individualized Education Program (IEP) or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420 B](#).
- If taken, the Algebra, Functions, and Data Analysis course must be taken before Algebra II.
- **See your counselor for specifics on Substitute Tests, Locally Awarded Verified Credits and Credit Accommodations in lieu of passing SOL scores.**

Advanced Studies Diploma Course Requirements (8 VAC 20-131-51) for Students Entering the Ninth Grade for the First Time in 2011-2012 through 2017-2018			
Discipline Area	Standard Credits	Verified Credits	Specifications
English	4	2	Students must pass the SOL Reading and Writing tests (or an approved substitute test).
Mathematics	4	2	Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit. Students must pass two SOL math tests.
Laboratory Science	4	2	Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit. Students must pass two SOL science tests. An additional passed science test can fulfill the “student selected” test requirement.
History & Social Sciences	4	2	Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement. Students must pass a SOL history test. An additional passed history test can fulfill the “student selected” test requirement.
World Language	3	0	Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Health & PE	2	0	N/A
Fine Arts or CTE	1	0	Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical education course credit.
Econ. and Personal Finance	1	0	N/A
Electives	3	0	N/A
Student Selected Test	0	1	A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas as prescribed by the board in 8VAC20-131-110 .
Total	26	9	N/A

Additional Requirements for Graduation

- Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED) - Beginning with first-time ninth-grade students in the 2016–2017 school year, students shall be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420](#).

- **Virtual Learning** - Students shall successfully complete one virtual course, which may be a noncredit-bearing course, or may be a course required to earn this diploma that is offered online. The LCS Economics and Personal finance course has an online component that fulfills this requirement.
- If taken, the Algebra, Functions, and Data Analysis course must be taken before Algebra II.
- **See your counselor for specifics on Substitute Tests, Locally Awarded Verified Credits and Credit Accommodations in lieu of passing SOL scores.**

AWARDS FOR EXEMPLARY PERFORMANCE

DIPLOMA SEALS

Governor's Seal

The Governor's Seal is awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses.

Board of Education Seal

The Board of Education Seal is awarded to students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average grade of "A" beginning with the ninth-grade class of 2006-2007 and beyond.

Board of Education's Career & Technical Education Seal

The Board of Education's Career & Technical Education Seal is awarded to students who:

- earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses
- OR pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association
- OR acquire a professional license in that career and technical education field from the Commonwealth of Virginia.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements. See [The Path to Industry Certification](#) for the current approved licenses and examinations.

Board of Education's Advanced Mathematics & Technology Seal

The Board of Education's Advanced Mathematics & Technology Seal is awarded to students who earn either a Standard or Advanced Studies Diploma and satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and either

- pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association
- OR acquire a professional license in a career and technical education field from the Commonwealth of Virginia
- OR pass an examination approved by the board that confers college-level credit in a technology or computer science area.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements. See [The Path to Industry Certification](#) for the current approved licenses and examinations.

Board of Education's Excellence in Civics Education Seal

The Board of Education's Excellence in Civics Education Seal is awarded to students who meet each of the following four criteria:

- Satisfy the requirement to earn a Modified Standard Diploma, a Standard Diploma or an Advanced Studies Diploma
- Complete Virginia & United States History and Virginia & United States Government courses with a grade of "B" or higher
- Complete 50 hours of voluntary participation in community service or extracurricular activities, such as volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; participating in Boy Scouts, Girl Scouts or similar youth organizations; participating in Junior Reserve Officer Training Corps (JROTC); participating in political campaigns, government internships, Boys State, Girls State or Model General Assembly; and participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.
- Have good attendance and no disciplinary infractions as determined by local school board policies.

Board of Education's Seal of Biliteracy

The Board of Education's [Seal of Biliteracy](#) is awarded to students who earn a Board of Education-approved diploma and:

- Pass all required End-of-Course Assessments in English reading and writing at the proficient or higher level
- Demonstrate proficiency at the intermediate-mid level or higher in one or more languages other than English as demonstrated through an assessment from a list approved by the Superintendent of Public Instruction. American Sign Language qualifies as a language other than English.

Board of Education's Seal for Excellence in Science and the Environment

The Board of Education's Seal for Excellence in Science and the Environment is awarded to students who enter the ninth grade for the first time in the 2018-2019 year and thereafter, and meet each of the following criteria:

- Earn either a Standard or Advanced Studies Diploma
- Complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary-level laboratory science course, each with a grade of "B" or higher
- Complete laboratory or field-science research and present that research in a formal, juried setting
- Complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management, or restoration

ADVANCED STUDIES DIPLOMA WITH LYNCHBURG HONORS SEAL (all students)

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

- 1) English must include a minimum of six semesters in courses designed for students with above average skills in reading and writing. Four of these semester courses must be taken during the junior and senior years.
- 2) The four math credits must include Algebra I and three credits above the level of Algebra I. The minimum must include progress through trigonometry/functions.
- 3) Science credits must include choices from Earth Science, Biology I, Biology II, Anatomy and Physiology, Biology II, Ecology, Chemistry, Physics, AP Chemistry, AP Physics, AP Biology, AP Environmental, and Dual Enrollment Biology.
- 4) Social studies credits must include choices from Advanced World History and Geography I (to 1500 AD), Advanced World History and Geography II (1500 AD to Present) or AP World History, World Geography, Advanced World Geography, AP Human Geography, Advanced American History, AP American History, Advanced U.S. Government or AP Government, AP European History, and AP Microeconomics and Macroeconomics, AP Psychology.

Students must take and pass at least two advanced placement or dual enrollment courses (or one of each) in different content areas during the senior year. These courses may be in English, Math, Science, or Social Studies.

II. COURSE OFFERINGS LISTED IN THE PROGRAM OF STUDIES

The following pages contain the school division's graduation requirements and a listing of all courses in the high school curriculum. This listing contains course titles, course numbers, grade(s) in which students may select a particular course, whether it is a year or semester course, course credit value, prerequisites, and a brief description of each course. **Except for several career-technical courses and courses for which there is not sufficient enrollment, most courses are available in both schools.** All students who have successfully completed high school courses in middle school receive credit toward graduation as well as credit toward satisfying particular subject area requirements. The courses most typically falling into this category in Lynchburg City Schools are advanced Algebra I, advanced earth science, and the world languages. These courses, as well as any other traditional high school courses that may be taken for credit in middle school, are included in a student's high school Grade Point Average (GPA). For any questions about prerequisites for a course, please see an assigned school counselor. **Additional procedures and practices may be determined at the individual high school.** Certain courses may not be offered every semester or every year.

Academic Support

- 7211A/7211B SOL Review – English
- 7211A/7211B SOL Review – Writing
- 7221A/7221B SOL Review – Math
- 7231A/7231B SOL Review – Science
- 7241A/7241B SOL Review – Soc. Stud.
- 1930A/1930B ELL Support
- 1192Y Accelerating – Reading I
- 1130Y Accelerating – Reading II
- 7222Y Math Lab

(These courses can be taken repeatedly for elective credit)

Architecture & Construction

- 6760Y Drafting III
- 8431Y Construction Technology
- 8240Y Building Trades I
- 8250Y Building Trades II

Art

- 5510Y Art I
- 5520A/5520B Drawing
- 5530A Painting I
- 5540B Painting II
- 5550A/5550B Sculpture I
- 5551A/5551B Sculpture II
- 5560Y Photography
- 5570Y Digital Photography & Printmaking
- 5580A/5580B Commercial Art
- 5517Y Adv. Studio Art
- 5519Y AP Portfolio Art
- 5529Y AP Art History

Arts, A/V Technology & Communications

- 8561Y Advertising Design
- 7450A/7450B 7450Y Video & Media Technology

Business, Management, Admin & Finance pgs

- 6160Y Accounting I
- 6170Y Accounting II
- 6140A Business Management
- 6150B Business Law
- 3740Y Digital Applications
- 6340Y Computer Information Systems
- 6260A 6260B Design, Multimedia & Web Technologies
- 6640Y Programming

Computer Science

- xxxxY Foundations of Computer Science
- 3760Y AP Computer Science Principles
- 3729Y AP Computer Science

Drama

- 5610Y Intro to Theatre
- 5611Y Musical Theatre Dance
- 5620Y Acting I
- 5630Y Acting II
- 5622A Playwriting
- 5623B Directing
- 5640Y App Tech Theatre I
- 5641A/5641B Tech Theatre I Design
- 5642B Tech Theatre I Production
- 5650Y App Tech Theatre II
- 5651Y Tech Theatre II

Economics

- 6151Y Personal Finance & Economics
- 4439A/4449B AP Microeconomics & AP Macroeconomics
- E6151YS Personal Finance & Economics (summer online)

Education & Training

- 6550Y Teachers for Tomorrow I
- 9072Y Teachers for Tomorrow II

English/Speech

- 1190Y World Lit & Comp I
- 1297Y Adv. World Lit & Comp
- 1100Y World Lit & Comp II
- 1207Y Adv. World Lit & Comp II
- 1110Y American Lit & Comp
- 1217Y Adv. American & World Lit & Comp
- 1319Y AP Language & Composition
- 1120Y English Literature & Composition

1227Y Advanced English Literature & Composition
1328A/1328B Adv. College Comp (DE)
1329Y AP Lit & Comp
1310Y Creative Writing
1730Y Exploring Language & Culture through Hip Hop
xxxxY Exploring Language & Culture through Hip Hop II
1429Y AP Seminar
1439Y AP Research
5850A/5850B Public Speaking I
5860A/5860B Public Speaking II

Health

5250A/5250 B Health & Family Living
5240A/5240B Driver's Ed & Personal Health & Social Development

Health Sciences

8337Y Emergency Medical Telecommunications
6810Y Dental Careers I
6820Y Dental Careers II
8360Y Nurse Aide I
8362Y Nurse Aide II
5260Y Athletic Training I
5261Y Athletic Training II

Hospitality & Tourism

6440Y Intro to Hospitality, Tourism & Recreation
6444Y Intro to Culinary Arts
6441Y Culinary Arts I
6442Y Culinary Arts II
6443Y Culinary Arts Specialization

Human Services

8340Y Cosmetology I
8350Y Cosmetology II

Information Technology

8540Y Computer Systems Tech I
8550Y Computer Systems Tech II
8553Y Cyber Security
7140Y Information Tech Assistant I
7150Y Information Tech Assistant II

Law, Public Safety, Corrections & Security

8702Y Criminal Justice I
8703Y Criminal Justice II

Leadership

~~7770A/7770B~~ 7770Y Leadership Training

Manufacturing

8450Y Precision Machine Tech I
8460Y Precision Machine Tech II/Intro to Machine Tools

Marketing Sales & Service

6942Y Sports, Entertainment, & Rec
6951Y Marketing I
6960Y Marketing II

Mathematics

2090Y Algebra I, Part 1
2100Y Algebra I, Part 2
2290Y Algebra I
2387Y Advanced Algebra I (Grade 8)
2110Y Algebra, Functions & Data Analysis
2200Y Algebra II
2397Y Advanced Algebra II
2290AP/2397BP Algebra I/Advanced Algebra II (PETAL)
2210Y Geometry
2307Y Advanced Geometry w/Trig
2220Y Trig/Functions
2317Y Advanced Math Analysis
2328AC/2338BC Adv College Pre-Calc./Applied Calc (DE)
2429Y Advanced Placement (AP) Statistics
2329Y Advanced Placement (AP) Calculus (AB)
2339Y Advanced Placement (AP) Calculus (BC)

Music

5340Y Concert Band I
5350Y Symphonic Band I
5370Y Wind Ensemble
5380Y Percussion Techniques
5460Y Chorus I
5470Y Chorus II - Concert Choir
5480Y Chorus III
5410Y Orchestra I
5420Y Orchestra II
5430Y Beginning Midi & Computer Applications in Music
5439Y Advanced Placement (AP) Music Theory

Newspaper & Yearbook

7410Y Newspaper
7420Y Yearbook

Physical Education

5991Y PE 9 and Health & Family Living 9
5901Y PE 10 and Driver Education
5140A/5140B Physical Ed Drill
5190A/5190B Physical Ed 9
5191A/5191B Physical Ed 10
5151A/5151B Weight Training I
5152A/5152B Weight Training II
5161Y Fitness for Life
5931YS Foundations of Personal Fitness and Wellness (online)

Reserve Officer Training Corps (ROTC)

5710A/5710B MCJROTC Leadership Ed I
5720A/5720B MCJROTC Leadership Ed II
5730A/5730B MCJROTC Leadership Ed III
5740A/5740B MCJROTC Leadership Ed IV

5750A/5750B AFJROTC Leadership Ed I
5760A/5760B AFJROTC Leadership Ed II
5770A/5770B AFJROTC Leadership Ed III
5780A/5780B AFJROTC Leadership Ed IV

Science

3387Y Advanced Earth Science (Grade 8)
 3230Y Environmental Science
 3200Y Biology I
 3397Y Advanced Biology I
 3210Y Biology II Anatomy & Phys.
 3211Y Biology II Ecology
 3292Y Astronomy: Earth Science II
 3290Y Earth Science
 3220Y Chemistry
 3307Y Advanced Chemistry
 3328AC/3328BC Advanced College Biology (DE)
 3317Y Advanced Physics
 3449Y Advanced Placement (AP) Biology
 3459Y Advanced Placement (AP) Chemistry
 3469Y Advanced Placement (AP) Physics I
 3479Y Advanced Placement (AP) Physics II
 3429Y Advanced Placement (AP) Environmental Science

Science, Technology, Engineering & Math

6740Y Drafting I
 6750Y Drafting II
 6760Y Drafting III
 8427Y Technology of Robotic Design
 8491Y Engineering Studies
 xxxxY Engineering Exploration
 6640A Technology Foundations
 6650B Technology Transfer

Social Studies

4690Y World Geo
 4367Y Advanced World Geography
 4290Y World History & Geography I
 4397Y Advanced World History & Geography I
 4200Y World History & Geography II
 4307Y Advanced World History & Geography II
 4469Y Advanced Placement (AP) World History
 4210Y American History
 4317Y Advanced American History
 4419Y Advanced Placement (AP) American History
 4220Y U.S. Government
 4327Y Advanced U.S. Government
 4429A/4429B AP American Government Politics &
 Comparative Government Politics
 4740Y African-American Studies
 4459Y Advanced Placement (AP) Human Geography
 4470Y Psychology
 4479Y Advanced Placement (AP) Psychology

Special Programs

Central VA Governor's School- Courses on Pages 57-58
Governor's STEM Academy- Courses on Pages 54-56
Special Education- Courses on Page 51

Student Intern Programs

7130Y Elementary/Middle Student Intern
 7131Y General Student Intern
 7110A/7110B Teacher/Office Intern

Transportation, Distribution & Logistics

8141Y Intro to Auto Service Tech
 8140Y Auto Service Tech I
 8150Y Auto Service Tech II

World Languages

1590Y French I
 1500Y French II
 1510Y French III
 1527Y Advanced French IV
 1529Y AP French V
 1690Y German I
 1600Y German II
 1610Y German III
 1627Y Advanced. German IV
 1629Y AP German V
 1790Y Latin I
 1700Y Latin II
 1710Y Latin III
 1737Y Advanced Latin Literature
 1729Y AP Latin (Vergil)
 1890Y Spanish I
 1800Y Spanish II
 1810Y Spanish III
 1827Y Advanced Spanish IV
 1829Y AP Spanish

PERSONAL FINANCE & ECONOMICS (6151Y), Grades 9-12, Full Credit Year Course Prerequisite: None

Students explore many facets of financial decision-making involved in daily life. Skills in money management, record keeping, and banking are enhanced through the study of basic concepts of economics, insurance, credit, and other related topics. In this course, students are required to complete a program entitled "EVERFI" to satisfy the successful completion of an online course for graduation. Students must also take the WISE Financial Literacy exam as the end-of-course exam.

PERSONAL FINANCE & ECONOMICS (E6151YS), Rising Grades 10-12, Full credit is offered as a summer online course. Prerequisite: None

Students explore many facets of financial decision-making involved in daily life. Skills in money management, record keeping, and banking are enhanced through the study of related topics. This course satisfies the requirement to complete an online course. Students are required to take the WISE Financial literacy exam on site to meet requirements for this course. **The fee for this course is \$150.**

ADVANCED PLACEMENT (AP) MICROECONOMICS & MACROECONOMICS (4439A/4449B), Grades 11-12, Full Credit Year Course

The first semester of this course (microeconomics) aims to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The second semester (macroeconomics) explores the principles of economics that apply to an economic system as a whole. Particular emphasis will be placed on the study of national income and price-level determination, economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. **All students are required to take both AP Microeconomics and AP Macroeconomics examinations in May.**

ENGLISH

The Regulations for Establishing Standards for Accrediting Public Schools in Virginia specifies that students must earn 4 standard units of credit in English in order to earn any type of high school diploma. Students should earn 1 credit in English per year in grades 9-12. Any requests to enroll in any number of English courses for new credit other than one per year must be approved by the principal.

WORLD LITERATURE & COMPOSITION I (1190Y), Grade 9, Full Credit Year Course

These classes emphasize reading comprehension, vocabulary, study skills, oral communication, and composition skills, including grammar, usage, and mechanics, through the study of world literature. Students will read widely and think, speak, and write about what they have read. Emphasis is on enabling students to develop strategies for future academic success.

ADVANCED WORLD LITERATURE & COMPOSITION I (1297Y), Grade 9, Full Credit Year Course

Designed for students in the advanced diploma program, these classes emphasize reading, thinking, oral communication, and composition skills, including grammar, usage, and mechanics, through the study of world literature. Students must read and write extensively and participate in in-depth literature study. Vocabulary development, study and test-taking skills, and organization skills necessary to meet the demands of the advanced program are integral parts of these classes.

WORLD LITERATURE & COMPOSITION II (1100Y), Grade 10, Full Credit Year Course

With world literature as the vehicle, these classes will follow an integrated approach to language arts, combining reading, grammar, and vocabulary study with an emphasis on writing. Experiences in the classes will reflect the needs of literate adults in the community and stress the processes for writing, speaking, and reading effectively and correctly. **Near the end of the school year, students will take the End-of-Course Standards of Learning (SOL) Writing test. A passing score or equivalent will verify this English credit to meet graduation requirements.**

ADVANCED WORLD LITERATURE & COMPOSITION II (1207Y), Grade 10, Full Credit Year Course

First semester emphasizes writing instruction through a thematic approach to expository and creative composition genres. Through the study of models and extensive opportunities to write, students improve their writing styles and ability to write different types of compositions. Literature study is used as inspiration for many writing activities. During second semester while continuing to improve writing skills, students engage in an in-depth study of literary works organized in thematic units. Vocabulary development, grammar, usage, and mechanics are stressed in both semesters. **Near the end of the school year, students will take the End-of-Course Standards of Learning (SOL) Writing test. A passing score or equivalent will verify this English credit to meet graduation requirements.**

AMERICAN LITERATURE & COMPOSITION (1110Y), Grade 11, Full Credit Year Course

These classes combine a study of the development of American literature with instruction in communication skills. Vocabulary study, oral reporting, and frequent writing assignments are based on representative selections from each literary period. **Near the end of the school year, students will take the End-of-Course Standards of Learning (SOL) Reading test. A passing score or equivalent will verify this English credit to meet graduation requirements.**

ADVANCED AMERICAN & WORLD LITERATURE & COMPOSITION (1217Y), Grade 11, Full Credit Year Course During the first semester students analyze pieces of literature considered landmarks of American literature while in the second semester the emphasis shifts to landmarks in world literature (e.g. Arthur Miller's *The Crucible*, F. Scott Fitzgerald's *The Great Gatsby*, Mark Twain's *Huckleberry Finn*, and excerpts from Native American, African American authors as well as modern authors and poets). In both semesters students do independent research, read and write extensively, and make oral reports on what they have read and researched. **Near the end of the school year, students will take the End-of-Course Standards of Learning (SOL) Reading test. A passing score or equivalent will verify this English credit to meet graduation requirements.**

ADVANCED PLACEMENT (AP) LANGUAGE & COMPOSITION (1319Y), Grade 11, Full Credit Year Course

These classes prepare students to take the College Entrance Examination Board Advanced Placement Language and Composition Test. Emphases of the classes are rhetoric and the structure of language as they relate to effective composition. Students will also cover the 11th grade Virginia Standards of Learning in preparation for the required End-of-Course Standards of Learning tests in reading administered near the end of the school year. **Near the end of the school year, students will take the End-of-Course Standards of Learning (SOL) Reading test. A passing score or equivalent will verify this English credit to meet graduation requirements.** Students enrolling should be competent in composition and able to work independently on a variety of writing assignments and projects. **All students are required to take the AP examination in May.**

ENGLISH LITERATURE & COMPOSITION (1120Y), Grade 12, Full Credit Year Course

These classes combine a study of English literature, culture, and language development with instruction in communication skills. Instruction in writing a variety of multi-paragraph themes is provided along with the usual activities involving vocabulary study, sentence structure, paragraph development, oral reporting, and research.

ADVANCED ENGLISH LITERATURE & COMPOSITION (1227Y), Grade 12, Full Credit Year Course

These classes are an in-depth study of major authors in all literary periods of English literature. Instruction in formal organizational patterns in writing and advanced research skills is integral. Students must do independent research, parallel reading, and oral reporting as well as frequent writing assignments and a research paper. The emphasis during second semester is on error-free writing.

ADVANCED COLLEGE COMPOSITION (1328A), Dual Enrollment English (1328B), Grades 11-12, One-half Credit per Semester.

These classes offer students the opportunity to earn six hours of college credit through the dual enrollment program with Central Virginia Community College. A comprehensive survey of major authors in English literature, these classes emphasize the development of writing skills and writing as process, including instruction in formal organizational patterns and style. Students work toward error-free writing and receive instruction in advanced research skills. If taken in grade 11 as a part of the Early College Program, **near the end of the school year, students will take the End-of-Course Standards of Learning (SOL) Reading test. A passing score or equivalent will verify this English credit to meet graduation requirements.** Students should achieve a C or better 1st semester to be placed in the 2nd semester course. Students who have passed the course will receive six semester hours of credit from CVCC for English 111 and 112. Students should work to earn a grade of C or better to ensure these college credits will transfer or count toward a degree. **Students must qualify for enrollment for this course by taking and passing the Virginia Placement Test (VPT).**

ADVANCED PLACEMENT (AP) LITERATURE & COMPOSITION (1329Y), Grade 12, Full Credit Year Course

These classes prepare students to take the College Entrance Examination Board Advanced Placement Literature and Composition Test. Emphases are the analytic reading of fiction and poetry and the writing of critical essays. Students enrolling should be competent in composition, experienced in literary interpretation, and able to think abstractly. Students must also be able to work independently on a variety of reading and writing projects. **All students are required to take the advanced placement examination in May.**

ADVANCED PLACEMENT (AP) SEMINAR (1429Y), Grades 10-12, Full Credit Year Course

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence based arguments. There are no prerequisites for the AP Seminar course. The course culminates in an individual research-based essay of approximately 2,000 words and a presentation, performance, or exhibition with an oral defense; where the student answers 3-4 questions from a panel of trained evaluators and an end-of-course exam (3 hours). **This course is the first course in the AP Capstone program. All students must take the AP Seminar examination in May.**

ADVANCED PLACEMENT (AP) RESEARCH (1439Y), Grades 11-12, Full Credit Year Course Prerequisite: AP Seminar

The second course in the AP Capstone program, AP Seminar is prerequisite for AP Research. If you earn scores of 3 or higher in both AP Seminar and AP Research as well as on four additional AP Exams of your choosing, you will receive the AP Capstone Diploma. This signifies outstanding academic achievement and attainment of core academic and research skills. Alternatively, if you earn scores of 3 or higher on the AP Seminar and AP Research Exams only, you will receive the AP Seminar and Research Certificate signifying your attainment of college-level academic and research skills. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense. **This course is the final course in the AP Capstone program. All students must take the AP Research examination in May.**

ENGLISH ELECTIVES

CREATIVE WRITING (1310Y), Grades 9-12, Full Credit Year Course

This elective course will expose students to many aspects of the writing process, including generating ideas, writing and revising drafts, and editing. Students will write extensively and participate in helpful critiques of their own work and that of their peers. This course will be designed to allow teachers to work individually with students during conferences. Through frequent writing exercises, students will study voice, imagery, characterization, dialogue, and narration. Students will work in free verse poetry, prose poetry, fiction, and creative nonfiction. **Sequential option:** Playwriting

EXPLORING LANGUAGE AND CULTURE THROUGH HIP HOP (1730Y), Grades 10-12, Full Credit Year Course

This elective course will expose students to all five pillars of Hip Hop, with an emphasis on Knowledge. The phrase "Hip Hop" loosely translates to "intelligent movement", and in its early culture, the movement of Hip Hop was founded upon five pillars: MCing (oral), DJing (aural), Graffiti (visual), B-Boying (physical), and Knowledge (Mental). Students will study literary figures that inspired the makers of Hip Hop such as Ralph Ellison, Richard Wright, Chinua Achebe, Toni Morrison, Maya Angelou, Langston Hughes, Nikki Giovanni, and many others. In addition, students will be immersed in the other pillars through a hands-on experience in music production as they create their own instrumental tracks and lyrics, starting from scratch. They will also have the chance to work with local artists who are professionals in the music, dance, and fashion industries to further expand their knowledge.

EXPLORING LANGUAGE AND CULTURE THROUGH HIP HOP II (xxxxY), Grades 11-12, Full Credit Year Course

Exploring Hip Hop II expands upon performance, songwriting, and music production skills learned in Exploring Hip Hop I. Students will learn to work on a Digital Audio Workstation (FL Studio) and use recording tools such as microphones, MIDI keyboards, drum machines and acoustic instruments to learn the skills necessary to create music and work in the Music Industry. This course also covers the basics of digital DJing. In addition, students will learn about live performance and should be prepared to perform in class as a singer, rapper, DJ or instrumentalist. In order to take Exploring Hip Hop 2, students must have already taken Exploring Hip Hop 1 and must demonstrate high interest in subject matter, the ability to work independently, and basic knowledge of songwriting and music production. This course requires prior approval from the instructor.

SPEECH

PUBLIC SPEAKING I (5850A, 5850B), Grades 9-12, 1st or 2nd Sem., One-half Credit.

Content in this elective course allows students to include instruction and practice in clarity of oral expression, logical reasoning, and proper organization of material. The student will learn to prepare speeches to inform, convince, persuade, demonstrate and entertain.

PUBLIC SPEAKING II (5860A, 5860B), Grades 9-12, 1st or 2nd Sem., One-half Credit. Prerequisite: Public Speaking I

In Public Speaking II, this elective course will allow students to refine oral interpretation skills, expand persuasive speaking skills, perform impromptu speeches, deliver special occasion speeches, and develop expertise in at least one major speech category.

WORLD LANGUAGES

The secondary schools offer a sequential program in French, Spanish, German, and Latin. First-year study for high school credit is available to 8th grade students in French, Spanish, and Latin at all three middle schools. Paul Laurence Dunbar Middle School for Innovation also offers German to 8th graders. Each language in the world languages offerings is designed for any student who has demonstrated a reasonable proficiency in his or her native language and wishes to develop facility in another language. To obtain full benefit of the language program, students are encouraged to begin study in the 8th or 9th grade. College-bound students are advised to investigate the specific world language requirements of colleges in which they have interest. All students should work closely with their counselors in planning their world language programs.

FRENCH I (1590Y), Grades 8-12, Full Credit Year Course Prerequisite: None

Communicating in French is the highlight of these beginning semesters of language study. Students become involved immediately in using the language to simulate daily life situations. Activities include speaking, listening, and writing, reading, and learning about French culture. Correlated audio-visuals serve as stimuli to involve students in conversations of interest to teenagers.

FRENCH II (1500Y), Grades 9-12, Full Credit Year Course Prerequisite: Successful completion of French I

Emphasis on the four basic skills of speaking, listening, reading, and writing is continued during second year study. Oral discussions in French based on themes of contemporary interest provide the basis for student involvement. Study of the geography and culture of French speaking countries is an integral part of the language study. Students' use of concepts and vocabulary is cumulative.

FRENCH III (1510Y), Grades 10-12, Full Credit Year Course Prerequisite: Successful completion of French I and II

This course builds on the vocabulary and grammar bases acquired in levels I and II. Audio-lingual experiences continue to help students develop both aural and oral competency as they listen to more extensive passages and participate in more complex speaking exercises. The focus on reading and writing also increases at this level as students read excerpts from current literature and read and write about the culture of francophone countries.

ADVANCED FRENCH IV (1527Y), Grade 11 or 12, Full Credit Year Course Prerequisite: Successful completion of French III

This course focuses on the use of all concepts and vocabulary from previous study in addition to new vocabulary and idioms. Culture-based readings from current events, contemporary and classic excerpts of literature periodicals and selections from literature are the basis for refining composition and reading skills and provide the topics for conversation and oral presentations. Experience in listening to extended passages develops students' comprehension skills and provides practice in using higher level thinking skills.

ADVANCED PLACEMENT (AP) FRENCH V (1529Y), Grade 12, Full Credit Year Course Prerequisite: Successful completion of French IV

This Advanced Placement Language course is equivalent in content and skills developed to the third year college level. Students engage in intensive drills of extemporaneous speaking, grammar review, analyses of reading material and listening to many types of selections to develop a high level of listening comprehension. **All students are required to take AP French examination in May.**

WORLD LANGUAGES (continued)**GERMAN I (1690Y), Grades 9-12, Grade 8, Paul Laurence Dunbar Middle School for Innovation Only Full Credit Year Course Prerequisite: None**

In this introductory course, students become involved with the German language through conversations and readings relating to school, family, leisure-time activities, travel, parties, and German speaking countries. Authentic audio-visual aids reinforce aural-oral skills while lending authentic cultural insights.

GERMAN II (1600Y), Grades 9-12, Full Credit Year Course Prerequisite: Successful completion of German I

German II students continue to broaden their language skills through conversations and reading/writing activities. Topics first semester include vacations, school, home, shopping and sports. During second semester, students discuss health, food, reading materials, money, special occasions, and students' talents.

GERMAN III (1610Y), Grades 10-12, Full Credit Year Course Prerequisite: Successful completion of German II

The refinement of oral and written communication skills through conversational practice and the authentic readings relating to each course topic constitute the major portion of third-year study. The topics in the course consists of strengths and weaknesses, media, environment, stereotypes, wishes, art, travel, history, volunteering, and plans for the future. During discussions, students learn about levels of language and the appropriateness of each in various situations.

ADVANCED GERMAN IV (1627Y), Grades 11 & 12, Full Credit Year Course Prerequisite: Successful completion of German III At this level of language study, students are expected to have achieved competence in the German language, which is now used in instruction, conversation, reading, and discussion. Students continue to discuss authentic readings related to course topics as well as everyday topics of conversation. In addition, frequent writing assignments enhance skills in grammar and serve to increase vocabulary.

ADVANCED PLACEMENT (AP) GERMAN V (1629Y), Grade 12, Full Credit Year Course Prerequisite: Successful completion of German IV

This Advanced Placement Language course is equivalent in content and skills developed to the third year college level. Students engage in intensive drills of extemporaneous speaking, grammar review, analyses of reading material and listening to many types of selections to develop a high level of listening comprehension. **All students are required to take the advanced placement examination in May.**

LATIN I (1790Y), Grades 8-12, Full Credit Year Course Prerequisite: None

The first-year Latin course provides the foundation for understanding Latin and the basis for learning any world language. Students enlarge their vocabulary, refine grammar in English, and learn about the origins of many of our traditions and institutions while reading the history, myths, and legends of the ancient Romans.

LATIN II (1700Y), Grades 9-12, Full Credit Year Course Prerequisite: Successful completion of Latin I

Latin II begins with a thorough grammar review based on readings from Roman history and continues to develop the vocabulary and reading comprehension necessary to read Latin. During the second semester, readings from Julius Caesar and other celebrated authors help students learn more about their own traditions and develop reading skills and concepts applicable to Latin or any other language.

LATIN III (1710Y), Grades 10-12, Full Credit Year Course Prerequisite: Successful completion of Latin II

Latin III is a general introduction to the politics and government of Rome. During first semester, students study the political, environmental, and economic problems of Rome in the 1st century BC through readings from Eutropius and Cicero, among others. In second semester, students read selections from Ovid, Seneca, Catullus, Tacitus, Pliny, and other writers as they explore Latin literature from the 1st century AD through the Middle Ages.

ADVANCED LATIN LITERATURE (1737Y), Grades 11 or 12, Full Credit Year Course Prerequisite: Successful completion of Latin III

Students will read and study a variety of prose and poetry selections from a wide range of Latin authors excluding Vergil. Caesar, Catullus, Ovid, Cicero, and Horace will be the subjects of study along with other writers of their eras. Advanced Latin Literature with its inclusion of both prose and poetry and its breadth of authors offers the student a broader preparation for college study and a deeper understanding of classical literature than Advanced Placement Latin Vergil alone.

ADVANCED PLACEMENT (AP) LATIN VERGIL (1729Y), Grades 11 or 12, Full Credit Year Course Prerequisite: Successful completion of Advanced Latin Literature

Students will read selected books and individual passages from Vergil's *Aeneid* and review Caesar's *De Bello Gallico* to learn about the epic tradition, Roman military history, the legend of the founding of Rome, and the basic precepts of literature. In addition, students will study parallel themes in Classical and English literature. **All students are required to take the advanced placement examination in May.**

SPANISH I (1890Y), Grades 8-12, Full Credit Year Course Prerequisite: None

This introductory course is an initiation into language as a means of active communication for which a reasonable proficiency in understanding, speaking, reading, and writing Spanish is the overall goal. Activities include frequent conversational activities, projects, and dramatizations involve students actively in the language. Correlated audio-visuals serve as stimuli to involve students in conversations of interest to teenagers.

SPANISH II (1800Y), Grades 9-12, Full Credit Year Course Prerequisite: Successful completion of Spanish I

All fundamental structures of the beginning course are reinforced during second-year study with an increased emphasis on the development of oral skills in active conversation. However, this course expands to encompass more comprehensive materials and structures so that by the end of the two-year sequence, students should be able to use effectively the four linguistic tools. Students continue to broaden their language skills through conversations and reading/writing activities.

WORLD LANGUAGES (continued)

SPANISH III (1810Y), Grades 10-12, Full Credit Year Course Prerequisite: Successful completion of Spanish II

At this level, the Spanish language is used in the classroom for conversational and instructional purposes. Emphasis is placed on increasing the scope of vocabulary, verb tenses, and grammatical structures relating to thematic units. During second semester topics of spontaneous interest and comparative cultures are increasingly emphasized.

