



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
February 5, 2019 5:00 p.m.
School Administration Building
Board Room

A. AGENDA APPROVAL

- 1. Approval of Agenda – February 5, 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. School Board Appreciation Month
Crystal M. Edwards Page 5
Discussion

E. FINANCE REPORT

- 1. Finance Report
Anthony E. Beckles, Sr Page 6
Discussion

F. CONSENT AGENDA

1. School Board Meeting Minutes: November 27, 2018 (Student Discipline Committee Meeting)
January 15, 2019 (Regular Meeting) January 22, 2019 (Student Discipline Committee Meeting) January 31, 2019 (Student Discipline Committee Meeting)

2. Personnel Report
Marie F. Gee Page 11
Discussion/Action

3. Capital Improvement Plan: William Marvin Bass Elementary School
Ben W. Copeland. Page 13
Discussion/Action

G. STUDENT REPRESENTATIVE COMMENTS

H. SCHOOL BOARD COMMITTEE REPORT

1. School Board Committees:
 - A) Finance Committee
Meeting Dates:
August 30, 2018 September 20, 2018
October 25, 2018 November 8, 2018
December 13, 2018 March 14, 2019

 - B) Governor's School Committee
Meeting Dates:
August 1, 2018 September 5, 2018
November 7, 2018 December 5, 2019
February 6, 2019 March 6, 2019
April 3, 2019 May 1, 2019

 - C) LAUREL Regional School Committee
Meeting Dates:
August 29, 2018 December 5, 2018
February 6, 2019 May 1, 2019

 - D) XLR8 STEM Academy Committee
Meeting Dates:
August 14, 2018 November 13, 2018
January 22, 2019 March 19, 2019
May 28, 2019 August 13, 2019

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. Middle School Program of Studies: 2019-2020

April M. Bruce Page 14
Discussion/Action

2. Request for Reallocation of FY2018-19

Operating Budget
Anthony E. Beckles, Sr. Page 43
Discussion/Action

3. Fund Balance Recommendations: 2017-18

Anthony E. Beckles, Sr. Page 45
Discussion/Action

4. Lynchburg City School Board Governance
Policy Review and Updates

Crystal M. Edwards Page 46
Discussion/Action

5. Lynchburg City School Board Instruction and
Programming Policy Review and Updates

LaTonya D. Brown Page 63
Discussion/Action

J. STRATEGIC PLAN DISCUSSION

1. Strategic Plan Discussion
Crystal M. Edwards. Page 80
Discussion

K. NEW BUSINESS

1. Memorandum of Agreement – Marine Corps Junior Reserve Officers’ Training Corps
Ben W. Copeland Page 81
Discussion
2. Lynchburg City School Board Personnel Policies and Regulations – Section 5 Personnel
Ben W. Copeland. Page 90
Discussion
3. K-12 Mathematics Textbook Adoption
April M. Bruce. Page 212
Discussion

L. 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

M. BOARD COMMENTS

N. INFORMATIONAL ITEMS

The next School Board Meeting will be held on Tuesday, March 5, 2019 at 5:30 p.m. in the board room at the Administration Building

A School Board Work Session will be held on Tuesday, February 19, 2019 at 5:00 p.m. in the board room at the Administration Building

O. ADJOURNMENT

Agenda Report

Date: 02/05/19

Agenda Number: A-1

Attachments: No

From: Susan D. Morrison, School Board Chair

Subject: Approval of Agenda – February 5, 2019

Summary/Description:

Consider approval of agenda for the February 5, 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 February 5, 2019 meeting.

Agenda Report

Date: 02/05/19

Agenda Number: B-1

Attachments: No

From: Susan D. Morrison, School Board Chair

Subject: Notice of Closed Meeting

Summary/Description:

As permitted by Virginia Code §2.2-3711 (A) (2), the school board needs to convene a closed meeting for the purpose of discussing or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning a student, and (7) consultation with legal counsel, or a briefing by staff or consultants, about probable litigation because consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the School Board.

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

Recommendation:

The school board chairman recommends that the school board approve a motion to convene a closed meeting for the purpose of discussing or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning a student, and (7) consultation with legal counsel, or a briefing by staff or consultants, about probable litigation because consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the School Board.

Agenda Report

Date: 02/05/19

Agenda Number: B-2

Attachments: No

From: Susan D. Morrison, School Board Chair

Subject: Certification of Closed Meeting

Summary/Description:

The board chair moves that the Lynchburg School Board certify that, in the closed meeting just concluded, nothing was discussed except the matter or matters (1) specifically identified in the motion to convene in a closed meeting and (2) 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: 02/05/19

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: 02/05/19

Agenda Number: D-1

Attachments: No

From: Crystal M. Edwards, Superintendent

Subject: School Board Appreciation Month

Summary/Description:

The month of February marks the annual observance of School Board Appreciation Month. The Virginia School Boards Association established this observance in 1989 to encourage public recognition of the roles and responsibilities of school board members and to highlight the importance of public education throughout the Commonwealth.

The theme of this year's celebration, "Advancing Opportunities for All," reflects the top priority of local school board members as they advocate for public education with local, state, and federal leaders on behalf of all students.

The Lynchburg City Schools is joining with other school divisions throughout the state to recognize the important contributions school board members make to their communities.

Members of the Lynchburg City School Board receive no financial compensation for their tireless efforts, and this school board is one of very few boards statewide that has student representatives. The nine members of the school board are appointed by Lynchburg City Council.

Even though this special event shows an appreciation of school board members, members of the community recognize that their contributions reflect a year-round commitment. They are dedicated individuals who are committed to the continuing success of the city's schools and students.

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: 02/05/19

Agenda Number: E-1

Attachments: Yes

From: Dr. 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 December 31, 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 December 31, 2018 for the operating fund.

Total Operating Fund Budget	\$ 97,672,407.00
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Through December 31, 2018

Actual Revenue Received	\$ 33,317,536.32
Actual Expenditures	\$ 41,130,516.23
Actual Encumbered	\$ 44,303,647.26

Percent of Budget Received	34.11%
Percent of Budget Used, excluding encumbrances	42.11%

As of 12/31/18 – 6 months	50.00%
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The revenue and expenditure reports detail the transactions recorded through December 31, 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.

Agenda Report Attachment

Item: E-1

Lynchburg City Schools
 Operating Fund - Statement of Expenditures
 For the Five Months Ending December 31, 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	20,954,036.02	41.09%	26,664,512.77	3,380,227.76	93.37%	
Other	4,963,463.53	946,751.35	19.07%	275,374.52	3,741,337.66	24.62%	
FUNCTION 1200 INST SUPPORT-STUDENT							
Personnel	3,669,534.27	1,629,570.82	44.41%	1,964,661.60	75,301.85	97.95%	
Other	218,328.95	31,402.18	14.38%	39,995.25	146,931.52	32.70%	
FUNCTION 1300 INST SUPPORT-STAFF							
Personnel	3,817,031.31	1,663,811.61	43.59%	1,807,827.80	345,391.90	90.95%	
Other	715,680.35	245,541.94	34.31%	85,405.47	384,732.94	46.24%	
FUNCTION 1400 INST SUPPORT-SCHOOL ADMIN							
Personnel	5,806,529.68	2,726,461.45	46.96%	2,880,733.48	199,334.75	96.57%	
Other	192,652.22	59,463.60	30.87%	50,700.90	82,487.72	57.18%	
TOTAL INSTRUCTION	70,381,996.86	28,257,038.97	40.15%	33,769,211.79	8,355,746.10	88.13%	
ADMINISTRATION							
FUNCTION 2100 ADMINISTRATION							
Personnel	3,205,018.25	1,237,689.05	38.62%	1,127,064.48	840,264.72	73.78%	
Other	1,375,763.96	524,565.25	38.13%	459,303.38	391,895.33	71.51%	
FUNCTION 2200 ATTENDANCE & HEALTH SERV							
Personnel	2,300,131.63	790,805.40	34.38%	998,345.09	510,981.14	77.78%	
Other	102,575.65	23,638.16	23.04%	18,089.53	60,847.96	40.68%	
TOTAL ADMINISTRATION	6,983,489.49	2,576,697.86	36.90%	2,602,802.48	1,803,989.15	74.17%	
PUPIL TRANSPORTATION							
FUNCTION 3100 MANAGEMENT & DIRECTION							
Personnel	400,936.01	176,298.08	43.97%	114,398.14	110,239.79	72.50%	
Other	34,637.66	9,138.33	26.38%	5,488.20	20,011.13	42.23%	
FUNCTION 3200 VEHICLE OPERATION SERVICE							
Personnel	2,963,634.59	1,376,704.56	46.45%	1,205,163.88	381,766.15	87.12%	
Other	955,930.35	522,676.46	54.68%	187,997.28	245,256.61	74.34%	
FUNCTION 3300 MONITORING SERVICE							
Personnel	706,988.88	278,743.86	39.43%	272,196.85	156,048.17	77.93%	
FUNCTION 3400 VEHICLE MAINT SERVICE							
Personnel	369,098.96	173,287.33	46.95%	139,701.52	56,110.11	84.80%	
Other	368,750.00	197,751.86	53.63%	138,061.54	32,936.60	91.07%	
FUNCTION 3500 BUS PURCHASE - REGULAR							
Other	300,000.00	510,990.00	0.00%	0.00	(210,990.00)	170.33%	
TOTAL PUPIL TRANSPORTATION	6,099,976.45	3,245,590.48	53.21%	2,063,007.41	791,378.56	87.03%	
OPERATIONS & MAINTENANCE							
FUNCTION 4100 MANAGEMENT & DIRECTION							
Personnel	292,904.20	147,306.00	50.29%	145,679.18	(80.98)	100.03%	
Other	29,500.00	12,391.60	42.01%	10,184.34	6,924.06	76.53%	
FUNCTION 4200 BUILDING SERVICES							
Personnel	4,706,781.28	2,239,376.35	47.58%	2,004,916.85	462,488.08	90.17%	

Lynchburg City Schools
 Operating Fund - Statement of Expenditures
 For the Five Months Ending December 31, 2018

FUNCTION 4300 GROUNDS SERVICES	Other	4,792,200.70	2,439,580.42	50.91%	2,148,926.97	203,693.31	95.75%
	Personnel	277,241.03	129,063.49	46.55%	131,063.51	17,114.03	93.83%
	Other	20,000.00	9,427.80	47.14%	8,000.00	2,572.20	87.14%
FUNCTION 4400 EQUIPMENT SERVICES	Other	40,000.00	-46.73	-0.12%	10,500.00	29,546.73	26.13%
FUNCTION 4500 VEHICLE SERVICES	Other	42,500.00	28,627.89	67.36%	0.00	13,872.11	67.36%
FUNCTION 4600 SECURITY SERVICES	Personnel	31,764.37	11,119.22	35.01%	9,340.55	11,304.60	64.41%
	Other	393,000.00	135,493.84	34.48%	98,036.05	159,470.11	59.42%
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	5,158,484.54	48.50%	4,566,647.45	909,922.93	91.44%
Other Non-Instructional Operations							
FUNCTION 5000 Non-Instructional Operations - Other		21,510.65	1,832.27	8.52%	0.00	19,678.38	8.52%
TOTAL Non-Instructional Operations		21,510.65	1,832.27	8.52%	0.00	19,678.38	8.52%
FACILITIES							
FUNCTION 6200 SITE IMPROVEMENTS	Personnel	115,472.41	19,113.04	16.55%	57,580.59	38,778.78	66.42%
	Other	73,335.55	9,490.71	12.94%	0.00	63,844.84	12.94%
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	28,603.75	13.70%	57,580.59	122,623.62	41.27%
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	839,704.41	48.54%	891,335.90	(1,025.56)	100.06%
	Other	400,333.01	105,981.58	26.47%	0.00	294,351.43	26.47%
FUNCTION 8200 INSTRUCTIONAL SUPPORT	Personnel	465,017.02	223,062.18	47.97%	191,740.23	50,214.61	89.20%
	Other	743,379.89	693,520.19	93.29%	161,321.41	(111,461.71)	114.99%
FUNCTION 8500 PUPIL TRANSPORTATION	Other	2,826.00	0.00	0.00%	0.00	2,826.00	0.00%
TOTAL TECHNOLOGY		3,341,570.67	1,862,268.36	55.73%	1,244,397.54	234,904.77	92.97%
CONTINGENCY RESERVES							
FUNCTION 9100 CLASSROOM INSTRUCTION		0.00	0	0.00%	0	0	0.00%
FUNCTION 9300 ADMINISTRATION		0.00	0	0.00%	0	0	0.00%
FUNCTION 9500 PUPIL TRANSPORTATION		0.00	0	0.00%	0	0	0.00%
FUNCTION 9600 OPERATIONS & MAINTENANCE		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	41,130,516.23	42.11%	44,303,647.26	12,238,243.51	87.47%

Lynchburg City Schools
 Operating Fund - Statement of Revenue
 For the Six Months ending December 31, 2018

ACCOUNT TITLE	FY 2017-18			FY 2018-19			% 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)	(5,015,183.64)	(5,863,261.36)	46.10%
240202 BASIC SCHOOL AID	(21,769,498.00)	(21,765,334.61)	(4,163.39)	(22,885,425.00)	(11,442,712.50)	(11,442,712.50)	50.00%
240207 GIFTED & TALENTED	(243,593.00)	(243,964.00)	371.00	(249,529.00)	(124,764.48)	(124,764.52)	50.00%
240208 REMEDIAL EDUCATION-SOQ	(1,476,782.00)	(1,479,032.00)	2,250.00	(1,492,182.00)	(621,742.50)	(870,439.50)	41.67%
240204 REMEDIAL EDUCATION-SUMMER SCHOOL	(164,036.00)	(186,695.00)	22,659.00	(218,153.00)	(149,234.10)	(68,918.90)	68.41%
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)	0.00%
COMPENSATION SUPPLEMENT	(231,552.00)	(231,854.00)	302.00	0.00	0.00	0.00	0.00%
240212 SPECIAL ED SOQ	(2,811,468.00)	(2,815,752.00)	4,284.00	(3,044,252.00)	(1,522,125.98)	(1,522,126.02)	50.00%
240217 VOCATIONAL ED SOQ	(400,913.00)	(401,524.00)	611.00	(628,813.00)	(314,406.48)	(314,406.52)	50.00%
240221 SOC SEC-INSTR	(1,446,333.00)	(1,448,537.00)	2,204.00	(1,502,164.00)	(751,082.02)	(751,081.98)	50.00%
240223 VRS INSTRUCTIONAL	(3,324,028.00)	(3,329,093.00)	5,065.00	(3,318,733.00)	(1,659,366.48)	(1,659,366.52)	50.00%
240241 GROUP LIFE INST	(96,422.00)	(96,569.00)	147.00	(99,812.00)	(49,905.98)	(49,906.02)	50.00%
240228 READING INTERVENTN	(205,913.00)	(218,393.00)	12,480.00	(219,007.00)	0.00	(219,007.00)	0.00%
240205 CAT-REG FOSTER	(190,250.00)	(188,242.00)	(2,008.00)	(202,382.00)	0.00	(202,382.00)	0.00%
240246 CAT-HOMEBOUND	(110,224.00)	(93,733.71)	(16,490.29)	(93,167.00)	(8,282.36)	(84,884.64)	8.89%
240248 REGIONAL TUITION	(1,011,481.00)	(1,002,226.65)	(9,254.35)	(1,233,366.00)	0.00	(1,233,366.00)	0.00%
240265 AT RISK SOQ	(1,489,206.00)	(1,520,272.52)	31,066.52	(1,584,718.00)	(792,359.02)	(792,358.98)	50.00%
240309 ESL	(154,875.00)	(148,421.87)	(6,453.13)	(154,277.00)	(77,138.52)	(77,138.48)	50.00%
240281 AT RISK 4 YR OLDS	(932,488.00)	(932,488.00)	0.00	(956,491.00)	0.00	(956,491.00)	0.00%
240252 CTE EQUIPMENT	(9,748.88)	(22,270.85)	12,521.97	0.00	0.00	0.00	0.00%
240253 CTE OCC PREP	(57,895.00)	(57,397.33)	(497.67)	(48,323.00)	0.00	(48,323.00)	0.00%
MATHREADING INSTR SPECIALISTS	(20,502.00)	(20,502.00)	0.00	(41,254.00)	0.00	(41,254.00)	0.00%
EARLY READING SPECIALISTS INITIATIVE	0.00	0.00	0.00	(82,509.00)	0.00	(82,509.00)	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)	0.00%
240214 TEXTBOOKS	(557,117.00)	(557,966.00)	849.00	(502,501.00)	(251,250.48)	(251,250.52)	50.00%
240405 ALGEBRA READINESS	(143,036.00)	(143,035.75)	(0.25)	(145,199.00)	0.00	(145,199.00)	0.00%
COMMONWEALTH OF VA	(50,768,667.88)	(50,854,930.81)	86,262.93	(53,104,855.00)	(22,779,554.54)	(30,325,300.46)	42.90%
330212 IMPACT AIDPL81-874	(8,500.00)	(9,406.36)	906.36	(8,500.00)	(8,226.38)	(273.62)	96.78%
180303 MEDICAID REIMBURSE	(350,000.00)	(618,643.34)	268,643.34	(350,000.00)	(100,132.25)	(249,867.75)	28.61%
JR ROTC	(105,000.00)	(132,235.20)	27,235.20	(105,000.00)	(21,077.58)	(83,922.42)	20.07%
FEDERAL	(463,500.00)	(760,284.90)	296,784.90	(463,500.00)	(129,436.21)	(334,063.79)	27.93%

Agenda Report Attachment

Item: E-1

Lynchburg City Schools
Operating Fund - Statement of Revenue
For the Six Months ending December 31, 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)	(9,650,000.00)	(32,378,498.00)	22.96%	
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)	(9,650,000.00)	(32,378,498.00)	22.96%	
189912 MISC REV/OTH FUNDS	(75,000.00)	(34,511.37)	(40,488.63)	46.02%	(55,000.00)	(50,232.53)	(4,767.47)	91.33%	
180303 REBATES & REFUNDS	(86,250.00)	(34,183.73)	(52,066.27)	39.63%	(86,250.00)	(13,680.84)	(72,569.16)	15.86%	
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)	(94,843.61)	(141,406.39)	40.15%	
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)	(128,978.91)	28,978.91	128.98%	
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)	(24,788.60)	(211.40)	99.15%	
161205 BUS RENTAL	(325,000.00)	(430,608.70)	105,608.70	132.49%	(325,000.00)	(128,781.77)	(196,218.23)	39.63%	
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)	(15,588.77)	(34,411.23)	31.18%	
SCHOOL NUT UTILITIES	(90,000.00)	(80,411.32)	(9,588.68)	89.35%	(90,000.00)	(29,876.76)	(60,123.24)	33.20%	
FACILITY RENTALS	(50,000.00)	(128,490.38)	78,490.38	256.98%	(75,000.00)	(65,303.27)	(9,696.73)	87.07%	
INDIRET COSTS	(200,000.00)	(171,787.64)	(28,212.36)	85.89%	(203,304.00)	(95,803.88)	(107,500.12)	47.12%	
CHARGES FOR SERVICES	(1,694,000.00)	(1,948,069.62)	254,069.62	115.00%	(1,839,304.00)	(663,701.96)	(1,175,602.04)	36.08%	
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)	(33,317,536.32)	(64,354,870.68)	34.11%	

	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: 02/05/2019

Agenda Number: F-2

Attachments: Yes

From: Dr. Crystal Edwards

Subject: Personnel Report

Summary/Description:

The personnel recommendations for January 15, 2019 – February 05, 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 January 15, 2019 – February 05, 2019.