ADVANCED SPANISH IV (1827Y), Grades 11 or 12, Full Credit Year Course Prerequisite: Successful completion of Spanish III

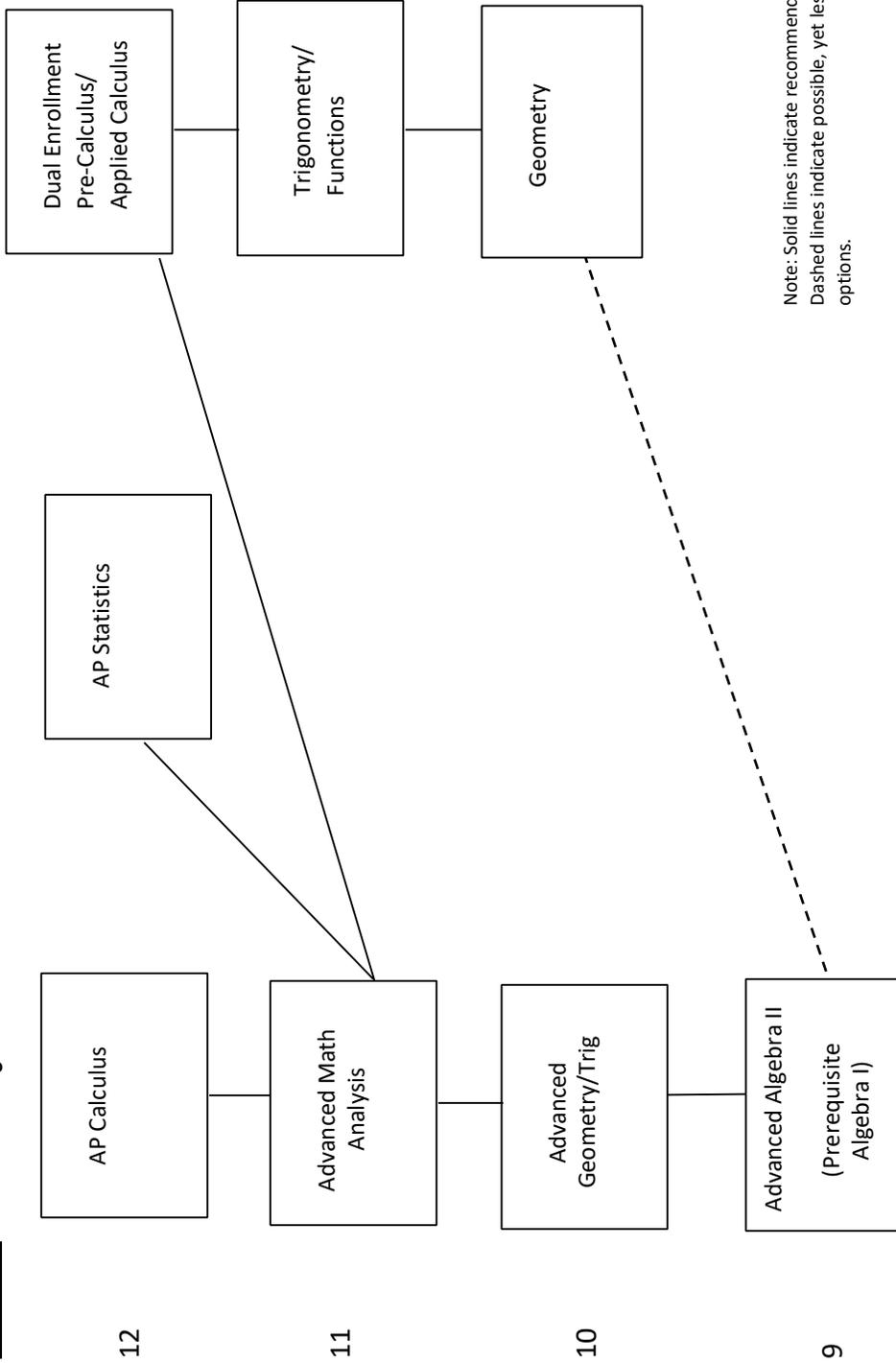
At this level of language study, students are expected to have achieved competence in the Spanish language, which is now used in instruction, conversation, reading, and discussion. Students discuss authentic readings from periodicals and excerpts of literature related to course topics as well as everyday topics of conversation. Continued listening assignments serve to enhance students' ability to understand audios on a variety of topics and spoken in various dialects.

ADVANCED PLACEMENT (AP) SPANISH V (1829Y), Grade 12, Full Credit Year Course Prerequisite: Successful completion of Spanish IV

This Advanced Placement Language course is equivalent (in content and skills developed) to the third year college level. Students engage in intensive drills of extemporaneous speaking, grammar review, analyses of reading material and listening to many types of selections to develop a high level of listening comprehension. **All students must take the AP Spanish examination in May.**

Mathematics Instructional Sequence Options

OPTION 1 – Advanced Algebra II in 9th Grade

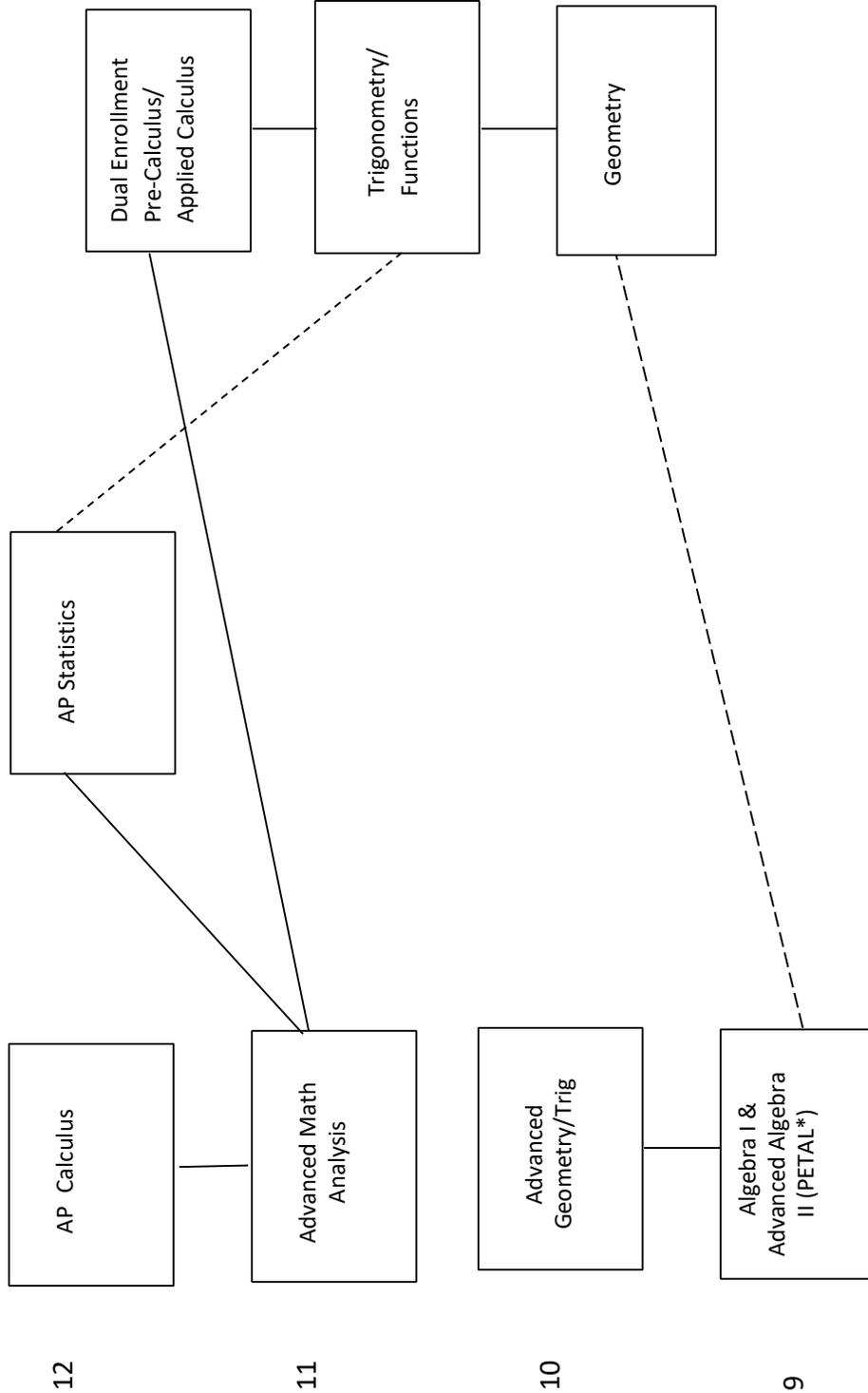


Note: Solid lines indicate recommended sequence.
Dashed lines indicate possible, yet less frequently chosen options.

Classes at the Central Virginia Governor's School (CVGS), Early College Program (ECP), and STEM Academy are available for students who meet the eligibility requirements and have been selected for the program. Please refer to the section on the Program of Studies for additional information

Mathematics Instructional Sequence Options

OPTION 2 – PETAL – Algebra I/Advanced Algebra II in 9th Grade



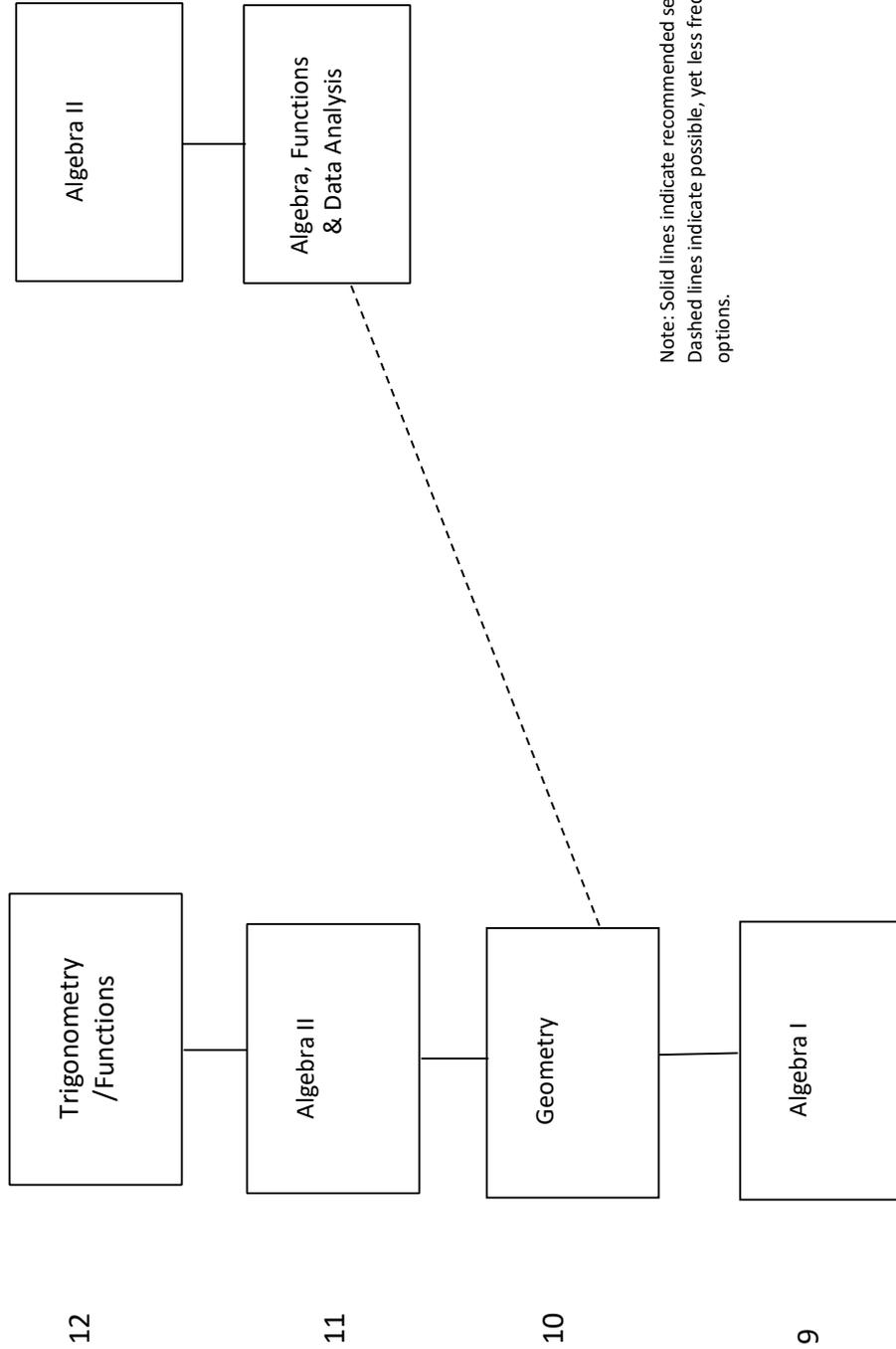
Classes at the Central Virginia Governor's School (CVGS), Early College Program (ECP), and STEM Academy are available for students who meet the eligibility requirements and have been selected for the program. Please refer to the section on the Program of Studies for more information.

*PETAL – Admission to PETAL requires meeting selection criteria. See your counselor for additional information.

Dual Enrollment
Pre-Calculus/
Applied Calculus

Mathematics Instructional Sequence Options

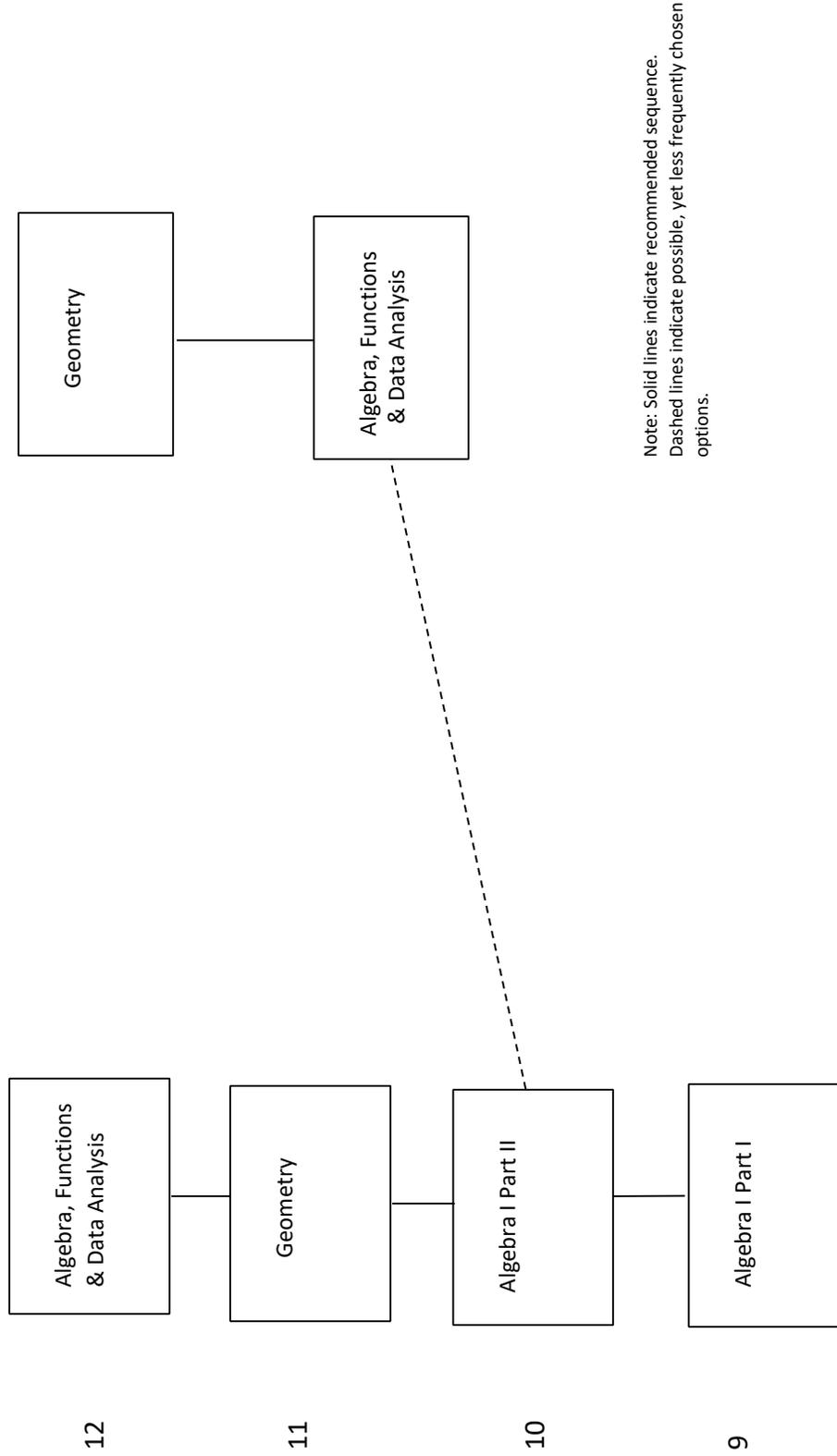
OPTION 3 – Algebra I in the 9th Grade



Note: Solid lines indicate recommended sequence.
Dashed lines indicate possible, yet less frequently chosen options.

Mathematics Instructional Sequence Options

OPTION 4 – Algebra I Part I in the 9th Grade



Note: Solid lines indicate recommended sequence.
Dashed lines indicate possible, yet less frequently chosen options.

Classes at the Central Virginia Governor's School (CVGS), Early College Program (ECP), and STEM Academy are available for students who meet the eligibility requirements and have been selected for the program. Please refer to the section on the Program of Studies for more information. Additional options may be appropriate. See your counselor for more information.

*The Regulations for Establishing Standards for Accrediting Public Schools in Virginia specifies that students must earn three standard units of credit in Mathematics for a Standard Diploma and four standard units of credit for an Advanced Studies Diploma. In order to earn a Standard Diploma, students must complete at least two different courses from among Algebra I; Geometry; Algebra, Functions, and Data Analysis (AFDA); Algebra II; or other courses above the level of Algebra II. If taken, AFDA must be completed before Algebra II to meet the math courses approved by the board to satisfy this requirement. In order to earn an Advanced Studies Diploma, students must complete at least four different courses from among Algebra I, Geometry, Algebra II, or other courses above the level of Algebra II. If taken, Algebra, Functions, and Data Analysis (AFDA) must be completed before Algebra II to meet this requirement. A computer science course credit earned by students may be considered a math course credit. Students' requests to enroll in more than one math course for new credit must receive approval from the principal. **SOL tests are available for Algebra I, Algebra II, and Geometry. Students should work with their counselor to determine which test(s) are needed to verify credits for graduation. The federal Every Student Succeeds Act (ESSA) requires all students to take a SOL math test while in high school.***

ALGEBRA I, PART I (2090Y), Grade 9, Full Elective Credit Year Course Algebra I, Part I is the prerequisite to Algebra I, Part II. Algebra I, Part I and Algebra I, Part II must be completed to receive full credit.

Algebra I, Part I is the first course of a two-course algebra sequence covering the Algebra I curriculum. In this two-part course, students have additional time to develop algebraic skills needed for higher mathematics. Students will be involved in learning activities that help make connections among algebra, arithmetic, geometry, statistics, and probability. This course includes instruction in properties and basic operations of natural numbers, their algebraic and graphical representation, and linear equations. Hands-on activities, graphing calculators, and computer technology will be used extensively.

ALGEBRA I, PART II (2100Y), Grade 10, Full Credit Year Course Prerequisite: Algebra I, Part I. Algebra I, Part II is the second course of a two-course algebra sequence covering the Algebra I curriculum.

In this two-part course, students have additional time to develop algebraic skills needed for higher mathematics. Students will be involved in learning activities that help make connections among algebra, arithmetic, geometry, statistics, and probability. Number patterns, functions, applying equations, inequalities and systems of linear equations and inequalities, probability, statistics and interpreting data will be covered. Hands-on activities, graphing calculators, and computer technology will be used extensively. Algebra I, Part I is the prerequisite to Algebra I, Part II. Algebra I, Part I and Algebra I, Part II must be completed to receive full credit. **Near the end of the school year, students will take the Standards of Learning (SOL) Algebra I test.**

ALGEBRA I (2290Y), Grades 9-10, Full Credit Year Course Prerequisite: Pre-Algebra and teacher recommendation or Foundations of Algebra.

This one year algebra program includes instruction in properties and basic operations of rational numbers, their algebraic and graphical representation, linear equations, inequalities and systems of linear equations and inequalities. The course also includes the study of polynomials, radical equations, quadratic equations with real solutions, and the concept of functions. **Near the end of the school year, students will take the Standards of Learning (SOL) Algebra I test.**

ADVANCED ALGEBRA I (2387Y), Grade 8, Full Credit Year Course Prerequisite: Pre-Algebra and teacher recommendation.

This advanced one year algebra program is only available in the 8th grade. It includes instruction in greater depth than the traditional algebra course. Students will attach meaning to the abstract concepts of algebra by using tables and graphs to interpret equations and inequalities and to analyze functions. Matrices will be used to organize and manipulate data. Computers, spreadsheets, and graphing calculators or computer graphing simulators will be used to solve problems. **Near the end of the school year, students will take the Standards of Learning (SOL) Algebra I test.**

ALGEBRA, FUNCTIONS, AND DATA ANALYSIS (2110Y), Grades 10-12, Full Credit Year Course Prerequisite: Algebra I or Algebra I, Part II

Students in this one year course will study functions and their behaviors, systems of inequalities, probability, data analysis and statistics, and simple experimental design. More specifically, the behavior of common function families and the connections between data tables and graphs will be used to interpret data, draw conclusions, and make predictions. In addition, students will learn to calculate basic probabilities in a real-world context and to analyze data in a normal distribution. Topics in the course will be presented with data generated from practical applications. During second semester students will design a simple survey or experiment and then collect, analyze, and present their data and conclusions.

ALGEBRA II (2200Y), Grades 9-12, Full Credit Year Course Prerequisite: Algebra I or Algebra I, Part II and teacher recommendation. This course includes the study of real numbers, equations including rational and radical expressions, relations and systems and how they are used in mathematical modeling. The second semester of Algebra 2 will include the study of complex numbers, polynomials and rational functions, an introduction to statistics and probability, as well as connections with geometry, physics, chemistry, business, and consumer problems. **Near the end of the school year, students will take the Standards of Learning (SOL) Algebra II test if needed for graduation.**

ALGEBRA I (2290AP)/ADVANCED ALGEBRA II PETAL (2397BP), Grade 9, Full Credit Year Course Prerequisite: Teacher recommendation and Foundations of Algebra or Pre-Algebra

This is a two-year math program taught in one year during a two-period block. Algebra I is taught first semester. Instruction includes the properties and basic operations of natural numbers, their algebraic and graphical representation, and linear equations. Also included is the study of inequalities and systems of linear equations and inequalities. **Near the end of first semester, students will take the Standards of Learning (SOL) Algebra I test.** Advanced Algebra II is taught during the second semester. This course includes the study of equations, inequalities, relations, functions, systems of equations, polynomials, irrational numbers, complex numbers, and conic sections. The course also includes the study of higher degree polynomial functions, rational functions, exponential and logarithmic functions, statistics and probability. **Near the end of the school year, students will take the Standards of Learning (SOL) Algebra II test if needed for graduation.**

ADVANCED ALGEBRA II (2397Y), Grade 9-12, Full Credit Year Course Prerequisite: Advanced Algebra I

This course includes the study of equations, inequalities, relations, functions, systems of equations, polynomials, irrational numbers, complex numbers, and conic sections. This course also includes the study of higher degree polynomials, rational and exponential functions, and statistics and probability. **Near the end of the school year, students will take the Standards of Learning (SOL) Algebra II test.**

GEOMETRY (2210Y), Grades 9-12, Full Credit Year Course Prerequisite: Algebra I This plane geometry course includes the study of perpendicular and parallel lines, angles and their relationships, congruent triangles and parallelograms and other polygonal regions. Also included are similar figures, the Pythagorean Theorem, circles, their tangents and secants, and three-dimensional geometry and transformational geometry. **Near the end of the school year, students will take the Standards of Learning (SOL) Geometry test if needed for graduation.**

ADVANCED GEOMETRY WITH TRIGONOMETRY (2307Y), Grade 10, Full Credit Year Course Prerequisite: Advanced Algebra II This course includes the study of polynomial regions and their areas with special emphasis on right triangles. It also includes the concepts of similarity, volume, coordinate and transformational geometry and construction of plane figures. The course also includes the study of the basic trigonometric functions, the inverse trigonometric functions, trigonometric identities, analytic trigonometry, solving triangles, analytic geometry, and the trigonometry of complex numbers. Graphing calculators will supplement the classroom portion of the course. **Near the end of the school year, students will take the Standards of Learning (SOL) Geometry test if needed for graduation.**

TRIGONOMETRY/FUNCTIONS (2220Y), Grades 11-12, Full Credit Year Course Prerequisite: Algebra II and Geometry

This course includes the study of trigonometric functions, their inverses and their graphs, solving triangles, trigonometric identities, trigonometric equations, and mathematical modeling using trigonometric functions with applications. Also included is the study of matrices, sequences and series, probability and statistics, as well as an introduction to pre-calculus.

ADVANCED MATH ANALYSIS (2317Y), Grades 11-12, Full Credit Year Course Prerequisite: Advanced Geometry Trigonometry

This course includes the study of relations, functions, equations, inequalities, polynomial and rational functions, and a review and extension of trigonometry. Also included are vectors and parametric equations, polar coordinates and complex numbers, conic sections, exponential and logarithmic functions, sequences and series, probability and statistics. Optional topics include iteration, fractals and discrete mathematics graph theory. Graphing calculator techniques are stressed.

ADVANCED COLLEGE PRE-CALCULUS (2328AC) & APPLIED CALCULUS (2338BC), Grades 11-12, Dual Enrollment Math Course .5 Credit Per Semester. Pre-requisite: Trigonometry/Functions or Math Analysis

The first semester (MTH 161 – Pre-calculus I) presents a study of college algebra, matrices, and algebraic, exponential, and logarithmic functions. Students should achieve a C or better in order to be placed in the second semester course. The second semester (MTH 261 – Applied Calculus I) presents limits, continuity, differentiation of algebraic and transcendental functions with applications, and an introduction to integration. Students who have completed and passed the course will receive 6 semester hours of credit from CVCC for Math 161 and 261. **Students must qualify for enrollment for this course by taking the Virginia Placement Test (VPT) through CVCC. Students must place into English 111 with a qualifying score and pass units 1-9 on the math VPT.**

ADVANCED PLACEMENT (AP) STATISTICS (2429Y), Grade 12, Full Credit Year Course Prerequisite: Trigonometry/ Functions or Math Analysis

Advanced Placement Statistics includes exploratory analysis of data using graphical and numerical techniques to study patterns and departures from patterns. Students will plan a study that will include identifying important variables related to the conjecture and ways to measure the variables. Students will also anticipate patterns using probability and simulation and work with concepts of statistical inference such as: confidence intervals, tests of significance, and special case of normally distributed data. **All students are required to take the AP Statistics examination in May.**

ADVANCED PLACEMENT (AP) CALCULUS AB (2329Y), Grade 12, Full Credit Year Course Prerequisite: Math Analysis

This rigorous treatment of calculus will include the study of limits, continuity, derivatives, applications of the derivative and integrals. The course will emphasize integration techniques and the calculus of transcendental functions. Extensive graphing calculator techniques will be taught. . Other calculus topics, including more integration techniques, arc length and surface area as well as the calculus of parametric equations, will be taught after the Advanced Placement exam. Note: With sufficient student and faculty interest, AP Calculus BC can be offered (2339Y). **All students are required to take the AP Calculus AB examination in May.**

ADVANCED PLACEMENT (AP) CALCULUS BC (2339Y), Grade 12, Full Credit Year Course Prerequisite: Math Analysis

This is a double-period course. During the first semester students learn the AP Calculus AB content and that content is expanded upon and extended during the second semester. Counts as two courses for purposes of GPA calculation. **All students are required to take the AP Calculus BC examination in May.**

**The Board of Education's Guidelines on Credit Accommodations allow students with disabilities who are eligible for credit accommodations in mathematics to use each part of Algebra I, Parts I and II to earn a standard credit towards the three mathematics credits required for the Standard Diploma only. Two-part courses may also be combined with full-year courses in other Board-approved mathematics courses to meet the requirements for students with disabilities.*

SCIENCE

*The Regulations for Establishing Standards for Accrediting Public Schools in Virginia specifies that students must earn 3 standard units of credit in Science for a Standard Diploma and 4 standard units of credit for an Advanced Studies Diploma. In order to earn a Standard Diploma, students must complete at least two different courses from at least two different science disciplines: earth sciences, biology, chemistry, or physics. Additionally, students must earn one Verified Credit. Students who complete a career and technical education sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the State may substitute the certification, competency credential, or license for (1) the student-selected verified credit, and (2) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. In order to earn an Advanced Studies Diploma, students must complete at least four different courses from among three different disciplines: earth sciences, biology, chemistry, or physics. A computer science course credit earned by students may be considered a science course credit. **SOL tests are available for Biology, Chemistry, and Earth Science. Students should work with their counselor to determine which test(s) are needed to verify credits for graduation. The federal Every Student Succeeds Act (ESSA) requires all high school students to take the Biology SOL test.***

ADVANCED EARTH SCIENCE (3387Y), Grade 8, Full Credit Year Course Prerequisite: None

This advanced earth science course is available only in the 8th grade. Additional topics and supplemental activities supporting the earth science SOL are included in the course. **Near the end of the school year, students will take the Earth Science Standards of Learning test.**

ENVIRONMENTAL SCIENCE (3230Y), Grade 9-12, Full Credit Year Course, Prerequisite: None

The Environmental Science course is designed to continue the student investigations integrate the study of many components of our environment, including the human impact on our planet. These outcomes focus on scientific inquiry, the physical world, the living environment, resource conservation, humans' impact on the environment, and legal and civic responsibility. Instruction will focus on student data collection and analysis through laboratory experiences and field work including meaningful watershed educational experiences. Students enrolled in this course may not take Biology II Ecology as a science credit in the future.

BIOLOGY I (3200Y), Grades 9-12, Full Credit Year Course Credit Prerequisite: None- It is preferable that students have completed Environmental Science or Earth Science.

This course includes the study of scientific processes and problem solving, ecology, biochemistry, and cytology (structure, function and reproduction of cells). Also included are human endocrinology, reproduction, genetics, evolution, behavior and taxonomy (classification). **Near the end of the school year, students will take the Standards of Learning (SOL) Biology test.**

ADVANCED BIOLOGY I (3397Y), Grades 9 & 10, Full Credit Year Course Prerequisite: It is preferable that students have completed Earth Science or Environmental Science.

The course content closely parallels that described in Biology I. A more quantitative approach may be utilized in dealing with specific problem areas, with additional emphasis placed on the underlying chemical principles for the biological sciences. Students will have an opportunity to conduct original research. **Near the end of the school year, students will take the Standards of Learning (SOL) Biology test.**

EARTH SCIENCE (3290Y), Grades 10-12, Full Credit Year Course Prerequisite: None- It is preferred that students have completed Biology I

This laboratory science course teaches foundation skills needed for the study and understanding of all sciences. Topics include maps and landforms, meteorology, geology, oceanography, environmental studies, and astronomy. Also included is the study of the Earth's composition, weathering, deposition, earthquakes, volcanoes, plate tectonics, and geologic time. **Near the end of the school year, students will take the Standards of Learning (SOL) Earth Science test if needed for graduation.**

BIOLOGY II ANATOMY AND PHYSIOLOGY (3210Y), Grades 10-12, Full Credit Year Course Prerequisite: Biology I

This year-long course follows Biology I and is a study of human anatomy and physiology.

BIOLOGY II ECOLOGY (3211Y), Grades 10-12, Full Credit Year Course Prerequisite: Biology I

This year-long course follows Biology I and is a study of the environment and man's impact on it. Students who have taken the Environmental Science course may NOT take this class for a science credit.

CHEMISTRY (3220Y), Grades 10-12, Full Credit Year Course Prerequisite: Biology, Algebra I and Algebra II completed, currently taking Algebra II, or with principal permission

This course provides an introduction to basic chemical principles and their application. Topics include atomic structure, the periodic table, bonding, chemical equations and reactions, stoichiometry, states of matter, and thermochemistry. A solid knowledge of algebra is necessary for the calculations in this class. **Near the end of the school year, students will take the Standards of Learning (SOL) Chemistry test if needed for graduation.**

ADVANCED CHEMISTRY (3307Y), Grades 10-12, Full Credit Year Course Prerequisite: Biology, Algebra I and Algebra II completed, currently taking Algebra II, or with principal permission

The course content is closely aligned with that of Chemistry. However, a more rigorous quantitative approach requires students to investigate, analyze, and summarize chemical reactions, molecular behaviors, and uses of substances. Hands-on experiments with high level math and thinking skills are included. Students will have an opportunity to conduct original research. Near the end of the school year, students will take the Chemistry Standards of Learning test. However, a more in-depth and rigorous conceptual and quantitative approach requires students to investigate, analyze, and summarize the various topics covered. High level math and thinking skills are essential for success. Hands-on lab work is a critical component designed to connect the abstract to real world experiences. **Near the end of the school year, students will take the Standards of Learning (SOL) Chemistry test if needed for graduation.**

ADVANCED PLACEMENT (AP) CHEMISTRY (3459Y), Grades 11-12, Full Credit Year Course Prerequisite: Biology; Chemistry

This course is the equivalent of a first-year college general chemistry course. Topics include the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics and the basic concepts of thermodynamics. The summer before provides a brief overview of chemical foundations, kinds of particles, and stoichiometry. Topics throughout the year include detailed studies of types of reactions and solution stoichiometry, the three phases of matter, thermochemistry, atomic structure and periodicity, bonding, properties of solutions, chemical kinetics, chemical equilibrium, acids and bases, solubility, spontaneity, entropy, free energy, and electrochemistry. Students will spend considerable time in individual study and in laboratory work. **All students are required to take the AP Chemistry examination in May.**

ASTRONOMY EARTH SCIENCE II (3292Y), Grades 11 or 12, Full Credit Year Course Prerequisite: Earth Science, Chemistry I or Physics I Corequisite; Geometry or higher level mathematics course

This course introduces students to the composition and structure of the universe. Astronomy is the scientific study of the contents of the entire universe. This course provides the student with a study of the universe and the conditions, properties, and motions of bodies in space. The content includes, but is not limited to, historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth as a system in space, the earth/moon system, the sun as a star, and stars.

ADVANCED PHYSICS (3317), Grades 11 or 12, Full Credit Year Course Prerequisite: Algebra I and Geometry Corequisite

Advanced Physics is an algebra-based, introductory physics course. This course deals with mechanics, motion, and waves with emphasis on problem solving. Also included is the study of light, electricity, magnetism, the atom and nuclear forces. Students build on basic physical science principles by exploring in-depth the nature and characteristics of energy and its dynamic interaction with matter. Key areas covered by the standards include force and motion, energy transformations, wave phenomena and the electromagnetic spectrum, electricity, fields, and non-Newtonian physics. The standards stress the practical application of physics in other areas of science, technology, engineering, and mathematics. The effects of physics on our world are investigated through the study of critical, contemporary global topics.

ADVANCED PLACEMENT (AP) PHYSICS I (3469Y), Grades 11 or 12, Full Credit Year Course Prerequisite: Geometry and be concurrently taking Algebra II or an equivalent course.

AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Students should have completed Geometry and may be concurrently taking Algebra II, or equivalent course. This course requires that 25% of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices. **All students are required to take the AP Physics I examination in May.**

ADVANCED PLACEMENT (AP) PHYSICS II (3479Y), Grade 12, Full Credit Year Course Prerequisite: AP Physics I and have taken or be concurrently taking Math Analysis or an equivalent course.

The AP Physics II course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Students should have taken or be concurrently taking Math Analysis or Pre-Calculus. This course requires that 25% of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. **All students are required to take the AP Physics II examination in May.**

ADVANCED COLLEGE BIOLOGY (3328AC Biology 101 / 3328BC Biology 102), Dual Enrollment, Grade 12, .5 Credit per semester. Prerequisites: Biology, Chemistry; Geometry

This is a double-period course. This college level course deals with the fundamental characteristics of living matter from the molecular level to the ecological community with emphasis on general biological principles. Topics addressed include the organization and biochemical functions of cells, genetics, animal and plant physiology, continuity of life and ecological relationships. Appropriate applications of technology will allow for in-depth exploration of selected topics and opportunities for independent student research. Students should achieve a C or better in order to be placed in the second semester course. Students who have completed and passed the course will receive 8 semester hours of credit from CVCC for Biology 101 and 102. **Students must qualify for enrollment for this course by taking the Virginia Placement Test (VPT) through CVCC. Students must place into English 111 & pass units 1-3 on math VPT. Max. number of students per class 23.**

ADVANCED PLACEMENT (AP) BIOLOGY (3449Y), Grades 11 or 12, Full Credit Year Course Prerequisites: Advanced Biology, Advanced Chemistry; Geometry. This course includes the study of the structure and biochemical functions of cells and cellular components, animal and plant physiology, principles of genetics, and the interdependence of organisms in ecosystems. Students will spend considerable time in individual study and in laboratory work. **All students are required to take the Advanced Placement Biology examination in May.**

ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE (3429Y), Grades 10-12, Full Credit Year Course

Prerequisite: Algebra I, Biology, Chemistry (corequisite) The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry and geography. **All students are required to take the AP Environmental Science examination in May.**

FOUNDATIONS OF COMPUTER SCIENCE (xxxxY), Grades 10-12, Full Credit Year Course Prerequisite: Algebra I, Algebra I A & B, or teacher recommendation

This year-long course has an emphasis on computer programming within the context of broader concepts of computer science. The standards build on concepts developed in prior grade levels. The standards provide a transition from block-based programming to a text-based programming language and familiarize the student with developing and executing computer programs. Teachers select programming languages and environments, problems, challenges, and activities that are appropriate for their students to successfully meet the objectives of the standards. Programmable computing tools will be used to facilitate design, analysis, and implementation of computer programs. Students will also explore computing systems, network and internet protocols, cybersecurity, data analysis, and programming. **This course may be used to fulfill a math, science, or CTE requirement.**

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES (3760Y), Grades 10-12, E.C Glass. Full Credit Year Course Prerequisite: Algebra I and Foundations of Computer Science, Computer Programming, or Teacher Recommendation

AP Computer Science Principles is designed to introduce students to the central ideas of computer science, to instill ideas and practices of computational thinking, and to have students engage in activities that show how computing changes the world. The course is rigorous and rich in computational content, includes computational and critical thinking skills, and engages students in the creative aspects of the field. Through both its content and pedagogy, this course aims to appeal to a broad audience. Computational thinking practices include connecting computing, creating computational artifacts, abstracting, analyzing problems and artifacts, communications and collaborating. **All students are required to take the AP Computer Science Principles examination in May.**

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE (3729Y), Grades 10-12, E.C Glass. Full Credit Year Course Prerequisite: Algebra I and Foundations of Computer Science, Computer Programming, or Teacher Recommendation

A large part of the course is built around the development of computer programs that correctly solve a given problem. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. **All students must take the AP Computer Science examination in May.**

The Regulations for Establishing Standards for Accrediting Public Schools in Virginia specifies that students must earn 3 standard units of credit in History and Social Sciences for a Standard Diploma and 4 standard units of credit for an Advanced Studies Diploma. In order to earn a Standard Diploma, students must complete one course in U.S. and Virginia History, one course in U.S. and Virginia Government, and one course in either world history, world geography, or both. Additionally, students must earn one Verified Credit. Students who complete a career and technical education sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the State may substitute the certification, competency credential, or license for (1) the student-selected verified credit, and (2) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. In order to earn an Advanced Studies Diploma, students must complete at least four different courses students must complete one course in U.S. and Virginia History, one course in U.S. and Virginia Government, and two courses in either world history, world geography, or both. Students' requests to enroll in more than one History or Social Science course for new credit must receive approval from the principal.

SOL tests are available for Geography, World History I, World History II, and VA & U.S. History. Students should work with their counselor to determine which test(s) are needed to verify credits for graduation.

WORLD GEOGRAPHY (4690Y), Grade 9-12, Full Credit Year Course

The focus of these classes is the study of the world's peoples, places, and environments, with an emphasis on world regions. Near the end of the school year, the students will take the Virginia World Geography Standards of Learning test. **Near the end of the school year, students will take the Standards of Learning (SOL) Geography test if needed for graduation.**

ADVANCED WORLD GEOGRAPHY (4367Y), Grade 9-12, Full Credit Year Course

The focus of these classes is the study of the world's peoples, places, and environments, with an emphasis on world regions. In these advanced-level classes students must complete in-depth projects and writing assignments, as well as additional reading assignments and research. **Near the end of the school year, students will take the Standards of Learning (SOL) Geography test if needed for graduation.**

WORLD HISTORY & GEOGRAPHY I (to 1500 AD) (4290Y), Grade 9, Full Credit Year Course

These classes cover the historical development of people, places, and patterns of life from early times until about 1500 AD. Geography is emphasized in the study of each civilization. These classes are designed primarily for students seeking the standard high school diploma. **Near the end of the school year, students will take the Standards of Learning (SOL) World History I test.**

ADVANCED WORLD HISTORY & GEOGRAPHY I (to 1500 AD) (4397Y), Grade 9, Full Credit Year Course

These classes cover the historical development of people, places, and patterns of life from early times until about 1500 AD. Geographic influences on history are emphasized in the study of each civilization. In these advanced-level classes students must complete in-depth projects and writing assignments, as well as additional reading assignments and research. **Near the end of the school year, students will take the Standards of Learning (SOL) World History I test.**

WORLD HISTORY & GEOGRAPHY II (1500 AD to PRESENT) (4200Y), Grade 9 or 10, Full Credit Year Course

These classes cover history and geography from the late Middle Ages to the present. Other points of focus are the political boundaries that developed with the evolution of nation-states; the ways in which scientific and technological revolutions produced economic, social and political change; and the people and events of the 19th and 20th centuries as they relate to contemporary issues. This course has an associated SOL test, which can be used to verify a history credit for graduation (if needed). **Near the end of the school year, students will take the Standards of Learning (SOL) World History II test if needed for graduation.**

ADVANCED WORLD HISTORY & GEOGRAPHY II (1500 AD to PRESENT) (4307Y), Grade 10, Full Credit Year Course

These classes cover history and geography from the late Middle Ages to the present. Other points of focus are the political boundaries that developed with the evolution of nation-states; the ways in which scientific and technological revolutions produced economic, social and political change; and the people and events of the 19th and 20th centuries as they relate to contemporary issues. Projects, writing assignments, additional reading assignments, and research are requirements of these classes. This course has an associated SOL test, which can be used to verify a history credit for graduation (if needed). **Near the end of the school year, students will take the Standards of Learning (SOL) World History II test if needed for graduation.**

ADVANCED PLACEMENT (AP) WORLD HISTORY (4469Y), Grades 10-12, Full Credit Year Course

This course is designed for students with a keen interest in history and a desire to earn college credit in high school. Requiring extensive independent reading and writing assignments, this course has as its chronological frame the period from approximately 8000 B.C.E. to the present. Course work focuses on continuity and change across historical periods as students analyze the processes and causes involved in these continuities and changes. Included in the course are the major civilizations in Africa, the Americas, Asia, and Europe. All students are required to take the advanced placement examination in May. Note: These classes may be taken at the 10th grade level for social studies credit in lieu of Advanced World History & Geography II (1500 AD to Present). Eleventh and 12th grade students may take the class for elective credit. **Near the end of the school year, students will take the Standards of Learning (SOL) World History I or II test if needed for graduation.**

AMERICAN HISTORY (4210Y), Grade 11, Full Credit Year Course

These classes are a chronological study of American history from the Age of Discovery to the present. Although emphasis is placed on political and economic history, content also includes the major issues, movements, people, and events that shaped American culture. **Near the end of the school year, students will take the Standards of Learning (SOL) U.S. History test if needed for graduation.**

ADVANCED AMERICAN HISTORY (4317Y), Grade 11, Full Credit Year Course

These advanced-level classes provide a comprehensive, in-depth study of American history from the Age of Discovery to the present. Although emphasis is placed on political and economic history, content also includes the major issues, movements, people, and events that shaped American culture. Independent reading and writing assignments, as well as individual research projects, are required. **Near the end of the school year, students will take the End-of-Course Standards of Learning (SOL) U.S. History test if needed for graduation.**

ADVANCED PLACEMENT (AP) AMERICAN HISTORY (4419Y), Grade 11, Full Credit Year Course

These classes are geared to the student who has a keen interest in history and who wishes to receive college credit while in high school. During 1st semester, emphasis is on the American Revolution, the Jacksonian period, the Civil War, Reconstruction, and the Gilded Age. Second semester focuses on the politics of the Gilded Age, the Populist-Progressive era, World War I, the Depression and the New Deal, World War II, and domestic and foreign policy from Post World War II to the 1980s. Course requirements include basic text and supplementary readings, class lectures and discussions, and writing assignments (including open-ended and document-based questions). **Near the end of the school year, students will take the Standards of Learning (SOL) U.S. History test if needed for graduation. All students are required to take the advanced placement examination in May.**

UNITED STATES GOVERNMENT (4220Y), Grade 12, Full Credit Year Course

These classes provide students with an understanding of the American and Virginia political systems. Included in this study are the United States and Virginia Constitutions; the structure and operation of the legislative, executive, and judicial departments of the U.S. and Virginia governments; the process of policy-making in economics, foreign affairs, and civil rights issues; and the influence of the public, interest groups, political parties, and the media on decision making. Other points of focus are a comparison of the U.S. political and economic systems to those of other nations and the role of the government in the economy. In addition, special emphasis is given to a unit on individual voting behavior, incorporating current elections.

ADVANCED UNITED STATES GOVERNMENT (4327Y), Grade 12, Full Credit Year Course

This advanced-level government course focuses on the theory and practice of leadership and political behavior from the social scientist point of view as students study topics such as theories of government, federalism, state and local government, and decision-making at the national level. Additional units of study include the American Free Enterprise System, the law and society, and the involvement of the United States in foreign affairs. As in all advanced-level classes, students must be prepared to complete independent reading, writing, and research assignments.

ADVANCED PLACEMENT (AP) AMERICAN GOVERNMENT POLITICS (4429A) & COMPARATIVE GOVERNMENT POLITICS (4429B), Grade 12, 1st & 2nd Semester, One Half credit per semester

These classes are geared to those students with a keen interest in government and the desire to earn college credit in high school. First semester gives students a critical perspective on politics and government in the United States, involving both the study of general concepts to interpret American politics and the analysis of specific case studies. In 2nd semester, students gain knowledge of the world's diverse political structures and practices as they study five specific countries and compare their key political relationships. Both 1st and 2nd semester classes require student research and analysis. **All students must take both the American Government and AP Comparative Government examinations in May.**

AFRICAN-AMERICAN STUDIES (4740Y), Grades 9-12, Full Credit Year Course

This elective course in African American Studies provides a thematic study of African American History from African origins to the present. Students will study the history and culture of African Americans and their contributions and roles in American History. An emphasis throughout the course is on how African American culture has impacted United States History. This course is taught through a variety of literature and with multiple opportunities for class discussion, expository writing, and collaborative projects.

ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY (4459Y) Grades 9-12, Full Credit Year Course

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). Near the end of the school year, students will take the World Geography Standards of Learning test and the AP Human Geography examination in May. **Near the end of the school year, students will take the Standards of Learning (SOL) Geography test if needed for graduation. All students are required to take the AP Human Geography examination in May.**

PSYCHOLOGY (4470Y), Grades 10-12, Full Credit Year Course

This is a general overview course focusing on the scientific study of both the behavioral and mental processes of human beings and animals. More specifically, we will be covering: history of psychology and scientific thought, biological basis of behavior, research methodology, statistics, sensation and perception, states of consciousness, memory, language and intelligence, developmental psychology, personality, and learning.

ADVANCED PLACEMENT (AP) PSYCHOLOGY (4479Y) Grades 11 or 12, Full Credit Year Course

The purpose of the course itself is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. **All students are required to take the AP Psychology examination in May.** There is no prerequisite to this course.

HEALTH (required for graduation)

The Regulations for Establishing Standards for Accrediting Public Schools in Virginia specifies that students must earn two standard units of credit in Health and Physical Education in order to earn any type of high school diploma. The Physical Education Program offers a variety of courses designed to meet individual needs and interests; however, the underlying purpose in all courses is to promote the concept of fitness and wellness for life. All courses will include aerobic exercises and strength training in addition to skills development in the specified sports and/or recreational activities. Two semesters of physical education are required for graduation. Unless there are unusual exceptions, 9th grade students should enroll in Health and Family Living and Physical Education 9 (unless recommended for Weight Training I). Likewise, in Grade 10, unless there are unusual exceptions, 10th grade students should enroll in Driver Education and Personal Health and Social Development and either Physical Education 10, Weight Training I, or Weight Training II. Any requests for an exception should first be discussed with your counselor.

HEALTH AND FAMILY LIVING (5250A, 5250B), Grades 9-12 1st or 2nd Sem., One-half Credit. Prerequisite: None

This course fulfills the family life education requirement for students in grade nine. The course includes instruction in disease prevention, first-aid techniques, human growth and development, personal health and wellness, substance abuse, consumer health, and topics related to family living. Attitudes, morality and responsible decision making are discussed in relation to developing a healthy and productive lifestyle from adolescence to old age. Students should enroll in a semester-long health or physical education course only if they need a semester credit and not a full-year credit to fulfill graduation requirements.

DRIVER EDUCATION AND PERSONAL HEALTH & SOCIAL DEVELOPMENT (5240A, 5240B) Grades 9-12, 1st or 2nd Sem., One-half Credit. Prereq.: None

The Driver Education portion will provide the in-class preparation for behind-the-wheel driver training. Personal health and social development fulfills the family life education requirement for grade ten. Students should enroll in a semester-long health or physical education course only if they need a semester credit and not a full-year credit to fulfill graduation requirements. The completion of the state of Virginia's VADETS online driving course does not carry with it any high school credit.

PHYSICAL EDUCATION (required for graduation)**PHYSICAL EDUCATION DRILL (5140A, 5140B), Grades 9-12, 1st or 2nd Sem., One-half Credit. Prerequisite: Enrollment in ROTC I or completion of ROTC I.**

This course is designed to develop knowledge and skills related to flexibility, strength training, personal fitness, and drill activities.

PHYSICAL EDUCATION 9 (5190A, 5190B), Grades 9-12, 2nd Sem., One-half Credit. Prerequisite: None

This course is designed to develop intermediate and advanced skills in activities selected from among the following: floor or field hockey, lacrosse, softball, volleyball and basketball. Students should enroll in a semester-long health or physical education course only if they need a semester credit and not a full-year credit to fulfill graduation requirements. Once students successfully complete this course, they may not enroll in this same course again for new credit.

PHYSICAL EDUCATION 10 (5191A, 5191B), Grades 9-12, 1st Sem., One-half Credit. Prerequisite: None

This course is designed to develop intermediate and advanced skills in activities selected from among the following: flag football, soccer, basketball, tennis, and track and field. Students should enroll in a semester-long health or physical education course only if they need a semester credit and not a full-year credit to fulfill graduation requirements.

PHYSICAL EDUCATION 9 AND HEALTH & FAMILY LIVING 9 (5991Y), Full Credit Year Course, Grade 9 Prerequisite: None

This year-long course fulfills one of the two standard units of credit in Health and Physical Education required to graduate. Students will complete one semester of Physical Education, designed to develop intermediate and advanced skills in activities selected from among the following: floor or field hockey, lacrosse, softball, volleyball, and basketball. Students will complete one semester of Health, which will cover the Family Life Education requirement. Included are the studies of disease prevention, first-aid techniques (including CPR and defibrillator training), human growth and development, personal health and wellness, substance abuse, consumer health, and topics related to family living. Attitudes, morality, and responsible decision-making are discussed in relation to developing a healthy and productive lifestyle from adolescence to old age.

PHYSICAL EDUCATION 10 AND DRIVER EDUCATION (5901Y), Full Credit Year Course, Grade 10-12 Prerequisite: None

This year-long course fulfills one of the two standard units of credit in Health and Physical Education required to graduate. Students will complete one semester of Physical Education, designed to develop intermediate and advanced skills in activities selected from among the following: flag football, soccer, basketball, tennis, and track and field. The Driver Education portion will provide in-class preparation for behind-the-wheel driver training. Personal Health and Social Development covers 10th grade Family Life Education.

WEIGHT TRAINING I (5151A, 5151B) Grades 11-12 (unless recommended by staff), 1st or 2nd Sem., One-half Credit. Prerequisite: None

This introductory course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Any students in Grade 9 recommended to enroll in Weight Training I instead of the semester-long Physical Education 9 must still successfully complete the semester of Health and Family Living. Students in grades 11-12 who are enrolled in Weight Training I and have already completed their physical education credits required for graduation may complete this course for elective credit **if there is space available. Priority will be given to students who have not completed their graduation requirements.** If possible, students in grades 11-12 who are enrolled in Weight Training I should be scheduled into a separate section from 9th grade students enrolled in the course. **Sequential option:** Weight Training I and Weight Training II may satisfy the sequential elective requirement if taken after the student has earned the physical education credits required for graduation.

PHYSICAL EDUCATION (continued)**WEIGHT TRAINING II (5152A, 5152B) Grades 11-12 (unless recommended by staff), 1st or 2nd Sem., One-half Credit. Prerequisite: Staff Recommendation**

This intermediate course is designed to give students who have completed Weight Training I an opportunity to become more proficient in weight and fitness training concepts and techniques. Students will continue to develop skills in weight training, strength and aerobic training, and overall conditioning. Students in grades 11-12 who are enrolled in Weight Training II may complete the course repeatedly for elective credit. These students must still successfully complete the semester of Driver Education and Personal Health and Social Development. Students in grades 11-12 who are enrolled in Weight Training II and have already completed their physical education credits required for graduation may complete the course for elective credit.

Sequential option: Weight Training I and Weight Training II may satisfy the sequential elective requirement if taken after the student has earned the physical education credits required for graduation. *This course may be taken repeatedly for elective credit if space is available.*

FITNESS FOR LIFE (5161A, 5161B) 5161Y Grades 11-12, Full Year Course. Prerequisite: PE 9 & 10 or Weight Training I & II

This elective course for students who have completed the Health and Physical Education graduation requirements will enable students to obtain the knowledge and skills necessary to develop and maintain a level of fitness and to increase physical competence, self-esteem, and the motivation to pursue lifelong physical activity. Students will gain an understanding of the components of health-related fitness, training principles, and the benefits of being physically active throughout their lives. In addition to practicing basic stretching and aerobic exercises, students will practice the basic fundamentals of walking/jogging; learn the rules and participate in team activities like basketball, volleyball, and softball; one-on-one or doubles sports like tennis and pickleball; and individual sports like Ultimate Frisbee and Frisbee golf.

FOUNDATIONS OF PERSONAL FITNESS & WELLNESS (5931YS) Grades 1-12, Summer Only, One Credit. Prerequisite: None

This course fulfills one of the standard units of credit in Health and Physical Education required to graduate. Using an online approach, the course covers both health and physical education standards. The course is broken into modules that contain the learning content and activities to be completed. Students will be assigned to a licensed Lynchburg City Schools' Health/Physical Education teacher who will monitor, assist, and evaluate. For the Physical Education component, students will study and engage in applications of movement by (1) developing a personal fitness plan aimed at improving motor skills, movement patterns, strength, flexibility, and endurance and (2) completing online units of study focusing on overall wellness – their physical, mental, and emotional health and development. Units include nutrition and diet, and the functions and structures of various systems of the body, including the digestive, urinary, endocrine, and reproductive systems. Units covering the state's 9th grade Family Life Education SOLs are included. Topics include family living and community relationships; the benefits, challenges, responsibilities, and value of positive relationships for men, women, and children, and communities; abstinence education; the value of postponing sexual activity; human sexuality; human reproduction; dating violence; the characteristics of abusive relationships; steps to take to avoid sexual assault; and the availability of counseling and legal resources. Students will also study the consequences of risky behaviors and disease prevention.

There is a \$150 fee for this course.

CAREER-TECHNICAL EDUCATION

Career and Technical Education is an essential part of the school division's total educational program specifically designed to prepare students for gainful employment and/or post-secondary education or training. These courses are designed to enhance and support the academic curriculum by reinforcing the Standards of Learning established for English, mathematics, science, history, and social science. Career and Technical Education provides sequences of career-related courses designed to help students develop skills needed for entry-level employment, advanced technical training programs, and continuing education on the college and university level. Every program is designed to help students develop 21st-century workforce readiness skills, such as, reasoning, problem-solving, decision-making, teamwork, work ethic, and demonstrating independence and initiative. Courses that must maintain a maximum pupil-to-teacher ratio of 20 students to one teacher, due to safety regulations, will require students to fill out a "First Choice Form". A rubric will be utilized for student acceptance into that program. The rubric will include topics of attendance, grades, behavior, and career goals. An interview may be required for some courses to gauge student interest. Shuttle buses are provided for students to travel between high schools if needed. Students may require a travel period for off-site courses. Each high school has a specific career technical program based at their location, but all programs are available to students.

ARCHITECTURE & CONSTRUCTION

Courses in this area can prepare students for careers in designing, planning, managing, building and maintaining the built environment.

CONSTRUCTION TECHNOLOGY (8431Y), Grades 10 & 11, Heritage High, Full Credit Year Course Prerequisite: None Location: Heritage High School

Students will be introduced to three general areas of study including carpentry, electrical wiring, and plumbing in this course. Students will design, build, and test scale model structures and work with projects that help them to understand the jobs of architects, carpenters, electricians, plumbers, surveyors, contractors, design engineers, and a variety of other construction careers. Maximum number of students per class 20.

Sequential options: None

BUILDING TRADES I (8240Y), Grade 11, Heritage High, Full Credit Year Course Prerequisite: Approved Application

This is a double-period course. This course is designed to prepare individuals to erect, install, maintain and repair buildings and other structures. Carpentry, masonry, electricity, and plumbing will be emphasized. Also included is instruction in cost estimating, cutting, fastening, and fitting various materials, using hand and power tools and following technical specifications and blueprints. Students have the opportunity to earn an OSHA-10 card. Maximum number of students per class 20.

Sequential options: Building Trades II

BUILDING TRADES II (8250Y) Grade 12, Heritage High, Full Credit Year Course Prerequisite: Building Trades I (8240Y)

This is a double-period course. Course content includes construction, customer relations, job pricing, custom construction, and installing interior millwork. Building Codes will be stressed in carpentry, painting, electrical, plumbing and masonry. The course also includes special emphasis on job opportunities, project management, and job integrity in the construction trades. Maximum number of students per class 20. **This course may be taken as a dual- enrollment course earning six college credits from Central Virginia Community College** under the course numbers 8258AC, 8258BC (CVCC course numbers are BLD 149 (3 credits) and BLD 249 (3 credits).

ARTS, A/V TECHNOLOGY & COMMUNICATIONS

Courses in this area can prepare students for careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Advertising Design A & B (8561A, 8561B) Grades 10-12, E.C. Glass and Heritage High, 1st or 2nd Sem. One-half Credit. Prerequisite: None

This is an introduction class for students preparing for jobs as advertising artists, and illustrators. Students learn both hand and computer generated layout and illustration used for brochures, posters, catalogues, advertisements and logos. Students learn skills in the areas of advertising design, illustration, printing advertisements, digital photography, and digital imaging.

Sequential options: Video and Media Technology

VIDEO AND MEDIA TECHNOLOGY (7450Y) Grades 10-12, E.C. Glass and Heritage High, Full Credit Year Course Prerequisite: None. Approved Application

This course offers students an opportunity to study all aspects of video and media production, from planning and writing for production to operating studio and editing equipment. Students practice various methods of gathering news and information from individuals, research, and online resources. In addition, students are introduced to analog and digital principles of film production.

Sequential options: Advertising Design

BUSINESS, MANAGEMENT, ADMINISTRATION & FINANCE

Courses in this area can prepare students for careers in Business Management and Administration and Finance, careers that encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration and Finance career opportunities are available in every sector of the economy.

ACCOUNTING I (6160Y), Grades 10-12, E.C. Glass and Heritage High, Full Credit Year Course Prerequisite: None

Content includes theory of basic bookkeeping, use of journals and ledgers, worksheets, and income statements. Also included is the preparation of financial records, taxes and payroll projects; special problems related to sales and purchases. Students learn fundamental accounting procedures using a manual system.

Sequential options: Accounting II, Business Law, Business Management, Computer Information Systems, Design, Multimedia, & Web Technologies, Principles of Business & Marketing.

ACCOUNTING II (6170Y), Grades 11 or 12, E.C. Glass and Heritage High, Full Credit Year Course Prerequisite: Accounting I (6160 A & B)

Content includes management of financial records through various business activities, partnership accounting, and general ledger. Students use manual accounting skills to analyze and interpret accounting transactions. Also included is the study of corporate and cost accounting and budgetary controls.

Sequential options: Business Law, Business Management, Computer Information Systems, Design, Multimedia, & Web Technology, Principles of Business and Marketing.

BUSINESS MANAGEMENT (6140A) Grades 11 or 12, E.C. Glass and Heritage High, 1st Sem., One-half Credit. Prerequisite: None

This one-semester course includes an overview of American business and the social and economic environments in which it operates. Main topics of study are economics, business finance, and personnel administration. Members of the class start and operate a corporation through Junior Achievement.

Sequential options Accounting I, Business Law, Computer Information Systems, Design, Multimedia, & Web Technology, Marketing, Principles of Marketing.

BUSINESS LAW (6150B) Grades 11 or 12, 2nd Sem., E.C. Glass and Heritage High, One-half Credit. Prerequisite: Business Management

This course is focused on personal law, the law of contracts and the rights and responsibilities of individuals in our society. Laws affecting daily business contracts and employment are emphasized.

Sequential options: Accounting I, Business Management, Computer Information Systems, Design, Multimedia, & Web Technology, Principles of Business & Marketing.

COMPUTER INFORMATION SYSTEMS (6340Y) Grades 11 or 12, Heritage High, Full Credit Year Course

This course develops skills and provides experience with the major business applications of the microcomputer. These include Microsoft Windows and word processing using Microsoft Office. Also included are business computer terminology, systems and procedures, spreadsheets, database management, desktop publishing, and presentation graphics using Microsoft Office. Students will attempt the Internet and Computing Core Certification (IC3) exam. The IC3 exam is offered through Certiport.

Sequential Options: Accounting I, Business Law, Business Management, Design, Multimedia, & Web Technology, Principles of Business and Marketing, Programming.

DESIGN, MULTIMEDIA, & WEB TECHNOLOGIES (6260A, 6260B), Grades 9-12, E.C. Glass and Heritage High, 1st or 2nd Sem., One-half credit

Students develop proficiency in creating desktop publications, multimedia presentations/projects, and web sites using industry standard application software. Students incorporate principles of layout and design in completing publications and projects. Students design portfolios that may include business cards, newsletters, mini-pages, web pages, multimedia presentations, and projects, calendars, and graphics. Completion of this course may prepare students for industry certifications.

Sequential options: Accounting I, Business Law, Business Management, Computer Information Systems, Digital Applications, Principles of Business & Marketing, Programming.

DIGITAL APPLICATIONS (3740Y), Grades 9-12, E.C. Glass and Heritage High, Full Credit Year Course Prerequisite: None.

This course develops skills and provides experience with major computer applications. These applications include word processing (using both text and graphics-based programs), spreadsheet, database, and integration of applications. Students use these applications for problem solving and file and disk management. Keyboarding and general computer understanding are addressed as needed. Also included is work with multi-media research, the Internet, presentations, desktop-publishing, video conferencing and digital cameras, computer graphics, and computer communications.

Sequential options: Accounting I, Business Law, Business Management, Computer Information Systems, Design, Multimedia & Web Technology, Principles of Business & Marketing, Programming.

PRINCIPLES OF BUSINESS AND MARKETING A & B (6370A, 6370B), Heritage High, Grades 9-12, 1st or 2nd Sem., One-half Credit. Prerequisite: None

Students explore the role of business and marketing in the free enterprise system and the global economy. They study how the American economy operates as they prepare to make decisions as consumers, wage earners, and citizens.

Sequential options Accounting I, Business Law, Business Management, Computer Information Systems, Design, Multimedia, & Web Technology, Marketing I, Marketing II, Sports & Entertainment Management.

PROGRAMMING (6640Y), Grades 9-12, E.C. Glass and Heritage High, Full Credit Year Course Prerequisite: None

Students in the Programming course explore programming concepts, use algorithmic procedures, implement programming procedures with one or more standard languages, and master programming fundamentals. Coding is used throughout the course. Graphical user interfaces may be used as students design and develop interactive multimedia applications, including game programs. In addition, students employ HTML or JavaScript to create Web pages.

Sequential options: AP Computer Science, AP Computer Science Principles, Computer Information Systems, Digital Applications, Principles of Business & Marketing, Design Multimedia & Web Technology

PERSONAL FINANCE & ECONOMICS (6151Y), Grades 9-12, E.C. Glass and Heritage High, Full Credit Year Course Prerequisite: None

Students explore many facets of financial decision-making involved in daily life. Skills in money management, record keeping, and banking are enhanced through the study of basic concepts of economics, insurance, credit, and other related topics. In this course, students are required to complete a program entitled "EVERFI" to satisfy the successful completion of an online course for graduation. Students must also take the WISE Financial Literacy exam as the end-of-course exam.

PERSONAL FINANCE & ECONOMICS (E6151YS), Rising Grades 10-12, E.C. Glass and Heritage High, Full credit is offered as a summer online course.

Prerequisite: None

Students explore many facets of financial decision-making involved in daily life. Skills in money management, record keeping, and banking are enhanced through the study of related topics. Students must to take the WISE Financial literacy exam on site to meet requirements for this course. This course satisfies the online course requirement needed for graduation.

EDUCATION & TRAINING

Courses in this area can prepare students for careers in planning, managing and providing education and training services or related learning support services.

TEACHERS FOR TOMORROW I (6550Y), Grades 11 & 12, Full Credit Year Course, E.C. Glass and Heritage High School, Prerequisite: Have & maintain a minimum 2.7 grade point average. Students must submit three satisfactory teacher recommendations, a brief essay & application to University of Lynchburg.

Virginia's Teachers for Tomorrow Program is offered to high school juniors and seniors interested in pursuing a career in teaching and education. Students will experience the profession as they are guided through the history of education and the functions of schools and school divisions. Additionally, the students will experience the classroom as they become acquainted on a personal and professional level with teachers and teaching; including a brief internship in a classroom setting. **This course may be taken as a dual-enrollment course earning 4 college credits from the University of Lynchburg under the LCS course numbers 6558AC and 6558BC.** The LC course numbers are EDUC 101 (3 credits) and EDUC 202 (1 credit).

Sequential Options: Teachers for Tomorrow II

TEACHERS FOR TOMORROW II (9072Y), Grades 11 & 12, Full Credit Year Course, E.C. Glass and Heritage High School.

Prerequisite: Teachers for Tomorrow I

In this course, students continue to explore careers in the Education and Training cluster and pathways. This course provides the opportunity for students to prepare for careers in education as they research postsecondary options, learn about the process of teacher certification in Virginia, and participate in a practicum experience.

HEALTH SCIENCES

Courses in this area can prepare students for careers in planning, managing, and providing therapeutic services, diagnostic services, health information science, support services, and biotechnology research and development.

DENTAL CAREERS I (6810Y) Grade 11, E. C. Glass High, Full Credit Year Course Prerequisite: Approved application

This is a double-period course. This is a double period health occupational preparatory course. Students learn dental anatomy, care and sterilization of instruments, and basic oral hygiene skills. Topics include: clinical skills necessary to assist the dentist in the routine function of a dental office, chair-side dental procedures, instrument set- up, and basic laboratory procedures including material manipulation. Maximum number of students per class 20.

Sequential Options: Dental Careers II

DENTAL CAREERS II (6820Y) Grade 12, E. C. Glass High, Full Credit Year Course Prerequisite: Dental Careers I (6810)

This is a double-period course. Students continue developing their skills and mastering competencies through classroom instruction and simulated clinical experiences. Topics include: taking and processing dental x-rays, laboratory procedures, and identification of instruments and material manipulation. Students receive Dental Radiation Safety and Hygiene certification upon satisfactory completion of the unit test. The final part of the Dental Careers program combines classroom instruction with actual hands-on training with area dentist, assistants, hygienist, and laboratory technicians. The clinical training will take place during the regular school hours and will be graded but not necessarily for pay. Classroom instruction will include entry level clerical skills as well as clinical skills. Maximum number of students per class 20.

EMERGENCY MEDICAL TELECOMMUNICATIONS (8337Y), Grades 11-12, Full Credit Year Course, E. C. Glass. Prerequisite: None. Approved Application

This course is designed to develop entry-level skills needed in a telecommunications environment for rescue, fire and police. Upon completion, students will be able to summarize issues involving the telecommunication's role and responsibilities as a member of the health and public safety environment, summarize issues involving available resources to a telecommunicator, the importance of maintaining confidentiality, liability and legal issues involving emergency telecommunicators and their agencies, and summarize the process of stress management for inside and outside a communications department/center.

NURSE AIDE I (8360Y), Grades 11 & 12, Heritage High School, Full Credit Year Course. Prerequisite: Approved Application

This is a one period class. Virginia Board of Nursing approved course to qualify for the Certified Nurse Aide Exam. This course features a dual focus on theory and practical skills. The theory component includes basic anatomy and physiology, ethics, health care systems, medical terminology, and professionalism. The skills are taught in the nursing lab and include transfer techniques, assessment of vital signs, assisting with patient hygiene and grooming, and infection control procedures.

Sequential options: Nurse Aide II

NURSE AIDE II (8362Y), Grade 12, Heritage High School, Full Credit Year Course Prerequisite: Nurse Aide I (8360)

This is a one period course. Virginia Board of Nursing approved course to qualify for the Certified Nurse Aide Exam. This course integrates the principles and skills introduced in Nurse Aide I. Students practice skills and concepts from the course in a closely supervised clinical setting. The course also includes preparation for the Virginia certification exam.

ATHLETIC TRAINING I (5260Y), Grades 11-12, E.C. Glass and Heritage High, Full Credit Year Course Prerequisite: Approved Application

Interest in athletic training and permission of the instructor Students interested in athletic training as a career, physical therapy, or medicine should consider these courses. Sports medicine covers three aspects: recognition of injuries; prevention of injuries; and rehabilitation of injuries. Some lab work with athletic teams may be required.

Sequential options: Athletic Training II

ATHLETIC TRAINING II (5261Y), Grade 12, E.C. Glass and Heritage High, Full Credit Year Course Prerequisite: Athletic Training I and Instructor recommendation

Students continue their study of sports medicine topics from three aspects: recognition of injuries; prevention of injuries; and rehabilitation of injuries. Some lab work with athletic teams may be required.

Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

INTRODUCTION TO HOSPITALITY, TOURISM AND RECREATION (6440Y), Grades 10-12, Full Credit Year Course, E.C. Glass, Prerequisite: None

Students enrolled in the Introduction to Hospitality, Tourism and Recreation focus on developing professional skills and using emerging technologies to prepare for employment in this global industry, rich in diverse career opportunities. The program includes instruction in the industries of lodging, food and beverage, travel and tourism, and recreation and fitness. Maximum number of students per class 20.

INTRODUCTION TO CULINARY ARTS (6444Y), Grades 9-10, Heritage High Only, Full Credit Year Course Prerequisite: None

This course provides students with opportunities to explore career options within the food industry. Students investigate food safety and sanitation, explore culinary preparation foundations, practice basic culinary skills, explore diverse cuisines and service styles, investigate nutrition and menu development, and examine the economics of food. The curriculum places a strong emphasis on science and mathematics knowledge and skills.