Agenda Report Attachment

Item: F-2
02/05/19

NAME	COLLEGE	DEGREE/ EXPERIENCE	SCHOOL/ ASSIGNMENT	EFFECTIVE DATE
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NOMINATIONS, INSTRUCTIONAL PERSONNEL, 2018-2019:

Bechtel Kaitlyn	Liberty University	BA / 0 yrs (Lv. 0 3)	Heritage Elementary School Kindergarten Teacher	01-28-2019
Pillow David	Virginia Tech	BA / 2 yrs (Lv. 2 4)	Sheffield/Heritage Elementary Movement Education Teacher	01-23-2019

RESIGNATIONS:

Turner Emma	Lynchburg University	BA / 2 yrs (Lv. 2 3)	William Marvin Bass Elem. Special Education Teacher	01-16-2019
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RETIREMENTS:

NONE

LEAVE OF ABSENCE:

NONE

Agenda Report

Date: 02/05/19

Agenda Number: F-3

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:

Recommendation:

The superintendent recommends that the school board approve the capital improvement plan including \$460,000 in construction funding for replacement of the William Marvin Bass Elementary School gymnasium floor.

Agenda Report

Date: 02/05/19

Agenda Number: I-1

Attachments: Yes

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

Subject: Middle School Program of Studies: 2019-2020

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 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 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 2019-2020 Program of Studies to begin meeting with parents and scheduling students in February and March.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

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

Dr. Crystal Edwards
Superintendent of Schools

Dr. Robert O. Brennan
District 1

Mrs. Susan D. Morrison
District 1 (Chairman)

Mrs. Belle H. Evans
District 1

Ms. Sharon Y. Carter
District 2

Ms. Charleta F. 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

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) 962AYP: 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) (972AYP): 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.

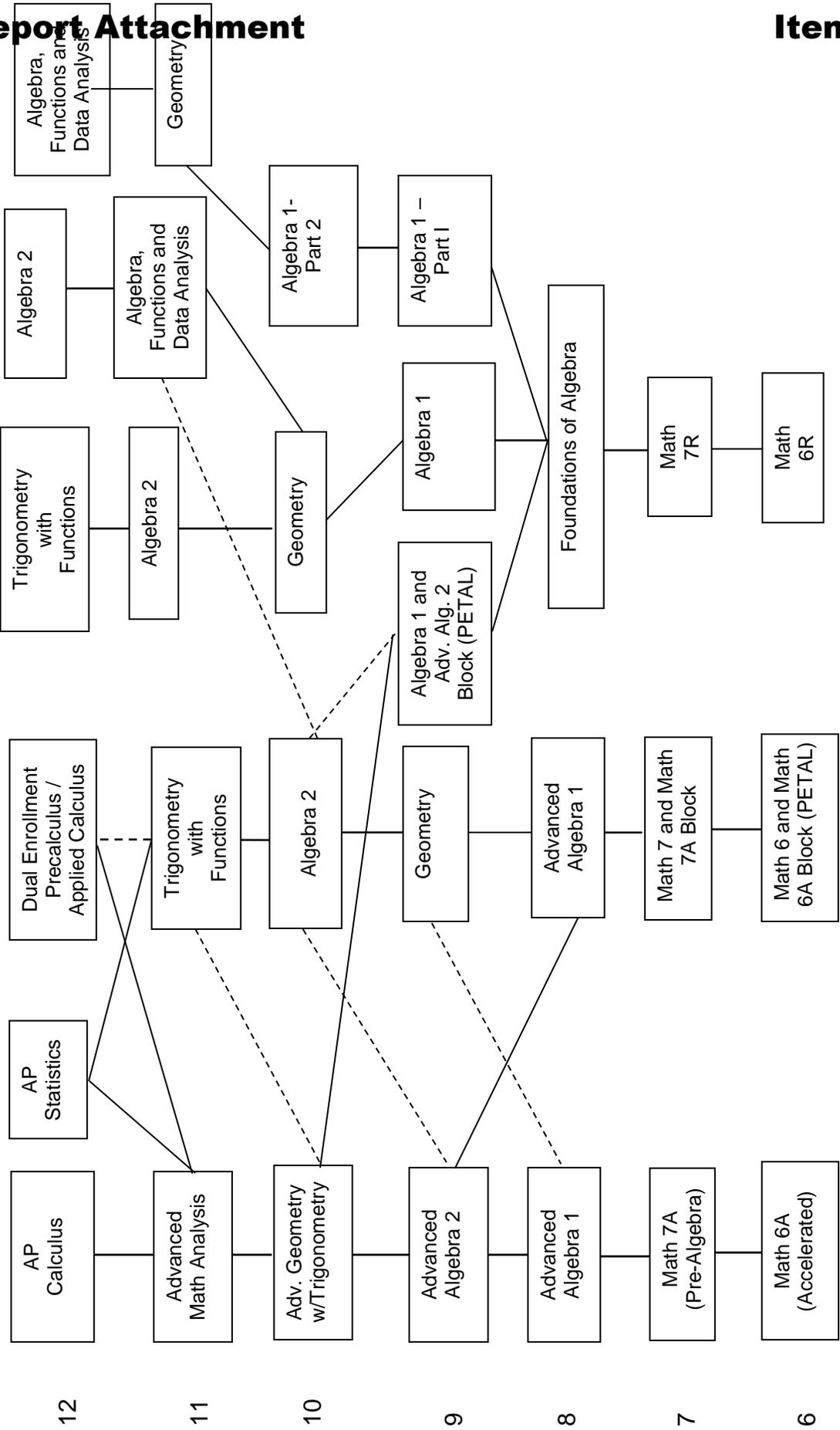
Math Instructional Sequences

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

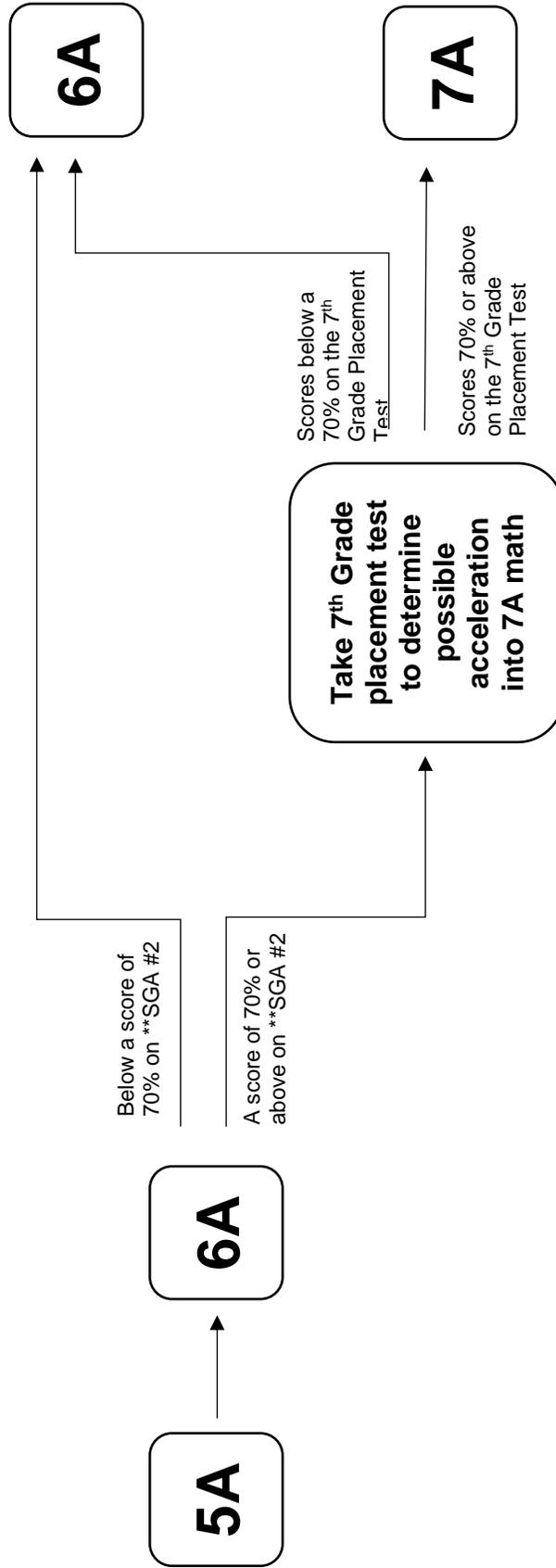
The following charts illustrate the criteria used to determine advanced or accelerated placement in math courses. Each chart shows possible pathways to an advanced/accelerated course such as:

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)

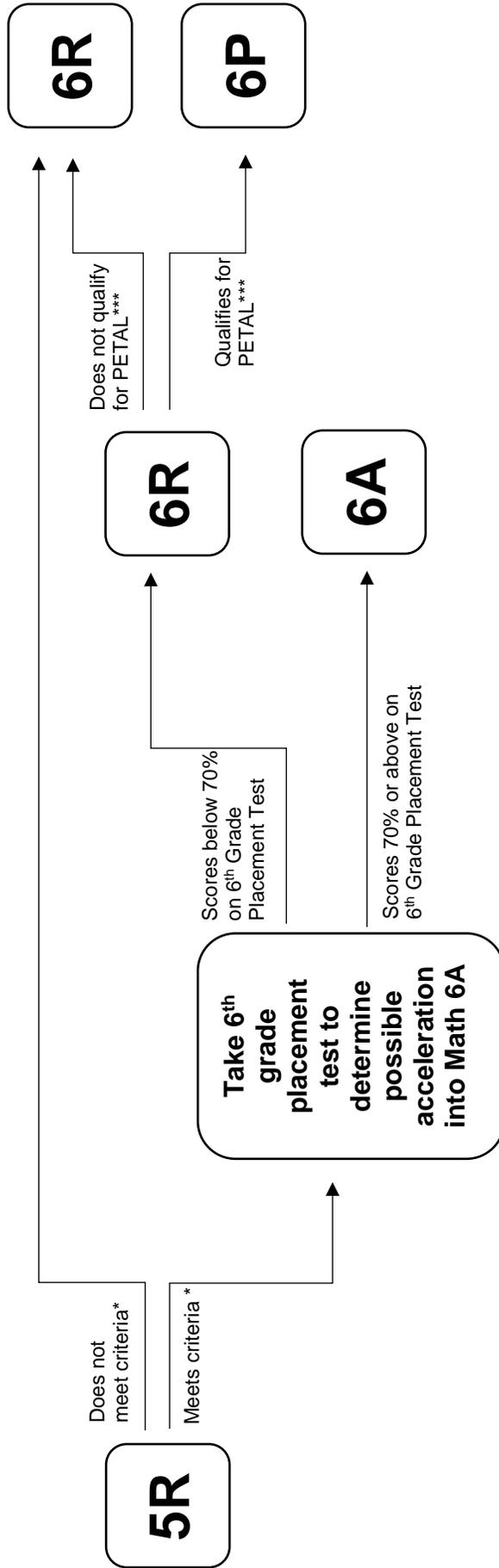
Meets one or more:

- **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: 02/05/19

Agenda Number: I-2

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:

Recommendation:

The superintendent recommends that the school board approve the reallocation of funds from various salary and benefits operating accounts throughout the school division as proposed.

Agenda Report

Date: 02/05/19

Agenda Number: I-3

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:

Recommendation:

The superintendent recommends that the school board approve the proposed fund balance recommendations for 2017-18.

Agenda Report

Date: 02/05/19

Agenda Number: I-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:

Recommendation:

The superintendent recommends that the school board approve the Lynchburg City School Board Governance Policy Review and Updates.

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: 02/05/19

Agenda Number: I-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:

Recommendation:

The superintendent recommends that the school board approve the Lynchburg City School Board Instruction & Program Review and Updates.

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	Tuberculosis
Influenza	Typhoid Fever
Kawasaki Disease	Typhus, flea-borne
Lead-elevated levels in children	Vibrio infections including cholera
Legionellosis	Waterborne outbreaks
Leprosy	Yellow fever
Leptospirosis	

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.~~

STUDENTS

Health Examinations, Clinics and Tests: Contagious and Infectious Diseases (continued)

~~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~~

STUDENTS

Health Examinations, Clinics and Tests: Contagious and Infectious Diseases (continued)

~~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~~

STUDENTS

Health Examinations, Clinics and Tests: Contagious and Infectious Diseases
(continued)

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 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:

Agenda Report

Date: 02/05/19

Agenda Number: J-1

Attachments: No

From: Crystal M. Edwards, Superintendent

Subject: Strategic Plan Discussion

Summary/Description:

The Lynchburg City School Board is committed to an ongoing review of student data and discussion regarding strategies to address and close the learning/achievement gaps. The focus of tonight's discussion will be:

- 1) Heritage High School Academic Review Findings – Math Achievement Gap
- 2) Perrymont Elementary School Academic Review Findings – Science Academic Achievement.

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: 02/05/19

Agenda Number: K-1

Attachments: Yes

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

Subject: Memorandum of Agreement - Marine Corps Junior Reserve Officers' Training Corps

Summary/Description:

A new memorandum of agreement is required between the United States Marine Corps and Lynchburg City Schools for the Marine Corps Junior Reserve Officers' Training Corps (MCJROTC) program at Heritage High School. A copy of the agreement is attached for review and a presentation will be made detailing some of the program highlights.

Disposition: Action
 Information
 Action at Meeting on: 03/05/19

Recommendation:

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



UNITED STATES MARINE CORPS
TRAINING & EDUCATION COMMAND
1019 ELLIOT ROAD
QUANTICO, VIRGINIA 22134-5001

1533
C 46JR

**MEMORANDUM OF AGREEMENT (MOA) FOR ESTABLISHMENT OF
MARINE CORPS JUNIOR RESERVE OFFICERS' TRAINING CORPS UNIT(S)**

Subj: MEMORANDUM OF AGREEMENT

Ref: (a) Department of Defense Instruction 1205.13
(b) Marine Corps Order P1533.6E

Encl: (1) Location Assignment-Heritage High School

1. **Purpose.** This Agreement for the Establishment of a Marine Corps Junior Reserve Officers' Training Corps Heritage High School Unit is hereby entered into by and between the Lynchburg City School Board and the U. S. Marine Corps, acting through Training and Education Command (TECOM) pursuant to **United States Code, Title 10, Subtitle A, Part III, Chapter 102, § 2031-2033 et seq.** and in accordance with reference (a). This Agreement shall become effective as of the date when it has been executed by authorized representatives of both parties 5 March 2019.

2. **Unit Established; Status of Units.** A MCJROTC Unit is hereby authorized at the following high school, Heritage High School, in the Lynchburg School District. Each such school shall be hereinafter referred to as the "Host School".

a. Heritage High School MCJROTC may be located only at its designated Host School and cannot be moved without prior written Marine Corps consent and modification to this Agreement. The Host School shall establish, as an integral academic and administrative department of the school, a Department of Leadership to administer the MCJROTC Program. The Senior Marine Instructor will be designated as the Department Chair.

b. The Heritage High School MCJROTC will be governed by and required to meet all criteria, to include administrative and reporting requirements as prescribed in reference (b).

3. **Accreditation.** The School District warrants and represents that the Host School is fully accredited by the cognizant state or regional accreditation agency. The Host School must remain fully accredited. Failure to maintain such accreditation shall be grounds for termination of the Agreement in accordance with Paragraph 13 below. The School District shall immediately notify the Marine Corps at the address noted in Paragraph 14 if the accreditation of the Host School comes under investigation or is withdrawn or threatened with withdrawal.

4. **Unit Members; Number and Qualifications.** The Unit shall maintain a minimum student enrollment of no less than the number mandated by the Statute, currently 100 students, or 10 percent of the number of students enrolled in the Host School (whichever is less) who are enrolled in a grade above the eighth grade. The Host School shall limit membership in the Unit to students who meet the criteria of the Statute as well as Department of Defense and Marine Corps Instructions pertaining to the MCJROTC SOP. These criteria require that participating students:

- a. Are physically qualified; participation in the Marine Corps Junior ROTC Program requires that students meet health and physical standards. Cadets must be physically fit for participation in the program.
- b. Maintain standards of scholastic achievement (minimum 2.0 GPA at all times) and an academic standing that warrants at least normal progression leading to graduation.