Sequential Options: Culinary Arts I

CULINARY ARTS I (6441Y), Grades 10-11, E.C. Glass and Heritage High, Full Credit Year Course Prerequisite: Approved Application

This is a double-period course. Students are taught the managerial, production, and service knowledge and skills used in government, commercial, or independently owned institutional food establishments and related food industry occupations. This course includes planning, selecting, storing, purchasing, preparing, and serving food and food products; basic nutrition, sanitation, and food safety; the use and care of commercial equipment; serving techniques; and the operation of institutional food establishments. Critical thinking, practical problem solving, and entrepreneurship opportunities within the field of culinary arts are emphasized. Maximum number of students per class 20.

Sequential options: Culinary Arts II

CULINARY ARTS II (6442Y), Grades 11-12, E.C. Glass and Heritage High, Full Credit Year Course Prerequisite: Culinary Arts I (6441)

This is a double-period course. Students extend and expand skills learned in Culinary Arts I, preparing for occupations such as chef/cook, baker/pastry helper, pastry decorator, hospitality worker, dietetic aide/assistant, food demonstrator, mixologist, and entrepreneur. Opportunities for mentorships under the supervision of the instructor will be a part of the class curriculum. Critical thinking, practical problem solving, and entrepreneurship opportunities within the field of culinary arts are emphasized. Teachers highlight the basic skills of math, science, and communication when appropriate in content. Maximum number of students per class 20.

This course may be taken as a dual enrollment course for six college credits from CVCC under numbers 6448AC and 6448BC. CVCC course are HRI 106 (3 credits) and HRI 158 (3 credits).

Sequential options: Culinary Arts Specialization

CULINARY ARTS SPECIALIZATION (6443Y), Grade 12, E. C. Glass and Heritage High, Full Credit Year Course Prerequisite: Culinary Arts I (6441); Culinary Arts II (6442)

The Culinary Arts Specialization curriculum provides students with continuing opportunities to obtain comprehensive knowledge of the food service industry as well as to expand their technical skills in a food service specialty. Students explore careers and refine their skills in implementing safety and sanitation standards, applying nutritional principles, planning menus, using business and math skills, and selecting and maintaining food service equipment. Students specialize in one of the following four areas: Baking and Pastry Food Preparation Techniques; Catering/Banquet Food Preparation Techniques; Restaurant Operation Techniques; or Quantity Food Preparation Techniques. The curriculum continues to place a strong emphasis on science and mathematics knowledge and skills as it emphasizes critical thinking, practical problem solving, and entrepreneurial opportunities within the field of culinary arts. Spots are limited.

HUMAN SERVICES

Preparing individuals for employment in career pathways that relate to families and human needs.

COSMETOLOGY I (8340Y), Grade 11, Heritage High, Full Credit Year Course Prerequisite: Approved Application

This is a double-period course. The course includes professional ethics, hygiene, good grooming, manicuring, and hair shaping and styling. This course also includes student practice in scalp and hair treatments, the care and styling of wigs, permanent waving and hair removal. Related topics also include skin, scalp and hair disorders. **This course has a fee of \$150.** Financial assistance is available for eligible students. Maximum number of students per class is 20.

Sequential options: Cosmetology II

COSMETOLOGY II (8350Y), Grade 12, Heritage High, Full Credit Year Course Prerequisite: Cosmetology 1 (8340)

This is a triple-period course. The course includes beauty salon management and operation, additional work developing competencies in electricity and light therapy, chemistry, anatomy and physiology, chemical hair relaxing and hair coloring. Students will complete final preparation for taking the state cosmetology examination for licensure. **This course has a fee of \$185.** Financial assistance is available for eligible students.

Courses in this area can prepare students for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.

COMPUTER SYSTEMS TECHNOLOGY I (8540Y), Grades 9-11, Heritage High, Full Credit Year Course Prerequisite:

Approved Application. This is a double period course.

This course focuses on the soft and technical skills needed to obtain entry-level positions as network, computer, or help-desk technicians. It provides a basic overview of networking concepts, such as LANS, WANS, networking design, setup, and software. Students will study the impact of MMO and LAN gaming on networks, including designing, building, and securing a LAN gaming network. All students will complete the (IC³) exam by Certiport. Students will service micro-computer hardware and support peripherals; build a computer from parts; diagnose, troubleshoot, & resolve personal computer basic hardware & software issues.

Sequential options: CST II. This course may be taken as a dual enrollment course earning 3 college credits from Central Virginia Community College under the course numbers 8548AC, 8548BC. The CVCC course number is ETR 149.

COMPUTER SYSTEMS TECHNOLOGY SYSTEMS II (8550Y), Grades 10-12, Heritage High, Full Credit Year Course Prerequisite: Computer Systems I (8540) Prerequisite may be waived by instructor if sufficient technical knowledge is proven.

This is a one period course. This course equips students with the advanced knowledge, skills, and understanding that will enable them to install, troubleshoot and maintain computers and their associated networks. Students diagnose, troubleshoot, and resolve advanced hardware and basic networking issues. Numerous hands on exercises, including configuring, installing, and troubleshooting operating systems, third party software, and hardware will reinforce student learning and understanding. Creating email accounts, configuring wireless technologies, appropriate use of social media are part of the course work. All students will complete the CompTIA A+ Essentials and A+ Specialization exams. Students may be eligible to participate in a number of certification exams offered through CISCO and CompTIA. **This course may be taken as a dual enrollment course earning four college credits from Central Virginia Community College under the course numbers 8558AC, 8558BC. The CVCC course number is ITE 221.**

CYBER SECURITY (8553Y), Grades 9-12, Heritage High School, Full Credit Year Course Prerequisite: Approved Application

This is a double period course. This course prepares students for entrance into the career of cyber security, data loss prevention, and network security. The cyber security field is the fastest growing field in the IT industry and by 2016 will be the most needed profession in the United States. Students will be prepared to take and pass the CompTIA Network+ and Security+ examinations and be able to enter the IT security field directly from high school, if they choose. Topics of study include: Linux Operating Systems; OSI model; TCP model; Local and WAN security; ethical hacking (white hat); security careers and penetration testing.

INFORMATION TECHNOLOGY ASSISTANT I (7140Y), Grades 10-12, E.C. Glass and Heritage High, Full Credit Year Course

This course is designed to develop students' understanding of technical support as an assistant to the Instructor, a trained Help Desk professional. Students will learn how to diagnose, troubleshoot, and resolve computer and tablet hardware and software problems. Students will develop an understanding of the logistics of properly documenting problems and solution. Students will develop technical problem solving skills through hands-on, supervised experience.

INFORMATION TECHNOLOGY ASSISTANT II (7150Y), Grades 11-12, E.C. Glass and Heritage High, Full Credit Year Course Prerequisite: Information Technology Assistant I

This course is designed to further develop students' technical support skills while providing an opportunity for students to step into a leadership role. Students who have completed the first semester course will be challenged with increasingly difficult hardware and software problems. Students will also assist the instructor with prioritizing, planning, and scheduling tasks to IT Assistant I students and ensure work is completed correctly and in a timely manner.

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

Courses in this area prepare students for careers in planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.

CRIMINAL JUSTICE I (8702Y), Grades 11-12, E.C. Glass High School, Full Credit Year Course Prerequisite: None

This course presents an overview of the criminal justice system and introduces the major components in law enforcement, judiciary, and corrections. Students learn theory, principles, and techniques of developing/managing services for the safety and protection of people and property. Students will participate in lessons on and off campus and in activities that take place after-school hours. Students enrolled in this course are expected to join and participate in SkillsUSA.

Sequential options: Criminal Justice II

CRIMINAL JUSTICE II (8703Y), Grades 11-12, E.C. Glass High, Full Credit Year Course Prerequisite: Criminal Justice I (8702Y)

This course covers the complex responsibilities of criminal investigation. Students will learn the principles and techniques of conducting specific investigations such as homicide, assault, and robbery. Students will also learn the principles of crime scene investigation including photography, sketching, and the securing of evidence. Students enrolled in this course are expected to join and participate in SkillsUSA

Courses in this area can prepare students for careers in planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

PRECISION MACHINE TECHNOLOGY I (8450Y), Grade 11, E.C. Glass High, Full Credit Year Course Prerequisite: Approved Application

This is a double-period course. Content includes safety, hand tools, bench work, layout work, blueprint reading, drilling and tapping, machine shop math, and introduction to welding. The course also includes precision measuring tools, use of charts and tables, an introduction to the CNC mill and lathe, tool grinding, and surface grinding. Maximum number of students per class 20.

Sequential options: Machining II

PRECISION MACHINE TECHNOLOGY II - INTRODUCTION TO MACHINE TOOLS (8460Y), Grade 12, E.C. Glass High,

Full Credit Year Course Prerequisite: Precision Machine Technology I (8450)

This is a double-period course. Course content includes metal lathe work, drilling, milling machine, and speed and feed calculations. Drill press work includes drilling and countersinking. Also included is an introduction to computerized vertical milling machine and lathe. Qualified seniors are eligible to participate in a work experience program with local machining companies. Maximum number of students per class 20. **This course may be taken as a dual-enrollment course earning six college credits from Central Virginia Community College under the course numbers 8468AC, 8468BC. The CVCC course numbers are MAC 161 (3 credits) and 162 (3 credits).**

MARKETING, SALES & SERVICE

Courses in this area can prepare students for careers in planning, managing, and performing marketing activities to reach organizational objectives.

SPORTS AND ENTERTAINMENT MANAGEMENT (6942Y) Grades 10-12, Heritage High, Full Credit Year Course Prerequisite: Approved Application Sports, Entertainment and Recreation Marketing (SER) is an entry level course offered in the two-year marketing program.

This course is designed to develop an understanding of sports, entertainment and recreation marketing and its importance. Students develop fundamental skills for SER event planning, implementing, and evaluating. Students will learn market research, advertising, public relations, professional communications, effective selling, licensing and merchandising, branding, and event safety and security. Students learn career options available in the SER industries as well as develop skills necessary for successful initial employment experiences.

Sequential options: Marketing I, II, and Principles of Business and Marketing

MARKETING I (6951Y), Grades 10-12, Heritage High, Full Credit Year Course Prerequisite: Approved Application. Continuous part-time employment and/or project plan and DECA membership are required.

Content includes risk management, product planning, communicating effectively and selling techniques. In special situations, a project plan may be substituted for the work experience requirement. This option must be teacher approved in advance. Content also includes relationships with employers, co-workers, and customers, advertising, inventory, safety, ad layout, display, free enterprise system, pricing, and economics.

Sequential options: Marketing II, Business Management, Principles of Business and Marketing

MARKETING II (6960Y), Grade 10-12, Heritage High, Full Credit Year Course Prerequisite: Marketing I (6950) or

Sports, Entertainment and Recreation Marketing (6942). Continuous part-time employment and/or project plan and DECA membership are required.

Students earn one-half credit per semester for the classroom component of this course and another one-half credit per semester for the required 360 hours of on-the-job training each semester. Content includes human resource, marketing research, creative selling, payroll, merchandising, determining profit, and purchasing. In special situations, a project plan may be substituted for the work experience requirement. This option must be teacher approved in advance. Content also includes supervisory communications, personnel management, leadership styles, supervision of sales promotion, supervision of product transportation, and responsibilities of supervisory and mid-management personnel. If, in an exceptional case, a student is only able to participate in the classroom component, one-half credit per semester can be earned under the course numbers 6370A or 6370B.

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

Courses in this area can prepare students for careers in planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, and engineering) including laboratory and testing services, and research and development services.

DRAFTING I (6740Y), (Grades 9-12, E.C Glass, Full Credit Year Course Prerequisite: Algebra I.

This entry-level course is designed with an emphasis on the basic principles of drafting and sketching techniques, object visualization, the application of math concepts, and basic through intermediate computer assisted drawing (CAD) applications. Although 2D CAD techniques are emphasized, students also learn 3D modeling techniques at the end of the course. Students may be given the opportunity to compete in regional and state CAD competitions. There is a fee associated with this class. Financial assistance is available for eligible students. **Sequential options:** Drafting II,

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DRAFTING II (6750Y), Grades 10 -12, E.C Glass. Full Credit Year Course Prerequisite: Drafting I (6740) & Algebra I

This advanced-level course begins with sharpening skills learned in Basic Technical Drawing on the Computer Assisted Drafting (CAD) software. Students will be able to construct three-dimensional and solids drawings, as well as assembly drawings. As students' skills progress, CAD will be used as a tool to assist in completing design projects of increasing difficulty. Engineering principles are introduced and explored through the design projects. Emphasis will be on the development and honing of problem-solving skills and assembling professional design portfolios. The students will also be given the opportunity to compete in regional and state competitions in CAD and engineering design. **This course may be taken as a dual enrollment course earning 4 college credits from Central Virginia Community College. The CVCC course number is DRF 201 and DRF 202.** There is a fee associated with this class. Financial assistance is available for eligible students. **Sequential options:** Drafting III

DRAFTING III (6760Y), (formerly Architectural Drawing) Grades 10-12, E.C Glass. Full Credit Year Course Prerequisite: Drafting I (6740) & Algebra I

This upper-level course begins with the basics of residential design and progresses through an entire set of house plans. The students will learn architectural CAD software, as a tool for creating professional, three-dimensional architectural designs and drawings. The students will design and build model displays as projects. The students will also be given the opportunity to compete in regional and state competitions in architectural design and modeling. There is a fee associated with this class. Financial assistance is available for eligible students. **Sequential options:** Drafting I, Drafting II

TECHNOLOGY OF ROBOTIC DESIGN (8427Y), Grades 11 & 12, Full Credit Year Course, EC Glass. Prerequisites: Algebra I

The first semester includes study of the evolution and history of robotics with an emphasis on automated and flexible manufacturing. Topics covered will include: machining, welding, electronics, pneumatics/hydraulics, design and mechanics, sensors and controls programming. Students will apply concepts learned in class to mechanical construction with VEX Challenge. During the second semester students study nondestructive examination and testing methods in order to examine an object, material, or system without impairing its future usefulness. Students will use visual and optical testing (VT), liquid penetrant testing (PT), magnetic particle testing (MT), radiographic testing (RT), ultrasonic testing (UT), and eddy current testing (ET) to assess various parameters. Students will also cover the basic fundamentals and application of radiation. There is a fee associated with this class. Financial assistance is available for eligible students.

This course may be taken as a dual enrollment course for 3 college credits from Central Virginia Community College under the course numbers 6778AC and 6778BC. The CVCC course number is IND 160.

ENGINEERING STUDIES (8491Y), Grades 9-12, Full Credit Year Course, Heritage High. Prerequisite: None

In this course, students emphasize integration of mathematics, science, and English concepts and skills into engineering problems in a curriculum demanding rigorous study habits. Students are encouraged to become routinely inquisitive through brainstorming and prototyping. Students practice engineering skills and communication of technical information while applying the engineering design process to complete engineering projects.

Sequential options: Engineering Explorations

ENGINEERING EXPLORATION I (8450Y), Grades 10-12, Full Credit Year Course, Heritage High. Prerequisite: Engineering Studies

In this course, students examine technology and engineering fundamentals in relation to solving real-world problems. Students investigate engineering history, including major engineering achievements, and they examine the principle engineering specialty fields and their related careers. Students practice engineering fundamentals, using mathematical and scientific concepts, and they apply the engineering design process through participation in hands-on engineering projects. Students communicate project-related information through team-based presentations, proposals, and technical reports.

Sequential options: Engineering Studies

TECHNOLOGY FOUNDATIONS (6640A), Grades 9-12, Heritage High. Prerequisite: None

Technology Foundations is a modular approach to an academic and technology integrated curriculum. The topics include alternative energy, astronomy, computer-aided drafting, computer graphic design, computer problem solving, construction technology, desktop publishing, residential modeling, satellite communications, video communications, and weather and meteorology. Presentations, field trips, and guest speakers will complement the modular concept.

Sequential options: Technology Transfer

TECHNOLOGY TRANSFER (6650B), Grades 10-12, Heritage High. Prerequisite: Technology Foundations

Technology Transfer is a course developed around a modular approach. The topics are animation, biotechnology, fiber optics, forensic technology, the Internet, and virtual reality. When the students complete these modules, they will be introduced to advanced levels of the modules they completed in Technology Foundations.

This course will assist students in developing problem solving techniques, using resources and developing critical thinking skills.

Sequential options: Technology Foundations

TRANSPORTATION, DISTRIBUTION & LOGISTICS

Courses in this area can prepare students for careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

INTRODUCTION TO AUTOMOTIVE SERVICE TECHNOLOGY (8141Y), Grades 9 & 10, E. C. Glass High, Full Credit Year Course Prerequisite: None

Students learn fundamental skills associated with engine tune-up, electrical diagnosis and repair, lubrication and cooling system diagnosis and repair, brake system diagnosis and repair, basic fuel system diagnosis and repair, basic suspension system diagnosis and repair, and basic routine maintenance of automobiles.

Maximum number of students per class 20.

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AUTOMOTIVE SERVICE TECHNOLOGY I (8140Y), Grades 10 & 11, E.C. Glass High, Full Credit Year Course Prerequisite: Approved Application

This is a double-period course. Content includes instruction in the safe operation of laboratory power equipment, hand tools, and testing devices. Students learn to access technical data through electronic media and paper manuals. Instruction in proper wheel and brake operation is included. Also included is instruction in diagnostic procedures regarding automotive steering systems and components. Students will learn to assess and repair problems relating to wheels, alignment, suspension, shocks, struts, and axles. Maximum number of students per class 20. **Sequential options:** Automotive Service Tech II

AUTOMOTIVE SERVICE TECHNOLOGY II (8150Y), Grades 11-12, E.C. Glass High, Full Credit Year Course Prerequisite: Automotive Service Technology I (8140)

This is a double-period course. Content includes instruction in diagnostic procedures regarding automotive electrical systems and components and engine performance. Students will learn to assess and repair problems relating to circuits, battery systems, gauges, accessories, and lights. Students will learn to assess and repair problems relating to ignition, fuel, exhaust, and emission control systems. Instructional topics include pumps, carburetors, and associated electronics. Students learn to use testing and scanning equipment to analyze computer and mechanically controlled systems. Instruction will also include reading and interpreting electrical schematics. The second semester of this course provides an opportunity for students to enroll in a work-study program. Students are eligible to take the state A.S.E. Certification test upon completion of this program.

MARINE CORPS JUNIOR R.O.T.C. LEADERSHIP PROGRAM - Heritage High School Only

This leadership program is a three-year progression of academic courses that can be selected by anyone regardless of grade level. Participation as a fourth year student is limited to very few individuals who are subjectively selected by the leadership department chair as "exceptional" candidates to fill student leadership positions within the organization of the classes. (It is possible to be qualified but not selected due to limited availability of positions.) This program of instruction is designed to emphasize development of positive character traits, self-discipline, responsibility for self and others, and leadership skills. This program is not intended to recruit students for military service; rather, it is intended to develop productive responsible citizens using the military as a role model for teaching these positive lessons. Instructional goals are reached through training in subjects such as close order drill, marksmanship, physical fitness, leadership traits/principles, and orienteering & mentorship. All students must maintain a 2.0 GPA to remain active in the program. Course Prerequisites:

- 1. Students must have a completed school physical and be able to participate in physical fitness activities such as calisthenics, running, hiking, climbing, and jumping. Inability to participate must be temporary and documented by appropriate medical authority.*
- 2. Students must conform to U. S. Marine Corps standards regarding wearing of the uniform, haircuts/hairstyle/color, make-up/jewelry, body piercing, tattoos, shave and fingernail polish. Military uniforms are worn at least once per week and at special functions. They are provided free of charge to the students.*
- 3. Students must be willing to follow the direction given by the teacher and students in leadership positions acting in accordance with the rules and articles governing the program.*
- 4. Students must be willing to participate in community service activities as extracurricular events necessary for attainment of points required for promotion to higher position within the program. (Simply attending class during the school day will not be sufficient to earn advancement and continuance in the program.)*

MCJROTC LEADERSHIP EDUCATION I A & B (5710A, 5710B), All Grades, Heritage High only, 1st & 2nd Sem., One-half Credit Per Sem., 1st Sem.

Prerequisite: listed above; **2nd Sem. Prerequisite:** Completion of 5710 with a course average of 70% or higher.

This is an introductory course designed to provide basic knowledge in leadership training and self-discipline through close order drill, physical fitness, marksmanship, professional personal appearance through care and wearing of uniforms, and professional courtesy. Emphasis on this level is placed on personal goal setting, self-discipline and following direction. **Sequential option:** MCJROTC II

MCJROTC LEADERSHIP EDUCATION II A & B (5720A, 5720B), All Grades, Heritage High only, 1st & 2nd Sem., one half Credit Per Sem., 1st Sem.

Prerequisite: Completion of 5710B with a course average of 70% or higher & attainment of the rank of Cadet Lance Corporal. (Promotion requirement worksheets detailing promotion requirements available upon request). 2nd Sem. Prerequisite: Completion of 5720 with a course average of 70% or higher.

The level of this course is more advanced than 1A&B and provides general study within each major area listed in 1A. Emphasis is placed on setting group goals, teamwork, individual responsibility, and accountability. **Sequential option:** MCJROTC I

MCJROTC LEADERSHIP EDUCATION III A & B (5730A, 5730B), All Grades, Heritage High only, 1st & 2nd Sem., One half Credit Per Sem., 1st Sem.

Prerequisite: Completion of 5720 with a course average of 70% or higher & attainment of the rank of Cadet Sergeant. (Promotion requirement worksheets detailing promotion requirements available upon request). 2nd Sem. Prerequisite: Completion of 5730 with a course average of 70% or higher.

The level of this course is more advanced than 2A&B with emphasis on attainment of group goals, personal initiative, responsibility for others, and accountability. Student leaders are normally selected from the second semester of this class.

MCJROTC LEADERSHIP EDUCATION IV A & B (5740A, 5740B), Selected Students, Heritage High only, 1st & 2nd Sem., One-half Credit Per Sem., 1st Sem.

Prerequisite: Selection by the leadership department chair as well as completion of 5730B with a course average of 70% or higher & attainment of the rank of Cadet Gunnery Sergeant. **2nd Sem Prerequisite:** Selection by the SMI and MI as well as completion of 5740 with a course average of 70% or higher

This course, the final year of the four-year MCJROTC LEADERSHIP EDUCATION program, focuses on demonstrating mastery of leadership skills through practical application as a student leader. Students must be prepared to complete independent reading, writing, and research assignments/special projects.

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AIR FORCE JUNIOR R.O.T.C. LEADERSHIP PROGRAM - E.C. Glass High School only

AFJROTC is available at two levels, basic and advanced. The program teaches respect for both constituted authority and parents, and self-respect. It teaches orderliness, patriotism, personal honor, and self-reliance. It provides information on aerospace and develops a background that many find valuable in aviation and space careers, such as the social and physical sciences, navigation, propulsion systems, and the history and theory of flight. No obligation to the military services or college ROTC programs is incurred; however, advanced standing can be earned. A uniform is provided by the Air Force to be worn one day per week and at special functions.

AFJROTC I A & B (5750A, 5750B), Grades 9-12, E.C. Glass High, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: None

This course includes study of the history of aviation and space exploration, customs and courtesies of military service, and introduction to basic drill procedures. This course also includes study of aviation weather in the aerospace environment, aerospace careers, and drill and ceremonial procedures of the squad and flight.

Sequential option: AFJROTC II

AFJROTC II A & B (5760A, 5760B), Grades 9-12, E.C. Glass High only, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: 5750

Content includes theory of flight, aircraft propulsion systems, air navigation, introduction to military justice, and a review of drill and ceremonies at the flight level. Also included is study of aerospace vehicles; aircraft, rockets and missiles, techniques of managing squadron size drill formation, and methods of military instruction.

Sequential option: AFJROTC I

AFJROTC III A & B (5770A, 5770B), Grades 10-12, E.C. Glass High only, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: 5760

The course includes study of rocketing and spacecraft fundamentals, review of drill and ceremonies at squadron level; introduction to leadership principles and methods. Also included is the aerospace community, leadership qualities and techniques needed in the space age, vocational and educational opportunities available in aerospace enterprises, and an introduction to military management.

AFJROTC IV A & B (5780A, 5780B), Grades 11 & 12, E.C. Glass High only, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: 5770

Content includes study of geopolitics, psychological foundation of leadership, military management, review of drill and ceremonies. Also included is the influence of human behavior in leadership, responsibilities and techniques of leadership, student planning and execution of instructional and co-curricular activity, introduction of survival training, and a study of Career Officer and Enlisted programs in the military services.

MUSIC

Band classes at the high school level are performance oriented and require the recommendation of the instructor for admission. Participation in performances and rehearsals outside school hours are required. Students will be recommended for the most appropriate program. Marching Band is an after-school activity that begins two weeks before school starts and continues through the fall season. It is extracurricular and carries no academic credit. Marching Band may be activated periodically in the spring and summer. Concerts are performed during the winter and spring. Although all band students are encouraged to perform in the Marching Band, it is not an absolute requirement. Non-band students are also eligible to try out for Marching Band as either musicians or flag and rifle corps members.

Chorus classes at the high school include both introductory and performance oriented programs. All require placement by or recommendation of the instructor. Both the Concert Choir (Chorus II) and the Ensemble (Chorus III) require participation in performances and rehearsals during and outside school hours.

Orchestra instruction at the high school level is performance oriented and some afternoons and evenings are required for rehearsals and performances.

CONCERT BAND I (5340Y), Grades 9-12, Full Credit Year Course Prerequisite: Staff Recommendation

Topics include developing competency in sight-reading, dynamics, rhythm interpretation, balance, and intonation.

SYMPHONIC BAND I (5350Y), Grades 9-12, Full Credit Year Course Prerequisite: Director's Approval

Content includes the development of individual competency in sight reading, dynamics, rhythmic interpretation, intonation, and the concepts of ensemble performance.

JAZZ ENSEMBLE (5360Y), Grades 9-12, Full Credit Year Course Prerequisite: Director's Approval

A study of the jazz idiom and the techniques related to playing the different styles with an introduction to basic improvisational skills. Content includes development of individual competency in sight reading, dynamics, rhythm interpretation, balance, and intonation.

WIND ENSEMBLE (5370Y), Grades 9-12, Full Credit Year Course Prerequisite: Director's Approval & audition

Content includes a continuing development of skills with a focus on performance at the highest possible level.

PERCUSSION TECHNIQUES (5380Y), Grades 9-12, Full Credit Year Course Prerequisite: Director's Approval & audition

Content includes the development of skills on drums, xylophone, timpani, bells, and music literature.

CHORUS I (5460Y), Grades 9-12, Full Credit Year Course Prerequisite: None - Placement by Instructor (no audition required)

Content includes instruction in music fundamentals, three and four part singing, and correct vocal techniques. Placement will be according to vocal range.

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CHORUS II - CONCERT CHOIR (5470Y), Grades 9-12, Full Credit Year Course Prerequisite: Staff Recommendation (vocal audition required)

Content includes more difficult part work and public performances.

CHORUS III - ENSEMBLE (5480Y), Grades 9-12, Full Credit Year Course Prerequisite: Staff Recommendation

Content includes a more extensive variety of music, both for reading skills and public performance, and a particular emphasis on the development of individual skills. Afternoon and evening practices are required in preparation for performances. Choreography and showmanship are included.

ORCHESTRA I (5410Y), Grades 9-12, Full Credit Year Course Prerequisite: Staff Recommendation

Content includes opportunity for string players to develop greater facility in sight reading, bowing and articulation.

ORCHESTRA II (5420Y), Grades 9-12, Full Credit Year Course Prerequisite: Director's Approval (audition required)

Content includes advanced positions, bowings, and interpretations using standard orchestra and string ensemble music. It is intended for students who have reached a high degree of performance proficiency.

BEGINNING MIDI & COMPUTER APPLICATIONS IN MUSIC (5430Y), Grades 10-12, Heritage High Only, Full Credit Year Course Prerequisite: Some music background required. This course is an introduction to computer applications currently being used by composers, performers, and music educators. Topics to be covered include music notation and sequencing software, live MIDI performance techniques, educational software, CD ROM interactive applications, Internet resources, and a history of music technology.

ADVANCED PLACEMENT (AP) MUSIC THEORY (5439Y), Grades 10-12, Full Credit Year Course Prerequisite: Staff Recommendation based on the ability to read and write musical notation. Also recommended: concurrent enrollment in a music course.

This course introduces the student to musicianship, theory, musical materials and procedures. Integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony may be taught as a part of the course. **All students are required to take the advanced placement examination in May.**

ART

Two semesters of Art I are prerequisite to most other art courses. Although instructional materials are provided, the student is often required to provide materials for individual projects that he/she retains. In addition, a lab fee is often required to cover the costs of consumable materials. Several advanced placement courses are available in the curriculum.

ART I (5510Y), Grades 9-12, Full Credit Year Course Prerequisite: None

The first semester of this course is an exploration of a variety of media with the elements of art and the development of basic studio skills as the central focus. The second semester content includes additional media exploration and studio skills development with a central focus on composition through the study of the principles of design.

DRAWING (5520A, 5520B), Grades 10-12, 1st or 2nd Sem., One-half Credit. Prerequisite: Art I or Staff Recommendation

This course is an exploration of drawing media. Content includes the interpretation of the three-dimensional environment to a two-dimensional surface. Realistic, naturalistic, and contemporary drawing is part of the course of study. Subject matter will include still life, figure drawing, perspective studies, and nature.

PAINTING I (5530A), Grades 9-12, 1st Sem., One-half Credit. Prerequisite: Art I

This course is an introduction to the basic techniques in opaque and transparent media, such as acrylics, oils, and watercolor. Brush and media control in both hard edge and blended edge technique will be explored. Students will need to purchase items or pay a fee for consumable materials.

PAINTING II (5540B), Grades 9-12, 2nd Sem., One-half Credit. Prerequisite: Painting I

This course focuses on the study of composition in painting and the exploration of various painting styles. The further advancement of specific painting skills and the use of color will be a large part of the course of study. The development of an individualized direction will be a major focus. Students will need to purchase items or pay a fee for consumable materials.

SCULPTURE I (5550A, 5550B), Grades 10-12, 1st or 2nd Sem., One-half Credit. Prerequisite: Art I or Staff Recommendation

Sculpture is an exploration of a variety of three-dimensional media. Techniques will include both traditional and contemporary expression. The concepts of relief and in-the-round, in functional and non-functional directions will be explored.

SCULPTURE II (5551B), Grades 10-12, 2nd Sem. Only. One half Credit. Prerequisite: Sculpture 1.

This course allows a student to focus on finding a concentration in sculpture in order to develop additional skill with a specific media or subject matter. This course builds on sculpture 1 as students develop pieces to be used in a 3-dimensional portfolio.

PHOTOGRAPHY (5560Y), Grades 10-12, Full Credit Year Course Prerequisite: Art I or senior exemption

This course is designed so that students explore such fields as Photo Journalism, Computer Graphics, and Fine Art Photography. Composition, lighting and utilizing special effects available in digital cameras are covered. Extensive use of digital photo editing software will be explored. Comfort with computer technology is recommended. Students will need to have a camera available to complete required work.

DIGITAL PHOTOGRAPHY AND PRINTMAKING (5570Y), Grades 10-12, Full Credit Year Course Prerequisite: Art I or Recommendation.

Course content includes study of traditional printing processes such as relief, monoprinting, lithography, intaglio, and serigraphy with an emphasis on design and composition. Digital photography and computer enhancement techniques will be explored. Comfort with computer technology is recommended.

COMMERCIAL ART (5580A, 5580B), Grades 10-12, 1st or 2nd Sem., One-half Credit. Prerequisite: Art 1 or Recommendation.

This course covers art as it issued in careers. An exploration of various careers and skills and techniques will be the central focus. Visual design and communication will be explored in various media. Vocabulary, technical skills, and creative direction will be major elements of evaluation. Comfort with computer technology is recommended.

ADVANCED STUDIO ART (5517Y), Grades 11 & 12, Full Credit Year Course Prerequisite: Two Credits in Art and Staff Recommendation

This advanced level course expands on the content presented in the introductory course and allows students to explore areas of interest in greater depth.

ADVANCED PLACEMENT (AP) PORTFOLIO ART (5519Y) Grades 11 & 12, Full Credit Year Course Prerequisite: Two Credits in Art and Staff Recommendation

This college-level course is structured around the portfolio requirements set by the College Board evaluation program. Students may develop a drawing portfolio (using a variety of 2-D media), a two-dimensional portfolio (using a variety of 2-D media with a design and graphics focus), or a three dimensional portfolio (using a variety of 3-D media). **Students must submit a portfolio.**

ADVANCED PLACEMENT (AP) ART HISTORY (5529Y), Grades 11 & 12, Full Credit Year Course Prerequisite: Previous experience in advanced placement.

This course is geared to students with a strong desire to explore, read about, and write about the history of art. All course activities are in preparation for the AP exam. **All students are required to take the advanced placement examination in May.**

DRAMA

Several opportunities are offered for students to develop their knowledge and skills in the dramatic arts, both "behind the scenes" and on stage. An active Drama Club and public performances are important parts of the program. Additional drama courses may be taken through Independent Study.

INTRODUCTION TO THEATRE (5610Y), Grades 9-12, Full Credit Year Course Prerequisite: None.

This course is a basic introduction to acting and other theatre skills. Course content includes units in Theatre Games, Improvisation, Stagecraft, Theatre Vocabulary and Terminology, and Theatre History.

MUSICAL THEATRE DANCE (5611Y) Grades 9-12, Full Credit Year Course Prerequisite: Introduction to Theatre or Staff Recommendation.

This course focuses on the various styles of dance prevalent in the musical theatre. Students will work in each dance style while learning how it has been used to develop and advance musical theatre. This course may be taken repeatedly for elective credit.

ACTING I (5620Y), Grades 9-12, Full Credit Year Course Prerequisite: Introduction to Theatre or Staff Recommendation.

This course includes the study of specific acting techniques and the practical application of those techniques in graded scene performances in class. The course is intended for students with a serious interest in acting as a career or hobby. This course may be taken repeatedly for elective credit. **Sequential option:** Acting II

ACTING II (5630Y), Grades 11 & 12, Full Credit Year Course Prerequisite: Acting I and Staff Recommendation.

This course is performance-oriented and includes public performances involving all class members during the year. This course may be taken repeatedly for elective credit. **Sequential option:** Acting I

PLAYWRITING (5622A) Grades 11 & 12, 1st Sem. Only. One-half Credit. Prerequisite: Acting I or Staff Recommendation.

This course will focus on the analysis of dramatic form and style; examination of plot, character, and thought; and expression through dialogue. It will include the practical application of theory by writing one-page plays and will culminate in the creation of a ten-minute play. **Sequential option:** Creative Writing

DIRECTING (5623B) Grades 11 & 12, 2nd Sem. Only. One half Credit. Prerequisite: Acting 1 or Staff Recommendation.

This course offers students an opportunity to learn the techniques of directing a play. Each student will be required to direct two graded scenes in public performance during the semester.

APPLIED TECHNICAL THEATRE I (5640Y), Grades 9 - 12, Full Credit Year Course Prerequisite: Introduction to Theatre or Staff Recommendation.

The course is designed to give students a working knowledge of the many aspects of backstage work. The course includes an overview of theatre history, safety, set construction, scene painting, electrics, sound stage rigging, backstage management and some design. The course includes classroom instruction, supplemental reading assignments, and practical hands-on work.

TECHNICAL THEATRE I DESIGN (5641A, 5641B) Grades 9-12, 1st or 2nd Sem. One-half Credit. Prerequisite: Introduction to Theatre or Staff Recommendation.

This course introduces students to the principles of design as they apply to performance and the design process. This is primarily a project-based class in which students will deal with the basic principles of scenic, costume, sound, and lighting design.

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TECHNICAL THEATRE I PRODUCTION (5642B) Grades 9-12, 2nd Sem. Only. One-half Credit. Prerequisite: Introduction to Theatre and Staff

Recommendation. This course is an introduction to scenic construction, lighting, sound, stage organization, and terminology. Students will study the methods and materials of set construction and the methods of implementing lighting, costumes, props and sound within a production.

APPLIED TECHNICAL THEATRE II (5650Y), Grades 9 - 12, Full Credit Year Course Prerequisite: Applied Technical Theatre I and Staff Recommendation

This is an advanced course that will focus on the design elements of the theatre. Students receive instruction in set, lighting and sound design and are required to complete design projects in class and out. The course includes a study of different design techniques, methods of presenting design effectively, and an emphasis on using design as a tool to further express the drama. This course may be taken repeatedly for elective credit.

TECHNICAL THEATRE II (5651Y) Grades 10-12, Full Credit Year Course Prerequisite: Technical Theatre I Design, Technical Theatre I Production or Staff Recommendation.

This course will focus on advanced design and implementation of elements in the theatre. As part of this course, students will be involved in the backstage aspects of school productions. This course may be taken repeatedly for elective credit.

STUDENT INTERN PROGRAMS

ELEMENTARY OR MIDDLE SCHOOL STUDENT INTERN (7130Y), Grades 11 & 12, Full Credit Year Course Prerequisite: Staff Recommendation

Content includes assignment to an elementary or middle school teacher one period daily. Students may tutor, help with projects, read stories, or perform clerical duties. In addition, middle school student interns may work in lab settings. Seminars are presented by educators in various fields during the semester. This course offers a career exploration opportunity for students considering elementary education or a child related field. Students must have their own transportation or be assigned to a school within walking distance.

GENERAL STUDENT CAREER INTERN (7131Y) Grade 12 ONLY, Full Credit Year Course Prerequisite: Staff Recommended and approved application.

This course is ONLY available to seniors who want to gain experience in a career field which they are interested in pursuing after high school. Students must submit an application for acceptance in the program to their counselor during the registration process in Grade 11. Students will choose their internship placement from the list of cooperating businesses or by working with the teacher and business to secure placement. During the first five weeks of the course, students will complete the Workplace Readiness Skills curriculum. Topics include initiative, work ethic, teamwork, confidentiality, independence, communications, problem solving, decision making, computer applications, and employment issues. Students will be required to serve three hours a week in their internship. Students will be responsible for their own transportation.

TEACHER/OFFICE INTERN (7110A, 7110B) Grades As Determined by Administrator, 1st or 2nd Sem., One-fourth Credit. Prerequisite: Staff Recommended

Course includes opportunities to assist staff. This course is graded as pass or fail. This course may be taken repeatedly for elective credit.

NEWSPAPER & YEARBOOK

NEWSPAPER (7410Y), Grades 10-12, Full Credit Year Course Prerequisite: Staff Recommendation

Content includes preparation, editing and publication of school newspaper. This course meets daily, just as other credit-bearing courses. This course may be taken repeatedly for elective credit.

YEARBOOK (7420Y), Grades 10-12, Full Credit Year Course Prerequisite: Staff Recommendation

Content includes preparation, editing and publication of school yearbook. This course meets daily, just as other credit-bearing courses. This course may be taken repeatedly for elective credit.

LEADERSHIP

LEADERSHIP TRAINING (7770A, 7770B), Grades 9-12, 1st or 2nd Sem., One-half Credit. Prerequisite: Student interest and staff recommendation

This is a one semester elective credit course that provides opportunities for students to learn about and engage in leadership activities. This course may be taken repeatedly for elective credit.

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ACADEMIC SUPPORT (These courses can be taken repeatedly for elective credit)

SOL REVIEW FOR ENGLISH: Reading 11 (7211A, 7211B), Grade 12, 1st or 2nd Sem., One-half Credit. Prerequisite: Passed English 11 but failed Reading SOL test

A one semester elective credit course including a review of the standards covered on the English: Reading/Literature/Research SOL test for 11th grade. This course will focus on the content of the test and on study and testing-taking strategies. Specific diagnostic information from practice SOL testing will guide direct teaching and computer-assisted instruction targeting each student's knowledge and skill deficits.

SOL REVIEW FOR ENGLISH: WRITING 11 (7212A), Grade 12, 1st Sem., One-half Credit. Prerequisite: Passed English 11 but failed Writing SOL test

A one semester elective credit course including a review of the standards covered on the English: Writing SOL test for 11th grade. This course will focus on the content of the test and on study and testing-taking strategies. Specific diagnostic information from practice SOL testing will guide direct teaching and computer-assisted instruction targeting each student's knowledge and skill deficits.

SOL REVIEW FOR MATH (7221A, 7221B), Grades 10-12, 1st or 2nd Sem., One-half Credit. Prerequisite: Passed a math course (Algebra 1, Geometry, or Algebra 2) but failed the associated SOL test

A one semester elective credit course including a review of the math standards covered on the appropriate math SOL test. This course will focus on the content of the test and on study and testing-taking strategies. Specific diagnostic information from practice SOL testing will guide direct teaching and computer-assisted instruction targeting each student's knowledge and skill deficits.

SOL REVIEW FOR SCIENCE (7231A, 7231B), Grades 10-12, 1st or 2nd Sem., One-half Credit. Prerequisite: Passed a science course (Earth Science or Biology) but failed the associated SOL test

A one semester elective credit course including a review of the science standards covered on the appropriate science SOL test. This course will focus on the content of the test and on study and testing-taking strategies. Specific diagnostic information from practice SOL testing will guide direct teaching and computer-assisted instruction targeting each student's knowledge and skill deficits.

SOL REVIEW FOR SOCIAL STUDIES (7241A, 7241B), Grades 10-12, 1st or 2nd Sem., One-half Credit. Prerequisite: Passed a social studies course (World History and Geography 1, World History and Geography 2, Geography, or U.S. History) but failed the associated SOL test

A one semester elective credit course including a review of the social studies standards covered on the appropriate social studies SOL test. This course will focus on the content of the test and on study and testing-taking strategies. Specific diagnostic information from practice SOL testing will guide direct teaching and computer-assisted instruction targeting each student's knowledge and skill deficits.

ENGLISH AS A SECOND LANGUAGE (ESL) SUPPORT (1930A, 1930B), Grades 9-12, 1st or 2nd Sem., One-half Credit. Prerequisite: Identified ESL students only

This is a one semester elective credit course that provides additional support to assist students with Limited English Proficiency (LEP) in their acquisition of English language knowledge and skills.

ACCELERATING READING I (1192Y), Grade 9, Full Credit Year Course Prerequisite: Identified students only

This is an elective credit course that provides additional strategies and skills for students who are working to improve their vocabulary, reading fluency and comprehension.

ACCELERATING READING II (1130Y), Grades 10-12, Full Credit Year Course Prerequisite: Identified students only

This is an elective credit course that provides additional strategies and skills for students who are working to improve their vocabulary, reading fluency and comprehension.

FOUNDATIONAL STUDY SKILLS (xxxxY), Grades 9-12. This is an elective credit course designed to teach students organizational techniques and study skills. Support with time management, studying, taking notes, and organizing academic materials will be provided.

STUDY SKILLS FOR SUCCESS IN ADVANCED COURSES (7620Y), Grades 9-12. This is an elective credit course to support students who are taking an advanced, AP, or Dual Enrollment course with study skills for enhanced success in the advanced course.

MATH LAB (7222Y), Grades 9-10, Full Credit Year Course Prerequisite: Identified students only

This course is designed to strengthen essential computational, pre-algebraic, and algebraic skills while the student is concurrently enrolled in Algebra 1. The course is provided using a research-based, computer-assisted instructional program with topics aligned with the content in the core Algebra 1 course. This course awards elective credit.

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SPECIAL EDUCATION

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Beginning with the 2013-14 freshman class, the Modified Standard Diploma will merge into the Standard Diploma, and the Board of Education will establish, through guidelines, credit accommodations for students with disabilities. The Applied Studies Diploma is also an option for students with disabilities.

ADDITIONAL COURSES OFFERED TO ELIGIBLE STUDENTS

The following courses are designed to provide students with identified disabilities the knowledge and skills necessary to qualify for a diploma as determined by the IEP team.

READING I (1040Y), Grades 9-12, Full Credit Year Course Prerequisite: None

READING II (1041Y) Grades 9-12, Full Credit Year Course Prerequisite: Reading I

READING III (1042A, 1042B) Grades 9-12, Full Credit Year Course Prerequisite: Reading II

EDUCATION FOR EMPLOYMENT (6030Y), Grades 9-12, Full Credit Year Course Prerequisite: None

WORK EXPERIENCE 1 (6040Y), Grades 9-12, Full Credit Year Course Prerequisite: Education for Employment. This is a double-period course. This same course is available in a single period for one-half credit per semester under course number 6041 A&B.

WORK EXPERIENCE II (6050Y), Grades 9-12, Full Credit Year Course Prerequisite: Work Experience I. This is a double-period course. This same course is available in a single period for one-half credit per semester under course number 6051.

INTERPERSONAL SKILLS (5050Y), Grades 9-12, Full Credit Year Course Prerequisite: None

OCCUPATIONAL SKILLS (5051Y), Grades 9-12, Full Credit Year Course Prerequisite: None

RECREATION AND LEISURE SKILLS (5052Y), Grades 9-12, Full Credit Year Course Prerequisite: None

FUNCTIONAL ACADEMICS (5053Y), Grades 9-12, Full Credit Year Course Prerequisite: None

DAILY LIVING SKILLS (5070Y), Grades 9-12, Full Credit Year Course Prerequisite: None

The following courses are designed to provide students with identified disabilities the knowledge and skills necessary to qualify for an Applied Studies Diploma.

FUNCTIONAL MATH (xxxxY), Grades 9-12, Full Credit Year Course Prerequisite: None

FUNCTIONAL READING (xxxxY), Grades 9-12, Full Credit Year Course Prerequisite: None

ADAPTIVE PHYSICAL EDUCATION (5071 A & B), Grades 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

CAREER BASED JOB TRAINING (5072 A & B), Grade 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

GENERAL RESOURCE (5040 A & B), Grade 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None (Can be taken repeatedly for elective credit)

SUPPORT RESOURCE I (5041 A & B), Grades 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

SUPPORT RESOURCE II (5042 A & B), Grades 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

SUPPORT RESOURCE III (5043 A & B), Grades 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

For additional information about these courses or the applied studies diploma, please contact the counselor or special education teacher at either high school

III. SPECIAL PROGRAM OPPORTUNITIES**GIFTED EDUCATION**

The high school program for gifted education is designed to serve those students who are identified as gifted. The program is provided through course offerings listed in the program of studies under the heading of Advanced and Advanced Placement Courses. These courses offer students an opportunity to accelerate their program as well as provide an enriched and in-depth classroom experience. Any interested student may enroll in one or more of these courses as long as he or she has successfully completed any prerequisites. The Lynchburg City Schools also participates in the regional Central Virginia Governor's School (CVGS) for Science and Technology and the state-sponsored Summer Governor's School programs. These programs provide unique opportunities for gifted students to pursue special areas of interest. Students and their parents are encouraged to contact their counselor to learn more about these programs and the opportunities they provide. Course offerings for CVGS are included in another section of this program of studies.

SPECIAL EDUCATION

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

Students with disabilities shall be eligible to receive a Standard Diploma, Advanced Studies Diploma or Advanced Studies Diploma with Lynchburg Honors Seal upon earning the units of credit prescribed and by passing the Standards of Learning Tests.

ALTERNATIVE AND ADULT EDUCATION PROGRAM INFORMATION

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

AP CAPSTONE

AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis. **Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma.** Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate. AP Seminar may also be taken as a stand-alone option. A \$15 unused test fee will be assessed in the event a student is unable to take the test when scheduled.

CVCC TRANSITION PROGRAM

The CVCC Transition Program provides high school students with disabilities the opportunity to acquire skills leading to independent living, employment and self-advocacy. This program is available to high school students identified with disabilities through the Individual Education Plan (IEP). For additional information on this program please contact your student's IEP case manager.

DUAL ENROLLMENT COURSES

Students may require a travel period for off-site courses

The Dual Enrollment (DE) program with Central Virginia Community College (CVCC) and the University of Lynchburg provides highly motivated students the opportunity to experience college-level work while in high school and receive both high school and college credit. Dual enrollment courses in the core content areas are weighted at 5.0 quality points. Many Governor's School courses are Dual Enrollment and count as 5.0. Dual enrollment courses in non-core content career and technical fields are weighted at 4.5 quality points. The College Success Skills course is weighted at 4.0 quality points.

Students enrolled in these courses may earn college credit from CVCC and/or University of Lynchburg by fulfilling course requirements. Regardless of the course grade, the course will appear on the student's permanent record at CVCC or University of Lynchburg. **If a student receives a D or F, it does have the potential to affect college financial aid eligibility and/or guaranteed admissions agreements with four-year colleges and universities.** Students enrolled in DE courses need to abide by the policies and procedures of CVCC and University of Lynchburg as well as LCS.

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To be eligible for a Dual Enrollment course, and student must:

1. Be a junior or senior
2. Apply to CVCC / University of Lynchburg and meet entrance criteria
3. Demonstrate college readiness (satisfied through VPT placement testing for CVCC admission)
4. Submit a parent/guardian permission form
5. Have permission of LCS
6. Meet all prerequisite requirements for each dual enrollment course for which enrollment is sought

The costs for tuition and the required textbooks for dual enrollment courses taught at the high school, Central Virginia Governor's School, and the Governor's STEM Academy will remain the responsibility of the school division. However, there is a \$75 fee for a course withdrawal if the CVCC drop date has passed. This payment is due to the school division within two weeks of dropping the class. Checks should be made payable to LCS and sent to the curriculum and instruction department. Please be aware that timelines for withdrawing from a course are different for DE courses. See Section III for more information on dual enrollment options.

Virginia Placement Test (VPT) Admission Criteria for Dual Enrollment Courses at CVCC

Course	English VPT Score	Math VPT Score
BIOLOGY 101/102	English 111	MTE 1-3
ENGLISH 111/112	English 111	MTE 1
MATH 161/261 (Pre-Calc/Applied Calc)	English 111	MTE 1-9
IND 195 (Robotics)	ENF 1	MTE 1
HRI 158 (Culinary Arts)	ENF 1	MTE 1
BLD 149 (Building Trades)	ENF 1	MTE 1
Other courses	See counselor	See counselor

Admission Criteria for Dual Enrollment Courses at University of Lynchburg

Course	Requirements
TEACHERS FOR TOMORROW I	2.7 GPA and 3 Satisfactory Teacher Recommendations
TEACHERS FOR TOMORROW II	Prerequisite: Teachers for Tomorrow I

Any student seeking to take courses on the CVCC campus on their own and not a part of any LCS approved program must seek prior approval and all costs for books and tuition are the responsibility of the family.

EARLY COLLEGE PROGRAM

Students may require a travel period for off-site courses

The Early College Program is designed for juniors and seniors who have exhibited the dedication to academics necessary to complete a college curriculum while also completing their secondary education requirements. Students accepted into the program will have the opportunity to receive their high school diploma and their Associate of Arts and Science degree in General Studies from Central Virginia Community College in two years. Each year's cohort class will consist of up to 24 students. Of the 24 students, eight (8) slots will be reserved for the top eight (8) applicants from each high school (16 total). The final eight (8) slots will be filled by the remaining top eight (8) applicants regardless of high school. A selection rubric based on current high school G.P.A., scores on the Virginia Placement Test in mathematics and English, teacher recommendations, attendance history, and the general quality of the application packet will be used to rank all applicants. CVCC officials will assess and rank the applications. Parents/Families will be responsible for tuition fees to CVCC. There is limited financial support to students with financial need. Financial hardship forms are available in the counseling office. Lynchburg City Schools will provide transportation to and from the student's high school to CVCC, the campus on which all classes will be held. The school division will also pay textbook costs. All students will complete the same courses, and all students' daily schedules will be the same. CVCC classes will begin at 8:00 a.m. and conclude by 1:00 p.m. A shuttle bus will return students to their high school campus in time for 7th period and after-school activities in case they choose to participate. All Early College students are eligible to participate in any extra-curricular sports and activities at their high schools. The Early College Program will follow the CVCC calendar for all Early College courses, including observing the same holidays and academic breaks (fall, winter, and spring). CVCC staff will use the 10-point LCS grading scale.

The tuition for the Early College Program is the responsibility of each family. There are opportunities for financial assistance to families with financial hardship. Counselors have financial hardship forms available each spring.

EARLY COLLEGE (continued)

Junior Year

CVCC Course Number	LCS Course Number	Course Title	Credits First Sem.	Credits Second Sem.	Course Weight
English 111-112	1328AS/BS	College Composition	3	3	5.0
History 121-122	4318AS/BS	United States History I-II	3	3	5.0
Math 163	2328AS	Pre-Calculus I	3		5.0
Math 261	2338BS	Applied Calculus I		3	5.0
Biology 101-102	3328BS	General Biology I-II	4	4	5.0
Comm. Studies 100	5858AS	Principles of Public Speaking	3		4.5
Health 110	5248BS	Concepts of Personal and Comm. Health		3	4.5
Student Dev. 100	7770AS	College Success Skills	1		4.0

Senior Year

CVCC Course Number	LCS Course Number	Course Title	Credits First Sem.	Credits Second Sem.	Course Weight
English 241-242	1228AS/BS	Survey of American Literature I-II	3	3	5.0
Political Science 211-212	4328AS	U. S. Government I-II	3	3	5.0
Inform. Technology 115	8538AS/BS	Intro. to Computer Apps and Concepts	3		4.5
Math 162	2348AS	Pre-Calculus II	3		5.0
Math 245	2428BS	Statistics		3	5.0
Psychology 230	3438AS/BS	Developmental Psychology		3	4.5
Spanish 101-102	1828AS/BS	Beginning Spanish I-II	4	4	4.5

LYNCHBURG REGIONAL GOVERNOR’S XLR8 STEM ACADEMY

Students may require a travel period for off-site courses

The Lynchburg Regional Governor’s STEM Academy, located at Central Virginia Community College in the AREVA Technology Center, focuses on Science, Technology, Engineering and Math, thus the name STEM. This regional program for accepted high school juniors and seniors is supported by Region 2000 Technology Council; Future Focus Foundation; Central Virginia Community College; the Region 2000 Workforce Investment Board; area business partners including AMTI, AREVA, The Babcock and Wilcox Company, Centra Health and Delta Star; and the school divisions of Amherst, Appomattox, Bedford, Campbell and Lynchburg. The goal of this program is to close the gap between education and industry, thereby furthering the economic vitality of this region. The STEM Academy differs from the Central Virginia Governor’s School in that the courses will have a career and technical educational focus. The curriculum will be driven by needs and projected growth of regional industry. Currently, the two identified student pathways offered at the Academy will be Health Care Technologies and Mechatronics—the blending of mechanical and electrical engineering disciplines. Graduates of this program will be workforce-ready to further the economic growth in Region 2000.

Cyber Security Courses

The career studies certificate is designed as an enhanced module to provide expertise in security to networking specialists. This curriculum will prepare networking specialists for employment as network security specialists or Internet security specialists. This career studies certificate also helps prepare students for the CompTIA Security+ and the CISSP (Certified Information Systems Security Professional) certification exams.

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XLR8 STEM ACADEMY COURSES

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XLR8 Course Name	LCS Course #	Semester	Grade Level	CVCC Course Name	CVCC Credits	VDOE Course Number/Name	VDOE Credits
Introduction to Engineering Design (PLTW)	6788 AX 6788BX	Fall	11	EGR 115-Engineering Graphics EGR 123- Introduction to Engineering Design	4	8439 Introduction to Engineering Design (PLTW)	1
Principles of Engineering (PLTW)	6798 AX 6798 BX	Spring	11	MEC 140 –Introduction to Mechatronics EGR 105-- Introduction to Problem Solving & Technology	4	8441 Principles of Engineering (PLTW)	1
Engineering Design and Development (PLTW)	6728 AX	Fall	12	DRF 161-Blueprint Reading SAF 130- Industrial Safety-OSHA 10	2 1	8443 Engineering Design and Development (PLTW)	1
Digital Electronics (PLTW)	3787 BX	Spring	12	ETR 167- Logic Controls & Circuits	3	8440 Digital Electronics (PLTW)	1
Introduction to Computer Applications & Concepts	6678 AX 6678 BX	Fall, Spring	11,12	ITE 115-Introduction to Computer Applications & Concepts	3	6617 Computer Applications	.5
Introduction to Network Concepts	6188 AX	Fall	11	ITN 101-Introduction to Network Concepts	3	6302- Cybersecurity Fundamentals	.5
Software Design	6288 AX	Fall	11	ITP 100-Software Design	3	6304- Cybersecurity Software Operations	.5
Network Security Basics	8188 AX 8188 BX	Fall, Spring	11,12	ITN 260-Network Security Basics	3	8628- Cybersecurity Systems Technology	.5
Network Attacks, Computer Crime & Hacking	8828 AX 8288 BX	Fall, Spring	11,12	ITN 261-Network Attacks, Computer Crime & Hacking	3	8629- Cybersecurity Systems Technology, Advanced	.5
Network Communication, Security & Authentication	XXXX AX	Fall	11,12	Network Communication, Security & Authentication	4	6306- Cyber Security Software Operations, Advanced	.5
Internet/Intranet Firewalls & E-Commerce Security	8388 BX	Spring	12	ITN 263-Internet/Intranet Firewalls & E-Commerce Security	4	8630- Cybersecurity Network Systems	.5
Network Security Layers	6488 BX	Spring	12	ITN 266-Network Security Layers	3	6306- Cyber Security Software Operations, Advanced	.5
Legal Topics in Network Security	6588 BX	Spring	12	ITN 267-Legal Topics in Network Security	3	Cybersecurity in Family and Work Life	.5
Medical Terminology	8377 AX	Fall	12	HLT 143-Medical Terminology I	3	8303 Medical Terminology	.5
Developmental Psychology	4478 BX	Spring	12	PSY 230-Developmental Psychology	3	2900 Psychology 1	.5
Statistical Reasoning	2379 AX	Fall	11	MTH 155- Statistical Reasoning	3	3190 Probability & Statistics	.5
Pre-Calculus I	2328 AX	Spring	11	MTH 161 Pre-Calculus I	3	3162 Mathematical Analysis/Precalculus	.5
Applied Calculus I	2338 AX 2338 BX?	Fall, Spring	11,12	MTH 261-Applied Calculus I	3	3160 Advanced Mathematics	.5

STEM ACADEMY COURSES (CONTINUED)							
XLR8 Course	LCS Course #	Semester	Grade Level	CVCC Course Name	CVCC Credits	VDOE Course Number/Name	VDOE Credits
Precalculus II	2348 AX	Spring	12	MTH 162-Precalculus II	3	3162 Mathematical Analysis/Precalculus	.5
Calculus I	2479 AX	Fall, Spring	12	MTH 173-Calculus I	3	3177 AP Calculus AB	.5
Calculus II	2479 BX	Spring	12	MTH 174-Calculus II	3	3177 AP Calculus AB	.5
College Chemistry for Engineers I	3368 AX	Fall	11	CHM 101-General Chemistry I	4	4410 Chemistry (if student has NOT taken Chemistry in HS) 4420 Chemistry 2 (If student HAS taken Chemistry in HS)	.5
College Chemistry for Engineers II	3368 BX	Spring	11	CHM 126-College Chemistry for Engineers	4	4410 Chemistry (if student has NOT taken Chemistry in HS) 4420 Chemistry 2 (If student HAS taken Chemistry in HS)	.5
Physics I	3569 AX	Fall	12	PHY 121-Principles of Physics I	4	4510 Physics	.5
Physics II	3569 BX	Spring	12	PHY 122-Principles of Physics II	4	4510 Physics	.5
Human Anatomy & Physiology I	3579 AX	Fall	12	BIO 141-Human Anatomy and Physiology I	4	4330 Biology 2-Anatomy & Physiology	.5
Human Anatomy & Physiology II	3579 BX	Spring	12	BIO 142-Human Anatomy and Physiology II	4	4330 Biology 2-Anatomy & Physiology	.5
College Success Skills	7770 AX	Fall	11	SDV 100- College Success Skills	1		.25
Internship	7720 BX	Spring	12	Coordinated Internship MEC 190 HLT 190 EGR 190	1	Mechatronics Specialty (8498 Tech Ed DE) Biotechnology Specialty (8394 Health & Medical Science DE) Cyber Security Specialty (8498Tech Ed DE)	.25

OTHER CVCC OPPORTUNITIES

CVCC has created an opportunity for rising seniors who are interested in getting a head start on their career in the fields of RN, EMT, HVAC, Welding, or Machinist. Seniors will take required high school courses at their base schools and their college courses at CVCC. The courses taken at CVCC will count for both college and high school credit. Transportation will be provided, but tuition costs will be the responsibility of the students and their families. See your school's career or guidance counselor for more information. *Students may require a travel period for off-site courses*

Machine Tool

CVCC Course Number	LCS Course Number	Course Title	Credits First Sem.	Credits Second Sem.	Course Weight
MAC 161-162	8417AC	Machine Shop Practices I & II	6		4.5
MAC 163-164	8347BC	Machine Shop Practices III & IV		6	4.5
MAC 181	8457AC	Machine Blueprint Reading	3		4.5
SAF 126	8617BC	Principles of Industrial Safety		3	4.5
HLT 110	5248BC	Concepts of Personal & Community Health		2	4.5
SDV 100	7770AC	College Success Skills	1		4.0

Agenda Report Attachment

CENTRAL VIRGINIA GOVERNOR'S SCHOOL (CVGS)

Item: I-3

Students may require a travel period for off-site courses

The Lynchburg City Schools' partners with the Central Virginia Governor's School for Science & Technology (www.cvgs.k12.va.us) to provide opportunities beyond the scope of normal high school curricula to gifted students interested in mathematics, science and technology. CVGS students pursue an innovative curriculum, which allows them to cultivate their special talents in mathematics and science through an individual research program, in-depth laboratory experiences and extensive integration of technology into all courses. Instruction is designed to meet the needs of the gifted learner in a challenging independent learning environment that stimulates critical thinking and creative problem solving and emphasizes the development of time management and collaboration skills. CVGS is one of 19 Academic Year Governor's Schools across the state approved by the Virginia Board of Education and sponsored and evaluated by the Virginia Department of Education.

LCS students, who have a 3.0 unweighted GPA in high school science and mathematics courses, are eligible to apply for admission to the program in February of their sophomore year. Students who do not have an unweighted 3.0 GPA in these courses may apply if they have a PSAT score in math greater than 65 or SAT score in math that is greater than 650. Students must complete an application and must demonstrate an interest in math, science, and technology as well as the ability to work independently. Selection is competitive, and successful applicants from the Lynchburg City Schools must maintain a high GPA in order to remain in the program.

Students from Amherst County, Appomattox County, Bedford County, Campbell County and Lynchburg City Schools attend the Governor's School. Each school division has an identified number of spots for students. The selection of students is based on procedures and policies developed within each school division. Successful applicants from the Lynchburg City Schools have been students who have received high grades in the most rigorous math and science courses available, who have been extremely successful in other academic areas, and who have strong standardized test scores. The average SAT scores for recent Governor's School students are verbal-662, math-658.

The following courses are offered at the Central Virginia Governor's School. In all cases the prerequisite for a course is admission to the Central VA Governor's School. For more information contact your student's counselor or our LCS Supervisor of Math, Science, & Gifted Education at 434-515-5044.

DUALLY ENROLLED COURSES

MATH ANALYSIS 2317AG/2317BG 2317YG (1 high school credit)

CVCC Code: MTH 167 (5 college credits for a year-long course)

SCED Code: 02110 Pre-Calculus

Virginia Course Code: N/A

Math Analysis is a pre-calculus course that includes an in-depth conceptual analysis of algebraic, polynomial, rational, logarithmic, exponential, and trigonometric functions. Topics include graphical behavior, domains and ranges, roots (real & complex), the first derivative, graphing, application problem solving and data analysis, and an introduction to integration. Parametric equations are presented with a focus on applications and conceptual analysis. Analysis includes required algebraic proofs and/or conceptual explanations in written and oral presentations. Graphing calculators, spreadsheets, and a computer algebra system are used extensively. The study of matrices is included, and optional topics include an introduction to sequences and series. **This course is taught over a full academic year.**

CALCULUS I 2329YG (1 high school credit)

CVCC Code: MTH 263 (4 college credits for a year-long course)

SCED Code: 02121 Calculus

Virginia Course Code: N/A

A college level study of differential calculus; this course includes the study of limits, continuity, derivatives (concept and definition), derivatives of parametric equations and polar curves, differentiation techniques (including inverse trigonometric functions), curve sketching, optimization applications and an introduction to antiderivatives (concept and definition) and definite integrals with applications. **This course is taught over a full academic year.**

CALCULUS I 2329AG OR 2329BG (0.5 high school credit, one semester)

CVCC Code: MTH 263 (4 college credits)

SCED Code: 02121 Calculus

Virginia Course Code: N/A

A college level study of differential calculus; this course includes the study of limits, continuity, derivatives (concept and definition), derivatives of parametric equations and polar curves, differentiation techniques (including inverse trigonometric functions), curve sketching, optimization applications and an introduction to antiderivatives (concept and definition) and definite integrals with applications.

CALCULUS II 2349AG OR 2349BG (0.5 high school credit, one semester)

CVCC Code: MTH 264 (4 college credits)

SCED Code: 02121 Calculus

A college level study of integral calculus; this course includes the study of Riemann Sums, Trapezoidal and Simpson's Rules, antiderivatives, definite and indefinite integrals (concept and definition), integration technique, applications of integrals, solving differential equations, parametric equations and polar curves, convergence of sequences and series, and Taylor and Maclaurin Series.

CALCULUS III (VECTOR CALCULUS) 2429BG (0.5 high school credit, one semester)

CVCC Code: MTH 265 (4 college credits)

SCED Code: 02122 Multivariate Calculus

Virginia Course Code: 3178 Multivariate Calculus

Vector calculus includes vector-valued functions, functions of several variables, vector fields, partial derivatives and multiple integrals. Computational techniques, geometry and theoretical structure, creative problem solving, and proofs are emphasized.

HUMAN ANATOMY AND PHYSIOLOGY 3339AG/3339BG (1 high school credit)

CVCC Courses: BIO 141 (4 college credits) first semester; BIO 142 (4 college credits) second semester

SCED Code 03053 Anatomy and Physiology (year-long)

Virginia Course Code: 4330 BIO II-Anatomy/Physiology

This college level course provides an overview of cellular physiology and reviews many human organ systems including the nervous, respiratory, circulatory, digestive, skeletal, endocrine, muscular, urinary, reproductive, and lymphatic systems. Students will explore organ systems through the use of interactive modeling and will discuss current medical cases with local health care professionals.

COMPUTER SCIENCE/PROGRAMMING 3729AG/3729BG (1 high school credit)

CVCC Code: CS 201 (4 college credits) first semester; CS 202 (4 college credits) second semester

SCED Code 10152 Computer Programming Course (year-long)

Virginia Course Code: 6641 Advanced Programming

This college level sequence introduces algorithm and problem solving methods and emphasizes structured programming concepts. Students examine constructs for logic control, sequencing statements, input/output, searching and sorting as well as explore data structures including lists, trees, arrays, files, queues and stacks. Students learn object oriented programming techniques by making use of methods, classes and objects to demonstrate the object oriented concepts of encapsulation, inheritance, and polymorphism.

NON-DUALLY ENROLLED COURSES

PHYSICS ~~3219AG/3219BG~~ 3219YG (1 high school credit)

Not Dual Enrollment

SCED Code: 03152 Physics Advanced Studies

Virginia Course Code: N/A

CVGS physics is a college level introduction using basic calculus and vector analysis to study the particle and wave nature of everyday phenomena. Topics include Newtonian and fluid mechanics, conservation laws, thermodynamics, vibrations and waves, electricity and magnetism, optics, and modern physics. Concepts are explored and applied through hands-on activities and in a computer based laboratory through investigations requiring data collection and analysis or use of models and computer simulations that show interdisciplinary relationships between physics, life sciences, mathematics, and technology. Development of problem solving, analytical thinking, laboratory and communication skills is also stressed.

RESEARCH ~~3247AG/3247BG~~ 3217YG (1 high school credit)

Not Dual Enrollment

SCED Code: 03212 Scientific Research and Design

Virginia Course Code: N/A

This unique course is an introduction to the research process including literature research, project design, elementary statistical analysis, scientific writing and multimedia presentations. Each student completes an individual research project. Students design a study, collect and analyze data, and report the results in paper, PowerPoint, poster and web page formats. The statistical analysis of data is conducted using Microsoft Excel. During the second semester students complete a 36-hour internship.

CONNECTIONS IN MATHEMATICS 2228AG/2228BG (0.5 high school credit per semester)

Not Dual Enrollment

SCED Code: 02102 Discrete Mathematics

Virginia Course Code: 3154 Discrete Mathematics

This course provides students with introductory experiences in symbolic logic, graph theory, probability, voting schemes and apportionment methods in the first semester and examines topics in economics, personal finance, and mathematical proofs in the second semester. Emphasis is placed on conceptual understanding, solving real world applications, using technology, and fostering mathematical reasoning and communication.

SENIOR SEMINAR ~~3227AG~~ 3227YG (1 high school credit)

Not Dual Enrollment

SCED Code: 22999 Miscellaneous Other

Virginia Course Code: 9826 Local Elective I

During the first six-weeks period students participate in an engineering design-build-test project with local engineers serving as mentors. For the next four six-weeks periods, students explore and use sophisticated technologies choosing from among biotechnology, computer-aided design and 3D printing, desktop publishing, electron microscopy, writing iPad applications, scientific photography, microbiology, nuclear science, and robotics. Students end the course with a six-week period of using technology in the completion of the Senior Science Scenario capstone project

Please visit the Central Virginia Governor's School website at: <http://www.cvgs.k12.va.us/> for course descriptions and any additional information regarding the Central Virginia Governor's School.

NCAA & NAIA COLLEGE FRESHMAN ATHLETIC ELIGIBILITY STANDARDS

All potential college student-athletes must register with the NCAA Initial-Eligibility Clearinghouse and meet NCAA academic requirements. Excerpts from the Eligibility Standards are provided on this page. Please see your counselor for additional information.

Core Courses

- **NCAA Division I requires 16 core courses as of August 1, 2008.** This rule applies to any student first entering any Division I college or university on or after August 1, 2008. Please see the chart below for a breakdown of this 16 core-course requirement.
- **NCAA Division II requires 16 core courses as of August 1, 2013.** See the breakdown of core-course requirements below.

Test Scores

- **Division I** has a sliding scale for test score and grade-point average.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.**

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- **Be sure** to look at your high school’s list of NCAA-approved core courses on the Eligibility Center’s Web site to make certain that courses being taken have been approved as core courses. The Web site is www.ncaaclearinghouse.net.
- **Division I** grade-point-average requirements are listed on the NCAA web site.
- **The Division II** grade-point-average requirement is a minimum of 2.0.

<p>DIVISION I 16 Core-Course Rule</p> <p><u>16 Core Courses:</u> 4 years of English. 3 years of mathematics (Algebra I or higher). Two years of natural/physical science (1 year of lab if offered by high school). 1 year of additional English, mathematics or natural/physical science. 2 years of social science. 4 years of additional courses (from any area above, world languages or nondoctrinal religion/philosophy).</p>

<p>DIVISION II 16 Core-Course Rule</p> <p><u>16 Core Courses:</u> 3 years of English. 2 years of mathematics (Algebra I or higher). 2 years of natural/physical science (1 year of lab if offered by high school). 2 years of additional English, mathematics or natural/physical science. 2 years of social science. 4 years of additional courses (from any area above, world languages or nondoctrinal religion/philosophy).</p>

PLEASE NOTE: Beginning August 1, 2013, students planning to attend a NCAA Division II institution will be required to complete 16 core courses.