- c. Maintain standards of conduct as set forth in reference (a).
- d. Comply with the grooming standards set forth in reference (a).
- e. Comply with any other criteria required by the Statute and reference (a), as they may be amended from time to time.

5. Instructors

a. Certification. MCJROTC Instructors must be certified by TECOM to administer a MCJROTC Program and teach the Marine Corps Leadership curriculum. The Marine Corps has the right to decertify MCJROTC Instructors on the grounds set forth in the MCJROTC SOP.

b. Contract. The School District shall enter into a written contract with each MCJROTC Instructor that stipulates the duration of employment, including identification of the specific periods during which each of the MCJROTC Instructors will be performing duties in direct support of the MCJROTC Program, and the amount of salary each Instructor will receive. **Employment contracts for MCJROTC Instructors shall provide for an 11 month annual contract.** For reimbursement purposes (See Paragraph 5.f below), one month equals 30 days, including Saturdays, Sundays, and holidays. The School District shall modify the contracts of MCJROTC Instructors to reflect changes in minimum pay required by reference (a).

c. Number. The School District shall employ a minimum of two Instructors per Unit. One retired officer as the Senior Marine Instructor (SMI) and one retired enlisted as the Marine Instructor (MI). The School District shall notify and coordinate with the Region Director for Marine Corps JROTC prior to hiring any MCJROTC Instructor to ascertain if that Instructor is certified as required by Paragraph 5.a. Additional MCJROTC Instructors may be requested, but only employed when approved and authorized by the Marine Corps. The school Principal may submit a waiver request to the Marine Corps to have either two retired officers, or two retired enlisted in the event that a position becomes available for employment.

d. District Employees. MCJROTC Instructors and such other personnel that are hired to support the MCJROTC Program at the Host School are employees of the School District. In no event shall the School District represent such Instructors and personnel as Marine Corps employees, agents or contractors. As a Department Chair, the School District shall include the Senior Marine Instructor in meetings where policies, recommendations, or decisions affecting the MCJROTC Program are made, including the employment or discharge of Marine Instructors.

e. Duties. The School District shall assign MCJROTC Instructors only those duties connected with the instruction, operation, and administration of the MCJROTC Program. The School District shall contract separately with the individual MCJROTC Instructor for any additional duties desired beyond those specifically related to the MCJROTC Program, which shall be at no cost to the Marine Corps. Such additional services shall not be performed within the scope of MCJROTC duties. This requirement does not preclude MCJROTC Instructors from serving on routine committees or performing curricular or extracurricular duties normally performed by and rotated among other faculty members. At no time will these additional duties interfere with the performance of the Instructors MCJROTC duties, nor occur during regular school hours. Coaching and supervisory assignments that would normally require the School District to pay an additional stipend or salary shall not be considered part of the MCJROTC Minimum Instructor Pay (MIP).

f. Salary. The Marine Corps shall reimburse the School District as set forth in this paragraph for a portion of the salary of each authorized MCJROTC Instructor employed by the School District. The Marine Corps responsibility to reimburse the School District for Instructor pay is limited to the period of employment specified on the JROTC Instructor Annual Certification of Pay and Data Form (DD2767) regardless of the School District pay distribution schedule. The School District shall ensure that the compensation of each MCJROTC Instructor is at least equivalent to the MIP specified by Department of Defense Regulations and Statute as computed by the Marine Corps. MIP should not be considered an attempt to cap or limit the amount of pay that may be agreed upon between the individual MCJROTC Instructors and the School District. The School District may pay more than the MIP but shall do so without entitlement for reimbursement from the Marine Corps or the Department of Defense.

The School District may offer monetary stipends as additional incentives for employment and/or compensation for extra-curricular MCJROTC coaching responsibilities, just as varsity sports coaches are compensated.

g. Notification of Instructor Changes, Investigations, or Disciplinary Actions.

(1) The School District shall inform the Marine Corps in writing, within five calendar days, of the effective date of any of the following:

(a) Changes to the employment status of any of the Instructors, such as termination of current Instructors, or the hiring of new MCJROTC Instructors.

(b) Any disciplinary action or incident requiring school/law enforcement investigation regarding MCJROTC Instructors.

(2) Instructors placed on administrative leave will have their MCJROTC Instructor certification rescinded per reference (a).

(3) Direct contact and interaction with the Marine Corps Region Director in all matters pertaining to Instructor issues is encouraged.

6. Curriculum; Academic Credit

a. Prescription. Each Host School shall establish a 4-year Marine Corps Leadership Education curriculum consisting of at least the number of hours of instruction separately per Leadership Education level (presently 180 class hours per year) prescribed in reference (a) and using all instructional materials and guidelines provided by the Marine Corps pursuant to paragraph 8.a.(3) below. The School District and Host School shall maintain all standards of instruction and administration for the MCJROTC Program as prescribed by the Marine Corps in reference (a).

b. Academic Credit. The School District, in conjunction with the State Board of Education (via waivers), shall grant students who participate in, and successfully complete MCJROTC courses, academic credit toward graduation requirements (i.e., Physical Education, Career Technical, Health, Civics, etc.).

c. Instructor Assessments. Principal/School administrator shall conduct semi-annual Instructor evaluations/assessments and create staff development plans for each Instructor. These evaluations and plans shall be available for review during unit inspections and command visits.

7. Uniforms. Students enrolled in the MCJROTC Program shall wear the prescribed uniform when directed to do so by any of the MCJROTC Instructors. The MCJROTC Instructors shall wear the appropriate military uniform prescribed by service regulations while participating in all curricular and extra-curricular activities within the MCJROTC Program, unless alternate guidance is issued by the Host School administration for specific events.

8. Marine Corps-Furnished Property

a. The Marine Corps shall provide the following property (collectively, “**Government-Furnished Property**”) for exclusive use in the MCJROTC Program and shall pay transportation charges, including packaging and handling, for shipment of Government-Furnished Property to and from the Host School:

(1) Uniforms. The Marine Corps shall issue, at its expense, uniforms for enrolled cadets in the MCJROTC Program in accordance with Marine Corps Supply Manuals and Regulations.

(2) Government Furnished Equipment. The Marine Corps shall provide the Host School with Government-Furnished equipment needed to administer the MCJROTC curriculum (i.e., flags, guidons, etc.). The amount and type of equipment provided is subject to the applicable tables of allowance in reference (a), based on the number of cadets enrolled in each Program.

(3) Instructional Materials. The Marine Corps shall provide all curricular and instructional materials and guidelines used to instruct the MCJROTC curriculum.

b. Safekeeping/Replacement of Government Furnished Property: Responsible Individual (RI). The Host School shall provide secure and adequate, climate controlled storage areas for the protection and security of Government-Furnished Property and comply with the Marine Corps Supply Manuals and all applicable regulations relating to the issue, care, use, safekeeping, turn-in, and accounting for such property. The School District shall promptly replace (or repair) at its cost and to the satisfaction of the Marine Corps, any such item that is lost or sustains damage directly or indirectly attributable to the conduct of the School District or Host School. The Senior Marine Instructor shall be appointed as the MCJROTC Responsible Individual (RI) by the MCJROTC Headquarters and is empowered to requisition, receive, stock, and account for government property issued to the Host School.

c. Insurance. The School District shall furnish to the Marine Corps an insurance policy from a financial institution satisfactory to the Marine Corps in an amount no less than **\$150,000**, or equal to the replacement value of Government-Furnished Property, if greater. The School District shall ensure that the insurance remains in effect for the requisite amount during the term of this Agreement and, thereafter, so long as any Government-Furnished Property remains in the School District's custody. The School District will provide an insurance policy and shall name the Commanding General, Training and Education Command (C46JR) as an "additional insured" and provide a certificate to that effect to the Marine Corps.

9. Facilities. The Host School shall provide the Marine Corps with the same instructional material provided to all teachers to include but not limited to; dedicated classroom(s), administrative office(s), office equipment (i.e., computers, printer, projector, and projection screen), including telephone service capable of electronic data transmission, instructional supplies (other than those provided by the Marine Corps), storage space (see paragraph 8.b above), drill area, marksmanship training area and utilities, and shall pay for the cost and maintenance thereof.

The following are the minimum requirements:

- Marine Instructor's Offices with Internet access. Minimum space of 100 sq. ft. (per Instructor)
- Marine Corps JROTC Classrooms with Internet access. Minimum classroom space of at least 25' X 36' comprised of either two classrooms or a classroom that could be divided into two areas that meet the space requirement in order to accommodate different Cadet levels.
- Climate Controlled Uniform/Equipment Storage Facility with shelving and hanging clothes racks. Minimum space of 1000 sq. ft.
- Climate Controlled Training Aids Storage Room. Minimum space of 300 sq. ft.
- Climate Controlled Indoor Marksmanship Training Area. Minimum space of 20' X 44' with a secure storage facility (room/cage) complete with rifle racks for storing drill and air rifles. If a dedicated marksmanship range is not available, the use of the classroom or other facility that will provide for protection of students and Cadets (cafeteria, gymnasium, or hallway) may be used.
- Drill Area. Minimum space of 80' X 40' (Access to indoor area during inclement weather.)
- Physical Fitness Area. Access to gym and other physical fitness areas (i.e., weight room, pull up bars, etc.) on equal access basis with Physical Education classes not less than once a week for each class period.
- Areas that currently exceed the above minimums in existing programs shall be maintained.
- Cadet Leadership/Staff Office Space (Company level)

10. Operational Support. The Host School shall provide the MCJROTC Program with an operational budget that is commensurate with that of other school programs of comparable size and scope. Operational support is used to pay for transportation of cadets to various meets, competitions and such activities considered appropriate for the MCJROTC Program. Operational support can also be used for reimbursement of school bus transportation at the same rate required of other programs utilizing school transportation. The Region Director can assist with determining an appropriate budget to fund the MCJROTC efforts.

11. Audit/Inspection; Access. The Marine Corps reserves the right to conduct Unit inspections. In addition, the Marine Corps may audit, at any time, use of all Government-Furnished Property and funds, including cost and travel reimbursements provided to the School District and Host School. The School District and Host School shall

cooperate with, and grant access to Marine Corps and Federal Government personnel to facilitate such inspections and audits. School Administrators shall make provisions for biennial inspections by the Marine Corps. During inspections, all Cadets shall be available for Unit and personnel inspection.

12. Unit Failure to Meet Marine Corps Standards

a. When the Marine Corps determines that a MCJROTC Unit does not meet the standards specified in reference (a), other than for enrollment, school authorities concerned shall be notified that the Unit has been placed on probation. Disestablishment of the Unit shall be effective at the end of the probationary period if the reason for the probation has not been resolved.

b. Units in the third year of establishment that do not have the statutory minimum required enrollment shall be placed on probation. No later than the end of the school year, the Marine Corps Program Director shall evaluate the potential to attain the minimum enrollment by the start of the next school year. If not attainable, the Marine Corps Program Director shall encourage Host School authorities to concur in disestablishment of the Unit at the end of that current school year. The Marine Corps Program Director shall make the final determination on the Host School's capability to meet the minimum enrollment. When the Marine Corps Program Director's evaluation indicates that minimum enrollment shall be attained by the start of the next school year, the Unit may be continued. No later than 90 days following the beginning of the next school term, the Marine Corps Program Director shall determine whether minimum enrollment requirements have been satisfied. If it has not, the Host School shall be officially notified of Unit disestablishment, and physical termination shall be scheduled for no later than the end of that school year. The Marine Corps Program Director may authorize extensions of probation periods in special circumstances.

c. If the Unit has been placed in a probation status and the deficiencies cited for such status are not corrected within the specified time frame, the Marine Corps may request that the Unit be re-designated as a National Defense Cadet Corps (NDCC) no later than June 30 of that school year. As a MCNDCC, the School District will cease to receive reimbursement for Instructor salaries. If the Unit chooses not to become a MCNDCC Unit, the Marine Corps, upon the approval of the Commandant of the Marine Corps (CMC), shall disestablish the Unit at the end of the current school year.

13. **Termination.** This Agreement is for a period of 5 years. It will be reviewed/updated during the 4th year for compliance of the terms. This agreement may be terminated: (a) at any time, by the mutual consent and agreement of both parties; (b) by either party upon giving the other one year's written notice of such intent to terminate; or (c) with less than one year's notice if the legal authority for the MCJROTC Program is repealed, amended, or significantly modified in which event, the Marine Corps shall give participating schools as much notice as is possible within the circumstances. In no event shall termination of this Agreement become effective before the end of a current academic year without the mutual consent of the parties. In the event of mutual or unilateral termination of this Agreement, or in the event of disestablishment as prescribed by CMC, the School District shall return to the Marine Corps, at Marine Corps expense, all U.S. Government-Furnished Property in its or the Host School's custody. Such property shall be returned to the Marine Corps in good condition at a time to be determined by the Marine Corps at the time of the termination of the Unit.

14. General Provisions

a. **Construction/Governing Authority.** This Agreement is governed by and shall be construed under Federal law.

b. **Modification or Amendment of Agreement.** No amendment or modification of this Agreement shall be effective unless it is in writing and signed by authorized representatives of both parties.

c. **No Waiver.** Unless expressly stated in writing and signed by the Marine Corps, the waiver by the Marine Corps of any act, duty, or obligation required of the School District or Host School hereunder shall not be construed as a waiver of any other, or of any future act, duty, or obligation to be performed by the School District or Host School.

d. **No Assignment.** This Agreement may not be assigned by the School District.

e. Entire Agreement. This Agreement represents the entire agreement of the parties concerning the matters addressed herein and supersedes any prior agreements, understandings, or representations.

f. Anti-Deficiency Act. Nothing in this Agreement will be construed as obligating the Marine Corps, their officers, employees, or agents to expend any funds in excess of appropriations authorized for such purposes in violation of the Federal Anti-Deficiency Act (31 U.S.C. Section 1341).

g. Representative Authority. Each undersigned representative of the parties to this Agreement certifies she or he is fully authorized to enter into the terms and conditions of this Agreement and to execute the same so as to effectively bind each party to its terms.

h. Execution. This Agreement shall become effective on the date the last of the authorized representative of the parties signs.

i. No Discrimination. The School District shall adhere to a policy of non-discrimination against students or Instructors based on race, ethnicity, religion, national origin, gender or any other category prohibited by law.

j. Notice. Unless otherwise stated herein, notices under this Agreement shall be effective upon receipt, must be in writing, and must be served by certified U.S. mail, return receipt requested, addressed to the parties at the address noted below.

WHEREFORE, the parties enter into this Agreement as of the Effective Date.

LYNCHBURG CITY SCHOOLS
915 COURT STREET
LYNCHBURG, VA 24504

MCJROTC HERITAGE HIGH SCHOOL
3101 WARDS FERRY ROAD
LYNCHBURG, VA 24502

Signature of School District Official

Date

Printed Name and Title of School District Official

More than one signature at discretion of school district officials, NOT required by MCJROTC

Signature of School District Official

Date

Printed Name and Title of School District Official

UNITED STATES MARINE CORPS
COMMANDING GENERAL
TRAINING AND EDUCATION COMMAND (C46JR)
1019 ELLIOT ROAD
QUANTICO, VA 22134-5001

Robert G. Oltman
Director, Marine Corps JROTC

Date

LOCATION ASSIGNMENT-HERITAGE HIGH SCHOOL MCJROTC

Space	Room #	Size	Square Feet	Min Req (Sq Ft)
SMI/MI Office	621B	20x14	280	200
Classroom #1	615	25x36	900	1,300 (26x50)
Classroom #2	614	25x36	900	1,300 (26x50)
Marksmanship Range	616	20x44	885	1,500 (30x50)
Armory	616A	7x14	98	N/A
Cadet Staff Office	617	9.6x14	134.4	100
Training Aid/Uniform Storage	617A	9x14	126	300 sq ft
Uniform Storage	618	17x14	238	1000 sq ft
Field House Drill Area #1	706	84x50	4200	84x40
Field House Drill Area #2	706	84x50	4200	84x40
Field House Drill Area #3	706	84x50	4200	84x40
PT Area (Field House)	706	209x131.8	27,546.20	N/A

Agenda Report

Date: 02/05/19

Agenda Number: K-2

Attachments: Yes

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

Subject: Lynchburg City School Board Personnel Policies and Regulations – Section 5
Personnel

Summary/Description:

Converting the Lynchburg City School Board policies and administrative regulations to the Virginia School Board Association policies is an ongoing process. These remaining Section 5 - Personnel policies and regulations were reviewed by the personnel policy committee. As a result of the review, revisions were made and a copy of the revised manual has been provided to school board members.

In addition, legal counsel has reviewed the policies and regulations relative to personnel. The school administration will provide an overview of the policies and respond to questions during this presentation.

The Personnel Policy Committee met on November 19, 2018 and November 28, 2018.

Disposition: Action
 Information
 Action at Meeting on: 03/05/19

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 March 5, 2019.

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

Lynchburg City School Board

to

Virginia School Board Association

Policy Conversion

Section 5

(part 3)

11/20/18

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* Already adopted by the Board

Lynchburg City Schools
Lynchburg, Virginia

Policy Manual - Section 5 (part 2)

This manual contains a portion of Section 5 – Personnel of the Lynchburg City School Board Policies and Regulations Manual and the correlating Virginia School Board Association (VSBA) policy. Adopting the VSBA format allows the Lynchburg City School Board to keep up with the latest changes in Virginia legislation as it relates to education. Several VSBA policies have been “personalized” to reflect the policy and practice of the Lynchburg City Schools.

For ease of understanding and navigation while reviewing the manual we have adopted the following layout and formatting:

- The current Lynchburg City School Board policy appears on the left side
- The correlating VSBA policy will appear on the right, where possible, for ease of comparison
- VSBA formatted policies and regulations that end in a “Z” are those that reflect LCS policy and practice
- Italicized sentences or words indicate wording added to the VSBA policy
- Strikethrough sentences or words indicate wording that will be removed from the VSBA policy
- There are several ‘Notes’ in the manual to help you understand where items are still required or where a decision is needed from the board.