OTHER IMPORTANT INFORMATION:

Students enrolling at an NCAA Division I or II institution for the first time need to complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to www.ncaa.org . You should click on “Academics and Athletes” then “Eligibility and Recruiting.” You can also visit the Eligibility Center Web site at www.ncaaclearinghouse.net .

You can also call the NCAA Eligibility Center if you have questions. The toll-free number is 877-262-1492.

<p>NAIA</p> <p>Graduate from high school and also meet two out of three of the following requirements:</p> <ul style="list-style-type: none"> • Achieve a minimum of 18 on the ACT or 860 on the SAT • Achieve a minimum GPA of 2.0 • Graduate in the top half of the senior class

NCAA Divisions I and II Initial-Eligibility Requirements

Core Courses

- **NCAA Division I requires 16 core courses. NCAA Division II currently requires 14 core courses.**

Division II will require 16 core courses for students enrolling on or after August 1, 2013. See the charts below.

- **NCAA Division I will require 10 core courses** to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement.
 - *Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.*

Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68. (After August 1, 2018 use sliding scale to match test scores and core GPA)
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- **Be sure** to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I** GPA required to receive athletics aid and practice **on or after August 1, 2016**, is 2.000 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for competition **on or after August 1, 2016**, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **The Division II** After August 1, 2018, core GPA required minimum 2.2 GPA.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

Division I 16 Core Courses
4 years of English
3 years of mathematics (Algebra I or higher)
2 years of natural/physical science (1 year of lab if offered by high school)
1 year of additional English, mathematics or natural/physical science
2 years of social science
4 years of additional courses (from any area above, world languages or comparative religion/philosophy)

Division II 16 Core Courses (2013 and After)
3 years of English
2 years of mathematics (Algebra I or higher)
2 years of natural/physical science (1 year of lab if offered by high school).
3 years of additional English, mathematics or natural/physical science.
2 years of social science
4 years of additional courses (from any area above, world languages comparative religion/philosophy)

Sequential Electives

The following sequences are approved to meet the sequential electives requirement of the Standard Diploma or Applied Studies Diploma. Please see the graduation requirements charts for more detailed information.

Architecture & Construction		
Building Trades I	Followed By	Building Trades II
Arts, A/V Technology, & Communications		
Advertising Design	Followed By	Video & Media Production
Video & Media Production	Followed By	Advertising Design
Business, Management, Admin, & Finance		
Accounting I	Followed By	Accounting II, Business Law, Business Management, Computer Information Systems, Design, Multimedia & Web Technologies, Principles of Business & Marketing
Accounting II	Followed By	Business Law, Business Management, Computer Information Systems, Design, Multimedia & Web Technologies, Principles of Business & Marketing
Business Law	Followed By	Accounting I, Accounting II, Business Management, Computer Information Systems, Design, Multimedia, & Web Technologies, Principles of Business & Marketing
Business Management	Followed By	Accounting I, Accounting II, Business Law, Computer Information Systems, Design, Multimedia, & Web Technologies, Principles of Business & Marketing
Computer Information Systems	Followed By	Accounting I, Accounting II, Business Management, Business Law, Design, Multimedia, & Web Technologies, Principles of Business & Marketing, Programming
Design, Multimedia, & Web Technologies	Followed By	Accounting I, Accounting II, Business Law, Business Management, Computer Information Systems, Digital Applications, Principles of Business & Marketing, Programming
Digital Applications	Followed By	Accounting I, Accounting II, Business Law, Business Management, Computer Information Systems, Design, Multimedia, & Web Technologies, Principles of Business & Marketing, Programming
Principals of Business & Marketing	Followed By	Accounting I, Accounting II, Business Law, Business Management, Computer Information Systems, Design, Multimedia, & Web Technologies, Marketing I, Marketing II, or Sports & Entertainment Management
Programming	Followed By	AP Computer Science A, AP Computer Science Principles, Computer Information Systems, Design, Multimedia, & Web Technologies, Digital Applications,
Education & Training		
Teachers for Tomorrow I	Followed By	Teachers for Tomorrow II
Health Sciences		
Athletic Training I	Followed By	Athletic Training II
Dental I	Followed By	Dental II
Nurse Aide I	Followed By	Nurse Aide II
Hospitality & Tourism		
Culinary Arts I	Followed By	Culinary Arts II
Culinary Arts II	Followed By	Culinary Arts III
Human Services		
Cosmetology I	Followed By	Cosmetology II

Information Technology		
Computer Systems Technology I	Followed By	Computer Systems Technology II
Law, Public Safety, Corrections, & Security		
Criminal Justice I	Followed By	Criminal Justice II
Manufacturing		
Precision Machine Technology I	Followed By	Precision Machine Technology II
Marketing, Sales, & Service		
Marketing I	Followed By	Marketing II or Sports Entertainment Management
Science, Technology, Engineering, & Math		
Drafting I	Followed By	Drafting II, Drafting III
Engineering Studies	Followed By	Engineering Explorations
Technology Foundations	Followed By	Technology Transfer
Transportation & Distribution		
Automotive Technology I	Followed By	Automotive Technology II
JROTC		
MCJROTC Leadership I	Followed By	MCJROTC Leadership II
AFJROTC Leadership I	Followed By	AFJROTC Leadership II
Cultural Arts		
Orchestra I	Followed By	Orchestra II
Concert Band I	Followed By	Symphonic Band I
Concert Band I Symphonic Band I	Followed By	Jazz Ensemble, Wind Ensemble, Percussion Ensemble
Chorus I	Followed By	Chorus II
Chorus I	Followed By	Chorus III
Chorus II	Followed By	Chorus III
Art I	Followed By	Drawing Painting I Sculpture I Digital Photography and Printmaking Photography Commercial Art
Painting I	Followed By	Painting II
Sculpture I	Followed By	Sculpture II
Introduction To Theater	Followed By	Musical Theatre Dance Acting I Applied Theatre Tech I Technical Theatre I Design Technical Theatre I Production
Acting I	Followed By	Acting II
Applied Theatre Tech I	Followed By	Applied Theatre Tech II
Technical Theatre I Design	Followed By	Technical Theatre II
Technical Theatre I Production	Followed By	Technical Theatre II
English Electives		
Creative Writing	Followed By	Playwriting
Exploring Language & Culture Through Hip-Hop I	Followed By	Exploring Language & Culture Through Hip-Hop II
<p>Note: Taking Orchestra II, Concert Band I, or Chorus I <u>twice</u> for elective credit <u>may</u> fulfill the sequential elective requirement as long as the student is progressing through a set of skills outlined in the curriculum.</p>		

World Languages		
French I	Followed by	French II
German I	Followed by	German II
Latin I	Followed by	Latin II
Spanish I	Followed by	Spanish II

Graduation Requirements for First-Time Transfers Into a Virginia Public High School

Graduation requirements – in compliance with [8VAC 20-131-60](#) – for a student transferring into a Virginia public school for the first time in grades 9-12, depends on the grade the student is transferring into and when in the school year the student is transferring.

A student is considered to have transferred:

- at the beginning of the school year if 20 or fewer hours of instruction have been completed.
- during the school year if more than 20 hours of instruction has been completed.

Federal law requires each student to be tested in mathematics at least once during high school, therefore some students will be required to complete a mathematics end-of-course test in high school if one was not completed prior to enrolling in a Virginia public high school.

Students entering a Virginia high school during the tenth grade or later may benefit by having to earn a reduced number of verified credits, as stated in 8VAC20-131-60.G, and summarized in the following table.

A student entering a Virginia high school for first time:	Prior to 2018-2019 school year:	2018-2019 school year:	2019-2020 school year:	2020-2021 school year:	2021-2022 school year and thereafter:
At the beginning of or during ninth grade	All requirements for the Standard Diploma and Advanced Studies Diploma	All requirements for the Standard Diploma and Advanced Studies Diploma	All requirements for the Standard Diploma and Advanced Studies Diploma	All requirements for the Standard Diploma and Advanced Studies Diploma	All requirements for the Standard Diploma and Advanced Studies Diploma
At the beginning of or during tenth grade	All diploma requirements except: <ul style="list-style-type: none"> ▪ For a Standard diploma, only four verified credits required: English (1), mathematics (1), history (1), and science (1) ▪ For an Advanced Studies diploma, only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1) 	All diploma requirements except: <ul style="list-style-type: none"> ▪ For a Standard diploma, only four verified credits required: English (1), mathematics (1), history (1), and science (1) ▪ For an Advanced Studies diploma, only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1) 	All requirements for the Standard diploma & Advanced Studies diploma .	All requirements for the Standard diploma & Advanced Studies diploma .	All requirements for the Standard diploma & Advanced Studies diploma .
At the beginning of eleventh grade	All diploma requirements except: <ul style="list-style-type: none"> ▪ For a Standard diploma, only four verified credits required: English (1), mathematics (1), history (1), and science (1) ▪ For an Advanced Studies diploma, only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1) 	All diploma requirements, except: <ul style="list-style-type: none"> ▪ For a Standard diploma, only four verified credits required: English (1), mathematics (1), history (1), and science (1) ▪ For an Advanced Studies diploma, only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1) 	All diploma requirements except: <ul style="list-style-type: none"> ▪ For a Standard diploma, only four verified credits required: English (1), mathematics (1), history (1), and science (1) ▪ For an Advanced Studies diploma, only six verified credits required: English(2), math (1), history (1), science (1), and student-selected (1) 	All requirements for the Standard diploma and Advanced Studies diploma .	All requirements for the Standard diploma and Advanced Studies diploma .
During eleventh grade	All diploma requirements except: <ul style="list-style-type: none"> ▪ For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics.. ▪ For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics. 	All diploma requirements except: <ul style="list-style-type: none"> ▪ For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics. ▪ For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics. 	All diploma requirements except: <ul style="list-style-type: none"> ▪ For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics. ▪ For an Advanced Studies diploma, only four verified credits required: English (1), 	All diploma requirements except only two verified credits required: English and mathematics, if mathematics testing required by federal law, otherwise verified credit may be of student's own choosing.	All diploma requirements of for the Standard diploma & Advanced Studies diploma , except only two verified credits required: English and mathematics, if mathematics testing required by federal law, otherwise verified credit may be

A student entering a Virginia high school for first time:	Prior to 2018-2019 school year:	2018-2019 school year:	2019-2020 school year:	2020-2021 school year:	2021-2022 school year and thereafter:
			and student-selected (3). One of the student-selected credits must be in mathematics.		of student's own choosing
At the beginning of twelfth grade	<p>All diploma requirements except:</p> <ul style="list-style-type: none"> ▪ For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law. ▪ For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics. 	<p>All diploma requirements except:</p> <ul style="list-style-type: none"> ▪ For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law. ▪ For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics. 	<p>All diploma requirements except:</p> <ul style="list-style-type: none"> ▪ For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law. ▪ For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics. 	<p>All diploma requirements except:</p> <ul style="list-style-type: none"> ▪ For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law. ▪ For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics. 	<p>All diploma requirements for the Standard diploma and Advanced Studies diploma, except only two verified credits required: English and mathematics, if mathematics testing required by federal law, otherwise verified credit may be of student's own choosing</p>
During twelfth grade	<p>Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-50. If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested to the VDOE.</p>	<p>Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-50. If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested to the VDOE</p>	<p>Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-50. If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested to the VDOE.</p>	<p>Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-50. If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested to the VDOE.</p>	<p>Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-51. If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested to the VDOE.</p>

The Lynchburg City School Division does not discriminate in admission to, or access to, or treatment or employment in its educational programs, services, or activities based on race, color, national origin, sex, disability, or age in accordance with state Inquiries regarding this policy may be directed to the Director of Personnel, 915 Court Street, P.O. Box 2497, Lynchburg, Virginia 24505-2497; telephone number (434) 515-5050.

Course Numbers for Transfer Courses

When possible, transfer courses should be equated to corresponding courses in the Program of Studies, and those courses should be transcribed with a "T" appended to the course number.

However, in some cases courses approved for credit in other states might not have an equivalent match in this Program of Studies. In those cases, a generic course number indicating the grade and content area can be used. All such courses are weighted at 4.0 for an "A." The course numbers in the table below represent the first semester courses. By placing a "B" where the "A" is the second semester course numbers can be derived.

Subject Area	Grade 9	Grade 10	Grade 11	Grade 12
English	1190AT	1100AT	1110AT	1120AT
Math	2190AT	2100AT	2110AT	2120AT
Science	3190AT	3100AT	3110AT	3120AT
History	4190AT	4100AT	4110AT	4120AT
Elective	5190AT	5100AT	51150AT	5120AT

Agenda Report

Date: 01/15/19

Agenda Number: J-1

Attachments: Yes

From: Crystal M. Edwards, Superintendent
April M. Bruce, Director of Curriculum & Instruction

Subject: Middle School Program of Studies: 2019-20

Summary/Description:

Each year the school board reviews and approves the Middle School Program of Studies for the next school year. A team made up of middle school administrators, counseling directors, and various members of the departments of special education, student services, and curriculum and instruction have met over the past three months to update this handbook.

The team worked to ensure this handbook includes course offerings consistent with current Virginia Department of Education requirements. The main updates made to this year's handbook include a revised math sequencing chart and updated information on gifted services, special education, and remediation opportunities. It also includes clarity on math placement and courses offered for high school credit, including the addition of a full high school credit for the Introduction to Theatre course.

Middle school counseling departments will use the 2019-20 Program of Studies to begin meeting with parents and scheduling students in February and March.

Disposition: Action
 Information
 Action at Meeting on: February 5, 2019

Recommendation:

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

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

LCS Middle School Program of Studies 2019-2020

Every child, by name and by need, to graduation.

*Lynchburg City Schools
Mission Statement
Adopted August 7, 2012*

*School Board Approved:
Xxxx xx, 2019*

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Lynchburg City School Board

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Superintendent of Schools

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District 3

Dr. Atul Gupta
District 3

MIDDLE SCHOOLS OF LYNCHBURG CITY SCHOOLS

Linkhorne Middle School

2525 Linkhorne Drive
Lynchburg, VA 24503
Phone: (434) 515-5330

Paul Laurence Dunbar Middle School for Innovation

1200-1208 Polk Street
Lynchburg, VA 24504
Phone: (434) 515-5310

Sandusky Middle School

805 Chinook Place
Lynchburg, VA 24502
Phone: (434) 515-5350

Middle School Program of Studies Overview

The purpose and intent of our Middle School Program of Studies is to help students, along with their parents/guardians, to:

- Learn about courses and programs offered in our middle schools
- Successfully make the academic and personal-social transition from elementary school
- Make informed decisions concerning courses and receive answers to commonly asked questions
- Better prepare for and understand Virginia's graduation requirements
- Gain understanding of the importance of school performance and how it relates to an individual's goals for further education and career choices
- Help plan and develop academic and career plans to meet educational and career goals

The middle school provides instruction in core content knowledge and skills as well as elective and exploratory experiences appropriate to the developmental needs of early adolescents. In bridging the gap between elementary school and high school, the middle school moves the student from the smaller environment of the elementary school to the departmentalized, diversified, and comprehensive instructional program available in the high school. Students are encouraged to explore and challenge themselves through a variety of subject areas and activities. The middle school day consists of seven periods.

The city's three middle schools offer a unified body of instruction based on the Standards of Learning for the Commonwealth of Virginia. All middle school students take at least one period of each of the four core academic areas: English, math, science, and social studies. Descriptions for these core academic courses are found in the core curriculum section of this document.

In addition to the core academic courses, all students participate in a physical education and health course along with the opportunity for exploratory classes and/or electives. The exploratory classes are generally nine weeks in length whereas elective offerings are year-long or semester courses. In addition, some students are scheduled into RISE English or RISE math courses in order to provide additional support for academic success in one of these content areas.

Keys to Middle School Success

Middle school can be a rewarding experience for every student but can bring anxiety due to the variety of transitions that occur at this age. We have found that students who experience success in school have identified the following as keys to their success:

- Attending school regularly
- Applying consistent effort
- Participating in class
- Completing all assignments
- Asking for assistance if information is not understood
- Being organized (keeping an agenda)
- Setting time aside daily to study and review material
- Engaging in extracurricular activities according to special interests

Course Selection Decisions

The selection of courses for a student in middle school should be a decision that will provide instructional rigor and challenge students in every subject area. Therefore, we want students and parents/guardians to continue to select courses that will support the student's personal academic and career goals.

Courses are offered at different levels of difficulty beyond the grade level content in order to provide students opportunities for challenging their learning and growing at a more rapid pace. The following provide general differences between the course types. In some cases, additional information is provided in the specific course descriptions.

Grade Level or Regular Course – Course content is at the level of rigor of the Standards of Learning or the defined curriculum (for courses that are not included in the Virginia Standards of Learning). More individualized support is often provided.

Advanced Course – Course content includes the rigor of SOLs while also requiring additional content and/or deeper application of the content. Assignments may include additional work that may also require more self-direction by the student. Some advanced courses include components of gifted instructional approaches.

High School Credit Course – Several courses are offered for high school credit, typically beginning in 8th grade. Courses for high school credit are offered in math, science, and world language.

In determining the right level of a course for a student, there are three pathways for enrolling in an advanced level course:

1. Achievement score - The student scores at or above a certain score on an achievement test (usually an SOL and/or SGA test).
2. Teacher recommendation - The teacher recommends the student for a more rigorous course based on the student's achievement in the course and self-direction in learning. A teacher recommendation adds opportunities for students; it does not take opportunities away.
3. Parent request - A parent may request that the student take an advanced course instead of a regular level course. The request is typically honored, unless prior achievement suggests the student may experience a high degree of difficulty in that course. If this is the case, the school may establish a plan with the student and parent for staying on track in the advanced course.

Lynchburg City Schools urges students to pursue the most rigorous classes of which they are capable. The courses selected during middle school can impact which courses students can take during high school.

Registering for Classes at Middle School

The registration process for rising 6th graders and current 6th, 7th, and 8th graders generally begins early in the spring semester. School counselors initiate the process and involve teachers in making recommendations for the upcoming school year concerning course placement.

- The school counselor meets with students to explain course options, recommendations, and requirements. Course selections are based on the student's current academic progress and interests, teacher recommendations, and parent/guardian input.
- The student is required to share these initial course selections with parents/guardians for feedback and approval and then return the signed course selection sheet to the designated teacher. Parents are encouraged to schedule a meeting with the school counselor for questions and/or concerns regarding course selection and registration.
- The parent/guardian may request that a student be enrolled in an advanced level course even if that is not recommended by the teacher. Please contact the school counselor for more information.

Academic and Career Plans

All middle school students will transition to the high school with a comprehensive academic and career plan (ACP) that will be developed each year during middle school by using various learning and career inventories to help establish each student's academic and career interests. This is normally started in the beginning of their 7th grade year and completed by the spring of their 8th grade year.

The components of the ACP shall include, but are not limited to middle and high school course selections, career interests, and diploma requirements. This is a working document that is reviewed each year and amended based on the changing desires and needs of the individual student. The goal is to maximize student achievement by remaining focused on what is required to obtain his/her personal postsecondary and career readiness through a personal learning plan.

High School Graduation Requirements

High school graduation requirements are listed in the High School Program of Studies and can be found on the Lynchburg City Schools' website. A printed copy is available in the counseling department for any parent/guardian who would like to obtain one. Also, all 8th graders will receive a printed copy of the High School Program of Studies.

Grade Point Average (GPA) Calculations

The Grade Point Average (GPA) calculation is a way to quantify the overall academic achievement of a student in a single number. The GPA calculation is used for ranking graduating students and determining if the student achieves Summa Cum Laude honors. The GPA is often requested on applications for awards, recognitions, certain memberships or positions, and on college applications. This value is determined by the grades a student earns and by the level of difficulty of the courses taken.

In the Lynchburg City Schools, there are three levels of courses, and each allocates a different number of quality points for a given grade. For most classes, an “A” is worth 4 points, a “B” is worth 3 points, a “C” is worth 2 points, a “D” is worth 1 point, and an “F” is worth zero points. If a student takes an advanced level course, an additional 0.5 points is added to any grade earned above an “F”. If a student takes an Advanced Placement (AP) course and AP exam (or identified Dual Enrollment courses or CVGS courses), an additional full point is added to any grade earned above an “F”. For GPA purposes, the + and – of a grade letter do not factor in.

Quality Points per Full Year Credit

Advanced Placement, CVGS, and Dual Enrollment Courses in Core Content Areas	Advanced Courses and Specified Dual Enrollment Courses	All Other Courses
A – 5	A – 4.5	A – 4
B – 4	B – 3.5	B – 3
C – 3	C – 2.5	C – 2
D – 2	D – 1.5	D – 1
F – 0	F – 0	F – 0

Calculating Grade Point Average (GPA)

The information below pertains to high school level courses. There are only a few high school level courses offered in middle school, but this information is provided as students begin to take and plan for courses that will impact graduation and beyond.

The GPA for a year is calculated by averaging the quality points for courses taken that year and dividing that by the number of courses taken that year. The cumulative GPA is calculated by averaging the quality points for high school courses taken for that year and all prior years (including high school level courses that a student may have taken in middle school and in approved summer courses) and dividing that by the total number of those courses.

Students are ranked based on their overall earned GPA. Students are considered for the distinction of Summa Cum Laude, based on their cumulative GPA. Summa Cum Laude is considered the highest level of academic performance and this distinction will be noted on the academic transcript. The thresholds for Summa Cum Laude are noted below for the end of each grade level:

9th grade – 4.3 10th grade – 4.3 11th grade – 4.4 12th grade – 4.5 or higher

Retention and Remediation

Students in middle school are expected to pass all courses. Report cards are sent home at the end of each nine-week grading period. Students who are earning any grade below a C may also receive an interim report in the middle of the grading period to have signed by the parent/guardian. A proactive approach will be in place to minimize the possibility a student may fail a course by its conclusion. Various supports and options for remediation are available to students who are struggling academically.

Examples of options for remediation include the following:

- RISE courses in math and English
- After school tutoring sessions
- In class differentiation
- 21st Century Program
- Saturday School
- Summer School

Additional information regarding the retention policy will be found in Policy IGBE-Z.

Process for Expunging Grades of High School Courses Taken in Middle School

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

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

Please be aware that when a middle school student receives a grade of "F" in a high school credit-bearing course, that grade and course will automatically be expunged from their transcript. Students who elect to expunge the grades from their high school records must understand that to receive high school credit for the course, he/she will need to repeat that course in the future in order to receive credit toward meeting state diploma requirements.

If a student is struggling in the first semester of a course, the parent/guardian may instead request for the student to be switched out of a high school credit class prior to the end of the first semester. The course the student switched out of will be on the student's report card but no credit will be given to the student for the course. In this instance, there is no need to expunge the grade.

When a student remains in the course for most of the school year, that student will take any associated state Standards of Learning test, and that test score will be maintained in the student's scholastic record.

Should you have any questions regarding the expunging grades process, please do not hesitate to contact your middle school Counseling Department. **A copy of the expunge form can be found in Appendix A of this program of studies.**

Core Curriculum Descriptions Sixth Grade

The sixth grade student will have four required core classes (English, math, science, and social studies), health/physical education, English and/or math remediation (if needed), and choices among exploratory rotations and/or a music course in his/her first year of middle school. The following provides a description of the course options that are available for sixth graders. In addition, the school will share additional information on certain courses and rotations offered that are specific to the school.

English

English 6 (961XY): This course provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. Reading instruction integrated with the domains of writing (composing/written expression and usage/mechanics) to produce multi-paragraph narratives, descriptions, explanations, and persuasive writings will be the focus of this course. Near the end of the school year, students will take the 6th grade Reading Standards of Learning (SOL) test.

RISE English 6 (961YE): This course provides an opportunity for selected students to build their foundational skills in order to be successful in English 6. Students are identified by using achievement data such as SOL scores and grades. The course focus is on those skills that prove to be challenging for students and to help them become more proficient in their abilities to read, write, and be better critical thinkers.

English 6A (961AY): This advanced-level class is designed to meet the needs of 6th grade students with well-developed reading and writing skills. Vocabulary, literature, language, and writing instruction are taught, and instruction moves at a faster pace than in a non-advanced course. In addition, students in the advanced-level class will have wider reading and writing experiences than those required by the 6th grade English SOL. Selection factors for considering placement of students into this advanced-level class include success on the 5th grade SOL test, teacher recommendation, and other test scores. Near the end of the school year, students will take the 6th grade Reading SOL test.

Mathematics

Math 6 (962XY): This course covers the 6th grade math Standards of Learning curriculum. The development of problem solving skills will be a major goal. Students will use appropriate technologies such as calculators and computers. A wide range of skills and strategies will be developed in the following areas: number and number sense, computation and estimation, measurement, geometry, probability, statistics, patterns, and algebra. Near the end of the school year, students will take the 6th grade math SOL test.

RISE Math 6 (962YE): This course provides an opportunity for selected students to build their foundational skills in order to be successful in Math 6. These students are identified by using achievement data such as SOL scores and grades. The course focus is on those skills that prove to be challenging for students and to help them become more confident/proficient/successful in their abilities to do mathematics and be better mathematical problem solvers.

Math 6A (962AY): This advanced course covers the 7th grade math SOL. Students will be required to identify applications of the mathematical principles that can be applied to science and other disciplines. Appropriate technologies such as calculators, videos, and computers will be utilized. There are selection factors for considering placement of students into this advanced-level class which can be found in the recommended instructional sequences section. Near the end of the school year, students will take the 7th grade math SOL test.

Core Curriculum Descriptions Sixth Grade (continued)

PETAL Math Block 6/6A (Promoting Excellence Through Accelerated Learning) 962XAY: This is a special program offered to selected students in a two-period course. The program is a division initiative to address the achievement gap while encouraging underrepresented populations of students to access more rigorous courses. Students in this course complete 6th grade math Standards of Learning curriculum and part of 7th grade math Standards of Learning curriculum. Appropriate technologies such as calculators, videos, and computers will also be utilized. Rising 6th grade students who were in the on-grade level math course in 5th grade are invited to participate in this program based on factors which include the following: math achievement in fifth grade, elementary math SOL test scores, scores on LCS Division SGA assessments in math, teacher recommendations, and previous participation in the PETAL summer math program. Near the end of the school year, students will take the 6th grade SOL test. For additional information on the Sixth Grade PETAL Math Block, please contact the supervisor of secondary mathematics, science, and gifted at 434-515-5065.

Pre-Algebra 7A (972AY): This course covers the 8th grade math SOL, including content that reviews and extends the concepts and skills learned in previous grades and new content that reviews and extends the concepts and skills learned in previous grades and new content that prepares students into this advanced-level class which can be found in the recommended instructional sequences section. Near the end of the school year, students will take the 8th grade math SOL test. Placement testing is required for this course to ensure no significant gaps are present prior to this double acceleration. (See page 23 for further details)

Science

Life Science 6 (963XY): This course emphasizes a complex understanding of changes, cycles, patterns, and relationships in the living world. Students use the inquiry approach to manipulate variables in experimentation, organize and analyze mathematical data, and summarize conclusions. Students study both the general science 6th grade SOL and the life science SOL.

Life Science 6A (963AY): This advanced-level course covers the same science SOL as the regular life science course but moves at a faster pace to allow time for additional opportunities for enrichment. Throughout the year, students complete alternative assessments to demonstrate their understanding and application of the course content.

Social Studies

United States History 6 (Part I) 964XY: This course covers the history of the United States from Pre-Columbian times until 1865. Students learn fundamental concepts in civics, economics, and geography as they understand ideas and events that strengthened the United States. Responsible citizenship is an emphasis as are the use of primary and secondary sources. Throughout the year, students complete performance assessments to demonstrate their understanding and application of the course content.

United States History 6A (Part II) 964AY: This advanced-level course covers the same SOL as the regular US History 1 course but moves at a faster pace to allow time for additional opportunities for enrichment of the curriculum. Throughout the year, students complete performance assessments to demonstrate their understanding and application of the course content.

Physical Education

PE/Health 6: The 6th grade physical education curriculum introduces students to physical activities which promote personal wellness, physical fitness, body management, and a basic knowledge of sports for leisure-time pursuits. Through the health curriculum, students develop more sophistication in understanding health issues and practicing health skills. They apply physical, emotional, social, and environmental health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Students also learn injury-prevention behaviors at school and elsewhere. Sixth grade family life deals with the physical, social, emotional, and psychological changes that occur at the time of puberty, reproduction basics, sexually transmitted diseases, substance abuse, and identifying abusive behaviors.

Core Curriculum Descriptions Seventh Grade

The seventh grade student will have four required core classes (English, math, science, and social studies), health/physical education, English and/or math remediation (if needed), and choices among semester electives and/or a music course in his/her second year of middle school. The following provides a description of the course options that are available for seventh graders. In addition, the school will share additional information on certain courses and rotations offered that are specific to the school.

English

English 7 (971XY): This course provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. Reading instruction integrated with the domains of writing (composing/written expression and usage/mechanics) to produce multi-paragraph narratives, descriptions, explanations, and persuasive writings will be the focus of this course. Near the end of the school year, students will take the 7th grade Reading SOL test.

RISE English 7 (971YE): This course provides an opportunity for selected students to build their foundational skills in order to be successful in English 7. These students are identified by using achievement data such as SOL scores and grades. The course focus is on those skills that prove to be challenging for students and to help them become more proficient in their abilities to read, write, and be better critical thinkers.

English 7A (971AY): This advanced-level class is designed to meet the needs of 7th grade students with well-developed reading and writing skills. Vocabulary, literature, language, and writing instruction are taught, and instruction moves at a faster pace than in the English 7 format. In addition, students in the advanced-level class will have wider reading and writing experiences than those required by the 7th grade English SOL. Selection factors for considering placement of students into this advanced-level class include success on the 6th grade SOL test, teacher recommendation and other test scores. Near the end of the school year, students will take the 7th grade Reading SOL test.

Mathematics

Math 7 (972XY): This course covers 7th grade math Standards of Learning curriculum. The development of problem solving skills will be a major goal. Students will use appropriate technologies such as calculators and computers. A wide range of skills and strategies will be developed in the following areas: number and number sense, computation and estimation, measurement, geometry, probability, statistics, patterns, and algebra. Near the end of the school year, students will take the 7th grade math SOL test.

Rise Math 7 (972YE): This course provides an opportunity for selected students to build their foundational skills in order to be successful in Math 7. These students are identified by using achievement data such as SOL scores and grades. The course focus is on those skills that prove to be challenging for students and to help them become more confident/proficient/successful in their abilities to do mathematics and be better mathematical problem solvers.

Core Curriculum Descriptions Seventh Grade (continued)

Mathematics (continued)

PETAL Math Block 7/7A (Promoting Excellence Through Accelerated Learning) (972AY): This two-period course covers the second half of 7th grade math Standards of Learning curriculum and all of the 8th grade Standards of Learning curriculum including the properties and basic operations of rational numbers including algebraic and graphical representation, linear equations and inequalities, and solving of these equations. This is a special program offered to selected students in a two-period course. The program is a division initiative to address the achievement gap while encouraging underrepresented populations of students to access more rigorous courses. The development of problem solving skills will be a major goal. Students will use appropriate technologies such as calculators and computers. Near the end of the school year, students will take the 8th grade math SOL test.

Pre-Algebra 7A (972AY): This course covers the 8th grade math Standards of Learning curriculum, including content that reviews and extends the concepts and skills learned in previous grades and new content that prepares students for more abstract concepts in algebra. Appropriate technologies such as calculators, videos, and computers will also be utilized. There are selection factors for considering placement of students into this advanced-level class which can be found in the recommended instructional sequences section. Near the end of the school year, students will take the 8th grade math SOL test.

Advanced Algebra I (2387Y) High School Credit (1.0 credit): *Prerequisite: Teacher recommendation and/or Advanced Pre-Algebra.* This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA). This course includes instruction in greater depth than the traditional Algebra I course. Students attach meaning to the abstract concepts of algebra by using tables and graphs to interpret equations and inequalities and to analyze functions. Calculators, computers, spreadsheets, and graphing calculators or computer graphing simulators are used to assist in solving problems. Advanced algebra is the initial course in the sequence of courses designed for a five-year accelerated math program. Near the end of the school year, students will take the Algebra I SOL test. It is recommended for the student to take Advanced Algebra II (8th) and Advanced Geometry/Trigonometry (9th) with successful completion of Advanced Algebra I. A placement test score of 70% or higher is required to be placed in this course to ensure no significant gaps are present prior to this double acceleration.

Science

Physical Science 7 (973XY): This course provides an in-depth understanding of matter and energy. Students use experiments, technology, and literature reviews to build upon their investigation skills. Students in this course study the physical science SOL.

Physical Science 7A (973AY): This advanced-level course covers the same science SOL as the regular physical science course but moves at a faster pace to allow time for enrichment of the curriculum and a solid review of previous science SOL. Near the end of the school year, students will take the 8th grade Science SOL test.

Core Curriculum Descriptions Seventh Grade (continued)**Social Studies**

United States History 7 (Part II) 974XY: This course covers the history of the United States from 1865 to the present. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Political, economic, and social challenges facing the nation reunited are examined as students develop an understanding of how the American experience shaped the world's political and economic landscapes. Responsible citizenship is also an emphasis of this course. Throughout the year, students complete performance assessments to demonstrate their understanding and application of the course content.

United States History 7A (Part II) 974AY: This advanced-level course covers the same SOL as the regular US History 2 course but moves at a faster pace to allow time for enrichment of the curriculum. Throughout the year, students complete performance assessments to demonstrate their understanding and application of the course content.

Physical Education

PE/Health 7: The physical education curriculum in the 7th grade focuses on the development of proficiency in specific areas of physical fitness through instruction and participation in team, individual, and dual sports. Emphasis is placed on skill development, playing strategies and rules of the game, and an appreciation for the aesthetic value of body management as it relates to dance and gymnastics. Through the health curriculum, students learn to generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health. Family life topics include family roles, saying no to premarital sex and abusive relationships, types of sexually transmitted diseases, consequences of premarital sex and pregnancy, importance of family planning, healthy dating and peer relationships, internet safety, and recognizing and appreciating differences.

Core Curriculum Descriptions Eighth Grade

The eighth grade student will have four required core classes (English, math, science, and social studies), health/physical education, English and/or math remediation (if needed), and choices among semester electives and/or a music course in his/her third year of middle school. High school credit courses are also available in this year (some course offerings are dependent upon sufficient enrollment). The following provides a description of the course options that are available for eighth graders. In addition, the school will share additional information on certain courses and rotations offered that are specific to the school.

English

English 8 (981XY): This course provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. Reading instruction integrated with the domains of writing (composing/written expression and usage/mechanics) to produce multi-paragraph narratives, descriptions, explanations, and persuasive writings will be the focus of this course. Near the end of the school year, students will take the 8th grade Reading and 8th grade Writing SOL tests.

RISE English 8 (981YE): This course provides an opportunity for selected students to build their foundational skills in order to be successful in English 8. These students are identified by using achievement data such as SOL scores and grades. The course focus is on those skills that prove to be challenging for students and to help them to become more proficient in their abilities to read and write and be better critical thinkers.

English 8A (981AY): This advanced-level class is designed to meet the needs of 8th grade students with well-developed reading and writing skills. Vocabulary, literature, language, and writing instruction are taught, and instruction must move at a faster pace than in the non-advanced course. In addition, students in the advanced-level class will have wider reading and writing experiences than those required by the 8th grade English SOL. Selection factors for considering placement of students into this advanced-level class include success on the 7th grade SOL test, teacher recommendation and other standardized tests scores. Near the end of the school year, students will take the 8th grade Reading and 8th grade Writing SOL tests.

Mathematics

Foundations of Algebra 8 (982AY): This course covers the 8th grade math Standards of Learning curriculum and some of the Algebra I Standards of Learning curriculum. This course provides introductory instruction in the properties and basic operations of rational numbers including algebraic and graphical representation, linear equations and inequalities, and solving of these equations. Appropriate technologies such as calculators, videos, and computers will also be utilized. Near the end of the school year, students will take the 8th grade math SOL test unless that SOL was completed in 7th grade.

Rise Math 8 (982YE): This course provides an opportunity for selected students to build their foundational skills in order to be successful in Foundations of Algebra. These students are identified by using achievement data such as SOL scores and grades. The course focus is on those skills that prove to be challenging for students and to help them to become more confident/proficient/successful in their abilities to do mathematics and be better mathematical problem solvers.

Core Curriculum Descriptions Eighth Grade (continued)

Mathematics (continued)

Advanced Algebra I (2387Y) High School Credit (1.0 credit): *Prerequisite: Teacher recommendation and/or Advanced Pre-Algebra. This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA).* This course includes instruction in greater depth than the traditional Algebra I course. Students attach meaning to the abstract concepts of algebra by using tables and graphs to interpret equations and inequalities and to analyze functions. Calculators, computers, spreadsheets, and graphing calculators or computer graphing simulators are used to assist in solving problems. Advanced algebra is the initial course in the sequence of courses designed for a five-year accelerated math program. Near the end of the school year, students will take the Algebra I SOL test.

Advanced Algebra II (2397Y) High School Credit (1.0 credit): *Prerequisite: Advanced Algebra I. This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA).* The first semester includes the study of equations, inequalities, relations, functions, systems of equations, polynomials, irrational numbers, complex numbers, and conic sections. The second semester of this course includes the study of higher degree polynomials, rational and exponential functions, and statistics and probability. Appropriate technologies such as calculators, videos, and computers will also be utilized. Near the end of the school year, students will take the Algebra II SOL test.

Science

Principles of Science 8 (983XY): This course enables students to complete an extended study of general, life, and physical science courses. The living world, matter, energy, and scientific experimentation are explored in depth. Students completing this course take the 8th grade Science SOL test.

Advanced Earth Science 8 (3387Y) High School Credit (1.0 Credit): *Prerequisite: Teacher recommendation and/or physical science. This advanced course is weighted as a 4.5 quality point course in terms of HS Grade Point Average (GPA).* The major topics studied in this course are oceanography, meteorology, geology, and astronomy, each with accompanying laboratory activities. Near the end of the school year, students take the Earth Science SOL test.

Social Studies

Civics and Economics 8 (984XY): This course covers the Constitutions of the United States and Virginia, as well as the structure and functions of government institutions at the national, state, and local levels. Students also study the basic principles, structure, and operation of the American economy. Standards for this course examine the roles citizens play in the political, governmental, and economic systems in the United States. Responsible citizenship is also an emphasis of this course. Near the end of the school year, students take the Civics/Economics SOL test.

Civics and Economics 8A (Advanced) (984AY): This advanced-level course covers the same SOL as the regular civics/economics course but moves at a faster pace to allow time for enrichment of the curriculum. Near the end of the school year, students take the Civics/Economics SOL test.

Core Curriculum Descriptions Eighth Grade (continued)**World Languages**

Spanish I (1880Y) High School Credit (1.0 credit): This introductory course is an initiation into language as a means of active communication for which a reasonable proficiency in understanding, speaking, reading, and writing Spanish is the overall goal. Activities include frequent conversational activities, projects, and dramatizations which involve students actively in the language. Correlated audio-visuals serve as stimuli to involve students in conversations to interest teenagers.

French I (1580Y) High School Credit (1.0 credit): Communicating in French is the highlight of these beginning semesters of language study. Students become involved immediately in using the language to simulate daily life situations. Activities include speaking, listening, writing, reading, and learning about French culture. Correlated audio-visuals serve as stimuli to involve students in conversations of interest to teenagers.

Latin I (1780Y) High School Credit (1.0 credit): This first-year Latin course provides the foundation for understanding Latin and the basis for learning any world language. Students enlarge their vocabulary, refine grammar in English, and learn about the origins of our traditions and institutions while reading the history, myths, and legends of the ancient Romans.

German I (1680Y) High School Credit (1.0 credit): In this introductory course, students become involved with the German language through conversations and readings relating to school, family, leisure-time activities, travel, parties, and German speaking countries. Authentic audio-visual aids reinforce aural-oral skills while lending authentic cultural insights. **(Paul Laurence Dunbar Middle School for Innovation only)**

Physical Education

PE/Health 8: This course emphasizes the further development of flexibility, agility, cardiovascular endurance, balance, coordination, time, and speed. Students continue to develop skills in physical coordination and movement through the performance of dance and gymnastics routines. The history of team, individual, and dual sports is introduced, and specific rules and knowledge of playing strategies are reinforced. Through the health curriculum, students in grade eight have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information. Family life topics include family roles, saying no to premarital sex and abusive relationships, types of sexually transmitted diseases (including HIV), consequences of premarital sex and pregnancy, importance of family planning, healthy dating and peer relationships, internet safety, and the importance of positive decision making.

Middle School Exploratory Overview

Exploratory courses are offered in 6th grade. The courses are offered in the areas of world language, cultural arts, technology, career-technology, and enrichment of the core subjects. Each middle school offers a varied array of exploratory rotations that usually range from nine to eighteen weeks in length. School specific offerings are available through the course scheduling form and from your school counseling office. Exploratory rotations are courses that students are scheduled into that afford students opportunities to explore their interests and talents. Exploratory course offerings are subject to change based on interest inventories, scheduling constraints, and staffing availability.

Middle School Electives Overview

Lynchburg City Schools' middle schools offer a wide array of elective offerings. School specific offerings are available from the individual school. In support of the middle school philosophy, all three middle schools offer elective and enrichment courses in the areas of world language, fine and performance arts, and career and technological education. Electives are courses students choose or "elect" to take. Specialized electives and enrichment opportunities provide students with differentiated instruction and an advanced curriculum to address students' unique intellectual gifts and talents. Elective and enrichment offerings are subject to change based on interest inventories, scheduling constraints, and staffing availability.

Career-Technical Education Overview

A wide variety of Career and Technical Education (CTE) courses are offered at each middle school. Each middle school is unique in the CTE offerings available. A full list of CTE courses are available through the school counseling department at each school.

Examples of middle school CTE courses are listed below.

- Family and Consumer Science
- Business and IT
- Webpage Design
- Computer Applications
- Technology Systems/STEM
- Health and Medical Sciences/STEM
- Technical Drawing/CAD
- Inventions and Innovations
- Digital Photography
- TV and Media Production
- Career Investigation
- Project Lead the Way
- Robotics

High School Credit Courses offered at the Middle School Level**World Languages**

Spanish I (1880Y) High School Credit (1.0 credit): See page 17 for course description.

French I (1580Y) High School Credit (1.0 credit): See page 17 for course description.

Latin I (1780Y) High School Credit (1.0 credit): See page 17 for course description.

German I (1680Y) High School Credit (1.0 credit): See page 17 for course description.

Drama

Introduction to Theatre (5610Y) High School Credit- Grade 8 (1.0 credit): *Prerequisite: Teacher Recommendation.* This course is a basic introduction to acting and other theatre skills. Course content includes units in Theatre Games, Improvisation, Stagecraft, Theatre Vocabulary and Terminology, and Theatre History.

Mathematics**Advanced Algebra I (2387Y) High School Credit (1.0 credit)**

Prerequisite: teacher recommendation and/or Advanced Pre-Algebra. *This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA).* This course includes instruction in greater depth than the traditional Algebra I course. Students attach meaning to the abstract concepts of algebra by using tables and graphs to interpret equations and inequalities and to analyze functions. Matrices are used to organize and manipulate data. Calculators, computers, spreadsheets, and graphing calculators or computer graphing simulators are used to assist in solving problems. Advanced algebra is the initial course in the sequence of courses designed for a five-year accelerated math program. Near the end of the school year, students will take the Algebra I SOL test.

Advanced Algebra II (2397Y) High School Credit (1.0 credit)

Prerequisite: Advanced Algebra I. This course is weighted as a 4.5 quality point in terms of Grade Point Average (GPA). The first semester includes the study of equations, inequalities, relations, functions, systems of equations, matrices, polynomials, irrational numbers, complex numbers, and conic sections. The second semester of this course includes the study of higher degree polynomials, rational and exponential functions, and statistics and probability. Near the end of the school year, students will take the Algebra II SOL test.

Science**Advanced Earth Science 8 (3387Y): High School Credit (1.0 Credit)-SOL Test**

Prerequisite: teacher recommendation and/or physical science. *This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA).* The major topics studied in this course are oceanography, meteorology, geology, and astronomy, each with accompanying laboratory activities. Near the end of the school year, students take the Earth Science SOL test.

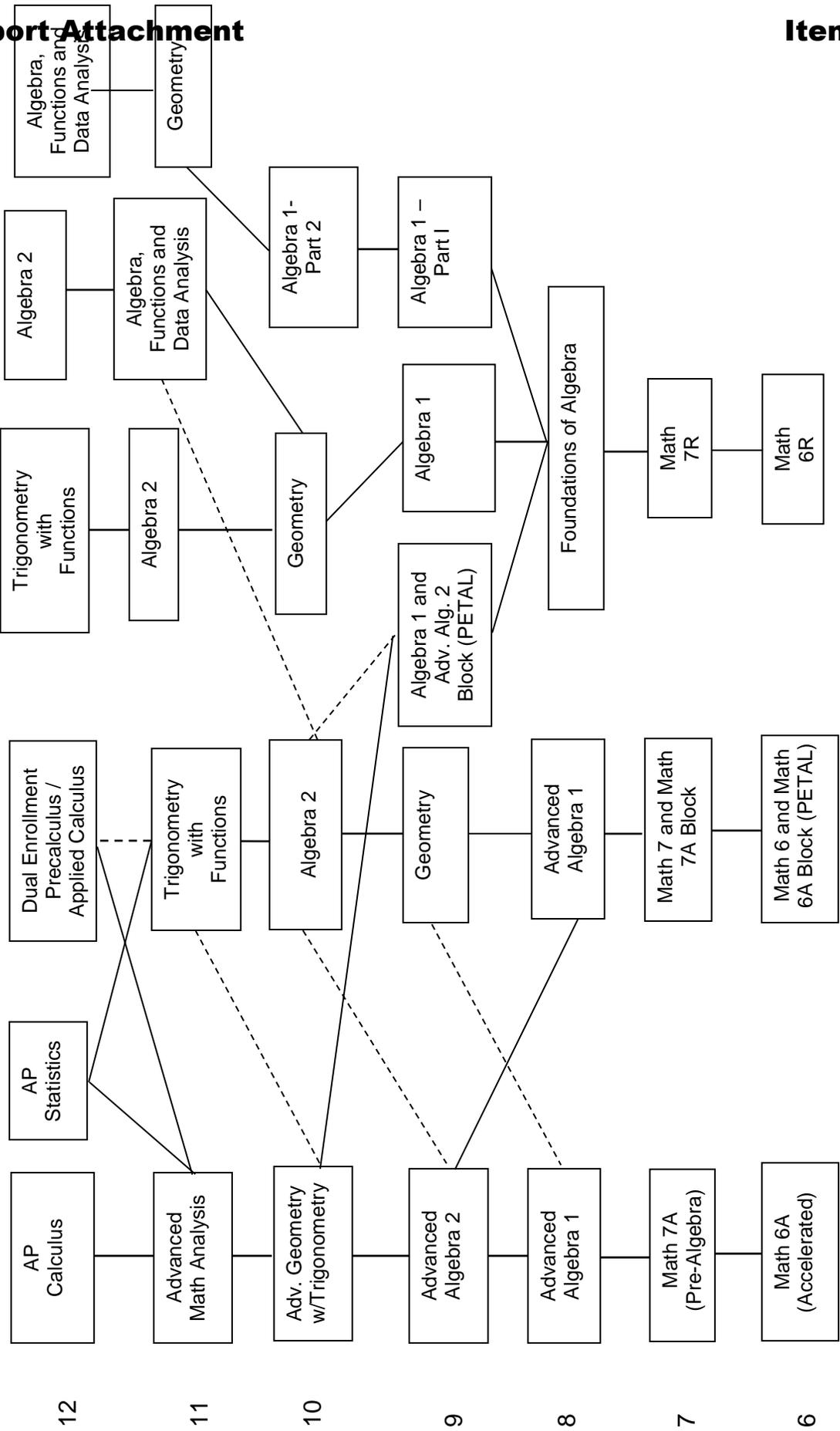
Math Instructional Sequences

The following chart illustrates possible math course sequences and placement for the courses in middle school. Each student should select courses within the sequences which are most closely related to his or her strengths and educational/career goals of students. Students may also move from one sequence to another as students, parents/guardians, teachers and school counselors perceive a need and as the student's progress indicates. Advanced Placement (AP) and dual enrollment (DE) courses, which can provide both high school and college credit, are available to high school students who meet the requirements. Additional information on these high school courses may be obtained from the school counseling department at each high school.

It is encouraged that parents/guardians and students frequently review the graduation and diploma requirements. Graduation and diploma requirement information can be found in the high school program of studies and at <http://www.lcsedu.net/departments/curriculum/program-of-studies>.

Mathematics Instructional Sequence Options

Classes at the Central Virginia Governor's School (CVGS) are available for students who meet the eligibility requirements and have been selected for the program. Please refer to the section on the CVGS program near the end of the High School Program of Studies.



Note: Dotted lines indicate possible, yet infrequently chosen, options.

Math Course Placement Criteria Overview

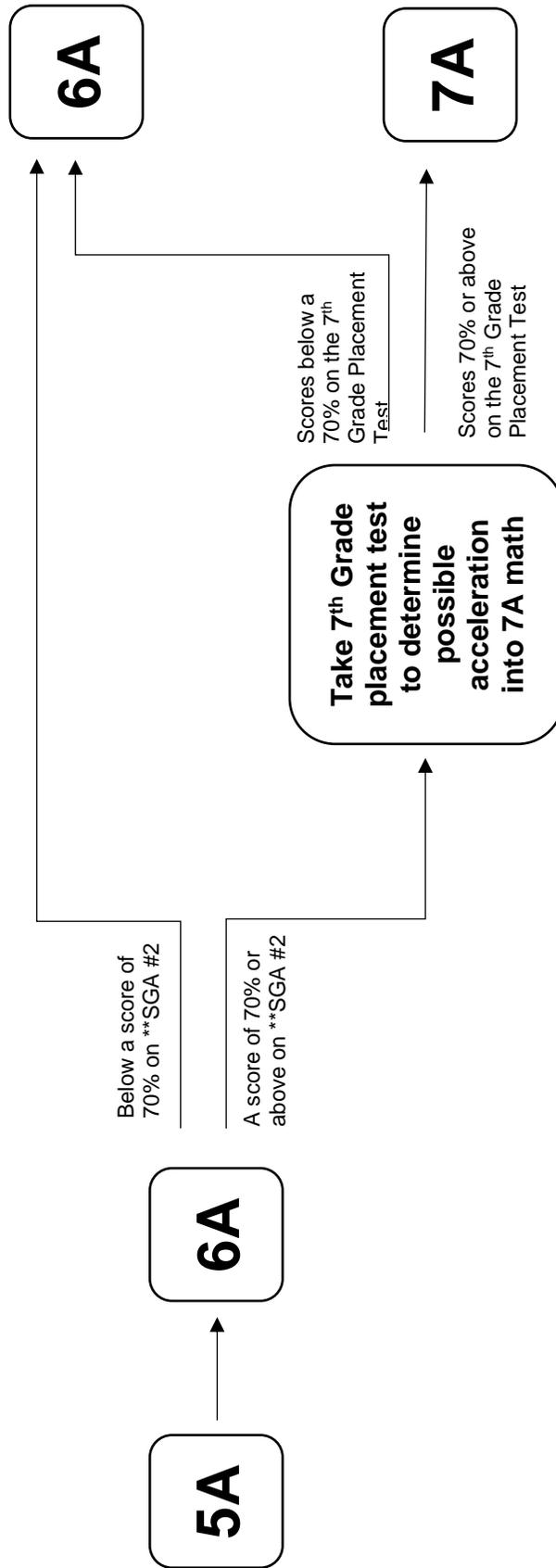
The following charts illustrate the criteria used to determine advanced or accelerated placement in math courses. Each chart shows possible pathways to an advanced/accelerated course such as:

1. Achievement score - The student scores at or above a certain score on an achievement test (usually an SOL and/or SGA test).
2. Teacher recommendation - The teacher recommends the student for a more rigorous course based on the student's achievement in their current course and self-direction in learning. A teacher recommendation adds opportunities for students; it does not take opportunities away.
3. Parent request - A parent may request that the student take an advanced course instead of a regular level course. The request is typically honored, unless prior achievement suggests the student may experience a high degree of difficulty in that course. If this is the case, the school may establish a plan with the student and parent for staying on track in the advanced course.

Lynchburg City Schools urges students to pursue the most rigorous classes of which they are capable. The courses selected during middle school can impact which courses students can take during high school.

MATH PLACEMENT 2019 – 2020

5TH GRADE ADVANCED (5A) MATH CLASS TO 6TH GRADE



CRITERIA for consideration for 7A Math (follows Grade 8 Pre-Algebra standards)

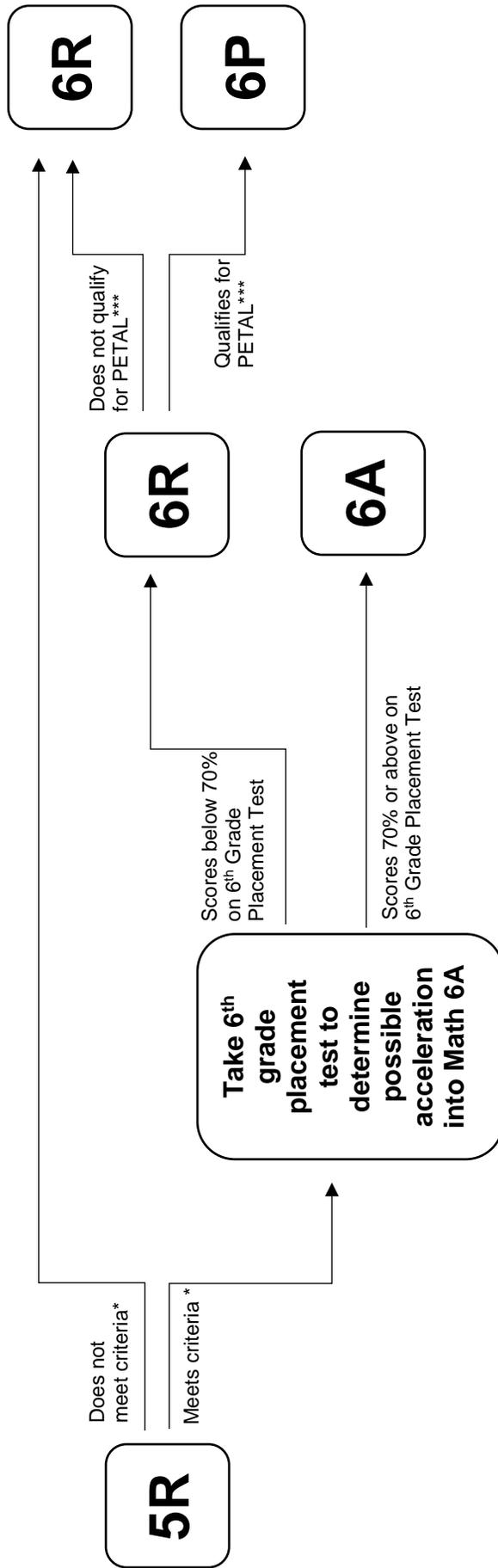
Meets one or more:

- **SGA # 2 score of 70% or higher
- Teacher recommendation
- History of "Pass Advanced" scores on previous math SOL tests
- Parent request to take 7th Grade Placement Test

****STUDENT GROWTH ASSESSMENT**

MATH PLACEMENT 2019 – 2020

5TH GRADE REGULAR (5R) MATH CLASS TO 6TH GRADE



***CRITERIA**

Meets one or more:

- A score of 70% or higher on **SGA # 2 or a score of 450 or above on the Grade 5 Math SOL
- Teacher recommendation
- Parent request to take 6th Grade Placement Test

****STUDENT GROWTH ASSESSMENT**

*****PETAL CRITERIA**

A student who is scheduled to take Math 6R can be placed in the PETAL program if:

1. There is proven achievement in math
2. There is a history of passing SOL math scores
3. There is a teacher recommendation
4. There is previous participation in Summer PETAL Academy (optional)

This program is a division-initiative that aims to close the achievement gap while providing access to rigor for underrepresented students.

Specialized Programs

Paul Laurence Dunbar Middle School for Innovation

This magnet school draws from an applicant pool of eligible students in all three middle school attendance zones. Paul Laurence Dunbar Middle School for Innovation offers innovative programs focused on problem based learning and Science, Technology, Engineering, Arts, & Math (STEAM). The school offers an extensive curriculum in foreign languages including Spanish, French and German. Paul Laurence Dunbar Middle School for Innovation also offers a diverse drama after-school curriculum and schedules a variety of performances throughout the school year. The school is also home to Earth Zone, a program that allows for hands-on herpetology and aquatic biology classes. Inquiries regarding the school for innovation applications to Paul Laurence Dunbar Middle School for Innovation should be directed to the secondary supervisor of counseling at [434-515-5091](tel:434-515-5091) . The application period closes in Mid-March.

Gifted Education

The middle school program for gifted education is designed to serve students who demonstrate a specific academic aptitude. The program is provided primarily through advanced courses offered in English, math, science, and social studies as well as through differentiated instruction within the classroom. Eighth graders have the opportunity to accelerate their program of studies by taking high school credit courses in the areas of math, science, and foreign language. Additional gifted course offerings may be available during exploratory periods. *The Lynchburg City Schools Local Plan for the Education of the Gifted* provides information on referral and identification processes, as well as the services provided for identified students. Students and their parents/guardians are encouraged to contact the school principal to learn more about all the gifted services available to middle school students and the opportunities they provide.

Special Education

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

The Lynchburg City School Division does not discriminate in admission to, or access to, or treatment or employment in its educational programs, services, or activities based on race, color, national origin, sex, disability, or age in accordance with state and federal laws. Inquiries regarding this policy may be directed to the Director of Personnel Services, 915 Court Street, P.O. Box 2497, Lynchburg, Virginia 24505-2497; telephone number (434) 515-5050.

Appendix A



Lynchburg City Schools

915 Court Street
Lynchburg, VA 24504

**REQUEST TO EXPUNGE GRADE FOR HIGH SCHOOL COURSE
TAKEN IN MIDDLE SCHOOL**

-INCOMPLETE FORMS CANNOT BE PROCESSED-

(PRINT)

FULL NAME OF STUDENT
ADDRESS
NAME OF PARENT/GUARDIAN
PARENT/GUARDIAN PHONE NUMBER
NAME OF HIGH SCHOOL STUDENT WILL ATTEND FOR THE FOLLOWING SCHOOL YEAR (HHS or ECG)

- I wish to expunge the following high school credit-bearing course taken by my child while in middle school during grades 6, 7, and/or 8.
- I understand that my child will receive no high school credit toward graduation for this course and may have to repeat this course if it is a required prerequisite course.
- I understand that the SOL verified credit will not be awarded to my child until course is passed and credit awarded.
- **I further understand that decision is irreversible and must be made prior to enrollment in high school.**

NAME OF HIGH SCHOOL CREDIT COURSE	GRADE LEVEL/YEAR IN WHICH COURSE WAS TAKEN	WILL THE CLASS BE REPEATED?

Printed Name of Parent/Guardian:	
Signature of Parent/Guardian:	Date:

*Return this form to the Middle School Counseling Department **on or before June 30th.***

Or

*Return this form to the High School Counseling Department **on or before August 1st.***

Agenda Report

Date: 01/15/19

Agenda Number: J-2

Attachments: No

From: Crystal M. Edwards, Superintendent
Ben W. Copeland, Deputy Superintendent

Subject: Capital Improvement Plan: William Marvin Bass Elementary School

Summary/Description:

The capital improvement plan includes \$60,000 in construction funding for replacement of the William Marvin Bass Elementary School gymnasium floor. The City of Lynchburg Office of Procurement and Purchasing has received bids on the project.

Two bids for the Bass gym floor replacement project were received. The school administration recommends Miller Flooring based on their bid of \$60,185 which was the lowest bid and a unit price of \$7.00 per square foot to replace the subflooring. All bids received are listed below.

BIDDER	Miller Flooring	Dynamic Sports Construction
BASE BID	\$60,185	\$72,906
Replace Subflooring per sq/ft	\$7.00	\$3.50

Disposition: Action
 Information
 Action at Meeting on: February 5, 2019

Recommendation:

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the school board meeting on February 5, 2019.

Agenda Report

Date: 01/15/19

Agenda Number: J-3

Attachments: No

From: Crystal M. Edwards, Superintendent
Anthony E. Beckles, Sr., Chief Financial Officer

Subject: Request for Reallocation of FY2018-19 Operating Budget

Summary/Description:

The school administration has recognized a need to reallocate funds from various salary and benefits operating accounts throughout the school division to fund:

- | | |
|--------------------------------------------------|-----------|
| • Facilities and Maintenance (see details below) | \$573,000 |
| • Information Technology (see details below) | \$538,000 |
| • Student Services (see details below) | \$ 40,000 |
| • Schools | \$ 84,000 |

Total reallocation requests	\$1,235,000
	=====

Given school board approval, the funds to purchase or make adjustments to existing budgets will come from available salary accounts within the existing operating budget.

Various Salary and Benefits accounts	\$1,235,000
	=====

The school administration requests these budget adjustments be approved for the 2018-19 school year in order to fund these adjustments or purchases.

Additional Information on some of the above items:

FACILITIES AND MAINTENANCE

Replacement of three (3) boilers at Linkhorne Middle School	\$175,000
Rebuilding of two (2) chillers at Linkhorne Middle School	\$150,000
Increase in Facilities maintenance and repair budget	\$100,000
Purchase of two (2) new trucks for Grounds	\$ 80,000
Purchase of two (2) Z-Turn mowers for Grounds	\$ 30,000
Purchase of two (2) snow kits for the new trucks	\$ 20,000
Replacement of three (3) bus garage rollup doors	\$ 10,000
Replacement of security cameras at Sandusky Middle School	\$ 8,000

Total Facilities and Maintenance Reallocation Requests	\$573,000
	=====

Agenda Report

INFORMATION TECHNOLOGY

Purchase of offsite disaster recovery backup server & connecting Fiber	\$231,000
Upgrade/Replacement of phone system	\$136,000
Software maintenance fees	\$100,000
Purchase of licenses for three (3) years for KnowBe4 Security Awareness System	\$ 41,000
Student records – microfilm conversion to electronic image	\$ 30,000
	<hr/>
	\$538,000
	=====

STUDENT SERVICES

Purchase of two (2) 4-door sedans for Social Workers	\$ 40,000
	<hr/>
	\$ 40,000
	=====

SCHOOLS

Purchase of bands uniforms for Heritage and E. C. Glass Highs	\$ 84,000
	<hr/>
	\$ 84,000
	=====

Disposition: Action
 Information
 Action at Meeting on: February 5, 2019

Recommendation:

The superintendent recommends that the school board receive the agenda report as an informational item and consider action at tonight's school board meeting.

Agenda Report

Date: 01/15/19

Agenda Number: J-4

Attachments: Yes

From: Crystal M. Edwards, Superintendent

Subject: Lynchburg City School Board Governance Policy Review and Updates

Summary/Description:

One goal of the Lynchburg City School Board is to ensure that the Board reviews policies every three to five years, with three years being the ideal time span. The governance policies listed below have been reviewed by the Governance Policy Committee and legal counsel. Most have minor or no changes recommended.

BB	School Board Legal Status <i>(No changes recommended)</i>
BBAA	Board Member Authority <i>(No changes recommended)</i>
BBBA	Qualifications of School Board Members <i>(No changes recommended)</i>
BCA	School Board Organizational Meeting <i>(Minor change)</i>
BCB	School Board Officers <i>(Minor change)</i>
BCE	School Board Committees <i>(Minor change)</i>
BDB	Special School Board Meetings <i>(VSBA update)</i>
BDCA	Calling and Certification of Closed Meetings <i>(VSBA update)</i>
BDDC	Agenda Preparation and Dissemination <i>(VSBA update)</i>
BDDD	Quorum <i>(No changes recommended)</i>
BDDD-R	Quorum – Call to Order <i>(Minor change)</i>
BDDG	Minutes <i>(VSBA update)</i>
CMA	School Division Annual Report Card <i>(VSBA update)</i>

The Governance Policy Committee met on December 17, 2018

Disposition: Action
 Information
 Action at Meeting on: February 5, 2019

Recommendation:

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the school board meeting on February 5, 2019.

SCHOOL BOARD LEGAL STATUS

The School Board of Lynchburg City Schools derives its authority from the Constitution of Virginia, the Code of Virginia, and the regulations of the State Board of Education.

The Lynchburg City School Board members are officers of the Commonwealth.

The Lynchburg City School Board governs the school division.

The School Board is a corporate body whose official title is "Lynchburg City School Board".

Adopted by School Board: June 4, 2013

Legal Refs.: Constitution of Virginia, article VIII, § 7.

Code of Virginia, 1950, as amended, §§ 22.1-2, 22.1-28, 22.1-31, 22.1-71.

Cross Ref.: AA School Division Legal Status
BBAA Board Member Authority

BOARD MEMBER AUTHORITY

The Lynchburg City School Board is a body corporate, and in its corporate capacity is vested with all the powers and charged with all the duties, obligations, and responsibilities imposed upon school boards by law and may sue, be sued, contract, be contracted with, and purchase, take, hold, lease and convey school property, both real and personal. School Board members shall have no authority or duties except such as may be assigned to them by the School Board as a whole.

Adopted by School Board: June 4, 2013

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-71.

Cross Ref.: AA School Division Legal Status
BB School Board Legal Status

QUALIFICATIONS OF SCHOOL BOARD MEMBERS

At the time of appointment, each member of the School Board must be a qualified voter and bona fide resident of the school division and district, if any, which he represents and meet any other criteria set forth in state law. If a board member ceases to be a resident of the school division or that district which he represents, his position on the School Board shall be deemed vacant.

No employee of the School Board may serve on the Board.

The Lynchburg City School Board shall consist of nine (9) members, three (3) from each school board district. Members of the school board are appointed by the Lynchburg City Council. Each member is appointed for a term of three (3) years. The term of office begins July 1 of the year of appointment or until their successor assumes office. If a member is appointed to fill an unexpired term of another board member, the appointment shall be for the unexpired portion of the term. Members may succeed themselves in office for not more than three (3) consecutive terms, or any portion thereof.

Adopted by School Board: June 4, 2013

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-29, 22.1-30

Code of Ordinances of the City of Lynchburg, Virginia. § 32-16. Board of School Trustees--Appointment and Term

City Council Resolution #R-79-297

Cross Ref.: BBE Unexpired Term Fulfillment

SCHOOL BOARD ORGANIZATIONAL MEETING

The Lynchburg City School Board will hold an organizational meeting annually.

At that meeting the Board will

- establish its regular meeting schedule for the following year,
- elect one of its members as ~~chairman~~ **{chairperson}**,
- approve a designee of the Superintendent to attend meetings of the School Board in case of the Superintendent's absence or inability to attend, and
- appoint, on the recommendation of the Superintendent, a clerk of the School Board.

Upon election, the ~~chairman~~ **{chairperson}** will immediately assume office and preside over the remainder of the meeting.

In addition, the Board

- may elect one of its members as ~~vice-chairman~~ **{vice-chairperson}** and
- may appoint a deputy clerk.

The ~~vice-chairman~~ **{vice-chairperson}** and deputy clerk, if any, will be empowered to act in all matters in case of the absence or inability to act of the ~~chairman~~ **{chairperson}** or clerk, respectively, or as otherwise provided by the Board.

The terms of the ~~chairman~~ **{chairperson}**, clerk, ~~vice-chairman~~ **{vice-chairperson}** and deputy clerk will be one year.

The Board's annual organizational meeting will be held in July.

Adopted by School Board: June 4, 2013

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-72, 22.1-76.

Cross Ref.: BCB School Board Officers

SCHOOL BOARD OFFICERS

The officers of the School Board are a ~~chairman~~ *{chairperson}* and ~~vice-chairman~~ *{vice-chairperson}*. The ~~chairman~~ *{chairperson}* and the ~~vice-chairman~~ *{vice-chairperson}* are elected annually in July at the organizational meeting of the School Board.

School Board ~~Chairman~~ *{Chairperson}*

The duties of the ~~chairman~~ *{chairperson}* are to preside at all meetings of the School Board, to perform such other duties as may be prescribed by law or by action of the School Board, and to sign all legal documents approved by the School Board.

The ~~chairman~~ *{chairperson}*, as a member of the School Board, has a vote on all matters before the School Board which come to a vote, but does not have an additional vote as ~~chairman~~ *{chairperson}* in case of a tie.

~~Vice-Chairman~~ *{Vice-Chairperson}*

The ~~vice-chairman~~ *{vice-chairperson}*, if present, shall preside in the absence of the ~~chairman~~ *{chairperson}*, and is empowered to act in all matters in case of the absence or inability of the ~~chairman~~ *{chairperson}* to act or as provided by resolution of the School Board. If neither the ~~chairman~~ *{chairperson}* or ~~vice-chairman~~ *{vice-chairperson}* is present, a majority of Board members present, if they constitute a quorum, shall elect one from among themselves to chair the meeting.

Adopted by School Board: June 4, 2013

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-72, 22.1-76.

Cross Ref.: BCA School Board Organizational Meeting

SCHOOL BOARD COMMITTEES

There shall be no standing committees of the Lynchburg City School Board, except Business and Finance, Instruction, Administration and Community Relations, and Student Discipline.

Special committees may be appointed by the ~~chairman~~ *{chairperson}* or created by School Board action. These committees shall be appointed or created for a specific purpose and shall expire upon completion of the assigned task unless School Board action authorizes temporary continuance of such committees.

The standing committees are comprised of three (3) members each to be appointed by the ~~chairman~~ *{chairperson}*. The ~~chairman~~ *{chairperson}* shall be an ex-officio member of each such committee.

{The Student Discipline Committee is comprised of the chairperson or vice-chairperson and two (2) members on a rotating basis.}

Adopted by School Board: June 4, 2013

Legal Ref.: Code of Virginia, 1950, as amended, §22.1-78, 22.1-277.06.

Cross Refs.:	BCEA	Disciplinary Committee
	BDA	Regular School Board Meetings
	BDB	Special School Board Meetings
	BDC	Closed Meetings
	GB	Equal Employment Opportunity/Nondiscrimination

SPECIAL SCHOOL BOARD MEETINGS

The School Board ~~may hold~~ *{holds}* special *{and continued}* meetings when necessary. ~~These meetings shall be~~ *{Special meetings are}* held when called by the ~~chairman~~ *{chairperson}* or when requested by ~~two or more members~~ *{a majority of the school board}*. Special meetings may be called provided each member is duly notified, or a reasonable attempt has been made to notify each member. ~~Notice, reasonable under the circumstances, shall be given contemporaneously with the notice provided to members of the School Board.~~

Business that does not come within the purposes set forth in the call of the meeting ~~shall not be~~ *{is not}* transacted at any special meeting of the School Board unless the members present unanimously agree to consider additional items of business.