PERSONNEL

Licensed Personnel: Conditions of Employment P 5-49

A. Generally

The school board accepts the licensed instructional personnel/student ratio as expressed in the Standards of Quality adopted by the Virginia General Assembly.

The board commits itself to achieving and maintaining this ratio to an extent proportionate and appropriate to funding thereof provided by the General Assembly.

B. Certification

All teaching personnel shall meet the licensure requirements of the State Board of Education for the position to which they are assigned.

C. Procedure for Application

Persons seeking employment as supervisors, principals, teachers, or other positions to be filled by licensed personnel and Lynchburg City Schools employees seeking voluntary reassignment, shall use the following procedure:

1. Obtain from the school board office the standard application, complete and return it to the superintendent or his designee;
2. Present an official transcript of all college credits completed to date;
3. Prior to employment, personnel will be interviewed by the superintendent or his designee at a mutually satisfactory time;
4. Furnish the names of at least three persons who may be contacted for professional references, or have confidential papers forwarded from the institution where applicant is registered.
5. Applicants currently employed by Lynchburg City Schools who choose to apply for another position, will follow the same procedure outlined in items 1-4 above to include fingerprinting for collection of criminal history information and a search of Department of Social Services registry of founded complaints of child abuse and neglect.

D. Teaching Experience, Allowable Credit

Teaching experience may be granted by the school board at the discretion of the superintendent for the following:

1. Teaching in public schools in the State and out of the State;

PERSONNEL

Licensed Personnel: Conditions of Employment (continued)

2. Teaching in accredited institutions of higher learning in and out of the State;
3. Teaching in schools operated in military installations, supported by federal tax funds, and from which academic credit is accepted for admission to the public schools of Virginia;
4. Teaching in public resident schools;
5. Teaching in accredited private schools and in private schools provided credit was received under the provisions of the Virginia Retirement System;
6. Military service experience in the United States Armed Forces if teaching experience was interrupted and providing that the teaching profession is re- entered immediately following discharge from military service. Credit not to exceed enlistment period or a maximum of three years.
7. Teachers who are offered employment in the Lynchburg City Schools shall receive full credit for the first eleven (11) full years of prior teaching experience. After a year of teaching satisfactorily in the Lynchburg City Schools, a teacher shall be given credit for years of teaching experience. This prior experience shall have been served in a school system accredited by a state accrediting agency. To receive financial credit for a school year, a teacher must have served a minimum of ninety (90) teaching days in a school year, which is normally July 1 to June 30 of any given year.

Teachers in the field of vocational education, where the requirements call for occupational work experience beyond the apprenticeship level, may be allowed credit for one year of teaching experience for each two years of work experience not to exceed ten years.

E. Probationary Period Required**1. Probationary Term**

A probationary term of service of five years in Lynchburg City Schools is required before a teacher is issued a continuing contract. Service under a local teacher license does not count towards satisfying this probationary requirement. A mentor teacher is provided to every first year probationary teacher to assist him or her in achieving excellence in instruction. Probationary teachers with prior successful teaching experience may be exempt from this requirement with approval from the superintendent. Probationary teachers shall be evaluated at least annually in accordance with policy GCN Evaluation of Professional Staff. A teacher in his first year of the probationary period is

PERSONNEL

Licensed Personnel: Conditions of Employment (continued)

evaluated informally at least once during the first semester of the school year. The superintendent shall consider such evaluations as one factor in making recommendations to the school board regarding the nonrenewal of such teacher's contract. If a probationary teacher's evaluation is not satisfactory, the school board shall not reemploy the teacher.

In order to achieve continuing contract status, every teacher must successfully complete training in instructional strategies and techniques for intervention for or remediation of students who fail or are at risk of failing the Standards of Learning assessments. The Lynchburg City School Board provides said training at no cost to teachers it employs. If such training is not offered in a timely manner, no teacher will be denied continuing contract status for failure to obtain such training.

Once a continuing contract status has been attained in a school division in this state, another probationary period need not be served unless such probationary period, not to exceed two years, is made a part of the contract of employment. If a teacher separates from service and returns to teaching service in Virginia public schools by the beginning of the third year, the person shall be required to begin a new probationary period, not to exceed two years, if made part of the contract.

If a teacher who has not achieved continuing contract status receives notice of re-employment, he must accept or reject in writing within 15 calendar days of receipt of the notice. Unless a conference with the superintendent is requested as specified in the Code of Virginia, or in the case of reduction in force, written notice of nonrenewal of the probationary contract must be given by the school board on or before June 15 of each year. If the teacher requests a conference with the superintendent, then written notice of non-renewal by the school board must be given within thirty days after the superintendent notifies the teacher of his intention with respect to the recommendation.

2. Continuing Contract

Teachers employed after completing the probationary period shall be entitled to continuing contracts during good behavior and competent service. Written notice of noncontinuation of the contract by either party must be given by June 15 of each year; otherwise the contract continues in effect for the ensuing year.

The school board may reduce the number of teachers, whether or not such teachers have reached continuing contract status, because of decrease in enrollment or abolition of particular subjects.

Furthermore, nothing in the continuing contract shall be construed to authorize the school board to contract for any financial obligation beyond the period for which funds have been made available.

PERSONNEL

Licensed Personnel: Conditions of Employment (continued)

As soon after June 15 as the school budget is approved by the appropriating body, the school board shall furnish each teacher a statement confirming continuation of employment, setting forth assignment and salary.

Within two weeks of the approval of the school budget by the appropriating body, but no later than July 1, the school board will notify any teacher who may be subject to a reduction in force due to a decrease in the school board's budget as approved by the appropriating body.

3. Principals, Assistant Principals, and Supervisors

A person employed as a principal, assistant principal or supervisor, including a person who has previously achieved continuing contract status as a teacher, shall serve a probationary term of three years in such position in the same school division before acquiring continuing contract status as a principal, assistant principal or supervisor.

Continuing contract status acquired by a principal, assistant principal or supervisor shall not be construed (i) as prohibiting the school board from reassigning such principal, assistant principal or supervisor to a teaching position if notice of reassignment is given by the school board by June 15 of any year or (ii) as entitling any such principal, assistant principal or supervisor to the salary paid him as principal, assistant principal or supervisor in the case of any such reassignment to a teaching position. No such salary reduction and reassignment, however, shall be made without first providing such principal, assistant principal or supervisor with written notice of the reason for such reduction and reassignment and an opportunity to present his or her position at an informal meeting with the superintendent, the superintendent's designee or the School Board. Before recommending such reassignment, the superintendent shall consider, among other things, the performance evaluations for such principal, assistant principal or supervisor. The principal, assistant principal or supervisor shall elect whether such meeting shall be with the superintendent, the superintendent's designee or the school board. The school board, superintendent or superintendent's designee shall determine what processes are to be followed at the meeting. The decision to reassign and reduce salary shall be at the sole discretion of the school board.

The intent of this section is to provide an opportunity for a principal, assistant principal or supervisor to discuss the reasons for such salary reduction and reassignment with the superintendent, his designee or the school board, and the provisions of this section are meant to be procedural only. Nothing contained herein shall be taken to require cause for the salary reduction and reassignment of a principal, assistant principal or supervisor.

PERSONNEL

Licensed Personnel: Conditions of Employment (continued)

As used in this policy, "Supervisor" means a person who holds an instructional supervisory position as specified in the regulations of the Board of Education and who is required to hold a license as prescribed by the Board of Education.

F. Externally Funded Programs

All persons employed on externally funded programs shall be placed on the appropriate salary schedule and step and shall be afforded all benefits accorded to other employees fulfilling comparable duties.

Legal References:

Code of Virginia, 1950, as amended, §§ 22.1-294, 22.1-303, 22.1-304.

Cross Refs.:	GBM	Professional Staff Grievances
	GCA	Local Licenses for Teachers
	GCB	Professional Staff Contracts
	GCE	Part-Time and Substitute Professional Staff Employment
	GCN	Evaluation of Professional Staff
	GCPA	Reduction in Professional Staff Work Force
	GCPB	Resignation of Staff Members
	GCPD	Professional Staff Discipline
	GCPF	Suspension of Staff Members

- Adopted by School Board: August 1, 1989
- Revised by School Board: May 5, 1998
- Revised by School Board: September 1, 1998
- Revised by School Board: July 2, 2013

PROFESSIONAL STAFF

No teacher is regularly employed by the School Board or paid from public funds unless such teacher

- holds a license or provisional license issued by the Board of Education,
- holds a three-year license to teach high school career and technical education courses in specified subject areas or
- is hired to teach in a trade and industrial education program and for whom the teacher licensure requirements have been waived by the Virginia Department of Education.

If a teacher employed under a provisional license is activated or deployed for military service within a school year (July 1 - June 30), an additional year will be added to the teacher's provisional license for each school year or portion thereof during which the teacher is activated or deployed. The additional year shall be granted the year following the return of the teacher from deployment or activation.

The Superintendent may request that the Board of Education extend the three-year provisional license of a teacher for at least one year but no more than two additional years. The request must be accompanied by the Superintendent's recommendation for such extension and satisfactory performance evaluations for the teacher for each year of the original three-year license.

The Board of Education prescribes, by regulation, the requirements for the licensure for teachers and other school personnel required to hold a license. On recommendation of the Superintendent, the School Board may waive applicable licensing requirements as specified Va. Code § 22.1-298.1 for any individual the School Board seeks to employ as a career and technical education teacher who is also seeking initial licensure or renewal of a license with an endorsement in the area of career and technical education.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-298.1, 22.1-299, 22.1- 299.5 and 22.1-299.6.

Policy GCG Professional Staff Probationary Term and Continuing Contract was adopted on June 17, 2014, and revised by the Board on August 7, 2018.

TEACHING EXPERIENCE

A. Allowable Credit

Teaching experience may be granted by the School Board at the discretion of the Superintendent for the following:

1. Teaching in public schools in the State and out of the State;
2. Teaching in accredited institutions of higher learning in and out of the State;
3. Teaching in schools operated in military installations, supported by federal tax funds, and for which academic credit is accepted for admission to the public schools of Virginia;
4. Teaching in public resident schools, such as the Virginia School for the Deaf and Blind;
5. Teaching in accredited private schools and in private schools for which teachers receive credit under the provisions of the Virginia Retirement System;
6. Military service experience in the United States Armed Forces if teaching experience was interrupted and providing that the teaching profession is re-entered immediately following discharge from military service. Credit not to exceed enlistment period or a maximum of three years.
7. To receive financial credit for a school year, a teacher must have served a minimum of ninety (90) teaching days in a school year, which is normally July 1 to June 30 of any given year.

Teachers in the field of career education, where the requirements call for occupational work experience beyond the apprenticeship level, may be allowed credit for teaching experience for full-time work experience.

B. Externally Funded Programs

All persons employed on externally funded programs shall be placed on the appropriate salary schedule and step and shall be afforded all benefits accorded to other employees fulfilling comparable duties.

Adopted:

Legal Refs.: 8 VAC 20-410-10.

PERSONNEL

Licensed Personnel: Contracts P 5-49.1

The State Board of Education defines the term "teacher" as a person classified as instructional personnel, such as director of instruction, supervisor, principal, visiting teacher, classroom teacher, librarian or guidance counselor.

Full-time teachers employed under the supervision and control of the school board and paid on order of the school board are eligible for continuing contracts in accordance with state law and the policies of the school board. Other administrative and supervisory personnel, as determined by the school board, may be eligible for continuing contracts.

Special covenants relating to each year's contract shall be sent to the teacher at the time the contract for the ensuing year is made.

Legal Reference :

Code of Va., § 22.1-302. Written contracts required; execution of contracts; rules and regulations - A written contract, in a form prescribed by the Board of Education, shall be made by the school board with each teacher employed by it, except those who are temporarily employed, before such teacher enters upon his duties. Such contract shall be signed in duplicate, with a copy thereof furnished to both parties. A temporarily employed teacher, as used in this section, shall mean (i) one who is employed to substitute for a contracted teacher for a temporary period of time during the contracted teacher's absence, or (ii) one who is employed to fill a teacher vacancy for a period of time, but for no longer than ninety teaching days in such vacancy during one school year.

The Board of Education shall promulgate regulations regarding temporarily employed teachers, as defined in this section, which shall provide that such teachers be at least eighteen years of age and that they hold a high school diploma or a general educational development (GED) certificate.

A separate contract in a form prescribed by the Board of Education shall be executed by the school board with such employee who is receiving a monetary supplement for any athletic coaching or extracurricular activity sponsorship assignment. This contract shall be separate and apart from the contract for teaching.

Termination of a separate contract for any athletic coaching or extracurricular activity sponsorship assignment by either party thereto shall not constitute cause for termination of the separate teaching contract of the coach or teacher.

All such contracts shall require the party intending to terminate the coaching or extracurricular activity sponsorship contract to give reasonable notice to the other party before termination thereof shall become effective.

For the purposes of this section, "extracurricular activity sponsorship" means an

PERSONNEL

Licensed Personnel: Contracts (continued)

assignment for which a monetary supplement is received, requiring responsibility for any student organizations, clubs, or groups, such as service clubs, academic clubs and teams, cheerleading squads, student publication and literary groups, and visual and performing arts organizations except those that are conducted in conjunction with regular classroom, curriculum, or instructional programs. (1997)

Code of Va., § 22.1-303. Probationary terms of service for teachers. A probationary term of service for three years in the same school division shall be required before a teacher is issued a continuing contract. Once a continuing contract status has been attained in a school division in the Commonwealth, another probationary period need not be served in any other school division unless such probationary period, not to exceed one year, is made a part of the contract of employment. Further, when a teacher has attained continuing contract status in a school division in the Commonwealth, and separates from and returns to teaching service in a school division in Virginia by the beginning of the third year, such teacher shall be required to serve a probationary period not to exceed one year, if made a part of the contract for employment.

For the purpose of calculating the three years of service required to attain continuing contract status, at least 160 contractual teaching days during the school year shall be deemed the equivalent of one year in the first year of service by a teacher. (1997)

§ 22.1-304. Reemployment of teacher who has not achieved continuing contract status; effect of continuing contract; resignation of teacher; reduction in number of teachers.

A. If a teacher who has not achieved continuing contract status receives notice of reemployment, he must accept or reject in writing within 15 days of receipt of such notice. Except as provided in § 22.1-305 and except in the case of a reduction in force as provided in subsection F, written notice of nonrenewal of the contract must be given by the school board on or before June 15 of each year. If no such notice is given a teacher by June 15, the teacher shall be entitled to a contract for the ensuing year in accordance with local salary stipulations including increments.

B. Teachers employed after completing the probationary period shall be entitled to continuing contracts during good behavior and competent service and prior to the age at which they are eligible or required to retire except as hereinafter provided. Written notice of noncontinuation of the contract by either party must be given by June 15 of each year; otherwise the contract continues in effect for the ensuing year in conformity with local salary stipulations including increments.

C. A teacher may resign after June 15 of any school year with the approval of the local school board or, upon authorization by the school board, with the approval of the division superintendent. The teacher shall request release from contract at least two weeks in advance of intended date of resignation. Such request shall be in writing and shall set forth the cause of resignation.

PERSONNEL

Licensed Personnel: Contracts (continued)

If the division superintendent has been authorized to approve resignations, a teacher may, within one week, withdraw a request to resign. Upon the expiration of the one-week period, the division superintendent shall notify the school board of his decision to accept or reject the resignation. The school board, within two weeks, may reverse the decision of the division superintendent.

In the event that the board or the division superintendent declines to grant the request for release on the grounds of insufficient or unjustifiable cause, and the teacher breaches such contract, disciplinary action, which may include revocation of the teacher's license, may be taken pursuant to regulations prescribed by the Board of Education.

D. As soon after June 15 as the school budget shall have been approved by the appropriating body, the school board shall furnish each teacher a statement confirming continuation of employment, setting forth assignment and salary.

Nothing in the continuing contract shall be construed to authorize the school board to contract for any financial obligation beyond the period for which funds have been made available with which to meet such obligation.

E. A school board may reduce the number of teachers, whether or not such teachers have reached continuing contract status, because of decrease in enrollment or abolition of particular subjects.

F. Within two weeks of the approval of the school budget by the appropriating body, but no later than June 1, school boards shall notify all teachers who may be subject to a reduction in force due to a decrease in the school board's budget as approved by the appropriating body.

(Code 1950, § 22-217.4; 1968, c. 691; 1978, c. 147; 1979, c. 98; 1980, c. 559; 1992, c. 132; 1993, c. 294; 1996, c. 840; 2000, c. 709; 2001, c. 540; 2002, c. 714; 2003, c. 706; 2012, cc. 106, 687.)

§ 22.1-305. Nonrenewal of contract of probationary teacher.

A. Before a division superintendent recommends to the school board nonrenewal of the contract of a teacher who has not achieved continuing contract status, the division superintendent shall consider, among other things, the performance evaluations for such teacher required by § [22.1-303](#) and shall notify the teacher of the proposed recommendation. Upon written request of the teacher within five working days after receipt of such notice, the division superintendent or his designee shall orally provide the specific reasons, if any, for such recommendation, along with supporting documentation, including such performance evaluations, to the teacher and, if requested by the teacher,

PERSONNEL

Licensed Personnel: Contracts (continued)

to his or her representative. Within ten days after receiving such reasons, the teacher may request, by notification in writing to the division superintendent, a conference before the division superintendent. Upon such request, the division superintendent shall set a date for the conference, which shall be within thirty days of the request, and shall give the teacher at least fifteen days' notice of the time and place of the conference.

B. The conference shall be before the division superintendent or his designee. No such designee shall have recommended to the division superintendent the nonrenewal of the teacher's contract. The teacher and the person or persons who recommended the nonrenewal of the teacher's contract to the division superintendent, or a representative of either or both, shall be allowed to participate in the conference, but no such representative shall be an attorney.

C. If the conference is before a designee of the division superintendent, the designee shall communicate his recommendations to the division superintendent and to the teacher.

D. The division superintendent shall notify the teacher, in writing, of his intention with respect to the recommendation within ten days after the conference.

E. In any case in which a teacher requests a conference as provided in this section, written notice of nonrenewal of the contract by the school board must be given within thirty days after the division superintendent notifies the teacher of his intention with respect to the recommendation and the provisions of § [22.1-304](#) requiring such notice on or before April 15 shall not be applicable.

F. The conference shall be confidential and no written or oral communication of such conference shall be made to anyone other than the school board, in executive session, and employees of the school division having an interest therein; however, both the teacher and the division superintendent, upon request, may provide the reasons for the nonrenewal to a potential employer of the teacher.

G. The provisions of this section shall be inapplicable when a decrease in enrollment or the abolition of a particular subject or reduction in the number of classes offered in a particular subject causes a reduction in the number of teachers; however, a statement to that effect shall be placed in the personnel file of each teacher whose contract is nonrenewed for any such reason.

H. The intent of this section is to provide an opportunity for a probationary teacher to discuss the reasons for nonrenewal with the division superintendent or his designee, and the provisions of this section are meant to be procedural only. Nothing contained herein shall be taken to require cause, as defined in § [22.1-307](#), for the nonrenewal of the contract of a teacher who has not achieved continuing contract status nor shall the failure of the school board or the division superintendent to comply with any time

PERSONNEL

Licensed Personnel: Contracts (continued)

requirement herein constitute a basis for continued employment of the teacher.

(Code 1950, § 22-217.4:1; 1979, c. 98; 1980, c. 559; 1999, cc. [1030](#), [1037](#).)

Virginia Board of Education Regulations, "Governing Contractual Agreements with Professional Personnel."

§ 1.1 Definitions

The following words and terms, when used in these regulations, shall have the following meaning, unless the context clearly indicates otherwise.

"Principal" means a person (a) who is regularly employed full time as a principal or assistant principal and (b) who holds a valid teaching license.

"Supervisor" means a person (a) who is regularly employed full time in a supervisory capacity and (b) who is required by the Board of Education to hold a license to be employed in that position.

"Teacher" means a person who (a) is regularly employed full time as a classroom teacher, visiting teacher, guidance counselor, or librarian and (b) who holds a valid teaching license.

§ 1.2 Eligibility for Continuing Contract

- A. Only persons regularly employed full time by a school board as teachers, principals, or supervisors shall be eligible for continuing contract status.
- B. A probationary term of service of three years in the same school division is required prior to the issuance of a continuing contract. Once a continuing contract status has been attained in a school division in the State, another probationary period need not be served in any other school division unless a probationary period not exceeding one year is made a part of the contract of employment.
- C. A person employed as a principal or supervisor, including a person who has previously achieved continuing contract status as a teacher, shall serve three years in such position in the same school division before acquiring continuing contract status as a principal or supervisor.
- D. In calculating probationary terms of service for teachers, principals, and supervisors, employment for 180 days or more teaching days during one school year shall constitute a single year of service credit for the first year of contracted service based on 160 days..
- E. If a teacher, principal, or supervisor separates from service during his or her

PERSONNEL

Licensed Personnel: Contracts (continued)

probationary period and does not return to service in the same school division by the beginning of the year following the year of separation, such person shall be required to begin a new probationary period.

F. If a teacher who has attained continuing contract status separates from service and does not return to teaching in Virginia public schools for a period longer than two years, such person shall be required to begin a new three-year probationary period.

§1.3 Teaching Outside State Public School System Not Counted in Probationary Term-

Teaching service outside of the Virginia public school system shall not be counted as meeting in whole or in part the required probationary term.

§ 1.4 Continuing Contracts Restricted -

Continuing contracts may be executed in behalf of persons holding a valid postgraduate professional, collegiate professional, technical professional, pupil personnel services or vocational evaluator license.

§ 1.5 Contractual Period -

A 10-month contractual period is defined to include 200 days as follows:

- A. 180 teaching days (minimum required by law),
- B. 10 days for activities such as teaching, planning for opening of school, evaluation, completing records and reports incident to the closing of each semester or school year, committee assignments, and conferences,
- C. 10 days for continuation of activities under items (a) and (b), and/or such other activities as may be assigned or approved by the local school board.

Items A. and B. specify a minimum number of days for specific purposes.

Item C. refers to 10 days subject to optional use as determined by local school board.
(July, 1992)

Adopted by School Board: January 6, 1981
Revised by School Board: March 5, 2013

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PROFESSIONAL STAFF CONTRACTS

The School Board enters into written contracts with teachers, principals, assistant principals, and supervisors as defined in 8 VAC 20-441-10 before such employees assume their duties except as noted below. Contracts are in the form permitted by the Board of Education, with special covenants added by the School Board as appropriate. Contracts are signed in duplicate, with a copy furnished to each party.

Written contracts are not required with persons who are temporarily employed. A temporarily employed teacher, is 1) one who is employed to substitute for a contracted teacher for a temporary period of time during the contracted teacher's absence, or 2) one who is employed to fill a teacher vacancy for a period of time, but for no longer than 90 teaching days in such vacancy, unless otherwise approved by the Superintendent of Public Instruction on a case-by-case basis, during one school year.

Coaching contracts and contracts for extracurricular activity sponsorship assignments where a monetary supplement is paid are separate from the employee's primary contract. Such contracts are in a form permitted by the Board of Education. Termination of the separate contract does not constitute cause for the termination of the primary contract.

For purposes of this policy, "extracurricular activity sponsorship" means an assignment for which a monetary supplement is received, requiring responsibility for any student organizations, clubs, or groups such as service clubs, academic clubs and teams, cheerleading squads, student publication and literary groups, and visual and performing arts organizations except those that are conducted in conjunction with regular classroom, curriculum, or instructional programs.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-302.

8 VAC 20-441-10.

8 VAC 20-441-40.

Cross Ref.:	GABB	Supplementary Pay
	GCDA	Effect of Criminal Conviction or Founded Complaint of Child Abuse or Neglect
	GCE	Part-Time and Substitute Professional Staff Employment
	GCG	Professional Staff Probationary Term and Continuing Contract
	GCPB	Resignation of Staff Members
	GCPD	Professional Staff Discipline
	GCPF	Suspension of Staff Members

PERSONNEL

Licensed Personnel: Evaluations P 5-49.6

A. Generally

The board shall adopt an official evaluation plan for licensed personnel which shall have as its primary purpose the provision of more effective services for students.

B. Guidelines

The evaluation plan for licensed personnel shall:

1. be a periodic and formal evaluation,
2. be a cooperative effort,
3. cover the significant aspects of the employee's service,
4. be available to all employees,
5. stimulate the employee to improve,
6. establish mutually agreeable standards of performance,
7. provide a guide for self appraisal.

Legal Reference:

Code of Va., § 22.1-253.13:7. Standard 7. Policy manual.--. . .C. Each local school board shall maintain and follow an up-to-date policy manual. All policy manuals shall be reviewed at least every five years and revised as needed. The policy manual shall include, but not be limited to: . . . 2. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated. . . ." (1992)

Code of Va., § 22.1-303.1. Immunity from civil liability for certain individuals.--"Any teacher who, in good faith, participates in conducting a peer review of another teacher or a person who conducts a review of a teacher under the Beginning Teacher Assistance Program shall be immune from civil liability for any act, omission or statement made in the performance of these duties unless such act, omission or statement was made in bad faith or with malicious intent." (1988)

Adopted by School Board: June 19, 1973

**Policy GCN Evaluation of Professional Staff
was adopted on June 17, 2014
and revised by the Board on June 5, 2018.**

PERSONNEL

Licensed Personnel: Evaluation R 5-49.6

See Lynchburg City School's publication Teacher Evaluation Plan (Revised Summer, 1994).

Approved by School Board: September 1, 1981

Revised by School Board: September 3, 1985

**Deletion recommended of
LCS regulation R5-49.6**

PERSONNEL

Licensed Personnel: Professional Growth P 5-50.1

There shall be an organized program of in-service training for all licensed employees of the board directed toward increasing their knowledge, improving their performance and generally upgrading the school division.

The superintendent shall take such time of the employee as he judges to be necessary and to employ non-school persons to assist or conduct these programs to the extent that funds have been approved in the annual budget.

Legal Reference:

Code of Va., § 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.--. . . G. Each local school board shall also provide teachers and principals with (i) periodic in-service training in preparing tests and other assessment measures and (ii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests which match locally developed objectives. . . ." (1992)

Code of Va., § 22.1-253.13:5. Standard 5. Training and professional development.--"A. The General Assembly and the Board of Education find that programs of professional development and training and appropriate teacher performance evaluations are essential for effective educational leadership and personnel and the advancement of public education in the Commonwealth.

B. Each member of the Board of Education shall participate in in-service programs on personnel, curriculum and current issues in education as part of his service on the Board.

C. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, the Board of Education shall develop leadership standards for superintendents and principals, which standards shall include training in the implementation of the Standards of Learning and training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of instructional personnel.

D. The Board of Education shall sponsor, conduct or provide advice on (i) training and professional development of teachers, principals, supervisors, division superintendents and other school staff; (ii) training for all administrative and supervisory personnel in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) in-service programs for school board members on personnel, curriculum and current issues in education; and (iv) in cooperation with the Virginia Department for the Visually Handicapped, in-service programs in Braille for

PERSONNEL

Licensed Personnel: Professional Growth (continued)

teachers of the blind and visually impaired. The Board shall provide technical assistance on professional development to local school boards designed to seek to ensure that all instructional personnel are proficient in the use of educational technology consistent with its Six-Year Educational Technology Plan for Virginia.

E. Each local school board shall require (i) its members to participate annually in in-service programs on personnel, curriculum and current issues in education as part of their service on the local board and (ii) require the division superintendent to participate annually in professional development activities at the local, state or national levels.

F. Each local school board shall provide (i) a program of professional development, as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students and handicapped students and to increase student achievement, (ii) a program of professional development in educational technology for all instructional personnel, and (iii) a program of professional development for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel."

Code of Va., § 22.1-305.1. Mentor teacher programs.--"A. As part of the Beginning Teacher Assistance Program, the Board of Education may establish, from such funds as may be appropriated by the General Assembly, mentor teacher programs utilizing specially trained public school teachers as mentors to provide support, orientation and guidance for beginning teachers. The Board shall issue guidelines for such mentor teacher programs and shall set criteria for beginning teacher participation and the qualification and training of mentor teachers. Local school boards choosing to implement mentor teacher programs shall provide the Board with any information requested concerning such programs in a timely fashion.

B. The Board shall serve as fiscal agent for the participating school boards in matters concerning the mentor teacher programs. The Board shall allocate, from such funds as are appropriated, moneys to participating school divisions for the purpose of supporting such programs which shall include, but not be limited to, compensation for mentor teachers." (1989)

Editor's Note: The Beginning Teacher Assistance Program is no longer being funded.

Adopted by School Board: June 19, 1973

Revised by School Board: September 17, 1974

Revised by School Board: September 7, 1976

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**Policy GCL Professional Staff Development
was adopted on June 17, 2014
and revised by the Board on June 5, 2018.**

PERSONNEL

Licensed Personnel: Professional Growth R 5-50.1

In order to reduce or eliminate deficiencies caused by teachers teaching courses for which they are not endorsed, the following steps will be taken:

1. Principals will be furnished a copy of the endorsements of all teachers.
2. Principals will be furnished a booklet listing courses and code numbers which may be taught with each endorsement.
3. Principals should review all master schedules with the director for personnel services to insure that staff members have been assigned in their endorsed area(s). Such a review will alert the personnel department to problem areas and last minute personnel replacement needs. High school principals should also review second semester schedules with the director for personnel services.
4. Principals must direct all teachers, who are teaching out of their endorsed areas, to pursue the proper endorsements.

Approved by Superintendent: December 1, 1982

**Deletion recommended of
LCS regulation R 5-50.1**

PERSONNEL

Licensed Personnel: Meetings, Conferences, and Conventions P 5-50.2

Licensed personnel are encouraged to expand their knowledge and skills in areas that will improve the educational program in the division. Licensed employees who wish to attend meetings, conferences and conventions in order to gain additional knowledge and/or skills may do so under regulations approved by the superintendent.

Adopted by School Board: June 19, 1973

**Policy DLC Expense Reimbursements
was adopted by the Board on June 17, 2014.**

PERSONNEL

Tutoring R 5-50.4

Teachers shall not tutor “for pay” any student over whom he/she has current and direct instructional responsibility.

Approved by School Board: June 19, 1973

TUTORING FOR PAY

Staff members may not be paid by anyone other than the Lynchburg City School Board for tutoring students enrolled in a class under their direction.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78

PERSONNEL

Investigating/Reporting Alcohol or Drug Use P 5-50.5

The laws regarding the sale, distribution, possession and/or use of illegal drugs are clear and penalties are provided for violators of these laws. All members of the school community are subject to these laws on school grounds as well as elsewhere and have the responsibility as citizens to uphold these laws.

The board will not condone any violation of the law and will fully support any employee who, in good faith acts to report, investigate, or cause any investigation to be made into the activities of students or other persons as they relate to public schools.

Legal Reference:

Code of Va., § 8.01-47. Immunity of school personnel investigating or reporting alcohol or drug use.--"In addition to any other immunity he may have, any teacher, instructor, principal, school administrator, school coordinator, guidance counselor or any other professional, administrative or clerical staff member or other personnel of any elementary or secondary school, or institution of higher learning who, in good faith with reasonable cause and without malice, acts to report, investigate or cause any investigation to be made into the activities of any student or students or any other person or persons as they relate to alcohol or drug use or abuse in or related to the school or institution or in connection with any school or institution activity, shall be immune from all civil liability that might otherwise be incurred or imposed as the result of the making of such a report, investigation or disclosure." (1995)

Adopted by School Board: June 19, 1973

Revised by School Board: November 20, 1973

**Policy GBEA Unlawful Manufacture, Distribution,
Dispensing, Possession or Use of a Controlled Substance
was adopted by the Board on August 1, 2017.**

PERSONNEL

Reporting Child Abuse or Neglect P 5-50.6

Employees who have reason to suspect that a child is an abused or neglected child shall report the matter immediately to the principal.

Principals shall report such cases to the child abuse coordinator of the local welfare department as required by law.

For procedures, see division regulation R 5-50.6.

Legal Reference:

Code of Va., § 63.1-248.3. Physicians, nurses, teachers, etc., to report certain injuries to children; penalty for failure to report.--"A. . . any teacher or other person employed in a public . . . school . . . who has reason to suspect that a child is an abused or neglected child, shall report the matter immediately, except as hereinafter provided, to the local department of the county or city wherein the child resides or wherein the abuse or neglect is believed to have occurred. If neither locality is known, then such report shall be made to the local department of the county or city where the abuse or neglect was discovered. If an employee of the local department is suspected of abusing or neglecting a child, the report shall be made to the juvenile and domestic relations district court of the county or city where the abuse or neglect was discovered. If the information is received by a teacher, staff member, resident, intern or nurse in the course of professional services in a hospital, school or similar institution, such person may, in place of said report, immediately notify the person in charge of the institution or department, or his designee, who shall make such report forthwith. The initial report may be an oral report but such report shall be reduced to writing by the child abuse coordinator of the local department on a form prescribed by the State Board of Welfare. The person required to make the report shall disclose all information which is the basis for his suspicion of abuse or neglect of the child and, upon request, shall make available to the child-protective services coordinator and the local department investigating the reported case of child abuse or neglect any records or reports which document the basis for the report.

B. Any person required to file a report pursuant to subsection A of this section who fails to do so within seventy-two hours of his first suspicion of child abuse or neglect shall be fined not more than \$500 for the first failure and for any subsequent failures not less than \$100 nor more than \$1,000." (1993)

Code of Va., § 63.1-248.10. Authority to talk to child or sibling.--"Any person required to make a report or investigation pursuant to this chapter may talk to any child suspected of being abused or neglected or to any of his siblings without consent of his parent or guardian." (1986)

Code of Va., § 63.1-248.17. Cooperation by state entities.--"All law-enforcement departments and other State and local departments, agencies, authorities and

PERSONNEL

Reporting Child Abuse or Neglect (continued)

institutions shall cooperate with each child-protective services coordinator of a local department and any multi-discipline teams in the detection and prevention of child abuse." (1975)

Editor's Note: See also "Child Abuse and Neglect An Agreement Between the (Virginia) Department of Social Services and the (Virginia) Department of Education" (12/16/88 and 2/8/89).

Adopted by School Board: August 16, 1977

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CHILD ABUSE AND NEGLECT REPORTING**Reporting Requirement**

Every employee of Lynchburg City School Board who, in his professional or official capacity, has reason to suspect that a child is an abused or neglected child, in compliance with the Code of Virginia § 63.2-1509 et seq. shall immediately report the matter to

- the local department of social services where the child resides or where the abuse or neglect is believed to have occurred;
- to the Virginia Department of Social Services' toll-free child abuse and neglect hotline; or
- to the person in charge of the school or department, or his designee, who shall make the report forthwith to the local or state agency. The person making the report to the local or state agency must notify the person making the initial report when the report of suspected abuse or neglect is made to the local or state agency, and of the name of the individual receiving the report, and must forward any communication resulting from the report, including any information about any actions taken regarding the report, to the person who made the initial report.

Notice of Reporting Requirement

The School Board shall post in each school a notice that

- any teacher or other person employed there who has reason to suspect that a child is an abused or neglected child, including any child who may be abandoned, is required to report such suspected cases of child abuse or neglect to local or state social services agencies or the person in charge of the relevant school or his designee; and
- all persons required to report cases of suspected child abuse or neglect are immune from civil or criminal liability or administrative penalty or sanction on account of such reports unless such person has acted in bad faith or with malicious purpose. The notice shall also include the Virginia Department of Social Services' toll-free child abuse and neglect hotline.

Complaints of Abuse and Neglect

The School Board and the local department of social services shall adopt a written interagency agreement as a protocol for investigating child abuse and neglect reports, including reports of sexual abuse of a student, against school personnel. The interagency agreement shall be based on recommended procedures for conducting investigations developed by the Departments of Education and Social Services.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-253.13:7.A, 22.1-291.3, 63.2-1509, 63.2-1511.D.

Cross Refs.: JFHA/GBA Prohibition Against Harassment and Retaliation
GBLA Third Party Complaints Against Employees

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PERSONNEL

Reporting Child Abuse or Neglect R 5-50.6

A. Definitions

An abused or neglected child is one who is less than eighteen years of age and whose parent or other person responsible for his/her care:

1. Creates or inflicts, threatens to create or inflict, or allows to be created or inflicted a physical or mental injury made by other than accidental means, or creates a substantial risk of death, disfigurement, impairment of bodily or mental functions;
2. Neglects or refuses to provide care necessary for the child's health;
3. Abandons the child;
4. Commits or allows to be committed any sexual act in violation of the law.

B. School Personnel: Responsibility/Immunity

Although all individuals who witness an alleged child abuse or neglect incident are urged to report it, teachers or any other persons employed in a public school are required to report such incidents. All persons making reports are immune from civil or criminal liability unless there is proven malicious intent. The referral form and name of the complainant will be considered confidential information unless the court directs it to be otherwise. School personnel shall cooperate with the coordinator of child protective services. Any person required to make a report of investigation may talk to any child suspected of being abused or any of his/her siblings without consent of his/her parent or guardian.

C. Procedures

In reporting suspected child abuse and neglect, the following procedures should be followed:

1. Suspected child abuse/neglect cases should be reported to the principal or a designee; who shall make such report forthwith. The principal may also request assistance from the visiting teacher, nurse or other personnel as appropriate.
2. The principal may elect not to make the report if in possession of clear and convincing information which indicates that the report is invalid and has been made with malicious intent. Consultation with social services is advisable in these situations. Such refusal by the principal or a designee to make a report should be reported immediately to the complainant who shall, should he continue to legitimately suspect child abuse or neglect, make the report himself.
3. The principal, designee or preferably the complainant with permission of the principal shall contact a child protective service worker at the department of social services. After hours the call should be directed to 1-800-552-7096 (Child Abuse Hotline).

- a. The department of social services handles all local cases.

PERSONNEL

Reporting Child Abuse or Neglect (continued)

- b. The reporter should give his/her name and phone number. He/she should also be prepared to give the child's name, address, birth date, caretaker's name, alleged abuser's name and any other pertinent information requested.
 - c. Complainant's name shall be confidential unless the court directs otherwise.
 - d. Social Services shall make every effort to be readily accessible to the school. Timely feedback will be given whenever possible.
4. School personnel shall cooperate with the protective service worker in the detection and prevention of abuse/neglect. This cooperation includes permission for the social worker to interview the child at school without the presence of school personnel. If appropriate, the worker may request the presence of school personnel.

Editor's Note: For regulatory authority see legal reference to school board policy # 5-50.6

Approved by School Board: September 3, 1985

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**See VSBA Policy GAE
on page 36 of this manual.**

PERSONNEL

Licensed Personnel: Scheduling Building Use R 5-50.7

When scheduling school related events outside of normal school hours (administrative personnel hours), licensed employees are required to file, in duplicate, a faculty intent to use permit with the LCS property manager. Permit forms may be obtained in the principal's office and must be approved by the principal or designee prior to submission to the property manager. Such requests may be submitted up to one year in advance. The property manager will return the duplicate copy to the applicant indicating approval or disapproval for facility use.

The only exception to this procedure will be scheduled athletic or school events and practices. Principals shall forward a schedule for practices, events, and facilities by season to the property manager as far in advance as possible once the schedule is set; however, the facilities may be scheduled only one year in advance. Operationally this means that events may be placed on the calendar during the current calendar month for next twelve months through and including the same month one year hence. Any additions to the schedule should be cleared through the property manager.

All schools have priority for building use; however, building use must be scheduled as described above. This regulation is designed to prevent potential conflicts with outside users.

Approved by Superintendent: September 3, 1985

**Regulation KG-RZ Community Use of School Facilities:
Rules and Conditions was revised by the Board
on July 11, 2017.**

PERSONNEL

Licensed Personnel: Salary Schedule P 5-51.1

The board shall annually approve a salary schedule for its licensed employees based upon the recommendation of the superintendent and the availability of funds.

Adopted by School Board: June 19, 1973

STAFF SALARY SCHEDULES

The School Board shall annually establish and approve salaries for all school employees.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-289.1, 22.1-313.

PERSONNEL

Licensed Personnel: Teachers' Salary Schedule R 5-51.1

See Lynchburg City School's Compensation Manual: Actual Salary schedules are approved by the school board with the approval of the annual budget.

Approved by Superintendent: Annual Approval

**Deletion recommended of
LCS regulation R 5-51.1**

PERSONNEL

Licensed Personnel: Extra Pay for Extra Duty P 5-51.2

The school board authorizes extra pay for the supervision of activities in which an employee should have some special training or expertise. The board shall annually determine a compensation schedule for such supervision.

Adopted by School Board: June 19, 1973

Revised by School Board: January 6, 1981

SUPPLEMENTARY PAY

The Lynchburg City School Board approves all athletic coaching and other extracurricular activity sponsorships for which supplemental pay is provided. The Board establishes the amount of compensation for employees who coach or supervise such activities.

A separate contract in a form permitted by the Board of Education is executed by the School Board with an employee who receives supplemental pay for any athletic coaching assignment or extracurricular activity sponsorship assignment. All such contracts require a party intending to terminate the contract to give reasonable notice to the other party before termination thereof becomes effective.

For purposes of this policy, "extracurricular activity sponsorship" means an assignment requiring responsibility for any student organizations, clubs, or groups, such as service clubs, academic clubs and teams, cheerleading squads, student publication and literary groups, and visual and performing arts organizations except those activities that are conducted in conjunction with regular classroom, curriculum, or instructional programs.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-302 and 22.1-313.

Cross Ref.: GCB Professional Staff Contracts

PERSONNEL

Licensed Personnel: Advance Payment for Teachers P 5-51.4

A salary advance is available upon request to all new teachers employed by the Lynchburg City Schools at the beginning of the school year. The advance, made as soon after September 1 as possible, is intended to help the new teacher cover miscellaneous expenses incurred in relocating. This advance is deducted from the teacher's paycheck in two installments during the months of September and October.

Adopted by School Board: June 19, 1973

Deletion recommended of

LCS policy P 5-51.4

PERSONNEL

Licensed Personnel: Advanced Payment for Teachers R 5-51.4

New teachers who elect the salary advance shall receive an amount equal to two percent (2%) of the zero step, bachelor lane of the salary schedule, rounded to the nearest twenty-five dollars (\$25). This advance is deducted from the teacher's paycheck in two equal installments during the months of September and October.

Approved by Superintendent: August 20, 1984

**Deletion recommended of
LCS regulation R 5-51.4**

PERSONNEL

Sabbatical Leave P 5-52.4

A. Purpose

The purpose of a sabbatical leave is to provide incentives for staff members to engage in formal study.

B. Eligibility

All professional staff who have been employed by the Lynchburg City School Board for a minimum of six years.

C. Guidelines

1. Leaves may be granted for a semester or one year. A maximum of three employees per year may be granted such leaves.
2. Sabbatical leaves will be granted upon recommendation of the Superintendent, with approval of the Board.
3. Employees returning from sabbatical will return to the same position or one of comparable status.
4. Benefits of insurance programs and retirement will be provided on full base salary of prior school year.
5. Sick leave will not accrue during period of leave; however, credit accumulated will be retained.

D. Application

The applicant requesting leave should submit a written application to the director for personnel services six months to a year before the intended leave.

E. Employment Obligation

Applicants whose requests for sabbatical leave have been approved will file a statement agreeing to remain in the service of the board for one year after the expiration of such leave. Should the employee elect not to fulfill this agreement, he/she shall reimburse the board the total grant.

Adopted by School Board: September 7, 1976

Revised by School Board: August 11, 1987

Deletion recommended of

LCS policy P 5-52.4

PERSONNEL

Professional Improvement Leave R 5-52.4

A. Selection

1. Upon the identification of a specific division need to provide training for particular purposes, a maximum of two employees per year may be granted leave under the provisions of this policy.
2. The decision to seek applicants under this policy will be advertised to all employees, and applications will be received by the department for personnel services. Selection will be made by a committee composed of the assistant superintendent for instructional services, a supervisor in the area of concern and one teacher chosen by the above two members.

B. Compensation and Benefits

1. Employees selected for leave shall receive one-half of the base salary that would have been paid for regular services. In addition, reimbursement will be made for tuition and other charges up to a maximum of \$500. This reimbursement to be as soon as practicable after the submission of a request for payment with substantiating receipts. All payments are dependent upon successful completion of training or courses taken under the provisions of the policy.
2. Benefits of insurance programs and retirement will be continued as in regular service and computed on full base salary.
3. Sick leave will not accrue during period of leave, however, credit accumulated will be retained.
4. Employees granted leave under this policy shall retain their position on the salary schedule with eligibility for approved increments.

C. Return From Leave

Due to the nature of this leave, re-employment is assured and expected. Employees accepting professional leave will be required to sign an agreement to accept a professional assignment for each of the three years following the period of leave.

Should the employee elect not to fulfill this agreement he/she shall reimburse the school board for all or part of the salary and benefits received according to the following schedule:

PERSONNEL

Professional Improvement Leave (continued)

<u>Employment</u>	<u>Reimbursement</u>
One year only	2/3 of total compensation
Two years only	1/3 of total compensation

This reimbursement is to be made within 90 days of termination of employment.

Approved by School Board: September 7, 1976

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**Deletion recommended of
LCS regulation R 5-52.4**

PERSONNEL

Bus Drivers P 5-53.2

A. Qualifications

All bus drivers shall meet the requirements of the State of Virginia and the Lynchburg City School Board.

B. Duties and Responsibilities

The administration shall define the responsibilities of each bus driver and be assured that such driver fully understands his/her obligations and responsibilities.

Legal Reference:

Code of Va., § 22.1-178. Requirements for persons employed to drive school bus.

A. No school board shall hire, employ, or enter into any agreement with any person for the purposes of operating a school bus transporting pupils unless the person proposed to so operate such school bus shall:

1. Have a physical examination of a scope prescribed by the Board of Education with the advice of the Medical Society of Virginia and furnish a form prescribed by the Board of Education showing the results of such examination.
2. Furnish a statement or copy of records from the Department of Motor Vehicles showing that the records of such Department do not disclose that the person, within the preceding five years, has been convicted upon a charge of driving under the influence of alcohol or drugs, convicted of a felony or assigned to any alcohol safety action program or driver alcohol rehabilitation program pursuant to §18.2-271.1 or, within the preceding twelve months, has been convicted of two or more moving traffic violations or required to attend a driver improvement clinic by the Commissioner of the Department of Motor Vehicles pursuant to §46.2-498.
3. Furnish a statement signed by two reputable residents of the school division that the person is of good moral character.
4. Exhibit a license showing the person has successfully undertaken the examination prescribed by §46.2-339.
5. Have reached the age of eighteen on the first day of the school year.

B. Any school board may require successful completion of the American National Red Cross first-aid course or its equivalent as a condition to employment to operate a school bus transporting pupils.

C. School boards may require persons accepting employment after July 1, 1994, as a

PERSONNEL

Bus Drivers (continued)

driver of a school bus transporting pupils to agree, as a condition of employment, to submit to alcohol and controlled substance testing. Any such tests shall be conducted in compliance with Board of Education regulations.

D. The documents required pursuant to subdivisions A 1 and A 2 of this section shall be furnished annually prior to the anniversary date of the employment agreement as a condition to continuing employment to operate a school bus.

E. The documents required pursuant to this section shall be filed with, and made a part of, the records of the school board employing such person as a school bus operator.

F. The State Department of Education shall furnish to the several division superintendents the necessary forms to be used by applicants in furnishing the information required by this section. Insofar as practicable, such forms shall be designed to limit paperwork, avoid the possibility of mistake, and furnish all parties involved with a complete and accurate record of the information required.

Code of Va §46.2-340. Information concerning school bus drivers and driver education instructors.

" A. At the beginning of each school year, and whenever changes need to be made, each local school division shall furnish to the Department of Motor Vehicles the name, driver's license number, and commercial driver's license number of all persons driving school buses for that school division. Whenever any commercial driver's license with a school bus driver's endorsement is suspended or revoked, or the holder of a driver's license with a school bus driver's endorsement or commercial driver's license with a school bus driver's endorsement is convicted in any court of reckless driving or driving while intoxicated, the Department shall notify the affected local school division of the name and driver's license number or commercial driver's license number of the driver involved.

B. At the beginning of each school year, and whenever changes need to be made, each local school division and private school providing a driver education program approved by the Department of Education shall furnish to the Department of Motor Vehicles the name and driver's license number of all persons providing instruction in driver education for that school division or private school. Whenever a driver's license of a person providing such instruction is suspended or revoked, or such person is convicted in any court of reckless driving or driving while intoxicated, the Department shall notify the affected local school division or private school of the name and driver's license number of the driver involved.

If the driving record of such driver education instructor accumulates more than six demerit points based on convictions occurring in any calendar year, the Department shall notify the relevant local school division or private school of the name and driver's license number of the driver. Safe driving points shall not be used to reduce the six demerit points. No driver education program in a public school division or a private

PERSONNEL

Bus Drivers (continued)

school shall retain its approval by the Department of Education unless such a person who has accumulated such six demerit points is removed from providing behind-the-wheel driver education instruction in the private school or public school division for a period of twenty-four months.

C. The provisions of the Privacy Protection Act of 1976 (Chapter 26 of Title 2.1, § [2.1-377](#) et seq.) shall not apply to the exchange of information under this section."

The provisions of the Privacy Protection Act of 1976 (Chapter 26 of Title 2.1, §2.1-377 et seq.) shall not apply to the exchange of information under this section.

Virginia Board of Education Regulations, "Governing Pupil Transportation." (January, 1991)

U. S. Department of Transportation (DOT), Office of the Secretary, Final Rule, "Procedures for Transportation Workplace Drug and Alcohol Testing Programs," Federal Register/Vol.59, No. 160, August 19, 1994.

Adopted by School Board: June 5, 1973

**Policy GDQ School Bus Drivers
was adopted on August 1, 2017
and revised by the Board on June 5, 2018.**

PERSONNEL

Bus Drivers R 5-53.2

See Lynchburg City School's Bus Driver's Handbook (as revised).

Approved by Superintendent: September 1, 1981

Revised by Superintendent: September 3, 1985

**Deletion recommended of
LCS regulation R 5-53.2**

PERSONNEL

Classified Personnel: Evaluation P 5-53.8

An evaluation plan for classified personnel shall be developed under the direction of the superintendent. The primary purpose shall be to assist the employee in improving his/her job performance.

Legal Reference:

Code of Va., § 22.1-253.13:7. Standard 7. Policy manual.-- . . . C. Each local school board shall maintain and follow an up-to-date policy manual . . . The policy manual shall include, but not be limited to: . . . 2. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated. . . ." (1992)

Adopted by School Board: June 19, 1973

EVALUATION OF SUPPORT STAFF

Every employee of the Lynchburg City School Board will be evaluated on a regular basis.

The Superintendent shall assure that cooperatively developed procedures for support staff evaluations are implemented within the division and included in the division's policy manual. The results of the evaluation shall be in writing, dated and signed by the evaluator and the person being evaluated, with one copy going to the central office personnel file and one copy to the employee.

The primary purposes of evaluation and assistance are:

- to optimize student learning and growth;
- to contribute to the successful achievement of the goals and objectives of the division’s educational plan;
- to provide a basis for leadership improvement through productive performance appraisal and professional growth;
- to implement a performance evaluation system that promotes a positive working environment and continuous communication between the employee and the evaluator that promotes continuous professional growth, leadership effectiveness, improvement of overall job performance and improved student outcomes; and
- to promote self-growth, instructional effectiveness, and improvement of overall professional performance.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-313, 22.1-253.13:7.C.7.

Cross Ref.:	CBG	Evaluation of the Superintendent
	GCN	Evaluation of the Professional Staff
	GD	Support Staff
	GDB	Support Staff Employment Status
	GDG	Support Staff Probationary Period
	GDPF	Suspension of Staff Members

PERSONNEL

Classified Personnel: Evaluation R 5-53.8

The Lynchburg City School Board has directed that an evaluation program for classified personnel be developed under the direction of the superintendent. It is the desire of the school board and the administrative staff to involve classified employees of the Lynchburg City Schools in a cooperatively developed procedure. Personnel to be evaluated under this procedure are all employees assigned to the classified salary schedule. They are:

1. Secretaries
2. Nurses
3. Instructional Assistants
4. Maintenance employees
5. Custodial employees
6. Bus drivers
7. School Nutrition employees

A. Purpose

The evaluation process for the classified personnel of the Lynchburg City Schools is designed primarily to assist them in the improvement of job performance and to make decisions with regard to classified employees. In addition, the purpose of the evaluation process shall be to assist classified employees to overcome identified weaknesses, and to assist in the retention of employees who have demonstrated performance which is satisfactory or above.

B. Orientation

During the preschool orientation period, the immediate supervisor should inform all classified employees of the evaluation procedure, schedule, and evaluation instrument. A copy of the evaluation instrument should be provided to all classified employees. Classified employees who are employed after the preschool orientation period should have the same evaluation information at the time of employment.

C. Procedure

1. Each classified employee shall be evaluated on an annual basis by the principal and/or the immediate supervisor. All supervisors with whom the employee works should be involved in the evaluation. The annual evaluation shall be completed on or before March 1 of each school year. The evaluation schedule and procedure is to be used in the evaluation of all classified employees. Because of the transiency of bus drivers, they are to be evaluated annually by the supervisor of transportation. The supervisor is urged to utilize the services of principals and assistant principals to assist in the evaluation of a bus driver(s).

PERSONNEL

Classified Personnel: Evaluation (continued)

2. A classified employee during his/her first year of employment and each experienced classified employee who is not performing satisfactorily shall be evaluated on or before January 15. The same procedure and evaluation instrument used in the annual evaluation shall be used for the interim evaluation. Additional interim evaluations shall be at the discretion of the building administrator and/or immediate supervisor.
3. If a classified employee is evaluated as less than satisfactory on the final evaluation, a conference with a personnel administrator may be requested by the classified employee.
4. Copies of the evaluation are to be distributed as indicated on the evaluation instrument.

Performance/Skills

- a. Quality of work
- b. Job knowledge
- c. Attitude
- d. Attendance and punctuality
- e. Personal characteristics
- f. Possesses skill and judgment in the use of equipment
- g. Interpersonal relationships
- h. Job description

D. Written Comments

1. When ratings are less than satisfactory, the evaluator shall make recommendations and provide pertinent comments in the remark section of the evaluation instrument. These remarks should outline the strengths and weaknesses and suggestions for improvement in the performance of the employee who has been rated less than satisfactory.
2. The classified employee may submit written information, with regard to specific factors of the evaluation, to the principal and/or immediate supervisor. This rebuttal or additional information must be within five (5) working days after the final annual evaluation.

Approved by Superintendent: September 16, 1980

Revised by Superintendent: August 20, 1984

Revised by School Board: September 20, 2011

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CLASSIFIED PERSONNEL: EVALUATION

The Lynchburg City School Board has directed that an evaluation program for classified personnel be developed under the direction of the Superintendent. It is the desire of the School Board and the administrative staff to involve classified employees of the Lynchburg City Schools in a cooperatively developed procedure. Personnel to be evaluated under this procedure are all employees assigned to the classified salary schedule.

A. Purpose

The evaluation process for the classified personnel of the Lynchburg City Schools is designed primarily to assist them in the improvement of job performance and to make decisions with regard to classified employees. In addition, the purpose of the evaluation process shall be to assist classified employees to overcome identified weaknesses, and to assist in the retention of employees who have demonstrated performance which is satisfactory or above.

B. Procedure

1. Within two weeks of the start date, the immediate supervisor should inform all classified employees of the evaluation procedure, schedule, and evaluation instrument. A copy of the evaluation instrument should be provided to all classified employees.
2. Each classified employee shall be evaluated on an annual basis by the principal and/or the immediate supervisor. All supervisors with whom the employee works should be involved in the evaluation. The annual evaluation shall be completed on or before May 1 of each school year. The evaluation schedule and procedure is to be used in the evaluation of all classified employees. Because of the transiency of bus drivers, they are to be evaluated annually by the supervisor of transportation. The supervisor is urged to utilize the services of principals and assistant principals to assist in the evaluation of a bus driver(s).
3. A classified employee during his/her first year of employment and each experienced classified employee who is not performing satisfactorily shall be evaluated on or before January 15 with feedback for improvement, if necessary. Additional evaluations shall be at the discretion of the building administrator and/or immediate supervisor.
4. If a classified employee is evaluated as less than satisfactory on the final evaluation, a conference with a personnel administrator may be requested by the classified employee.
5. Areas to be evaluated include:

Performance/Skills

- a. Quality of work
- b. Job knowledge

- c. Attitude
- d. Attendance and punctuality
- e. Character Traits
- f. Possesses skill and judgment in the use of equipment
- g. Interpersonal relations

C. Written Comments

1. When ratings are less than satisfactory, the evaluator shall make recommendations and provide pertinent comments in the remark section of the evaluation instrument. These remarks should outline the strengths and weaknesses and suggestions for improvement in the performance of the employee who has been rated less than satisfactory.
2. The classified employee may submit written information, with regard to specific factors of the evaluation, to the principal and/or immediate supervisor. The classified employee must submit any rebuttal or additional information within five (5) working days after the final annual evaluation.

Approved by Superintendent: September 16, 1980

Revised by Superintendent: August 20, 1984

Revised by School Board: September 20, 2011

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PERSONNEL

Classified Personnel: Growth in Job Skills P 5-54.1

There shall be an organized program of inservice training for classified employees of the board directed towards increasing their knowledge, improving their job skills and generally upgrading the school division.

The superintendent shall take such time of the employee as he judges to be necessary and to employ non-school persons to assist or conduct these programs to the extent that funds have been approved in the annual budget.

Adopted by School Board: June 19, 1973

Amended by School Board: September 17, 1974

Amended by School Board: September 7, 1976

Deletion recommended of

LCS policy P 5-54.1

PERSONNEL

Classified Personnel: Meetings, Conferences, and Conventions P 5-54.2

Classified employees are encouraged to expand their knowledge and skills in areas that will provide more effective services for students. Classified personnel who wish to attend meetings, conferences and conventions in order to gain additional knowledge and/or skills may do so under regulations approved by the superintendent.

Adopted by School Board: June 19, 1973

Deletion recommended of

LCS policy P 5-54.2

PERSONNEL

Classified Personnel: Wage and Salary Schedules

Job titles and job grades will be used in establishing a salary schedule. Classified salary schedules will be approved each year by the school board.

Legal Reference:

Code of Va., § 40.1-28.10. Minimum wages.--"Every employer shall pay to each of his employees wages at a rate not less than three dollars and sixty-five cents per hour and a training wage as prescribed by the U.S. Fair Labor Standards Act (29 U.S.C. § 201 et seq.) until July 1, 1992 and at a rate not less than the federal minimum wage thereafter." (1991)

Adopted by School Board: June 19, 1973
Revised by School Board: January 6, 1981

Deletion recommended of

LCS policy P 5-55.1

PERSONNEL

Classified Personnel: Wage and Salary Schedules R 5-55.1

See Lynchburg City School's Handbook of Salary Schedules. Actual salary schedules are approved by the school board with the approval of the annual budget.

Approved by Superintendent: Annual Approval

STAFF COMPENSATION PROCEDURES

Employees may choose to have their salaries paid in full according to the division's pay schedule or may annualize their pay. Employees who choose to receive payment of wages beyond the period in which the wages were earned must provide a written election of such deferral prior to the first duty day of the year of deferral on a form provided by the division. Any change to the election must be made prior to the first day of the fiscal year of the deferment.

Adopted:

PERSONNEL

Overtime P 5-55.2

A. Definitions

1. Eligible Employees

Employees on the classified wage or salary schedule may receive overtime pay.

Editor's Note: For categories of employees see school board policy #5-1.

2. Service Week

A service week consists of forty (40) duty hours. The service week runs from Saturday through Friday.

B. Overtime Pay

Overtime pay is paid at the rate of 1 1/2 times the base hourly straight time pay only after 40 hours on duty in any one service week.

C. Administration

The superintendent, and those administrators so designated by him, have authority to approve overtime work under the following guidelines:

1. Generally overtime work may be deemed necessary when:
 - a. a breakdown in machinery or equipment threatens the diminution or termination of essential services,
 - b. a dangerous condition develops and services are needed to prevent damage to school board property,
 - c. unforeseen circumstances arise causing curtailment of essential services,
 - d. severe weather conditions exist or
 - e. the superintendent so determines.
2. When classified employees work overtime to provide services for community groups or organizations using school facilities, fees for these services shall be at overtime rates per hour.
3. Fairness shall be exercised in allocating overtime work opportunities among employees within the same job classifications.

PERSONNEL

Overtime (continued)

4. Compensatory time off shall not be substituted for overtime pay except as permitted within the service week.
5. Appropriate overtime records will be maintained.

Legal Reference: (1985)

Fair Labor Standards Act (1983) - as amended

Garcia v. San Antonio Metropolitan Transit Authority, U.S., Supreme Court, February 19, 1985 - (Effective date April 15, 1985).

Adopted by School Board: September 3, 1985

Revised by School Board: March 1, 1994

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**Policy GAAZ Staff Time Schedules
was adopted by the Board on March 6, 2018.**

PERSONNEL

Holidays P 5-56

Each year the board shall determine the holidays to be taken by the employees of the board.

Legal Reference:

Code of Va., 1950, §2.2-3300. Legal holidays.--"It is the policy of the Commonwealth to fix and set aside certain days in the calendar year as legal holidays for the people of Virginia. In each year, the following days are designated as legal holidays:

January 1--New Year's Day.

The Friday preceding the third Monday in January – Lee-Jackson Day to honor Robert Edward Lee (1807 – 1870) and Thomas Jonathan (Stonewall) Jackson (1824-1863), defenders of causes.

The third Monday in January--Martin Luther King, Jr., Day to honor Martin Luther King, Jr.,(1929-1968), defender of causes.

The third Monday in February--George Washington Day to honor George Washington (1732-1799), the first President of the United States.

The last Monday in May - Memorial Day to honor all persons who made the supreme sacrifice in giving their lives in defense of Virginia and the United States in the following wars and engagements and otherwise:

Indian Uprising (1622), French and Indian Wars (1754-1763), Revolutionary War (1775-1783), War of 1812 (1812-1815), Mexican War (1846-1848), War Between the States (1861-1865), Spanish American War (1898), World War I (1917-1918), World War II (1941-1945), Korean War (1950-1953), Vietnam War (1965-1973), and Operation Desert Shield-Desert Storm (1990-1991). On this day all flags, national, state and local, shall be flown at half staff or mast to honor and acknowledge respect for those who made the supreme sacrifice.

July 4 - Independence Day to honor the signing of the Declaration of Independence.

The first Monday in September - Labor Day to honor all people who work in Virginia.

The second Monday in October - Columbus Day and Yorktown Victory Day to honor Christopher Columbus (1451-1506), a discoverer of the Americas and the final victory at Yorktown on October 19, 1781, in the Revolutionary War.

November 11 - Veterans Day to honor all persons who served in the Armed Forces

PERSONNEL

Holidays (continued)

of Virginia and the United States of America in the following wars and engagements and otherwise: Indian Uprising (1622), French and Indian Wars (1754-1763), Revolutionary War (1775-1783), War of 1812 (1812-1815), Mexican War (1846-1848), War Between the States (1861-1865), Spanish American War (1898), World War I (1917-1918), World War II (1941-1945), Korean War (1950-1953), Vietnam War (1965-1973), and Operation Desert Shield-Desert Storm (1990-1991).

The fourth Thursday in November and the Friday next following - Thanksgiving Day to honor and give thanks in each person's own manner for the blessings bestowed upon the people of Virginia and honoring the first Thanksgiving in 1619.

December 25 - Christmas Day.

Whenever any such days falls on Saturday, the Friday next preceding such day, or whenever any of such days falls on Sunday, the Monday next following such day, and any day so appointed by the Governor of the Commonwealth or the President of the United States, shall be a legal holiday as to the transaction of all business."

(Code 1950, §2-19; 1954, c. 328; 1958, c. 167; 1966, c. 677, §2.1-21; 1970, c. 682; 1972, c. 114; 1973, c. 421; 1978, c. 7; 1982, c. 325; 1984, c. 671; 1989, c. 90; 1992, c. 622; 1993, cc. 177, 872; 2000, cc. 392, 454; 2001, c. 844)

Adopted by School Board: June 19, 1973

Revised by School Board: June 1, 2010

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HOLIDAYS

Each year the board shall review and approve the holidays to be taken by the employees of the board.

PERSONNEL

Substitute Teachers P 5-57

All substitute teachers shall be properly qualified and on the current list approved by the superintendent.

Legal References:

Code of Va., §22.1-299 License required of teachers. No teacher shall be regularly employed by a school board or paid from public funds unless such teacher holds a license or provisional license issued by the Board of Education. In accordance with regulations prescribed by the Board, a person not meeting the requirements for a license or provisional license may be employed and paid from public funds by a school board temporarily as a substitute teacher to meet an emergency.

Code of Va., § 22.1-302 Written contracts required; execution of contracts; qualifications of temporarily employed teachers; rules and regulations

"A. A written contract, in a form prescribed by the Board of Education, shall be made by the school board with each teacher employed by it, except those who are temporarily employed, before such teacher enters upon his duties. Such contract shall be signed in duplicate, with a copy thereof furnished to both parties. A temporarily employed teacher, as used in this section, shall mean (i) one who is employed to substitute for a contracted teacher for a temporary period of time during the contracted teacher's absence, or (ii) one who is employed to fill a teacher vacancy for a period of time, but for no longer than ninety teaching days in such vacancy during one school year.

B. The Board of Education shall promulgate regulations regarding temporarily employed teachers, as defined in this section, which shall provide that such teachers be at least eighteen years of age and that they hold a high school diploma or a general educational development (GED) certificate.

However, local school boards shall establish employment qualifications for temporarily employed teachers which may exceed the Board's regulations for the employment of such teachers. School boards shall also seek to ensure that temporarily employed teachers who are engaged as long-term substitutes shall exceed baseline employment qualifications.

C. A separate contract in a form prescribed by the Board of Education shall be executed by the school board with such employee who is receiving a monetary supplement for any athletic coaching or extracurricular activity sponsorship assignment. This contract shall be separate and apart from the contract for teaching.

Termination of a separate contract for any athletic coaching or extracurricular activity sponsorship assignment by either party thereto shall not constitute cause for termination of the separate teaching contract of the coach or teacher.

All such contracts shall require the party intending to terminate the coaching or

PERSONNEL

Substitute Teachers (continued)

extracurricular activity sponsorship contract to give reasonable notice to the other party before termination thereof shall become effective.

For the purposes of this section, "extracurricular activity sponsorship" means an assignment for which a monetary supplement is received, requiring responsibility for any student organizations, clubs, or groups, such as service clubs, academic clubs and teams, cheerleading squads, student publication and literary groups, and visual and performing arts organizations except those that are conducted in conjunction with regular classroom, curriculum, or instructional programs."

Adopted by School Board: June 19, 1973

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PART-TIME AND SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT

Substitute Teachers

Substitute teachers shall:

- (1) have a minimum of sixty (60) college credit hours from a regionally accredited college or university;
- (2) pass a successful background check;
- (3) provide three satisfactory professional references.
- (4) attend orientation for school policies and procedures

The Lynchburg City School Board shall seek to employ substitute teachers, especially those engaged as long-term substitutes, who exceed these requirements.

A substitute teacher, as used in this section, is (i) one who is employed to substitute for a contracted teacher for a temporary period of time during the contracted teacher's absence, or (ii) one who is employed to fill a teacher vacancy for a period of time, but for no longer than 90 teaching days in such vacancy, unless otherwise approved by the Superintendent of Public Instruction on a case-by-case basis, during one school year.

Homebound Teachers

Homebound teachers may be employed on a part-time, hourly basis. They shall be selected from the active file of applicants in the Personnel Office or from the approved substitute teacher list and shall hold a valid teaching certificate.

Part-Time Teachers

An employee working less than 180 days or less than six (6) hours per day or who is restricted to temporary or interim employment is considered part-time.

Part-time teachers shall meet the certification requirements of the State Board of Education.

Summer School Teachers

Summer school teachers shall meet all certification requirements.

Interns

Arrangements for the utilization of interns in the school division should be initiated through the Superintendent.

Student Teachers

The school division shall accept student teachers only from accredited institutions. All

student teachers shall meet the same health requirements as all other personnel. The Department of Curriculum and Instruction shall have the responsibility for the assignment and placement of student teachers in the school system.

Student teachers shall not be used as substitute teachers unless agreed upon by the school division and the university.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-302.

Cross Ref.:	GCB	Professional Staff Contracts
	GCPD	Professional Staff Discipline
	GCPF	Suspension of Staff Members

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PERSONNEL

Substitute Teachers R 5-57

A. Generally

A list of qualified substitute teachers is maintained by the department for personnel services and copies of this list are provided to each school. The principal or a person designated by the principal engages the services of the substitute as needed to carry on the duties of a regular teacher, secretary or nurse who is absent. No substitute may be employed who is not on the approved list.

B. Qualifications

To be eligible for approval, each substitute must:

1. Have completed satisfactorily at least two years of level work.
2. Have those qualities of character acceptable to the school and community.
3. Attend one orientation period conducted by the department of personnel services and staff development.
4. Provide the necessary documentation in support of educational, medical, and financial requirements.

C. Procedures

1. Prior to the opening of school each year, the approved list for the previous year is reviewed and revised to produce a new basic list that is distributed to each school.
2. Each month from September through May new applications are processed and an addendum is issued to update the basic list.
3. Each list contains the following information for the substitute: name, address, telephone number, social security number, pay level, subject and/or grade that can be taught.

D. Pay Levels/Extended Service Pay

1. Three pay levels are used as appropriate.

Pay Level 1	Non-Degree
Pay Level 2	Degree
Pay Level 3	Valid Virginia License

PERSONNEL

Substitute Teachers (continued)

2. The appropriate daily rate of pay shall apply for all temporary substitute teacher services. When it is necessary to employ a substitute teacher for ten (10) or more consecutive days in the same assignment, and such employment is approved in advance by the director for personnel services. The pay for such substitute teacher shall be the appropriate daily rate plus a per diem rate as determined by the current budget.

E. Communications

1. As the effectiveness of substitute teachers can only be assessed on the job, each principal must assume the responsibility for evaluation of this service. Reports of incompetence should be made directly to the department of personnel services. Based on such reports, inadequate substitutes will be removed from the approved list and so notified.
2. Any discrepancy or error found in the substitute list should be reported to the department for personnel services immediately.

F. Compensation

Compensation for substitutes will be determined annually and will be listed in the Compensation Manual.

Approved by Superintendent: October 17, 1978

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SUBSTITUTE TEACHERS

A. Generally

A pool of qualified substitute teachers is maintained by the department of personnel services through the absence management system. The principal or a person designated by the principal engages the services of the substitute as needed to carry on the duties of a teacher, secretary or nurse who is absent. No substitute may be employed who is not on the approved list.

B. Procedures

1. Prior to the opening of school each year, the approved list for the previous year is reviewed and revised
2. Each month from August through May new applications are processed and an addendum is issued to update the basic list.
3. Each list contains the following information for the substitute: name, address, telephone number, social security number, pay level, subject and/or grade that can be taught.

C. Pay Levels/Extended Service Pay

1. Three pay levels are used as appropriate.

Pay Level 1	Non-Degree
Pay Level 2	Degree
Pay Level 3	Valid Virginia License

2. The appropriate daily rate of pay shall apply for all temporary substitute teacher services. When it is necessary to employ a substitute teacher for ten (10) or more consecutive days in the same assignment, such employment should be approved in advance by the director of personnel. The pay for long-term teachers shall be the appropriate daily rate plus a per diem rate as determined by the current budget.

D. Communications

1. As the effectiveness of substitute teachers can only be assessed on the job, each principal must assume the responsibility for reports of incompetence directly to the department of personnel. Based on such reports, inadequate substitutes will be removed from the approved list and so notified.
2. Any discrepancy or error found in the substitute list should be reported to the department of personnel services immediately.

E. Compensation

Compensation for substitutes will be determined annually and will be listed on the website.

F. Substitute Instructional Assistants

Substitute instructional assistants shall:

- (1) have a minimum of sixty (60) college credit hours from a regionally accredited college or university;
- (2) have a successful background check;
- (3) provide three satisfactory job references.

Adopted:

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PERSONNEL

Student Teachers P 5-58

The following policy will serve as a guideline in the implementation of the student teacher program:

1. Student teachers will be accepted into the Lynchburg City Schools from accredited institutions only.
2. The Lynchburg City Schools strongly endorse the block program of student teaching. Acceptance of students in other programs will be at the discretion of the school principal.
3. The school administration will determine the maximum number of student teachers which can be effectively accepted into the Lynchburg City Schools during a given academic year. The assignment and placement of student teachers within the school system will be the responsibility of the superintendent or his designee.
4. The school administration will select as supervising teachers those staff members who are professionally qualified and who have demonstrated superior techniques.
5. A supervising teacher will have only one student teacher per year. Only one student teacher will be assigned to a unit each school year. An exception may be granted by the superintendent.
6. Student teachers will be under the administrative direction of the principal of the school assigned.
7. The supervising teacher will at all times be legally and professionally responsible for the scholastic and personal welfare of the class.

Adopted by School Board: June 19, 1973

Revised by School Board: August 16, 1977

STUDENT TEACHERS

The Lynchburg City School Board cooperates with accredited colleges and universities to provide opportunities for student teaching in accordance with the following guidelines:

1. The first responsibility of the supervising teacher is the education of the students for whom he is responsible.
2. Student teachers will be under the administrative direction of the principal of the school to which they are assigned.
3. Teachers who serve as supervising teachers will have at least three years of teaching experience, with at least one of those years having been in the school to which the student teacher is assigned.
4. All teachers who serve as supervising teachers will be recommended by the principal of the school to the superintendent or designee for approval.
5. A class will have no more than one student teacher during the regular school year.
6. No supervising teacher will have a student teacher assigned to him for more than one semester during the regular school year.
7. A principal may reject or terminate any student teacher who has a negative effect on the instruction or welfare of students.
8. Information concerning students may be available to student teachers at the discretion of the supervising teacher and/or principal. Student teachers will respect the confidential nature of information provided.
9. Student teachers will follow all the policies and regulations of the Lynchburg City School Board that apply to teachers.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-78.

Cross Refs.: JO Student Records
 KN Sex Offender Registry Notification

PERSONNEL

Student Teachers and Substitute Teaching R 5-58

Student teachers may not receive substitute teacher pay during their student teaching experience for credit while teaching in the Lynchburg City Schools. Student teaching is a definite assigned educational experience to fulfill the requirement of the state of Virginia for a teaching license. Student teachers, although provided with a realistic teaching situation, are still under the supervision of a licensed contracted teacher and cannot be held totally responsible for personal or instructional liability. Qualified substitute teachers or other employed teachers, administrators, or supervisors should be designated responsible for any student teacher whose supervising teacher is out of the building, even when the cooperating teacher is permitting the student teacher to take full control of the classroom.

Third and fourth year college students who meet the qualifications and requirements to get on the substitute teachers list may be paid for substitute teaching except in specifically designed student teaching assignments for licensure credit.

Approved by Superintendent: December 1, 1982

**Deletion recommended of
LCS Regulation R 5-58**

PERSONNEL

Summer School Teachers P 5-59

Salary Schedule

The salary paid instructional personnel for summer school work shall be on the following basis:

1. At an hourly rate to be determined by the board.
2. The pay period will be for the total number of summer school days plus work days for pre- and post-summer school planning. The number of days will be established by the superintendent.
3. A summer school day is defined as six hours. Persons employed for shorter summer school days will also be paid on an hourly basis.

Adopted by School Board: June 19, 1973
Revised by School Board: September 1, 1981
Revised by School Board: August 2, 1983

Deletion recommended of

LCS policy P 5-59

PERSONNEL

Census Agents P 5-62

A. Appointment

Agents for the triennial census of school population shall be appointed by the board upon the recommendation of the division superintendent.

B. Compensation and Expenses

The board shall establish compensation rates and allowances for travel during the preparation of the budget for the fiscal year in which the census shall be taken.

C. Duties

Census agents shall gather such statistics and prepare such lists as determined by the superintendent of public instruction.

Legal Reference:

Code of Va., §22.1-281. Triennial census of school population. (1992)

Code of Va., § 22.1-282. Appointment and compensation of persons taking census.--
"The census shall be taken by agents appointed by each school board on the recommendation of the division superintendent. Each such agent shall receive as compensation for his services, to be paid out of the school board's funds, an amount to be fixed by the school board appointing him. In the discretion of the school board a reasonable travel allowance may be allowed such agents." (1980)

Code of Va., § 22.1-283. Agents to gather other statistics.--"The agents taking the census shall also, at the time of taking the census, gather statistics relating to the interests of education according to forms furnished by the Superintendent of Public Instruction." (1980)

Adopted by School Board: January 6, 1981

**The Code of Virginia
for a triennial census of the school population
was repealed in 2001.
Deletion of LCS Policy 5-62 recommended.**

THIRD-PARTY COMPLAINTS AGAINST EMPLOYEES

Any parent or guardian of a student enrolled in the Lynchburg City Schools or any resident of Lynchburg may file a complaint regarding an employee of the Lynchburg City School Board. Such complaint should be filed with the Superintendent or Superintendent’s designee. If the complaint involves allegations that an employee of the Lynchburg City School Board has abused or neglected a child in the course of his employment, the complaint will be investigated in accordance with Va. Code §§ 63.2-1503, 63.2-1505 and 63.2-1516.1.

Information determined to be unfounded after a reasonable administrative review will not be maintained in any employee personnel file, but may be retained in a separate sealed file by the administration if such information alleges civil or criminal offenses. Any dispute over such unfounded information, exclusive of opinions retained in the personnel file, or in a separate sealed file, notwithstanding the provisions of the Government Data Collection and Dissemination Practices Act, Va. Code §§ 2.2-3800 et seq., will be settled through the employee grievance procedure as provided in Va. Code §§ 22.1-306 and 22.1-308 through 22.1-314.

Individuals lodging a complaint will be notified in writing that the complaint has been received and is being investigated.

The complaint should be filed as soon as possible after the alleged incident, usually within 15 school days, and will be processed promptly, usually within 15 days.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3800 et seq., 22.1-70, 22.1-78, 22.1-295.1.

Cross Refs.:	GB	Equal Employment Opportunity/Nondiscrimination
	GBA/JFHA	Prohibition Against Harassment and Retaliation
	GBL	Personnel Records
	JB	Equal Educational Opportunities/Nondiscrimination
	JHG	Child Abuse and Neglect Reporting

STAFF RESEARCH AND PUBLISHING

The Lynchburg City School Board encourages employee innovation in creating and developing high-quality materials to improve student achievement and the efficiency of division operations. The School Board is the author of works produced by its employees within the scope of their employment and retains all rights to such works unless those rights are expressly waived or assigned to the employee who produced the work.

Any such assignment of rights will be accomplished in accordance with regulations promulgated by the Superintendent. The regulations will provide that the work will remain available for the use of the School Board at no charge.

Employees who develop materials, including instructional materials and computer programs, outside the scope of their employment that have a connection to or are related to the division shall inform the Superintendent in writing of their intent to develop such materials prior to commencing work.

Adopted:

Legal Ref.: 17 U.S.C. §§ 101, 102, and 201.

Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78.

Cross Refs.: EGAAA Reproduction of Copyrighted Materials
GCQA Nonschool Employment by Staff Members

STAFF RESEARCH AND PUBLISHING

Ownership of Materials

1. Lynchburg City Schools shall maintain ownership and copyright for any materials produced by Lynchburg City Schools' employees when the work is produced on school time or uses any school division human, facility, equipment or supervisory resources.
2. Any employee who creates material using his/her own equipment, during personal time and utilizes no division resources shall maintain the ownership and copyright of that material.
3. An employee may request a waiver of copyright and ownership for any material that may be the property of the School Board by providing the request to the Superintendent with an explanation of the request for the waiver.
4. The Superintendent shall review the waiver request and may present the request to the School Board for approval.
5. If the waiver request is approved, Lynchburg City Schools' students and staff shall not be charged for the use of the materials.

Adopted:

Legal Ref.: Title 17 (P.L. 94-552 Copyright Law), Code of Virginia, 1950, as amended, Section 22.1-78

SUPPORT STAFF

Support staff personnel are those employees who need not hold a license issued by the Virginia Board of Education in order to obtain their positions. This category includes, but is not limited to, non-licensed administrative, clerical, maintenance, transportation, food services, and paraprofessional positions.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-78.

Cross Refs.:	GCDA	Effect of Criminal Conviction or Founded Complaint of Child Abuse or Neglect
	GCPB	Resignation of Staff Members
	GCPF	Suspension of Staff Members
	GDB	Support Staff Employment Status

SUPPORT STAFF EMPLOYMENT STATUS

Support staff will be issued written contracts.

The school division employs two types of support staff:

- Probationary employees who are fully qualified new employees assigned to authorized positions; these employees are eligible for salary increases and receive benefits.
- Regular employees who have successfully completed the prescribed probationary period; regular employees receive all employment benefits available under School Board policy.

The employment of support personnel may be terminated with two weeks notice. Support personnel may also be subject to immediate dismissal for just cause.

Support personnel who are removed from employment for just cause shall be ineligible thereafter for employment by Lynchburg City School Board.

Employees of Lynchburg City School Board may be suspended as provided in Policy GCPF Suspension of Staff Members.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-78.

Cross Ref.:	GCDA	Effect of Criminal Conviction or Founded Complaint of Child Abuse or Neglect
	GDG	Support Staff Probationary Period
	GBMA	Support Staff Grievances
	GCPF	Suspension of Staff Members

SUPPORT STAFF PROBATIONARY PERIOD

The probationary period for all support staff positions is 90 calendar days.

Employees who have successfully completed the probationary period for one position will serve another probationary period if they move to another position.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-79.

Cross Ref.:	GBMA	Support Staff Grievances
	GD	Support Staff
	GDB	Support Staff Employment Status

Agenda Report

Date: 02/05/19 Agenda

Number: K-3

Attachments: Yes

From: Crystal M. Edwards, Superintendent
April M. Bruce, Director for Curriculum and Instruction

Subject: K-12 Mathematics Textbook Adoption

Summary/Description:

Every seven years the Virginia Department of Education revises the Math Standards of Learning (SOL). Textbook adoption committees as well as all mathematics teachers, administration, parents, and community members have completed the textbook review process and have made recommendations to the curriculum and instruction department for adoption and purchase. Mathematics textbooks adopted this school year may be purchased for use for a seven-year period from 2019-20 through 2025-26.

The textbook committees, mathematics teachers, administration, parents, and community members selected the recommended textbooks based on their correlation with the Standards of Learning, the quality of the content and ancillary materials, and their appropriateness for students related to readability, illustrations, and diagrams. The selection reflects the five mathematics process goals of problem solving, communication, reasoning, connections, and representations endorsed by the Virginia Department of Education.

Following a review by those mentioned above, the department of curriculum and instruction accepted the recommendations for adoption. The attachments to this agenda report list the recommended textbooks by grade levels and courses, the publisher of each textbook, and the cost per student or teacher.

Disposition: Action
 Information
 Action at Meeting on: 03/05/19

Superintendent's Recommendation:

The superintendent recommends that the school board accept this agenda report as an informational item and consider action at the school board meeting on March 5, 2019.

Math Textbook Adoption for 2019-2020

Elementary School Math Textbooks

<u>Grade/Course</u>	<u>Publisher</u>	<u>Textbook Title</u>	<u>Price</u>	<u>Qty</u>	<u>Total</u>
Kindergarten (Student)	Houghton-Mifflin Harcourt	Go Math	\$90.75	750	\$68,062.50
Kindergarten (Teacher)	Houghton-Mifflin Harcourt	Go Math	\$482.85	19	\$9,174.15
1st Grade (Student)	Houghton-Mifflin Harcourt	Go Math	\$90.75	735	\$66,701.25
1st Grade (Teacher)	Houghton-Mifflin Harcourt	Go Math	\$482.85	20	\$9,657.00
2nd Grade (Student)	Houghton-Mifflin Harcourt	Go Math	\$90.75	720	\$65,340.00
2nd Grade (Teacher)	Houghton-Mifflin Harcourt	Go Math	\$482.85	15	\$7,242.75
3rd Grade (Student)	Houghton-Mifflin Harcourt	Go Math	\$90.75	680	\$61,710.00
3rd Grade (Teacher)	Houghton-Mifflin Harcourt	Go Math	\$482.85	16	\$7,725.60
4th Grade (Student)	Houghton-Mifflin Harcourt	Go Math	\$90.75	710	\$64,432.50
4th Grade (Teacher)	Houghton-Mifflin Harcourt	Go Math	\$482.85	9	\$4,345.65
5th Grade (Student)	Houghton-Mifflin Harcourt	Go Math	\$90.75	715	\$64,886.25
5th Grade (Teacher)	Houghton-Mifflin Harcourt	Go Math	\$482.85	11	\$5,311.35
Elementary School Sub-total					\$434,589.00
4.5% shipping					\$19,556.51
Elementary School total w/4.5% shipping					<u>\$454,145.51</u>

<u>Grade/Course</u>	<u>Publisher</u>	<u>Textbook Title</u>	<u>Price</u>	<u>Qty</u>	<u>Total</u>
6th Grade (Student)	Houghton-Mifflin Harcourt	Go Math	\$108.50	200	\$21,700.00
6th Grade (Teacher)	Houghton-Mifflin Harcourt	Go Math	\$494.00	0	\$0.00
Elementary School Sub-total					\$21,700.00
4.5% shipping					\$976.50
Elementary School total w/4.5% shipping					<u>\$22,676.50</u>

Total Elementary School total with 4.5% Shipping \$476,822.01

Secondary School Math Textbooks

<u>Grade/Course</u>	<u>Publisher</u>	<u>Textbook Title</u>	<u>Price</u>	<u>Qty</u>	<u>Total</u>
6th grade	Cengage Learning	Big Ideas Math Course 1: Virginia Edition(student package)	\$94.50	230	\$21,735.00
6th grade	Cengage Learning	Big Ideas Math Course 1: Virginia Edition(teacher package)	\$435.00	0	\$0.00
7th grade	Cengage Learning	Big Ideas Math Course 1: Virginia Edition(student package)	\$94.50	585	\$55,282.00
7th grade	Cengage Learning	Big Ideas Math Course 1: Virginia Edition(teacher package)	\$435.00	0	\$0.00
8th grade	Cengage Learning	Big Ideas Math Course 1: Virginia Edition(student package)	\$94.50	790	\$74,655.00
8th grade	Cengage Learning	Big Ideas Math Course 1: Virginia Edition(teacher package)	\$435.00	0	\$0.00
Secondary School (MS) Sub-total					\$151,672.00
4.5% shipping					\$6,825.24
Secondary School (MS) total w/4.5% shipping					<u>\$158,497.24</u>

<u>Grade/Course</u>	<u>Publisher</u>	<u>Textbook Title</u>	<u>Price</u>	<u>Qty</u>	<u>Total</u>
Algebra I	Houghton Mifflin Harcourt	HMH Algebra I Virginia (student package)	\$103.25	715	\$73,823.75
Algebra I	Houghton Mifflin Harcourt	HMH Algebra I Virginia (teacher package)	\$483.40	6	\$2,900.40
Geometry	Houghton Mifflin Harcourt	HMH Geometry Virginia (student package)	\$105.40	645	\$67,983.00
Geometry	Houghton Mifflin Harcourt	HMH Geometry Virginia (teacher package)	\$483.40	2	\$966.80
Algebra II	Houghton Mifflin Harcourt	HMH Algebra II Virginia (student package)	\$107.65	280	\$30,142.00
Algebra II	Houghton Mifflin Harcourt	HMH Algebra II Virginia (teacher package)	\$483.40	5	\$2,417.00

Secondary School (HS) Sub-total					\$178,232.95
4.5% shipping					\$8,020.48
Secondary School (HS) total w/4.5% shipping					<u>\$186,253.43</u>

Total Secondary School total with 4.5% Shipping \$344,750.67

Total Elementary & Secondary Schools total with 4.5% Shipping \$821,572.68