{Notice, reasonable under the circumstances, of special or continued meetings is given contemporaneously with the notice provided to members of the School Board.}

Adopted by School Board: June 4, 2013

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3707, 22.1-72.

Cross Refs. : KC Community Involvement in Decision Making
BCA Board Organizational Meetings
BDDA Notification of School Board Meetings
{BDDG Minutes}

CALLING AND CERTIFICATION OF CLOSED MEETINGS

- A. No closed meetings shall be held by the School Board or any committee thereof unless the School Board or committee has taken an affirmative recorded vote in an open meeting approving a motion which (i) identifies the subject matter, (ii) states the purpose of the meeting *{as authorized in Va. Code § 2.2-3711.A or other provision of law}* and (iii) ~~makes specific reference to~~ *{cites}* the applicable exemption or exemptions from open meeting requirements provided in the Virginia Freedom of Information Act *{for other provision of law}*. The matters contained in such motion shall be set forth in detail in the minutes of the open meeting. A general reference to the provisions of the Virginia Freedom of Information Act or authorized exemptions from open meeting requirements, or the subject matter of the closed meeting shall not be sufficient to satisfy the requirements for holding a closed meeting.
- B. The School Board, or committee thereof, in holding a closed meeting, shall restrict its discussion during the closed meeting only to those purposes specifically exempted under the Virginia Freedom of Information Act and identified in the motion required in subsection A, above.
- C. At the conclusion of any closed meeting, the School Board or committee thereof shall immediately reconvene in an open meeting and shall take a roll call or other recorded vote to be included in the minutes, certifying that to the best of each member's knowledge (i) only public business matters lawfully exempted from open meeting requirements, and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered in the meeting. Any member of the Board or committee who believes that there was a departure from the requirements of subdivisions (i) and (ii) above, shall so state prior to the vote, indicating the substance of the departure that, in his judgment, has taken place. The statement shall be recorded in the minutes of the meeting.
- D. Failure of the certification required by subsection C, above, to receive the affirmative vote of a majority of the members present during a meeting shall not affect the validity or confidentiality of such meeting with respect to matters considered therein in compliance with these provisions. The recorded vote and any statement made in connection therewith, shall upon proper authentication, constitute evidence in any proceeding brought to enforce the Virginia Freedom of Information Act.
- E. Except as specifically authorized by law, in no event may the School Board or committee thereof take action on matters discussed in any closed meeting, except at an open meeting for which notice was given pursuant to Va. Code § 2.2-3707

Adopted by School Board: June 4, 2013

Legal Ref.: Code of Virginia, 1950, as amended, § 2.2-3701, 2.2-3712.

Cross Refs.: BCE School Board Committees
BCEA Disciplinary Committee
BCF Advisory Committees to the School Board
BDC Closed Meetings
BDDA Notification of School Board Meetings

AGENDA PREPARATION AND DISSEMINATION

The preparation of the agenda is the responsibility of the School Board ~~chairman~~ *{chairperson}* with the assistance of the Superintendent. Any member of the School Board may submit items for inclusion on the *{proposed}* agenda.

A copy of the ~~agenda packet~~ *{proposed agenda and all agenda packets}* and materials is made available for inspection by the public at the same time such documents are furnished to the School Board members unless the materials are exempt under the Virginia Freedom of Information Act.

Adopted: June 4, 2013

Revised: May 6, 2014

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3707, 22.1-78.

Cross Ref.: BDA Regular Board Meetings
BDB Special Board Meetings
BDDA Notification of School Board Meetings

QUORUM

At any meeting of the Lynchburg City School Board, a majority of the Board constitutes a quorum.

Adopted by School Board: June 4, 2013

Revised: August 18, 2015

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-73.

QUORUM/CALL TO ORDER

A. Quorum

Should a quorum not be assembled at the appointed hour, the members present may adjourn temporarily in order that an opportunity may be given for a quorum to assemble, without which no business can be legally transacted. It shall be the ~~chairman's~~*{chairperson's}*--or acting ~~chairman's~~*{chairperson's}*-- discretion to cancel the scheduled meeting when deemed appropriate, having allowed time to elapse without the assembly of a quorum.

B. Call to Order

Should a quorum be assembled at the hour and place appointed for the meeting, the ~~chairman~~*{chairperson}*, or in the absence of the ~~chairman~~*{chairperson}*, the ~~vice-chairman~~*{vice-chairperson}* shall assume the chair and declare the meeting in order.

Should a quorum be assembled at the hour appointed, and the ~~chairman~~*{chairperson}* and ~~vice-chairman~~*{vice-chairperson}* be absent, a member nominated shall serve during the meeting or until the ~~chairman~~*{chairperson}* or ~~vice-chairman~~*{vice-chairperson}* shall appear.

Adopted: June 5, 1973

Revised: September 17, 1974

Revised: January 6, 1981

Revised: June 4, 2013

MINUTES

~~Complete and accurate minutes of all open School Board meetings shall be recorded by the clerk, {Minutes are recorded at all open meetings,} approved by the School Board in regular session, signed by the clerk and chairman {chairperson} of the Board, and kept and stored in accordance with the provisions of the Code of Virginia.~~

~~Except as otherwise specifically provided by law, minutes and other official records of the School Board, including the School Board meeting agenda packets, shall be open to inspection and copying by any citizen of Virginia during the hours when the School Board office is regularly open to the public. Draft minutes and all other records of open meetings, including audio or audio/visual records, shall be deemed {are} public records and subject to production {open} pursuant to the Virginia Freedom of Information Act as described in Policy KBA Requests for Information and Regulation KBA-R Requests for Information}. The Superintendent is authorized to make a charge for the copying and search time expended by School Board employees in supplying requested records, provided such charges do not exceed the actual cost to the School Board in supplying these services.~~

~~Minutes may be taken during closed meetings of the School Board, but shall not be {are not} required. Such minutes shall not be subject to mandatory public disclosure.~~

~~Minutes are not required to be taken at deliberations of study commissions or study committees, or any other committees or subcommittees appointed by the School Board except where the membership of any such commission, committee or subcommittee includes a majority of the School Board.~~

Minutes shall include, but are not limited to

- the date, time, and location of the meeting;
- the members of the School Board recorded as present and absent; and
- a summary of the discussion on matters proposed, deliberated or decided; and a
- record of any votes taken.

Adopted: February 18, 2014

Legal Ref.: Code of Virginia, 1950, as amended, §§ ~~2.2-3701~~, 2.2-3704, 2.2-3707, 2.2-3712, 22.1-74.

Cross Refs.: BDC Closed Meetings
BDD Electronic Participation in Meetings from Remote Locations
KBA Requests for Information
{KBA-R Requests for Information}

~~SCHOOL DIVISION ANNUAL REPORT CARD~~ *(QUALITY PROFILES)*

I. ~~Division Report Cards~~ *(Information)*

~~The Lynchburg City School Board will annually prepare and disseminate a division report card. The report card will contain, but is not limited to, the following information:~~ *{annually prepares and disseminates information on the school division and each school within the division. The information is concise, presented in an understandable and uniform format, and, to the extent practicable, presented in a language that parents can understand. The information is accessible to the public and shows how students in the division achieved on the state’s student academic assessments compared to students in the state as a whole and how students at individual schools achieved compared to students in the division and in the state.}*

- ~~• Information, in the aggregate, on student achievement at each proficiency level on the Standards of Learning. The information will also be disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and each combined subgroup, if any, identified by the Virginia Department of Education. Disaggregated information will not be provided if the number of students in a category is less than 10.~~
- ~~• Information that provides a comparison between the actual achievement levels of economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency and Virginia’s annual measurable objective for each such group of students on each of the Standards of Learning.~~
- ~~• The percentage of students not tested (disaggregated by the same categories and subject to the same exception described in the first bullet above).~~
- ~~• The most recent 2-year trend in student achievement in each subject area, and for each grade level, for which Standards of Learning tests are required.~~
- ~~• Aggregate information on any other indicators used by Virginia to determine the adequate-yearly progress of students in achieving Virginia’s academic achievement standards.~~
- ~~• Graduation rates for secondary school students. The graduation rates reported will include graduation rates for public school students who graduate from secondary school with a regular diploma in the standard number of years.~~
- ~~• The names of reward schools, priority schools and focus schools.~~
- ~~• The professional qualifications of teachers in the division, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the Division not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this provision, means schools in the top quartile of poverty and the bottom quartile of poverty in Virginia.~~
- ~~• Information showing how students served by the division achieved on the Standards of Learning tests compared to students in the state as a whole.~~
- ~~• The state’s percentage of students at each achievement level on the National Assessment of Educational Progress (NAEP) in reading and mathematics for grades four and eight for the “all students” group. The data will be disaggregated by race, ethnicity, disability status, English proficiency and status as economically disadvantaged. The participation rates for English Learners and students with disabilities will also be reported.~~

~~The report card will also show, by the year following implementation of college and career-ready standards, but no later than the 2014-2015 school year, college-going and college-credit-accumulation rates for all students and sub-groups of students in each high school and information that shows how the school's students' achievement on the Standards of Learning and other indicators of adequate yearly progress compared to students in the division and the state as a whole.~~

~~The Lynchburg City School Board will publicly disseminate the information in the annual report card to all schools in the division and to all parents of students attending those schools in an understandable and uniform format. To the extent practicable, the information will be provided in a language that the parents can understand. The Board will also make the information widely available through public means such as posting on the Internet, distribution to the media, and distribution through public agencies.~~

II. School Performance Report Cards *{Quality Profiles}*

~~The Lynchburg City School Board shall ensure that every school in the division, regardless of whether or not that school receives funds under Title I, Part A, shall provide annually to the parents and the community a School Performance Report Card containing information for the most recent three-year period. Such information shall include but not be limited to:~~

- ~~• Virginia assessment program results by percentage of participation and proficiency and disaggregated by student subgroups~~
- ~~• the accreditation rating earned by the school~~
- ~~• attendance rates for students~~
- ~~• information related to school safety to include, but not be limited to, incidents of crime and violence~~
- ~~• information related to qualifications and educational attainments of the teaching staff~~

{The Lynchburg City School Board ensures that every school in the division annually provides parents and the community a School Quality Profile in a manner prescribed by the Board of Education. The School Quality Profile includes designated information for the most recent three-year period. The School Quality Profile includes information designated by the Board of Education to include indicators of the following: accountability, assessments, enrollment and demographics, college and career readiness, finance, learning environment, and teacher quality. Specific indicators include:

- Virginia Assessment Program results by percentage of participation and proficiency and disaggregated by student reporting groups;*
- accreditation status;*
- attendance and absenteeism for students;*
- information related to school safety to include incidents of crime and violence; and*
- information related to qualifications and educational attainment of the teaching staff.}*

~~In addition, School Performance Report Cards *{Quality Profiles}* for secondary schools shall include the following:~~

- Advanced Placement (AP) information to include percentage of students who take AP courses and percentage of students who take AP tests
- International Baccalaureate (IB) ~~or~~ *{and}* Cambridge course information to include percentage of students who are enrolled in IB or Cambridge programs and percentage of students who receive IB or Cambridge Diplomas
- college-level course information to include percentage of students who take college-level courses including dual enrollment courses
- number and percentage of (i) graduates by diploma type as prescribed by the Board of Education, (ii) certificates awarded to the senior class including high school equivalency *{preparation program}* credentials *{approved by the Board of Education}*, and (iii) students who do not complete high school
- number and percentage of drop-outs
- the number of Board-approved industry certifications obtained
- the number of state licensure examinations passed
- the number of national occupational competency assessments passed
- *{the number of Armed Services Vocational Aptitude Battery assessments passed}*
- the number of Virginia workplace readiness skills assessments passed
- the number of career and technical education completers who graduated. A "career and technical education completer" is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program

Adopted: September 16, 2014

Legal Refs.: 20 U.S.C. § 6311.

34 C.F.R. 200.11.

~~Non-Regulatory Guidance, State and Local Report Cards: Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended, U.S. Department of Education (as Revised February 8, 2013).~~

Code of Virginia, 1950, as amended, § *{22.1-253.13:3,}* 22.1-253.13:4.

8 VAC 20-131-270.

~~ESEA Flexibility Request Virginia Department of Education (as revised and submitted January 11, 2013).~~

Agenda Report

Date: 01/15/19

Agenda Number: J-5

Attachments: Yes

From: Crystal M. Edwards, Superintendent
LaTonya D. Brown, Director of Student Services

Subject: Lynchburg City School Board Instruction & Programming
Policy Review and Updates

Summary/Description:

Several policy revisions were recently received from the Virginia School Boards Association (VSBA). These policies have been reviewed by the Instruction and Programming Policy Committee as well as legal counsel and reflect the latest changes in state and federal law. The policies below are being recommended for deletion based upon the adoption and/ or conversion new VSBA policies:

R 6-40.1 Classroom Assignments for Twins (See Policy JCJ)
P 7-13 Transfers (See Policy JCA, JCA-R & JCB)
P 7-51.1 Health Examinations, Clinics, and Tests: Contagious and Infectious Diseases
(See Policy JHCCA-E)

These policy revisions from the VSBA May 2018 update appear as attachments to the agenda report.

JCA Transfer by Student Victim of Crime
JCA-R Transfer by Student Victim of Crime (Regulation)
JCB Transfer by Students In Persistently Dangerous Schools
JCJ Classroom Assignment of Twins
JHCCA-E Guidelines for School Attendance for Students with Human Immunodeficiency
Virus

The Instruction & Programming Policy Committee met on December 7, 2018.

Disposition: Action
 Information
 Action at Meeting on: February 5, 2019

Recommendation:

The superintendent recommends that the school board receive this agenda item for discussion and action at the February 5, 2019 board meeting.

INSTRUCTION

Classroom Assignments for Twins R 6-40.1

~~A parent of twins or higher order multiples in the same grade level may request that the children be placed in the same classroom or in separate classrooms if they are at the same elementary school. A parent must request the classroom placement no later than three (3) days after the first day of each school year or three (3) days after the first day of attendance of the children during a school year. Schools may recommend classroom placement to the parent.~~

~~Schools must provide the placement requested by the children's parent, unless the superintendent or designee makes a classroom placement determination following the school principals' request, at the end of the initial grading period, and in consultation with the children's classroom teacher, based upon a determination that the requested classroom placement is disruptive to the school or is harmful to the children's educational progress.~~

~~Adopted by School Board: June 1, 2010~~

STUDENTS

Transfers P 7-13

A. Within the City

~~A student who transfers from one school to another during the same scholastic year must notify the principal or the principal's designee of the original school. The names of all students transferred shall remain on the roll until the principal is notified that such students have enrolled in the new school.~~

- ~~1. The principal, or the principal's designee, may contact a school from which student transfers to obtain information which is necessary for correct and expedient placement of students.~~
- ~~2. The school from which a student transfers is responsible for collecting any fees owed to the school by the student for projects, materials and fund raisers.~~

B. Outside of the City

~~A student withdrawing from the Lynchburg City Schools should notify the principal or the principal's designee. A transcript will be sent to the receiving school upon request.~~

C. Credits

~~Course credits for students transferring from another school shall be evaluated and accepted in accordance with the standards of the Virginia State Department of Education.~~

D. Student as Victim of Crime

~~Any student who has been the victim of any crime against the person pursuant to Chapter 4 (§ 18.2-30 et seq.) of Title 18.2, may upon written request from the student's parent/guardian, or the student, if such student is an emancipated minor, be granted a transfer to another comparable school within the school division.~~

~~The following conditions must be met prior to consideration of transfer:~~

- ~~1. Crimes against a student are those committed by another student attending classes in the school, or by any employee of the school board, or by any volunteer, contract worker or other person who regularly performs services in the school.~~
- ~~2. Crimes committed against a student are those which occur on school property or on any school bus owned or operated by the school division.~~
- ~~3. Transportation to schools outside the attendance zone will be the responsibility of the parent or guardian.~~

STUDENTS

Transfers (continued)

- 4. ~~For the purposes of this policy, "victim" means any student who has been the target of a crime pursuant to Chapter 4 of Title 18.2, and who has suffered physical, psychological, or economic harm as a direct result of the commission of such crime.~~

Legal Reference:

~~Virginia Board of Education regulation updated.~~

~~Virginia Board of Education Regulations, "Governing the Accreditation of Public Schools in Virginia" at § 10.7. (September 1997)~~

~~Code of Va., § 22.1-3.3 Transfer of students under certain circumstances. . . .~~

~~"Whenever any student has been the victim of any crime against the person pursuant to Chapter 4 (§ 18.2-30 et seq.) of Title 18.2, and such crime was committed by another student attending classes in the school, or by any employee of the school board, or by any volunteer, contract worker or other person who regularly performs services in the school, or if the crime was committed upon school property or on any school bus owned or operated by the school division, the student upon whom the crime was committed shall, upon written request from the student's parent, or the student, if such student is an emancipated minor, be permitted by the relevant school board to transfer to another comparable school within the school division, if available. Any transportation services for such students shall be provided in accordance with school board policies.~~

~~For the purposes of this section, "victim" means any student who has been the victim of a crime against the person pursuant to Chapter 4 (§ 18.2-30 et seq.) of Title 18.2, and who has suffered physical, psychological, or economic harm as a direct result of the commission of such crime."~~

~~(1997, cc. 362, 408.)~~

~~Editor's Note: See also school board policies #'s 7-28, 7-29 and division regulations #'s R 7-28, R 7-29.~~

~~Adopted by School Board: September 17, 1974~~

~~Revised by School Board: September 7, 1976~~

~~Revised by School Board: August 4, 1992~~

~~Revised by School Board: September 2, 1997~~

STUDENTS

Health Examinations, Clinics, and Tests: contagious and Infectious Diseases
P-7-51.1

A. Definition

- 1. Contagious (communicable) — caused by the passing of disease from one person to another.
- 2. Infectious — caused by the invasion of disease producing microorganism into a body where they may multiply causing disease.

B. Applicability

The policy in Subsection C following applies to students known to have infectious or contagious diseases as listed in Virginia State Board of Health, Regulation s3.2 List of Reportable Diseases, July 1, 1993.

C. Policy

- 1. The student who is infected with or a carrier of a contagious or infectious disease shall be excluded from school pending the decision procedures established in Subdivision (2) following. During this interim period homebound instructional services may be made available. (For homebound instruction see school board policy #6-65.)
- 2. Preliminary decision regarding the type of educational and care setting for a student with a contagious or infectious disease should be based on the behavior, neurologic development, and physical condition of the students and the expected type of interaction with others in that setting. Recommendations to the superintendent should be made by an evaluation committee composed of the student's physician, the public health director or physician designee, the division's medical advisor, the student's principal or designee and a member of the central administrative staff appointed by the superintendent. In each case, risks and benefits to both the infected student and to others in the setting should be weighed. A plan for periodic review will be established at the time the initial decision is made. The superintendent's decision will be subject to appeal to the school board upon written request of a parent or guardian.
- 3. When a decision is determined that a restrictive environment is advisable, the student shall continue on homebound instruction as provided in Subdivision (1) preceding.

A periodic review as provided in Subdivision (2) preceding will be held at appropriate intervals. This periodic review is important because the hygienic practices of a student with infection may improve sufficiently as he/she matures

STUDENTS

Health Examinations, Clinics and Tests: Contagious and Infectious Diseases
(continued)

~~to allow for school attendance in the future.~~

- ~~4. Infected students who are returned to the school setting shall undergo periodic review as described in Subdivision (2) preceding.~~

D. Confidentiality of Records/Right to Privacy

~~Persons involved in the care and education of a student with a contagious or infectious disease shall respect the student's privacy, including maintaining confidential records. The number of personnel who are aware of the student's condition should be kept at a minimum needed to assure proper care and to detect situations where the potential for transmission may occur. (For student records see school board policy #7-29 and its implementing regulation #R-7-29.)~~

Legal Reference

~~Code of Va., § 22.1-272. Contagious and infectious diseases.--"Persons suffering with contagious or infectious disease shall be excluded from the public schools while in that condition." (1980)~~

~~Editor's Note: See Opinion of Attorney General (VA) October 28, 1985 ". . . Turning to your second question, for purposes of § 22.1-272, the responsibility to determine that a child has an infectious disease requiring exclusion from the public schools is vested in the local school authorities, presumably the local superintendent. Because such a matter involves medically related judgements, the school official in making such a determination should consider qualified medical advice and information furnished from sources such as the child's physician, public health officials, and school nurses.~~

~~This may result in what some may regard as a lack of uniformity throughout the various local school divisions in Virginia in dealing with a particular disease. Under present law, however, the General Assembly has clearly vested the responsibility for these decisions in our local school officials and, as even the CDC recommendations are contained in its "Morbidity and Mortality Weekly Report," Vol. 34, No. 34, August 30, 1985. Ed.) concerning AIDS acknowledge, these difficult decisions are usually best made on a case-by-case basis.~~

~~Code of Va., § 32.1-35. List and reports of diseases.--"The Board shall promulgate from time to time a list of diseases, including diseases caused by exposure to any toxic substance as defined in § 32.1-239, which shall be required to be reported. The Board may classify such diseases and prescribe the manner and time of such reporting." (1979)~~

STUDENTS

Health Examinations, Clinics and Tests: Contagious and Infectious Diseases
(continued)

Virginia State Board of Health, § 3.2, List of Reportable Diseases, July 1, 1993.

Acquired Immune Deficiency Syndrome (AIDS)	Lymphogranuloma venereum
Anthrax	Malaria
Arboviral infections	Measles (Rubeola)
Aseptic meningitis	Meningococcal infections
Bacterial meningitis	Mumps
—(specify etiology)	Nosocomial outbreaks
Botulism	Occupational illnesses
Brucellosis	Ophthalmia Neonatorum
Campylobacter infections	Pertussis
—(excluding C.pylori)	Phenylketonuria (PKU)
Chancroid	Plague
Chickenpox	Poliomyelitis
Chlamydia trachomatis infections	Psittacosis
Congenital Rubella Syndrome	Q fever
Diphtheria	Rabies in man
Encephalitis	Post-exposure rabies treatment
—primary (specify etiology)	Rabies in animals
post-infectious	Reye Syndrome
Foodborne outbreaks	Rocky Mountain spotted fever
Giardiasis	Rubella (German measles)
Gonorrhea	Salmonellosis
Granuloma Inguinale	Shigellosis
Haemophilus influenzae infections – invasive	Smallpox
Hepatitis	Syphilis
—A (infectious)	Tetanus
—B (serum)	Toxic Shock Syndrome
—Non A, Non B	Toxic substance related illnesses
—Unspecified	Trichinosis
Histoplasmosis	Tularemia
Human immunodeficiency virus (HIV) infection	
Influenza	Tuberculosis
Kawasaki Disease	Typhoid Fever
Lead-elevated levels in children	Typhus, flea-borne
Legionellosis	Vibrio infections including cholera
Leprosy	Waterborne outbreaks
Leptospirosis	Yellow fever

Code of Va., § 32.1-36. Reports by physicians and laboratory directors. Reports by physicians and laboratory directors

STUDENTS

Health Examinations, Clinics and Tests: Contagious and Infectious Diseases
(continued)

~~A. Every physician practicing in this Commonwealth who shall diagnose or reasonably suspect that any patient of his has any disease required by the Board to be reported and every director of any laboratory doing business in this Commonwealth which performs any test whose results indicate the presence of any such disease shall make a report within such time and in such manner as may be prescribed by regulations of the Board.~~

~~B. Any physician who diagnoses a venereal disease in a child twelve years of age or under shall, in addition to the requirements of subsection A hereof, report the matter, in accordance with the provisions of §63.1-248.3, unless the physician reasonably believes that the infection was acquired congenitally or by a means other than sexual abuse.~~

~~C. Any physician practicing in this Commonwealth shall report to the local health department the identity of any patient of his who has tested positive for exposure to human immunodeficiency virus as demonstrated by such test or tests as are approved by the Board for this purpose. However, there is no duty on the part of the physician to notify any third party other than the local health department of such test result, and a cause of action shall not arise from any failure to notify any other third party.~~

~~D. Upon investigation by the local health department of a patient reported pursuant to subsection A, the Commissioner may, to the extent permitted by law, disclose the patient's identity and disease to the patient's employer if the Commissioner determines that (i) the patient's employment responsibilities require contact with the public and (ii) the nature of the patient's disease and nature of contact with the public constitutes a threat to the public health.~~

~~The patient's identity and disease state shall be confidential as provided in §§32.1-36.1 and 32.1-41. Any unauthorized disclosure of reports made pursuant to this section shall be subject to the penalties of §32.1-27.~~

~~E. Physicians and laboratory directors may voluntarily report additional information at the request of the Department of Health for special surveillance or other epidemiological studies. (1997)~~

~~Code of Va., § 32.1-37. Reports by persons other than physicians A. The person in charge of any medical care facility, school or summer camp as defined in §35.1-1 shall immediately make or cause to be made a report of a disease required by the Board to be reported when such information is available to that person and that person has reason to believe that no physician has reported such disease as provided in §32.1-36. Such report shall be made by telephone or in person to the local health director or to the Commissioner.~~

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~~B. The person in charge of any medical care facility, school or summer camp as defined in §35.1-1 may also voluntarily report additional information at the request of the Department of Health for special surveillance or other epidemiological studies. (1997)~~

~~Code of Va., 32.1-37.2. Informed consent for testing for human immunodeficiency virus; condition on disclosure of test results; counseling required exceptions A. Prior to performing any test to determine infection with human immunodeficiency virus, the subject of the test shall be given an oral or written explanation of the meaning of the test. Except as otherwise authorized in this Code, informed consent shall be obtained before such a test is performed.~~

~~Informed consent for testing for infection with human immunodeficiency virus shall be deemed to have been obtained (i) when an individual seeks the services of a facility offering anonymous testing for infection with human immunodeficiency virus; (ii) when blood specimens which were obtained for routine diagnostic purposes are tested in order to conduct seroprevalence studies of infection with human immunodeficiency virus if such studies are designed to prevent any specimen from being identified with any specific individual; and (iii) when an individual donates or sells his blood.~~

~~B. Every person who is the subject of any test to determine infection for human immunodeficiency virus shall be afforded the opportunity for individual face-to-face disclosure of the test results and appropriate counseling. Appropriate counseling shall include, but not be limited to, the meaning of the test results, the need for additional testing, the etiology, prevention and effects of acquired immunodeficiency syndrome, the availability of appropriate health care, mental health care and social services, the need to notify any person who may have been exposed to the virus and the availability of assistance through the Department of Health in notifying such individuals.~~

~~C. Opportunity for face-to-face disclosure of the test results and appropriate counseling shall not be required when the tests are conducted by blood collection agencies. However, all blood collection agencies shall notify the Board of Health of any positive tests.~~

~~D. In the case of a person applying for accident and sickness or life insurance who is the subject of a test to determine infection for human immunodeficiency virus, insurers' practices including an explanation of the meaning of the test, the manner of obtaining informed consent, the method of disclosure of the test results and any counseling requirements shall be as set forth in the regulations of the State Corporation Commission.~~

~~Virginia State Board of Health, Regulation #3.01.04, Persons in Charge of a School--
"Any person in charge of a school shall report immediately to the local health department the presence or suspected presence in his school of children who have~~

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~~common symptoms suggesting an epidemic or outbreak situation." (August 21, 1984)~~

~~Code of Va., § 32.1-38. Immunity from liability.-- Any person making a report or disclosure required or authorized by this chapter, including any voluntary reports submitted at the request of the Department of Health for special surveillance or other epidemiological studies, shall be immune from civil liability or criminal penalty connected therewith unless such person acted with gross negligence or malicious intent. Further, except for such reporting requirements as may be established in this chapter or by any regulation promulgated pursuant thereto, there shall be no duty on the part of any blood collection agency or tissue bank to notify any other person of any reported test results, and a cause of action shall not arise from any failure by such entities to notify others. Neither the Commissioner nor any local health director shall disclose to the public the name of any person reported or the name of any person making a report pursuant to this chapter. (1997)~~

~~Code of Va., § 32.1-41. Anonymity of patients and practitioners to be preserved in use of medical records. The Commissioner or his designee shall preserve the anonymity of each patient and practitioner of the healing arts whose records are examined pursuant to § 32.1-40 except that the Commissioner, in his sole discretion, may divulge the identity of such patients and practitioners if pertinent to an investigation, research or study. Any person to whom such identities are divulged shall preserve their anonymity. (1997)~~

~~Code of Va., § 32.1-78. Reporting information about children with health problems or handicapping conditions Notwithstanding §32.1-271 or any other law to the contrary, the Commissioner shall report to the Superintendent of Public Instruction or to the appropriate school division superintendent within the Commonwealth the identity of, and pertinent information about, children with health problems or handicapping conditions which might affect the child's career in school and his need for special education.~~

~~Editor's Note: See Opinion of Attorney General (VA) January 3, 1986 ". . . In my opinion, §32.1-78 is clear and requires the Commissioner to report to the Superintendent of Public Instruction or the appropriate school division the names of, and pertinent information about, students who have AIDS, if the Commissioner determines that those students have health problems associated with the disease which might affect their career in school and require that they receive special education."~~

~~See also "Acquired Immunodeficiency Syndrome (AIDS)", Virginia Department of Health Recommendations for School Attendance, November 1985.~~

~~Adopted by School Board: September 2, 1986~~

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TRANSFERS BY STUDENT VICTIMS OF CRIME

Whenever any student has been the victim of any crime against the person pursuant to Chapter 4 of Title 18.2 of the Code of Virginia including crimes by mobs, crimes by gangs, terrorism offenses, kidnapping and related offenses, assaults and bodily wounding's, robbery, extortion or other threats, or sexual assault, and such crime was committed:

- by another student attending classes in the school, or
- by any employee of the school board, or
- by any volunteer, contract worker or other person who regularly performs services in the school, or
- if the crime was committed upon the school property or on any school bus owned or operated by the school division

the student upon whom the crime was committed shall, upon written request from the student's parents, or the student, if such student is an emancipated minor, be permitted to transfer to another comparable school within the division if available. Any transportation services for such students shall be provided in accordance with School Board policies.

For purposes of this policy, "victim" means any student who has been the victim of a crime against the person pursuant to Chapter 4 of Title 18.2 of the Code of Virginia, and who has suffered physical, psychological, or economic harm as a direct result of the commission of such crime.

Adopted:

Legal Refs.: 20 U.S.C. § 7912.

Code of Virginia, §§ 22.1-3, 22.1-3.3.

Cross Refs.: JC	Student Attendance Areas
JCB	Transfers by Students in Persistently Dangerous Schools

TRANSFERS BY STUDENT VICTIMS OF CRIME

1. When any student has been a “victim” pursuant to Chapter 4 (section 18.2-30 et seq.) of Title 18.2, and who has suffered physical, psychological, or economic harm as a direct result of the commission of such crime, he/she may request in writing, a transfer to another school within the division, if space is available.
2. Upon the approval of the Superintendent or designee, the student shall, upon written request from the student’s parents/guardians, or the student, if such student is an emancipated minor, be permitted to transfer to another comparable school within the division, if space is available. The parent of the student shall request the *Transfer Request Form* from the counselor or building level principal. Once the form is completed, the parent/guardian or emancipated youth shall submit the form to the school principal. The form to be used will be located at each school and [\(Insert Hyperlink\)](#).
4. A separate form for each child will need to be completed.
5. Approved transfers give permission for a child to attend the school for the entire sequence of grade levels offered by that school.
4. If no additional school is available due to grade configurations, the school administration shall work to create a plan and schedule to meet the needs of the student.
5. The action meeting the definition include crimes by mobs, crimes by gangs, terrorism offenses, kidnapping and related offenses, assaults and bodily wounding, robbery, extortion or other threats, or sexual assault, and such crime was committed:
 - by another student attending classes in the school, or
 - by any employee of the school board, or
 - by any volunteer, contract worker or other person who regularly performs services in the school, or
 - if the crime was committed upon the school property or on any school bus owned or operated by the school division.
6. Any transportation services for such students shall be provided in accordance with School Board policies at no cost to the student.

Adopted:

Legal Refs.: 20 U.S.C. § 7912.

Code of Virginia, §§ 22.1-3, 22.1-3.3.

Cross Refs.: JC Student Attendance Areas

JCB Transfers by Students in Persistently Dangerous Schools

**TRANSFERS BY STUDENTS IN
PERSISTENTLY DANGEROUS SCHOOLS**

Any student attending a school which has been designated as a persistently dangerous school by the Virginia Department of Education will be offered the opportunity to transfer to another school in the division which is not so designated. If there is not another school in the division to which students may transfer, the division may explore other appropriate options such as an agreement with a neighboring division to accept transfer students.

In the event that a student elects to transfer, the transfer may remain in effect as long as the student's original school is identified as persistently dangerous.

Adopted:

Legal Refs.: 20 U.S.C. § 7912.

Attachment A (No Child Left Behind Act of 2001 Unsafe School Choice Option Persistently Dangerous Schools Identification Process and Criteria) to Superintendent's Memo No. 86 (May 9, 2003).

Cross Refs.: JC Student Attendance Areas
 JCA Transfers By Student Victims of Crime

GUIDELINES FOR SCHOOL ATTENDANCE FOR STUDENTS WITH HUMAN IMMUNODEFICIENCY VIRUS

The Lynchburg City School Board recognizes its dual obligations to protect the rights of individual students infected with human immunodeficiency virus (HIV) and to provide a safe environment for students, staff, and the public. Because HIV is not transmitted through casual contact, any student who is HIV-infected will continue in a regular classroom assignment unless the student's health significantly interferes with his or her ability to benefit from the educational program.

Lynchburg City Schools will work cooperatively with the local health department with regard to the school attendance of students infected with HIV. To enhance the school attendance of students who are HIV-infected, the school division will collaborate with public and private organizations in the provision of support services to HIV-infected students.

All students are expected to satisfy the immunization requirements of Virginia Code § 22.1-271.2 unless a required immunization would be harmful to the health of the student. Students who are HIV-infected or have acquired immune deficiency syndrome (AIDS) may be exempted from obtaining immunizations which would otherwise be required. School personnel will cooperate with public health personnel regarding exemptions from the requirements.

Mandatory screening for HIV infection is not warranted as a condition of school attendance. Upon learning that a student is HIV-infected or has AIDS, the Superintendent may consult with the student's family, the student's family physician, or an official from the local department of health to determine whether the student is well enough to stay in school. If a change in the student's program is necessary because of the student's health, the Superintendent or designee will work with the student's family, family physician or local health official to develop an educational plan for the student.

Any school board employee or volunteer who has any information regarding a student's HIV-infected status will treat that information as confidential. Division personnel will share information regarding a student's HIV status only with the written consent of the student's parent or guardian.

Despite the extremely remote risk that exposure of skin to blood could result in infection, the following universal precautions for handling blood will be implemented within schools and on school buses:

- persons involved in cleaning surfaces exposed to blood and persons rendering first aid to bleeding students should wear disposable gloves to avoid exposure of open skin lesions and mucous membranes to blood;
- surfaces contaminated with blood should be promptly cleaned with ~~household bleach (1 part bleach to 9 parts water)~~ {appropriate disinfectant} using disposable towels and tissues;
- hands must be washed after gloves are removed;
- if one person's skin is exposed to the blood of another person, the exposed areas should be washed with soap and water.

Universal precautions do not apply to feces, nasal secretions, saliva, sputum, sweat, tears, urine, and vomitus unless they contain blood.

To ensure implementation of the proper procedures for all body fluids, training will be provided to all school personnel. Training will include information regarding the following: etiology, transmission, prevention, and risk reduction of HIV; standard procedures for handling blood and body fluids; community resources available for information and referral; and local division policies.

Comprehensive and age-appropriate instruction on the principal modes by which HIV is spread and the best methods for the reduction and prevention of AIDS will be provided.

Adopted:
