



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

**Charleta F. Mason**  
School Board District 2

**Susan D. Morrison**  
School Board District 1

**Michael J. Nilles**  
School Board District 3

**Derek L. Polley**  
School Board District 1

**Katie K. Snyder**  
School Board District 3

**Kimberly A. Sinha**  
School Board District 2

**School Administration**

**Crystal M. Edwards**  
Superintendent

**John C. McClain**  
Assistant Superintendent of  
Student Learning and Success

**Ben W. Copeland**  
Assistant Superintendent of  
Operations and Administration

**Anthony E. Beckles, Sr.**  
Chief Financial Officer

**R. Denise Spinner**  
Clerk

**Manan A. Shah**  
Student Representative  
Heritage High School

**Eva Marie Barauskas**  
Student Representative  
E. C. Glass High School

**SCHOOL BOARD MEETING**  
**June 5, 2018**  
**School Administration Building**  
**Board Room**

**A. CLOSED MEETING**

1. Notice of Closed Meeting  
Crystal M. Edwards. . . . .Page 1  
Discussion/Action
2. Certification of Closed Meeting  
Crystal M. Edwards. . . . . Page 2  
Discussion/Action

**B. PUBLIC COMMENTS**

1. Public Comments  
Michael J. Nilles. . . . . Page 3  
Discussion/Action (30 Minutes)

**C. SPECIAL PRESENTATIONS**

1. Resolution of Recognition  
Crystal M. Edwards . . . . . Page 4  
Action

**D. FINANCE REPORT**

1. Finance Report  
Anthony E. Beckles, Sr . . . . . Page 5  
Discussion

**E. CONSENT AGENDA**

1. School Board Meeting Minutes: May 3, 2018 (Student Discipline Committee Meeting)  
May 8, 2018 (Regular Meeting)  
May 10, 2018 (Student Discipline Committee Meeting)

- 2. Personnel Report  
Marie F. Gee . . . . . Page 12  
Discussion/Action

**F. SCHOOL BOARD COMMITTEE REPORT**

1. School Board Committees:

- Finance Committee
- Governor’s School Committee
- LAUREL Regional School Committee
- XLR8 STEM Academy Committee

2. Advisory Committees to the School Board:

- Career Technical Advisory Board Committee
- Equity Task Force Committee
- Health Advisory Board Committee
- Special Education Advisory Committee

**G. UNFINISHED BUSINESS**

- 1. School Operating Budget  
Anthony E. Beckles, Sr. . . . . Page 16  
Discussion/Action
- 2. Middle School Program of Studies: 2018-2019  
Dixie Sears and Maria Jaeger. . . . . Page 30  
Discussion/Action
- 3. Policy JHCF Student Wellness Policy and Regulation  
JHCF-RZ Student Wellness Regulations and Guidelines  
Beth P. Morris. . . . . Page 69  
Discussion/Action
- 4. Lynchburg City School Board Policy Updates  
Ben W. Copeland. . . . . Page 83  
Discussion/Action
- 5. Policy JHCD Administering Medicines to Students and  
Regulation JHCD-RZ Administration of Medication – Naloxone  
Anne Bond-Gentry. . . . . Page 110  
Discussion/Action

**H. NEW BUSINESS**

- 1. School Board Regulation JHCD-RY Administration  
of Medication  
Anne Bond-Gentry . . . . . Page 116  
Discussion

2. Policy BDDC Agenda Preparation and Dissemination Crystal M. Edwards. . . . .	Page 119
Discussion	
3. Policy EB School Crisis, Emergency Management and Medical Emergency Response Plan Ben W. Copeland. . . . .	Page 121
Discussion	
4. Policy JECZ Non-Resident Employee Student Tuition Waiver and Regulation JNZ-R Student Fees, Fines, and Charges Anthony E. Beckles, Sr. . . . .	Page 133
Discussion	
5. Policy JFHA, JFHA-F and GBA, GBA-F, Prohibition Against Harassment and Retaliation and Policy JB Equal Education Opportunities/Non-Discrimination Ben W. Copeland . . . . .	Page 140
Discussion	
6. Authorization of Signature Crystal M. Edwards. . . . .	Page 154
Action	
7. Policy Management Crystal M. Edwards . . . . .	Page 156
Discussion	

**I. SUPERINTENDENT’S COMMENTS**

**J. BOARD COMMENTS**

**K. INFORMATIONAL ITEMS**

Next School Board Meeting: Tuesday, July 10, 2018, 5:30 p.m., Board Room, School Administration Building

**L. ADJOURNMENT**

# Agenda Report

Date: 06/05/18

Agenda Number: A-1

Attachments: No

**From:** Crystal M. Edwards, Superintendent

**Subject:** Notice of Closed Meeting

**Summary/Description:**

Pursuant to the Code of Virginia §2.2-3711 (A) (1) (6), the school board needs to convene a closed meeting for the purpose of discussing the following specific matters:

Personnel Matters

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

**Recommendation:**

The superintendent recommends that the school board approve a motion to enter into Closed Meeting in accordance with the Code of Virginia §2.2-3711 (A) (1) (6), to discuss personnel matters.

# Agenda Report

**Date:** 06/05/18

**Agenda Number:** A - 2

**Attachments:** No

**From:** Crystal M. Edwards, Superintendent

**Subject:** Certification of Closed Meeting

## Summary/Description:

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

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

## Recommendation:

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

# Agenda Report

**Date:** 06/05/18

**Agenda Number:** B-1

**Attachments:** No

**From:** Michael J. Nilles, School Board Chairman

**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: 06/05/18

Agenda Number: C-1

Attachments: No

**From:** Crystal M. Edwards, Superintendent

**Subject:** Resolution of Recognition

## Summary/Description:

During this presentation, the school board will recognize Derek L. Polley for his years of service as a member of the Lynchburg City School Board. Mr. Polley has served as a school board member for a total of three years.

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

## Recommendation:

The superintendent recommends that the school board approve the resolution of recognition for Derek L. Polley.

# Agenda Report

Date: 6/5/18

Agenda Number: D-1

Attachments: Yes

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

**Subject:** Finance Report

## Summary/Description:

The school administration, in accordance with the FY2017-18 school's operating budget, authorized, approved, and processed the necessary payments through April 30, 2018. The school administration certifies that the amounts approved are within budgetary limits and revenue.

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

Total Operating Fund Budget	\$ 95,324,667.00
Adjustment – Insurance Proceeds	33,833.00
Adjustment – Prior Year Encumbrances	1,275,388.88
Additional State funding of CTE Equipment	9,748.88
Proceeds from Sale of Bus	13,500.00
Restricted Donation	5,512.50
E-rate – Shentel funding	88,000.00
Total Operating Fund Budget - adjusted	<u>\$ 96,750,650.26</u>

Through April 30, 2018

Actual Revenue Received	\$ 69,892,483.10
Actual Expenditures	\$ 72,731,902.27
Actual Encumbered	\$ 20,053,626.09

Percent of Budget Received	72.24%
Percent of Budget Used, excluding encumbrances	75.17%
As of 4/30/18 – 10 months	83.34%

The revenue and expenditure reports detail the transactions recorded through April 30, 2018. All reports appear as attachments to the agenda report.

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

## Recommendation:

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

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

		Fiscal Year 2017-18					
		BUDGET	TRANSACTIONS	BUDGET % USED	ENCUMBRANCES	BUDGET AVAILABLE	BUDGET % USED
<b>INSTRUCTION</b>							
FUNCTION 1100 CLASSROOM INSTRUCTION	Personnel	50,521,331.14	37,433,625.63	74.09%	12,352,824.14	734,881.37	98.55%
	Other	4,032,316.11	2,505,465.07	62.13%	237,380.31	1,289,470.73	68.02%
FUNCTION 1200 INST SUPPORT-STUDENT	Personnel	3,646,190.50	2,760,627.12	75.71%	770,667.41	114,895.97	96.85%
	Other	170,088.04	49,265.17	28.96%	29,298.40	91,524.47	46.19%
FUNCTION 1300 INST SUPPORT-STAFF	Personnel	4,042,330.16	2,970,638.00	73.49%	858,188.97	213,503.19	94.72%
	Other	1,517,833.73	850,046.46	56.00%	35,123.41	632,663.86	58.32%
FUNCTION 1400 INST SUPPORT-SCHOOL ADMIN	Personnel	5,667,111.52	4,525,525.42	79.86%	1,123,705.65	17,880.45	99.68%
	Other	248,974.78	137,279.80	55.14%	25,993.02	85,701.96	65.58%
		<b>69,846,175.98</b>	<b>51,232,472.67</b>	<b>73.35%</b>	<b>15,433,181.31</b>	<b>3,180,522.00</b>	<b>95.45%</b>
<b>TOTAL INSTRUCTION</b>							
<b>ADMINISTRATION</b>							
FUNCTION 2100 ADMINISTRATION	Personnel	3,091,096.13	2,500,956.78	80.91%	575,111.43	15,027.92	99.51%
	Other	1,571,968.68	1,056,824.96	67.23%	224,583.99	290,559.73	81.52%
FUNCTION 2200 ATTENDANCE & HEALTH SERV	Personnel	1,860,099.54	1,403,361.97	75.45%	431,422.91	25,314.66	98.64%
	Other	129,456.50	40,855.30	31.56%	10,233.55	78,367.65	39.46%
		<b>6,652,620.85</b>	<b>5,001,999.01</b>	<b>75.19%</b>	<b>1,241,351.88</b>	<b>409,269.96</b>	<b>93.85%</b>
<b>PUPIL TRANSPORTATION</b>							
FUNCTION 3100 MANAGEMENT & DIRECTION	Personnel	347,053.09	308,200.81	88.81%	60,028.38	(21,176.10)	106.10%
	Other	21,582.50	18,496.54	85.70%	1,554.00	1,531.96	92.90%
FUNCTION 3200 VEHICLE OPERATION SERVICE	Personnel	2,795,155.36	2,182,326.77	78.08%	581,700.59	31,128.00	98.89%
	Other	677,256.12	644,103.26	95.10%	17,059.12	16,093.74	97.62%
FUNCTION 3300 MONITORING SERVICE	Personnel	441,725.48	426,158.64	96.48%	113,671.90	(98,105.06)	122.21%
FUNCTION 3400 VEHICLE MAINT SERVICE	Personnel	365,930.19	295,666.17	80.80%	54,634.80	15,629.22	95.73%
	Other	424,150.00	283,995.89	66.96%	67,464.81	72,689.30	82.86%
FUNCTION 3500 BUS PURCHASE - REGULAR	Other	1,083,311.00	1,089,168.00	0.00%	0.00	(5,857.00)	100.54%
		<b>6,156,163.74</b>	<b>5,248,116.08</b>	<b>85.25%</b>	<b>896,113.60</b>	<b>11,934.06</b>	<b>99.81%</b>
<b>TOTAL PUPIL TRANSPORTATION</b>							
<b>OPERATIONS &amp; MAINTENANCE</b>							
FUNCTION 4100 MANAGEMENT & DIRECTION	Personnel	291,544.25	241,591.94	82.87%	48,690.64	1,261.67	99.57%
	Other	84,000.00	72,116.62	85.85%	6,960.23	4,923.15	94.14%
FUNCTION 4200 BUILDING SERVICES							

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

Personnel	4,429,393.73	3,670,607.10	82.87%	810,179.11	(51,392.48)	101.16%
Other	4,904,294.84	3,726,182.34	75.98%	942,962.44	235,150.06	95.21%
<b>FUNCTION 4300 GROUNDS SERVICES</b>						
Personnel	264,317.99	202,909.66	76.77%	45,692.42	15,715.91	94.05%
Other	60,000.00	44,513.53	74.19%	4,637.75	10,848.72	81.92%
<b>FUNCTION 4400 EQUIPMENT SERVICES</b>						
Other	85,000.00	60,767.31	71.49%	5,401.22	18,831.47	77.85%
<b>FUNCTION 4500 VEHICLE SERVICES</b>						
Other	27,500.00	15,789.82	57.42%	0.00	11,710.18	57.42%
<b>FUNCTION 4600 SECURITY SERVICES</b>						
Personnel	20,038.30	16,902.46	84.35%	3,932.30	(796.46)	103.97%
Other	392,796.35	305,335.57	77.73%	38,083.66	49,377.12	87.43%
<b>FUNCTION 4700 WAREHOUSING SERVICES</b>						
Personnel	9,163.34	3,961.49	43.23%	0.00	5,201.85	43.23%
<b>TOTAL OPERATIONS &amp; MAINTENANCE</b>	<b>10,568,048.80</b>	<b>8,360,677.84</b>	<b>79.11%</b>	<b>1,906,539.77</b>	<b>300,831.19</b>	<b>97.15%</b>
<b>Other Non-Instructional Operations</b>						
FUNCTION 5000 Non-Instructional Operations - Other	22,800.00	7,506.41	32.92%	0.00	15,293.59	32.92%
<b>TOTAL Non-Instructional Operations</b>	<b>22,800.00</b>	<b>7,506.41</b>	<b>32.92%</b>	<b>0.00</b>	<b>15,293.59</b>	<b>32.92%</b>
<b>FACILITIES</b>						
FUNCTION 6600 BLDG ADD & IMP SERVICES	66,181.38	20,228.95	30.57%	0.00	45,952.43	30.57%
Personnel	66,181.38	20,228.95	30.57%	0.00	45,952.43	30.57%
<b>TOTAL FACILITIES</b>	<b>66,181.38</b>	<b>20,228.95</b>	<b>30.57%</b>	<b>0.00</b>	<b>45,952.43</b>	<b>30.57%</b>
<b>DEBT SERVICE</b>						
FUNCTION 7100 DEBT SERVICE -	0.00	0.00	0.00%	0.00	0.00	0.00%
Other	0.00	0.00	0.00%	0.00	0.00	0.00%
<b>TOTAL DEBT SERVICE</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00%</b>
<b>TECHNOLOGY</b>						
FUNCTION 8100 CLASSROOM INSTRUCTION	1,838,404.40	1,405,878.96	76.47%	358,649.64	73,875.80	95.98%
Personnel	1,838,404.40	1,405,878.96	76.47%	358,649.64	73,875.80	95.98%
Other	194,957.41	181,774.40	93.24%	6,647.65	6,535.36	96.65%
<b>FUNCTION 8200 INSTRUCTIONAL SUPPORT</b>						
Personnel	473,116.05	376,612.65	79.60%	82,089.72	14,413.68	96.95%
Other	929,355.65	896,635.30	96.48%	129,052.52	(96,332.17)	110.37%
<b>FUNCTION 8500 PUPIL TRANSPORTATION</b>						
Other	2,826.00	0.00	0.00%	0.00	2,826.00	0.00%
<b>TOTAL TECHNOLOGY</b>	<b>3,438,659.51</b>	<b>2,860,901.31</b>	<b>83.20%</b>	<b>576,439.53</b>	<b>1,318.67</b>	<b>99.96%</b>
<b>CONTINGENCY RESERVES</b>						
FUNCTION 9100 CLASSROOM INSTRUCTION	0.00	0.00	0.00%	0.00	0.00	0.00%
FUNCTION 9300 ADMINISTRATION	0.00	0.00	0.00%	0.00	0.00	0.00%
FUNCTION 9500 PUPIL TRANSPORTATION	0.00	0.00	0.00%	0.00	0.00	0.00%
FUNCTION 9600 OPERATIONS & MAINTENANCE	0.00	0.00	0.00%	0.00	0.00	0.00%
<b>TOTAL CONTINGENCY RESERVES</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00%</b>
<b>TOTAL OPERATING BUDGET</b>	<b>96,750,650.26</b>	<b>72,731,902.27</b>	<b>75.17%</b>	<b>20,053,626.09</b>	<b>3,965,121.90</b>	<b>95.90%</b>

Lynchburg City Schools  
 Operating Fund - Statement of Revenue  
 For the Ten Months Ending April 30, 2018

ACCOUNT TITLE	FY 2016-17			FY 2017-18			YTD TRANSACTIONS	YTD TRANSACTIONS	BUDGET BALANCE	% RECEIVED
	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	% RECEIVED	REVENUE BUDGET	YTD TRANSACTIONS				
240308 SALES TAX RECEIPTS	(10,837,193.00)	(10,590,644.26)	(246,548.74)	97.72%	(10,614,314.00)	(7,961,306.72)	(2,653,007.28)	75.01%		
240202 BASIC SCHOOL AID	(21,878,492.00)	(21,971,533.00)	93,041.00	100.43%	(21,769,498.00)	(18,168,060.54)	(3,601,437.46)	83.46%		
240207 GIFTED & TALENTED	(246,173.00)	(245,546.00)	(627.00)	99.75%	(243,593.00)	(193,115.07)	(50,477.93)	79.28%		
240208 REMEDIAL EDUCATION-SOQ	(1,492,427.00)	(1,488,621.00)	(3,806.00)	99.74%	(1,476,782.00)	(1,232,292.06)	(244,489.94)	83.44%		
240204 REMEDIAL EDUCATION -SUMMER	(161,164.00)	(164,036.00)	2,872.00	101.78%	(164,036.00)	(139,400.09)	(24,635.91)	84.98%		
SUPLP LOTTERY PER PUPIL ALLOCATIO	(268,842.00)	(268,873.00)	31.00	100.01%	(1,391,118.00)	(897,094.04)	(494,023.96)	64.49%		
COMPENSATION SUPPLEMENT	(360,828.00)	0.00	(360,828.00)	0.00%	(231,552.00)	(183,312.78)	(48,239.22)	79.17%		
240212 SPECIAL ED SOQ	(2,841,252.00)	(2,834,007.00)	(7,245.00)	99.75%	(2,811,468.00)	(2,346,013.00)	(465,455.00)	83.44%		
240217 VOCATIONAL ED SOQ	(405,161.00)	(404,127.00)	(1,034.00)	99.74%	(400,913.00)	(334,539.98)	(66,373.02)	83.44%		
240221 SOC SEC-INSTR	(1,461,655.00)	(1,457,928.00)	(3,727.00)	99.75%	(1,446,333.00)	(1,206,883.70)	(239,449.30)	83.44%		
240223 VRS INSTRUCTIONAL	(3,015,625.00)	(3,007,936.00)	(7,689.00)	99.75%	(3,324,028.00)	(2,773,715.74)	(550,312.26)	83.44%		
240241 GROUP LIFE INST	(97,444.00)	(97,195.00)	(249.00)	99.74%	(96,422.00)	(80,459.06)	(15,962.94)	83.44%		
240228 READING INTERVENTN	(185,114.00)	(207,993.00)	22,879.00	112.36%	(205,913.00)	(131,035.54)	(74,877.46)	63.64%		
240205 CAT-REG FOSTER	(74,203.00)	(178,329.90)	104,126.90	240.33%	(190,250.00)	0.00	(190,250.00)	0.00%		
240246 CAT-HOMEBOUND	(107,771.00)	(108,062.68)	291.68	100.27%	(110,224.00)	(70,300.29)	(39,923.71)	63.78%		
240248 REGIONAL TUITION	(1,004,113.00)	(1,004,586.03)	473.03	100.05%	(1,011,481.00)	(297,690.30)	(713,790.70)	29.43%		
240265 AT RISK SOQ	(1,502,539.00)	(1,498,543.00)	(3,996.00)	99.73%	(1,489,206.00)	(1,175,499.60)	(313,706.40)	78.93%		
240309 ESL	(156,955.00)	(149,127.00)	(7,828.00)	95.01%	(154,875.00)	(129,062.50)	(25,812.50)	83.33%		
240281 AT RISK 4 YR OLDS	(944,193.00)	(936,390.00)	(7,803.00)	99.17%	(932,488.00)	(593,401.46)	(339,086.54)	63.64%		
240252 CTE EQUIPMENT	0.00	(23,334.15)	23,334.15	0.00%	(9,748.88)	(22,270.85)	12,521.97	228.45%		
240253 CTE OCC PREP	(52,654.00)	(35,205.00)	(17,449.00)	66.86%	(57,895.00)	0.00	(57,895.00)	0.00%		
MATH/READING INSTR SPECIALISTS	(42,665.00)	0.00	(42,665.00)	0.00%	(20,502.00)	(12,301.20)	(8,200.80)	60.00%		
EARLY READING SPECIALISTS INITIATIVE	(41,476.00)	(30,117.00)	(11,359.00)	72.61%	0.00	0.00	0.00	0.00%		
240275 PRIMARY CLASS SIZE	(1,956,675.00)	(1,899,533.00)	(57,142.00)	97.08%	(1,915,875.00)	(1,186,613.26)	(729,261.74)	61.94%		
240214 TEXTBOOKS	(563,019.00)	(561,584.00)	(1,435.00)	99.75%	(557,117.00)	(464,883.38)	(92,233.62)	83.44%		
240405 ALGEBRA READINESS	(141,003.00)	(145,275.00)	4,272.00	103.03%	(143,036.00)	(91,022.75)	(52,013.25)	63.64%		
PROJECT GRADUATION	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%		
<b>COMMONWEALTH OF VA</b>	<b>(49,838,636.00)</b>	<b>(49,308,526.02)</b>	<b>(530,109.98)</b>	<b>98.94%</b>	<b>(50,768,667.88)</b>	<b>(39,690,273.91)</b>	<b>(11,078,393.97)</b>	<b>78.18%</b>		
330212 IMPACT AIDPL81-874	(8,000.00)	(12,070.02)	4,070.02	150.88%	(8,500.00)	(7,130.79)	(1,369.21)	83.89%		
180303 MEDICAID REIMBURSE	(680,000.00)	(708,470.91)	28,470.91	104.19%	(350,000.00)	(192,385.76)	(157,614.24)	54.97%		
JR ROTC	(105,000.00)	(63,236.35)	(41,763.65)	60.23%	(105,000.00)	(100,948.10)	(4,051.90)	96.14%		
<b>FEDERAL</b>	<b>(793,000.00)</b>	<b>(783,777.28)</b>	<b>(9,222.72)</b>	<b>98.84%</b>	<b>(463,500.00)</b>	<b>(300,464.65)</b>	<b>(163,035.35)</b>	<b>64.83%</b>		

Lynchburg City Schools  
 Operating Fund - Statement of Revenue  
 For the Ten Months Ending April 30, 2018

	FY 2016-17			FY 2017-18			
	REVENUE	YTD	BUDGET	REVENUE	YTD	BUDGET	%
	BUDGET	TRANSACTIONS	BALANCE	BUDGET	TRANSACTIONS	BALANCE	RECEIVED
510500 CITY OPER APPR	(40,854,039.00)	(40,854,039.00)	0.00	(42,028,498.00)	(28,650,000.00)	(13,378,498.00)	68.17%
510500 FUND BALANCE RETURN	(567,779.00)	(567,779.00)	0.00	0.00	0.00	0.00	0.00%
HEALTH INSURANCE RESERVE	(1,300,000.00)	(1,300,000.00)	0.00	0.00	0.00	0.00	0.00%
510500 USE OF CIP FUNDS	(500,000.00)	(500,000.00)	0.00	0.00	0.00	0.00	0.00%
<b>CITY</b>	<b>(43,221,818.00)</b>	<b>(43,221,818.00)</b>	<b>0.00</b>	<b>(42,028,498.00)</b>	<b>(28,650,000.00)</b>	<b>(13,378,498.00)</b>	<b>68.17%</b>
189912 MISC REV/OTH FUNDS	(101,566.00)	(70,252.44)	(31,313.56)	(75,000.00)	(27,656.71)	(47,343.29)	36.88%
180303 REBATES & REFUNDS	(20,000.00)	(16,768.83)	(3,231.17)	(86,250.00)	(31,884.01)	(54,365.99)	36.97%
189903 DONATIONS & SP GF	(1,000.00)	(1,400.00)	400.00	(5,512.50)	(5,512.50)	0.00	0.00%
189909 SALE OTHER EQUIP	(3,000.00)	(9,237.00)	6,237.00	(16,500.00)	(28,500.00)	12,000.00	172.73%
189910 INSURANCE ADJUST	(52,441.99)	(87,858.72)	35,416.73	(133,833.00)	(66,047.14)	(67,785.86)	49.35%
E RATE REIMBURSEMENT	(115,500.00)	(77,035.24)	(38,464.76)	(203,500.00)	(149,332.43)	(54,167.57)	73.38%
<b>MISCELLANEOUS</b>	<b>(293,507.99)</b>	<b>(262,552.23)</b>	<b>(30,955.76)</b>	<b>(520,595.50)</b>	<b>(308,932.79)</b>	<b>(211,662.71)</b>	<b>59.34%</b>
150201 RENTS - LAUREL	(123,000.00)	(155,250.06)	32,250.06	(123,000.00)	(123,000.00)	0.00	100.00%
150201 RENTS - CVGS	0.00	0.00	0.00	0.00	(43,000.00)	43,000.00	100.00%
161201 TUITION DAY SCHOOL	(100,000.00)	(85,936.73)	(14,063.27)	(80,000.00)	(101,970.92)	21,970.92	127.46%
161206 TUITION ADULT	(11,000.00)	(15,472.50)	4,472.50	(20,000.00)	(19,305.00)	(695.00)	96.53%
161207 TUITION SUMMER SCH	(25,000.00)	(39,815.50)	14,815.50	(25,000.00)	(41,342.53)	16,342.53	165.37%
161202 SPEC PUPIL FEES	(35,000.00)	(9,229.78)	(25,770.22)	(31,000.00)	(11,864.00)	(19,136.00)	38.27%
161205 BUS RENTAL	(325,000.00)	(494,424.69)	169,424.69	(325,000.00)	(260,783.85)	(64,216.15)	80.24%
190101 TUIT FM OTH CO/CY	(400,000.00)	(777,654.02)	377,654.02	(500,000.00)	0.00	(500,000.00)	0.00%
161201 DUAL ENROLLMENT	(125,000.00)	(143,800.32)	18,800.32	(185,000.00)	0.00	(185,000.00)	0.00%
PRINT SHOP	(65,000.00)	(64,519.21)	(480.79)	(65,000.00)	(44,330.33)	(20,669.67)	68.20%
SCHOOL NUT UTILITIES	(90,000.00)	(85,578.33)	(4,421.67)	(90,000.00)	(66,609.22)	(23,390.78)	74.01%
FACILITY RENTALS	(50,000.00)	(83,792.37)	33,792.37	(50,000.00)	(105,188.38)	55,188.38	210.38%
INDIRET COSTS	0.00	0.00	0.00	(200,000.00)	(125,417.52)	(74,582.48)	62.71%
<b>CHARGES FOR SERVICES</b>	<b>(1,349,000.00)</b>	<b>(1,972,013.95)</b>	<b>623,013.95</b>	<b>(1,694,000.00)</b>	<b>(942,811.75)</b>	<b>(751,188.25)</b>	<b>55.66%</b>
<b>DESIGNATION - ENCUMBRANCES</b>	<b>(121,556.00)</b>	<b>0.00</b>	<b>(121,556.00)</b>	<b>(1,275,388.88)</b>	<b>0.00</b>	<b>(1,275,388.88)</b>	<b>0.00%</b>
<b>TOTAL OPERATING FUND</b>	<b>(95,617,517.99)</b>	<b>(95,548,687.48)</b>	<b>(68,830.51)</b>	<b>(96,750,650.26)</b>	<b>(69,892,483.10)</b>	<b>(26,858,167.16)</b>	<b>72.24%</b>

	Original budget	Adjusted Budget
Prior Year Encumbrance	\$ 121,556.00	\$ 121,556.00
Restricted Donation Received	\$ 1,000.00	\$ 1,000.00
Insurance Proceeds	\$ 49,441.99	\$ 49,441.99
Health Insurance Reserve	\$ 1,300,000.00	\$ 1,300,000.00
Regional Tuition	\$ 190,000.00	\$ 190,000.00
Medicaid	\$ 330,000.00	\$ 330,000.00
Registration fees for VSBA	\$ 1,566.00	\$ 1,566.00
Fund Balance Return	\$ 567,779.00	\$ 567,779.00
<b>Original budget</b>	<b>\$93,056,175.00</b>	<b>\$93,056,175.00</b>
Prior Year Encumbrance	\$ 1,275,388.88	\$ 1,275,388.88
Addtl funding - CTE equipment	\$ 9,748.88	\$ 9,748.88
Sale of Bus Proceeds	\$ 13,500.00	\$ 13,500.00
E-rate - Shelter	\$ 88,000.00	\$ 88,000.00
Insurance Proceeds	\$ 33,833.00	\$ 33,833.00
Restricted Donation	\$ 5,512.50	\$ 5,512.50
<b>Adjusted Budget</b>	<b>\$ 96,750,650.26</b>	<b>\$ 96,750,650.26</b>

FY2017-2018 REVISED REVENUE BUDGET						
As of April 30, 2018						
	ORIGINAL	REVISED				CHANGE BETWEEN
	REVENUE	REVENUE				ORG & REVISED
	BUDGET	BUDGET	YTD	BUDGET	%	REV BUDGET
	As of 7/1/2017		TRANSACTIONS	BALANCE	RECEIVED	INCREASE
						(DECREASE)
<b>ADM</b>	<b>7,966.80</b>	<b>7,966.80</b>				<b>0.0</b>
<b>ACCOUNT TITLE</b>						
<b>COMMONWEALTH OF VA REVENUE</b>						
240308 SALES TAX RECEIPTS	(10,614,314.00)	(10,614,314.00)	(7,961,306.72)	(2,653,007.28)	75.01%	0.00
240202 BASIC SCHOOL AID	(21,769,498.00)	(21,769,498.00)	(18,168,060.54)	(3,601,437.46)	83.46%	0.00
240207 GIFTED & TALENTED	(243,593.00)	(243,593.00)	(193,115.07)	(50,477.93)	79.28%	0.00
240208 REMEDIAL EDUCATION-SOQ	(1,476,782.00)	(1,476,782.00)	(1,232,292.06)	(244,489.94)	83.44%	0.00
240204 REMEDIAL EDUCATION - SUMMER SCHOOL	(164,036.00)	(164,036.00)	(139,400.09)	(24,635.91)	84.98%	0.00
SUPPL LOTTERY PER PUPIL ALLOCATION	(1,391,118.00)	(1,391,118.00)	(897,094.04)	(494,023.96)	64.49%	0.00
<b>COMPENSATION SUPPLEMENT</b>	<b>(231,552.00)</b>	<b>(231,552.00)</b>	<b>(183,312.78)</b>	<b>(48,239.22)</b>	<b>0.00%</b>	<b>0.00</b>
240212 SPECIAL ED SOQ	(2,811,468.00)	(2,811,468.00)	(2,346,013.00)	(465,455.00)	83.44%	0.00
240217 VOCATIONAL ED SOQ	(400,913.00)	(400,913.00)	(334,539.98)	(66,373.02)	83.44%	0.00
240221 SOC SEC-INSTR	(1,446,333.00)	(1,446,333.00)	(1,206,883.70)	(239,449.30)	83.44%	0.00
240223 VRS INSTRUCTIONAL	(3,324,028.00)	(3,324,028.00)	(2,773,715.74)	(550,312.26)	83.44%	0.00
240241 GROUP LIFE INST	(96,422.00)	(96,422.00)	(80,459.06)	(15,962.94)	83.44%	0.00
240228 READING INTERVENTN	(205,913.00)	(205,913.00)	(131,035.54)	(74,877.46)	63.64%	0.00
240205 CAT-REG FOSTER	(190,250.00)	(190,250.00)	0.00	(190,250.00)	0.00%	0.00
240246 CAT-HOMEBOUND	(110,224.00)	(110,224.00)	(70,300.29)	(39,923.71)	63.78%	0.00
240248 REGIONAL TUITION	(1,011,481.00)	(1,011,481.00)	(297,690.30)	(713,790.70)	29.43%	0.00
240265 AT RISK SOQ	(1,489,206.00)	(1,489,206.00)	(1,175,499.60)	(313,706.40)	78.93%	0.00
240309 ESL	(154,875.00)	(154,875.00)	(129,062.50)	(25,812.50)	78.93%	0.00
240281 AT RISK 4 YR OLDS - VPI	(932,488.00)	(932,488.00)	(593,401.46)	(339,086.54)	63.64%	0.00
240253 CTE EDUCATION	(57,895.00)	(57,895.00)	0.00	(57,895.00)	0.00%	0.00
MATH/READING INSTR SPECIALISTS	(20,502.00)	(20,502.00)	(12,301.20)	(8,200.80)	0.00%	0.00
EARLY READING SPECIALISTS INITIATIVE	0.00	0.00	0.00	0.00	0.00%	0.00
240275 PRIMARY CLASS SIZE	(1,915,875.00)	(1,915,875.00)	(1,186,613.26)	(729,261.74)	61.94%	0.00
240214 TEXTBOOKS	(557,117.00)	(557,117.00)	(464,883.38)	(92,233.62)	83.44%	0.00
240405 ALGEBRA READINESS	(143,036.00)	(143,036.00)	(91,022.75)	(52,013.25)	63.64%	0.00
PROJECT GRADUATION	0.00	0.00	0.00	0.00	0.00%	0.00
<b>COMMONWEALTH OF VA</b>	<b>(50,758,919.00)</b>	<b>(50,758,919.00)</b>	<b>(39,668,003.06)</b>	<b>(11,090,915.94)</b>	<b>78.15%</b>	<b>0.00</b>
<b>FEDERAL REVENUE</b>						
330212 IMPACT AIDPL81-874	(8,500.00)	(8,500.00)	(7,130.79)	(1,369.21)	83.89%	0.00
180303 MEDICAID REIMBURSE	(350,000.00)	(350,000.00)	(192,385.76)	(157,614.24)	54.97%	0.00
JR ROTC	(105,000.00)	(105,000.00)	(100,948.10)	(4,051.90)	96.14%	0.00
<b>FEDERAL</b>	<b>(463,500.00)</b>	<b>(463,500.00)</b>	<b>(300,464.65)</b>	<b>(163,035.35)</b>	<b>64.83%</b>	<b>0.00</b>
<b>CITY APPROPRIATIONS</b>						
510500 CITY OPER APPR	(42,028,498.00)	(42,028,498.00)	(28,650,000.00)	(13,378,498.00)	68.17%	0.00
510500 FUND BALANCE RETURN	0.00	0.00	0.00	0.00	100.00%	0.00
510500 USE OF RESERVES	0.00	0.00	0.00	0.00	100.00%	0.00
<b>CITY</b>	<b>(42,028,498.00)</b>	<b>(42,028,498.00)</b>	<b>(28,650,000.00)</b>	<b>(13,378,498.00)</b>	<b>68.17%</b>	<b>0.00</b>
<b>MISCELLANEOUS REVENUE</b>						
189912 MISC REV/OTH FUNDS	(75,000.00)	(75,000.00)	(27,656.71)	(47,343.29)	100.00%	0.00
180303 REBATES & REFUNDS	(86,250.00)	(86,250.00)	(31,884.01)	(54,365.99)	36.97%	0.00
189903 DONATIONS & SP GF	(5,512.50)	(5,512.50)	(5,512.50)	0.00	0.00%	0.00
189909 SALE OTHER EQUIP	(16,500.00)	(16,500.00)	(28,500.00)	12,000.00	172.73%	0.00
189910 INSURANCE ADJUST	(100,000.00)	(100,000.00)	(66,047.14)	(33,952.86)	66.05%	0.00
E RATE REIMBURSEMENT	(203,500.00)	(203,500.00)	(149,332.43)	(54,167.57)	73.38%	0.00
<b>MISCELLANEOUS</b>	<b>(486,762.50)</b>	<b>(486,762.50)</b>	<b>(308,932.79)</b>	<b>(177,829.71)</b>	<b>63.47%</b>	<b>0.00</b>

<b>CHARGES FOR SERVICES</b>							
150201 RENTS - LAUREL	(123,000.00)	(123,000.00)	(123,000.00)	0.00	100.00%	0.00	
150201 RENTS - CVGS	0.00	(43,000.00)	(43,000.00)	0.00	100.00%	43,000.00	
161201 TUITION DAY SCHOOL	(80,000.00)	(101,000.00)	(101,970.92)	970.92	100.96%	21,000.00	
161206 GED TESTING FEES	(20,000.00)	(20,000.00)	(19,305.00)	(695.00)	96.53%	0.00	
161207 TUITION SUMMER SCH	(25,000.00)	(42,000.00)	(41,342.53)	(657.47)	98.43%	17,000.00	
161202 SPEC PUPIL FEES	(31,000.00)	(31,000.00)	(11,864.00)	(19,136.00)	38.27%	0.00	
161205 BUS RENTAL	(325,000.00)	(325,000.00)	(260,783.85)	(64,216.15)	80.24%	0.00	
190101 TUIT FM OTH CO/CY	(500,000.00)	(500,000.00)	0.00	(500,000.00)	0.00%	0.00	
161201 DUAL ENROLLMENT	(185,000.00)	(185,000.00)	0.00	(185,000.00)	0.00%	0.00	
PRINT SHOP	(65,000.00)	(65,000.00)	(44,330.33)	(20,669.67)	68.20%	0.00	
SCHOOL NUT UTILITIES	(90,000.00)	(90,000.00)	(66,609.22)	(23,390.78)	74.01%	0.00	
FACILITY RENTALS	(50,000.00)	(105,000.00)	(105,188.38)	188.38	100.18%	55,000.00	
INDIRECT COSTS FROM GRANTS	(200,000.00)	(200,000.00)	(125,417.52)	(74,582.48)	62.71%	0.00	
<b>CHARGES FOR SERVICES</b>	<b>(1,694,000.00)</b>	<b>(1,830,000.00)</b>	<b>(942,811.75)</b>	<b>(887,188.25)</b>	<b>51.52%</b>	<b>136,000.00</b>	
150101 INTEREST-BNK DPST	0.00	0.00	0.00	0.00	100.00%	0.00	
LEASE PURCHASE PROCEEDS	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	
DESIGNATION - ENCUMBRANCES	0.00	0.00	0.00	0.00	0.00%	0.00	
<b>TOTAL OPERATING FUND</b>	<b>(95,431,679.50)</b>	<b>(95,567,679.50)</b>	<b>(69,870,212.25)</b>	<b>(25,697,467.25)</b>	<b>73.11%</b>	<b>136,000.00</b>	
<b>REVENUE OVER/(UNDER) ORIGINAL BUDGET</b>	<b>136,000.00</b>						
<b>Note</b>							
Bold accounts are affected by changes in ADM							

# Agenda Report

Date: 06/05/2018

Agenda Number: E-2

Attachments: Yes

**From:** Dr. Crystal Edwards

**Subject:** Personnel Report

**Summary/Description:**

The personnel recommendations for May 08, 2018 – June 05, 2018 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 May 08, 2018 – June 05, 2018.

**Agenda Report****06/05/18**

<b>NAME</b>	<b>COLLEGE</b>	<b>DEGREE/ EXPERIENCE</b>	<b>SCHOOL/ ASSIGNMENT</b>	<b>EFFECTIVE DATE</b>
<b>NOMINATIONS, INSTRUCTIONAL PERSONNEL, 2018-2019:</b>				
Appling Artice	VCU	MA / 16 yrs (Lv. 16 1)	Fort Hill Community School Alt. Ed	08-08-2018
Craven Jennifer	Virginia Tech	B.S. / 0 yrs (Lv. 0 3)	Bedford Hills Elementary Special Education Teacher	08-08-2018
Crews Johnathon	Christopher Newport	BA / 0 yrs (Lv. 0 3)	E.C. Glass High School Health & Physical Education	08-08-2018
Cusack Madeline	Liberty University	BA / 0 yrs (Lv. 0 3)	Heritage High School Special Education Teacher	08-08-2018
Eldridge David	Columbia South. University	BA / 24 yrs (Lv. 24 4)	Heritage High School MCROTC	08-08-2018
Jordan Allison	Lynchburg College	DOCT / 13 yrs (Lv. 13 3)	Instructional Supervisor (Sec.) Curriculum & Instruction	07-01-2018
Klompstra Elizabeth	Grand Valley St. University	BA / 10 yrs (Lv. 10 3)	Heritage High School English Teacher	08-08-2018
Long Alison	Radford University	MA / 13 yrs (Lv. 13 3)	Hutcherson ELC Speech Language Pathologist	08-08-2018
Lyford Kaitlyn	VCU	BA / 0 yrs (Lv. 0 3)	Bedford Hills Elementary Special Education Teacher	08-08-2018
Nogueras Itzel	Liberty University	BA / 0 yrs (Lv. 0 3)	Heritage High School Spanish Teacher	08-08-2018
Sisson Danielle	Longwood University	BA / 1 yr (Lv. 1 3)	Sandusky Middle School English Teacher	08-08-2018
Smith Matthew	Liberty University	BA / 0 yrs (Lv. 0 2)	E.C. Glass High School Health & Physical Education	08-08-2018
Strawser Kaitlyn	Liberty University	BA / 1 yr (Lv. 1 3)	Bedford Hills Elementary Special Education Teacher	08-08-2018

**RESIGNATIONS:**

Bailey	Liberty	BA / 0 yrs	Heritage Elementary School	06-02-2018
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Amanda	University	(Lv. 0	3)	Special Education Teacher	
Bright Terry	JMU	BA /	20 yrs (Lv. 20	Sandusky Middle School English Teacher	06-02-2018
Burnett Katherine	UVA	MED /	34 yrs (Lv. 34	Laurel Regional School Visually Impaired (PT)	06-02-2018
Foreman Erin	Liberty University	MA /	2 yrs (Lv. 2	Laurel Regional Program Special Education Teacher	06-02-2018
Fowler Danielle	Tennessee University of	MA /	3 yrs (Lv. 3	Linkhorne Middle School English Teacher	06-02-2018
Fox Melissa	USC	MA /	24 yrs (Lv. 24	Perrymont Elementary School ESL Teacher	06-02-2018
Glover Dashay	Liberty University	BA /	10 yrs (Lv. 10	Heritage High School Music Teacher	06-08-2018
Harris Edgar	UNCG	BA /	9 yrs (Lv. 9	E.C. Glass High School Theater Teacher	06-02-2018
Hostutler Patricia	Brockport University	M.S. /	22 yrs (Lv. 22	Sandusky Middle School English Teacher	06-02-2018
Kerr Jessica	Liberty University	BA /	7 yrs (Lv. 7	Paul Munro Elementary Special Education Teacher	06-02-2018
Kessler Karen	Lynchburg College	BA /	25 yrs (Lv. 25	Linkhorne Elementary Special Education Teacher	06-02-2018
Liberatore Brittany	Phoenix University of	BA /	0 yrs (Lv. 0	Linkhorne Elementary School 1 <sup>st</sup> Grade Teacher	06-02-2018
Manzoor Rabbiea	Lynchburg College	BA /	1 yr (Lv. 1	R.S. Payne Elementary 4 <sup>th</sup> Grade Teacher	06-02-2018
Matzdorff Jeffrey	Liberty University	BA /	2 yrs (Lv. 2	Perrymont Elementary Movement Education	06-02-2018
Norman Sarah	Liberty University	BA /	0 yrs (Lv. 0	Heritage High School Special Education Teacher	06-02-2018
Robinson Shannon	Bob Jones University	BA /	16 yrs (Lv. 16	Linkhorne Middle School Math Teacher	06-02-2018
Rucker Tracy	Radford University	M.S. /	12 yrs (Lv. 12	Carl B. Hutcherson ELC Speech Pathologist	06-02-2018

Sams Jessika	Liberty University	BA / (Lv. 0	0 yrs 3)	Heritage High School ESL Teacher	06-02-2018
Shore Miranda	Liberty University	MAT / (Lv. 2	2 yrs 3)	Perrymont Elementary School Elementary Teacher	06-02-2018
Weigle Robbin	Idaho State University	MA / (Lv. 17	17 yrs 3)	Laurel Regional Program Teacher of Visually Impaired PT	06-02-2018
West Shana	Phoenix University of	MA / (Lv. 3	3 yrs 1)	William Marvin Bass 3 <sup>rd</sup> Grade Teacher	06-02-2018
Yarber Tom	UVA	MA / (Lv. 30	30 yrs 4)	Heritage High School English Teacher - PT	06-02-2018

**RETIREMENTS:**

Alerding John	Arkansas University	MA / (Lv. 19	19 yrs 4)	Heritage High School Math Teacher	06-02-2018
Blay Karin	JMU	MA / (Lv.	10 yrs 3)	Linkhorne Middle School Principal	04-30-2018
Mahlburg Rebecca	N. Colorado University of	MA / (Lv. 21	21 yrs 3)	Bedford Hills Elementary School Special Education Teacher	06-02-2018
Mitchell Sandra	Lynchburg College	MA / (Lv. 38	38 yrs 1)	Dearington Elementary School Literacy Coach/Teacher	06-02-2018
Sloman Donna	Longwood College	BA / (Lv. 37	37 yrs 3)	Heritage High School ESL Teacher	06-02-2018

**LEAVE OF ABSENCE:**

NONE

# Agenda Report

Date: 6/5/18

Agenda Number: G-1

Attachments: Yes

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

**Subject:** School FY2018-19 Operating Budget

## Summary/Description:

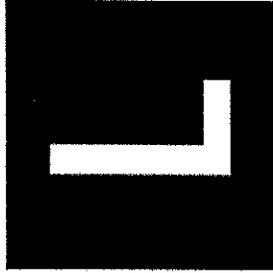
As a result of the Lynchburg City Council adopting its FY2018-19 budget, the school administration will present the school operating budget for FY2018-19 for school board review and approval. The school administration will present revenue and expenditure adjustments proposed for next year's budget. The school board will consider adoption of its operating budget for 2018-19 during this presentation.

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

## Recommendation:

The superintendent recommends that the school board adopt the School Operating Budget for FY2018-19.

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

FY 2018 – 19

# Proposed Operating Budget

**REVENUE SUMMARY**

Lynchburg City Schools - FY 2018-19 Budget

The FY 2018-2019 operating budget revenue totals \$97,372,733. The increase in FY 2018-2019 operating budget revenue is \$2,048,066 over the FY2017-2018 adopted budget or 2.15%.

- Revenue from the Commonwealth of Virginia is \$52,805,181, an increase of \$2,046,262 over the FY2017-2018 adopted budget or 4.03%. The State revenue by category is as follow:

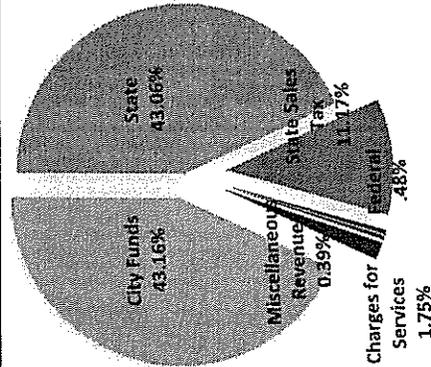
○ State Sales Tax	\$10,878,445
○ Standards of Quality Funds	\$34,080,870
○ Incentive Programs	\$1,413,426
○ Categorical Accounts	\$93,167
○ Lottery Funded Programs	\$6,339,273

- Revenue from the *City of Lynchburg (City)* for FY2018-19 is \$42,028,498, which is the same as it was in the FY2017-2018 adopted budget.
- Revenue from the *Federal Government* for FY2018-19 is \$463,500, which is the same as it was in the FY2017-2018 adopted budget.
- Revenue from *Other Sources* for FY2018-19 is \$2,075,554, which is \$1,804 more than the FY2017-2018 adopted budget.

**OPERATING FUND REVENUE SUMMARY**

Lynchburg City Schools FY 2018 -2019 Budget

REVENUE CATEGORY	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Change Amount	Change Percent
	Actual Revenue	Actual Revenue	Actual Revenue	Adopted Budget	Proposed Budget		
<b>Average Daily Membership</b>	8,113.30	8,009.13	7,966.80	7,966.80	7,921.55	(45.25)	-0.57%
<b>REVENUE CATEGORY</b>							
State	\$ 37,625,309	\$ 36,602,110	\$ 38,717,882	\$ 40,144,605	\$ 41,926,736	\$ 1,782,131	4.44%
State Sales Tax	9,958,345	10,253,347	10,590,644	10,614,314	10,878,445	264,131	2.49%
<b>Total State</b>	<b>47,583,654</b>	<b>46,855,457</b>	<b>49,308,526</b>	<b>50,758,919</b>	<b>52,805,181</b>	<b>2,046,262</b>	<b>4.03%</b>
Federal	520,460	320,000	846,621	463,500	463,500	-	0.00%
Miscellaneous Revenue	726,730	1,365,368	412,650	534,750	376,250	(158,500)	-29.64%
Charges for Services	1,169,484	1,491,359	1,820,727	1,539,000	1,699,304	160,304	10.42%
Use of Money	-	-	-	-	-	-	0.00%
<b>Total Other</b>	<b>1,896,214</b>	<b>2,856,727</b>	<b>2,233,377</b>	<b>2,073,750</b>	<b>2,075,554</b>	<b>1,804</b>	<b>0.09%</b>
<b>Total Non-City</b>	<b>50,000,328</b>	<b>50,032,184</b>	<b>52,388,524</b>	<b>53,296,169</b>	<b>55,344,235</b>	<b>2,048,066</b>	<b>3.84%</b>
City Funds	36,319,745	42,621,770	42,873,232	42,028,498	42,028,498	-	0.00%
City - School Buses	-	950,000	-	-	-	-	0.00%
<b>TOTAL OPERATING BUDGET</b>	<b>\$ 86,320,073</b>	<b>\$ 93,603,954</b>	<b>\$ 95,261,756</b>	<b>\$ 95,324,667</b>	<b>\$ 97,372,733</b>	<b>\$ 2,048,066</b>	<b>2.15%</b>



The chart illustrates the percentage of FY 2018-2019 operating budget revenue to be received from each funding source:

OPERATING FUND REVENUE: FEDERAL									
Lynchburg City Schools FY 2018-19 Budget									
CATEGORY	2014-2015 Actual Revenue	2015-2016 Actual Revenue	2016-2017 Actual Revenue	2017-2018 Adopted Budget	2018-2019 Adopted Budget	Dollar Increase (Decrease)	Percent Change	Percent Change	Percent of Total
Impact Aid	\$ 9,173	\$ 8,942	\$ 12,070	\$ 8,500	\$ 8,500	\$ -	0.00%	0.00%	1.83%
Medicaid Reimbursement	\$ 408,055	\$ 200,914	\$ 708,471	\$ 350,000	\$ 350,000	\$ -	0.00%	0.00%	75.51%
Junior ROTC	\$ 103,232	\$ 110,144	\$ 126,080	\$ 105,000	\$ 105,000	\$ -	0.00%	0.00%	22.65%
<b>TOTAL FEDERAL</b>	<b>\$ 520,460</b>	<b>\$ 320,000</b>	<b>\$ 846,621</b>	<b>\$ 463,500</b>	<b>\$ 463,500</b>	<b>\$ -</b>	<b>0.00%</b>	<b>0.00%</b>	<b>100.00%</b>
OPERATING FUND REVENUE: OTHER									
Lynchburg City Schools FY 2018-19 Budget									
CATEGORY	2014-2015 Actual Revenue	2015-2016 Actual Revenue	2016-2017 Actual Revenue	2017-2018 Adopted Budget	2018-2019 Adopted Budget	Dollar Increase (Decrease)	Percent Change	Percent Change	Percent of Total
Miscellaneous:									
Other Funds	\$ 91,131	\$ 71,651	\$ 70,252	\$ 75,000	\$ 55,000	\$ (20,000)	-36.36%	0.00%	2.65%
Rebates & Refunds	\$ 17,828	\$ 21,645	\$ 18,170	\$ 86,250	\$ 86,250	\$ -	0.00%	0.00%	4.16%
Sale Other Equipment	\$ 30,295	\$ 15,340	\$ 9,237	\$ 3,000	\$ 10,000	\$ 7,000	70.00%	0.00%	0.48%
Insurance Adjustments	\$ 283,674	\$ 134,414	\$ 87,859	\$ 100,000	\$ 5,000	\$ (95,000)	-1900.00%	0.00%	0.24%
E-Rate Reimbursements	\$ 149,289	\$ 938,886	\$ 77,035	\$ 115,500	\$ 80,000	\$ (35,500)	-44.38%	0.00%	3.86%
Print Production	\$ 65,283	\$ 93,429	\$ 64,519	\$ 65,000	\$ 50,000	\$ (15,000)	-23.25%	0.00%	3.13%
School Nutrition Utilities	\$ 89,230	\$ 90,003	\$ 85,578	\$ 90,000	\$ 90,000	\$ -	0.00%	0.00%	4.34%
<b>Charges for Services:</b>	<b>\$ 726,730</b>	<b>\$ 1,365,368</b>	<b>\$ 412,650</b>	<b>\$ 534,750</b>	<b>\$ 376,250</b>	<b>\$ (158,500)</b>	<b>-29.64%</b>	<b>0.00%</b>	<b>18.13%</b>
Rents-LAUREL	\$ 123,000	\$ 123,000	\$ 155,250	\$ 123,000	\$ 123,000	\$ -	0.00%	0.00%	5.93%
Rents-CVGS	\$ -	\$ -	\$ -	\$ -	\$ 43,000	\$ 43,000	0.00%	0.00%	2.07%
Tuition - Day School	\$ 100,557	\$ 80,994	\$ 84,747	\$ 80,000	\$ 100,000	\$ 20,000	20.00%	0.00%	4.82%
Tuition - Adult	\$ 41,332	\$ 20,076	\$ 15,473	\$ 20,000	\$ 25,000	\$ 5,000	20.00%	0.00%	1.20%
Tuition - Summer School	\$ 150	\$ 29,556	\$ 39,816	\$ 25,000	\$ 30,000	\$ 5,000	16.67%	0.00%	1.45%
Tuition - NonCenter Based	\$ 375,315	\$ 555,434	\$ 777,654	\$ 500,000	\$ 600,000	\$ 100,000	16.67%	0.00%	28.91%
Special Pupil Fees	\$ 31,816	\$ 31,026	\$ 25,770	\$ 31,000	\$ 25,000	\$ (6,000)	-24.00%	0.00%	1.20%
Bus Rentals	\$ 322,612	\$ 420,602	\$ 494,425	\$ 325,000	\$ 325,000	\$ -	0.00%	0.00%	15.66%
Dual Enrollment	\$ 128,214	\$ 156,180	\$ 143,800	\$ 185,000	\$ 150,000	\$ (35,000)	-23.33%	0.00%	7.23%
Facility Rentals	\$ 46,488	\$ 73,491	\$ 83,792	\$ 50,000	\$ 75,000	\$ 25,000	33.33%	0.00%	3.61%
Indirect costs from Grants	\$ -	\$ -	\$ -	\$ 200,000	\$ 203,304	\$ 3,304	1.63%	0.00%	9.80%
<b>TOTAL OTHER REVENUE</b>	<b>\$ 1,896,214</b>	<b>\$ 2,856,727</b>	<b>\$ 2,233,377</b>	<b>\$ 2,073,750</b>	<b>\$ 2,075,554</b>	<b>\$ 1,804</b>	<b>0.09%</b>	<b>0.00%</b>	<b>100.00%</b>

OPERATING FUND REVENUE: CITY FUNDS									
Lynchburg City Schools FY 2018-19 Budget									
CATEGORY	2014-2015 Actual Revenue	2015-2016 Actual Revenue	2016-2017 Actual Revenue	2017-2018 Adopted Budget	2018-2019 Proposed Budget	Dollar Increase (Decrease)	Percent Change	Percent of Total	
City Funds	\$ 36,319,745	\$ 42,621,770	\$ 42,873,232	\$ 42,028,498	\$ 42,028,498	\$ -	0.00%	100.00%	
City - School buses funding	\$ -	\$ 950,000	\$ -	\$ -	\$ -	\$ -	0.00%	0.00%	
<b>TOTAL CITY FUNDS</b>	<b>\$ 36,319,745</b>	<b>\$ 43,571,770</b>	<b>\$ 42,873,232</b>	<b>\$ 42,028,498</b>	<b>\$ 42,028,498</b>	<b>\$ -</b>	<b>0.00%</b>	<b>100.00%</b>	

**OPERATING FUND REVENUE: STATE**  
Lynchburg City Schools FY2018-19 Budget

CATEGORY	2014-2015		2016-2016		2016-2017		2017-2018		2018-2019		Percent Change	Percent of Total
	Actual Revenue		Actual Revenue		Actual Revenue	Adopted Budget	Proposed Budget	Dollar Change	Percent Change			
<b>State Sales Tax</b>	\$ 9,958,345		\$10,253,347		\$10,590,644	\$10,614,314	10,878,445	\$ 284,131	2.49%	20.60%		
<b>SOQ Programs:</b>												
Basic Aid	\$ 22,184,149	\$21,111,601	\$ 21,971,533	\$ 21,769,498	\$22,870,454	\$ 1,100,956	5.06%	43.31%				
Textbooks	\$ -	\$ -	\$ -	\$ 557,117	\$ 602,501	\$ (54,616)	-9.80%	0.95%				
Vocational Education	\$ 230,078	\$ 222,718	\$ 404,127	\$ 400,913	\$ 628,813	\$ 227,900	56.85%	1.19%				
Gifted Education	\$ 245,765	\$ 237,903	\$ 245,546	\$ 243,593	\$ 249,529	\$ 5,936	2.44%	0.47%				
Special Education	\$ 2,849,828	\$ 2,758,665	\$ 2,894,007	\$ 2,811,468	\$ 3,044,252	\$ 232,784	8.28%	5.77%				
Prevention, Intervention, & Remediation	\$ 1,317,718	\$ 1,275,566	\$ 1,488,621	\$ 1,476,782	\$ 1,492,182	\$ 15,400	1.04%	2.83%				
Fringe Benefits	\$ 4,439,456	\$ 4,216,454	\$ 4,563,059	\$ 4,866,783	\$ 4,920,709	\$ 53,926	1.11%	9.32%				
English as a Second Language	\$ 129,125	\$ 138,897	\$ 149,127	\$ 154,875	\$ 154,277	\$ (598)	-0.39%	0.29%				
Remedial Summer School	\$ 107,297	\$ 130,650	\$ 164,036	\$ 164,036	\$ 218,153	\$ 54,117	32.99%	0.41%				
	\$ 31,503,416	\$ 30,092,454	\$ 31,820,056	\$ 32,445,065	\$ 34,080,870	\$ 1,635,805	5.04%	64.54%				
<b>Incentive Programs:</b>												
At-Risk	\$ -	\$ -	\$ -	\$ 1,156,655	\$ 1,289,663	\$ 133,008	11.50%	2.44%				
Compensation Supplement	\$ -	\$ 384,793	\$ -	\$ 231,552	\$ -	\$ (231,552)	-100.00%	0.00%				
Early Reading Specialists Initiative	\$ -	\$ 38,807	\$ 30,117	\$ -	\$ 82,509	\$ 82,509	100.00%	0.16%				
Math/Reading Instructional Specialists	\$ 40,267	\$ 40,624	\$ -	\$ 20,502	\$ 41,254	\$ 20,752	101.22%	0.08%				
	\$ 40,267	\$ 464,224	\$ 30,117	\$ 1,408,709	\$ 1,413,426	\$ 4,717	15.66%	2.68%				
<b>Categorical Programs:</b>												
Adult Education	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%	0.00%				
Special Ed - Homebound	\$ 100,051	\$ 104,828	\$ 108,063	\$ 110,224	\$ 93,167	\$ (17,057)	-15.47%	0.21%				
Special Ed - Regional Tuition	\$ -	\$ -	\$ -	\$ 377,433	\$ -	\$ (377,433)	-100.00%	0.71%				
Career & Tech Education-Equipment	\$ 13,267	\$ 12,988	\$ 23,334	\$ -	\$ -	\$ -	0.00%	0.00%				
<b>Total Categorical Programs</b>	\$ 113,318	\$ 117,816	\$ 131,397	\$ 487,667	\$ 93,167	\$ (394,490)	-80.89%	0.92%				
<b>Lottery Funded Programs:</b>												
Foster Care	\$ 134,715	\$ 81,045	\$ 178,330	\$ 190,250	\$ 202,382	\$ 12,132	6.38%	0.36%				
At-Risk	\$ 1,468,098	\$ 1,420,874	\$ 1,498,543	\$ 332,551	\$ 294,257	\$ (38,294)	-11.52%	0.63%				
VA Preschool Initiative at Risk 4 YR OLDS	\$ 1,057,968	\$ 1,092,096	\$ 936,390	\$ 932,488	\$ 982,800	\$ 50,312	5.40%	1.77%				
Early Reading Intervention	\$ 186,361	\$ 180,349	\$ 207,993	\$ 205,913	\$ 219,007	\$ 13,094	6.36%	0.39%				
K-3 Primary Class Size	\$ 1,693,633	\$ 1,634,375	\$ 1,899,533	\$ 1,915,875	\$ 1,846,920	\$ (68,955)	-3.60%	3.63%				
SOL Algebra Readiness	\$ 137,583	\$ 135,579	\$ 145,275	\$ 143,036	\$ 145,199	\$ 2,163	1.51%	0.27%				
Special Ed - Regional Tuition	\$ 747,425	\$ 851,347	\$ 1,004,586	\$ 634,048	\$ 1,233,366	\$ 599,318	94.52%	1.20%				
Career & Tech Education	\$ 39,387	\$ 44,907	\$ 35,205	\$ 57,895	\$ 48,323	\$ (9,572)	-16.53%	0.11%				
Supplemental Lottery Per Pupil Allocation	\$ -	\$ -	\$ 268,873	\$ 1,391,116	\$ 1,367,019	\$ (24,099)	-1.73%	2.63%				
Textbooks	\$ 503,138	\$ 487,044	\$ 561,584	\$ -	\$ -	\$ -	0.00%	0.00%				
<b>Total Lottery Funded Programs</b>	\$ 5,968,308	\$ 5,927,616	\$ 6,736,312	\$ 5,803,174	\$ 6,339,273	\$ 536,099	9.24%	12.01%				
<b>Total State Revenue</b>	\$ 37,625,309	\$ 36,602,110	\$ 38,717,882	\$ 40,144,605	\$ 41,926,736	\$ 1,782,131	4.44%	79.40%				
<b>TOTAL STATE REVENUE &amp; STATE SALES</b>	\$ 47,583,654	\$ 46,855,457	\$ 49,308,526	\$ 50,758,919	\$ 52,805,181	\$ 2,046,262	4.03%	100.00%				

**EXPENDITURE SUMMARY**

Lynchburg City Schools - FY2018-19 Budget

The FY2018-2019 operating budget expenditure totals \$97,372,733, an increase of \$2,048,066 or 2.15% increase from FY2017-2018 adopted operating budget. The major cost changes from the FY2018 are as follows:

- The budget includes a one-time bonus of \$500 to full time contracted employees and \$250 to part time contracted who are contracted between July 1, 2018 and August 15, 2018. The bonuses will be paid on August 15, 2018.
- The Virginia Retirement System (VRS) rates for professional staff for the FY2018-19 budget year decreased a total of 0.67 percentage points. The breakdown of the rate decreases were as follows: Retirement from 16.32% to 15.68% and Group Life Insurance from 1.23% to 1.20%.
- Due to the increase in employee medical claims expense for the past two years and the projected increase medical claims costs for next year, the budget for employee medical claims expenditure was increased. The employer and employee contributions were increased by 24% and 10% respectively. The increase in the medical claims expenditure budget is reflected in the employee benefits cost in each functional area.
- Changes in functional areas are as follows:

- ❖ **Instruction**

- **Personnel Services**

- The decrease in Personnel Services cost of \$992,937 over the FY2017-18 adopted budget is due to staff reductions resulting from reorganization within the instructional department of schools and the Central Office.

- **Employee Benefits**

- The increase in Employee Benefits cost of \$1,246,858 over the FY2017-18 adopted budget is due to the increase in the medical claims budget. The Instruction Department has the most employees affected by the medical insurance cost increase.

- **Other Charges**

- The increase in Other Charges from the FY2017-18 adopted budget of \$74,425 is mainly due to the increase in the professional development, communications and travel budgets.

- **Tuition Payments/Joint Operations**

- The increase in Tuition Payments/Joint Operations from the FY2017-18 adopted budget of \$326,636 is mainly due to the increase of \$200,000 in the budget for the center-based program at Laurel Regional Program.

**EXPENDITURE SUMMARY**

Lynchburg City Schools - FY2018-19 Budget

❖ **Administration****Personnel Services**

The increase in Personnel Services cost of \$414,850 over the FY2017-18 adopted budget is due mainly to the reallocation of the personnel budget for Board Certified Behavior Analysts and Attendance Clerks that was previously budgeted in Instruction that is now budgeted in Administration.

**Employee Benefits**

The increase in Employee Benefits cost of \$233,976 over the FY2017-18 adopted budget is due to the increase in the medical claims budget and the benefits cost associated with the employee positions reclassified from the Instructions budget.

**Purchase Services**

The increase in Purchase Services from FY2017-18 adopted budget of \$116,000 is mainly due to the increase budget for legal fees.

**Materials and Supplies**

The increase in Materials and Supplies from FY2017-18 adopted budget of \$15,545 is mainly due the increase in the materials and supplies budget in some administration departments.

❖ **Pupil Transportation****Personnel Services**

The increase in Personnel Services cost of \$305,757 over the FY2017-18 adopted budget is due to the hiring of six (6) bus aids and the increase in the overtime budget for bus drives and bus aids.

**Employee Benefits**

The increase in Employee Benefits cost of \$284,620 over the FY2017-18 adopted budget is due to the benefits costs associated with the hiring of the six (6) Bus Aids and the increase in the medical claims budget.

**Material and Supplies**

The increase in Material and Supplies from FY2017-18 adopted budget of \$100,055 is mainly due to the increase in Transportation's the fuel budget.

**EXPENDITURE SUMMARY**

Lynchburg City Schools - FY2018-19 Budget

❖ **Operation & Maintenance**

**Employee Benefits**

The increase in Employee Benefits cost of \$144,929 over the FY2017-18 adopted budget is due to the increase in the medical claims budget.

**Other Charges**

The decrease in Other Charges from the FY2017-18 adopted budget of \$195,268 is mainly due to the decrease in the electricity, heating and water budgets.

**Capital outlay**

The Capital Outlay budget increased by \$20,000 from the FY2017-18 adopted budget due to planned capital work to be performed in some of the rooms we rent to the public.

❖ **Facilities**

**Capital outlay**

The Capital Outlay budget increased by \$20,000 from the FY2017-18 adopted budget was due to capital requirements needed to improve our rental facilities this year.

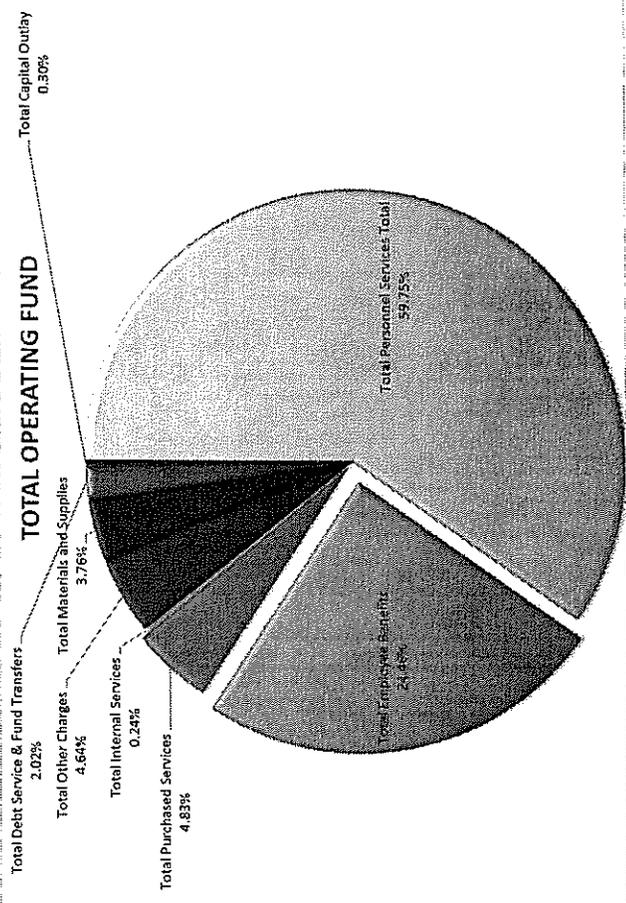
❖ **Technology**

**Purchase Services**

The increase in Purchase Services from the FY2017-18 adopted budget of \$176,677 is mainly due to the increase in software maintenance fees for varies computer software used throughout the district.

OPERATING FUND- EXPENDITURE SUMMARY BY OBJECT CODE  
Lynchburg City Schools - FY 2018-19 Budget

	2014-15		2015-16		2016-17		2017-18		2018-19		Percent Change	Percent of Total
	Actual Expenditure	Actual Expenditure	Actual Expenditure	Actual Expenditure	Adopted Budget	Adopted Budget	Adopted Budget	Adopted Budget	Dollar Change			
Total Personnel Services	\$ 53,236,159	\$ 56,563,823	\$ 57,916,798	\$ 58,451,079	\$ 58,180,115	\$ 58,180,115	\$ (270,964)				-0.47%	59.75%
Total Employee Benefits	\$ 17,388,623	\$ 18,711,681	\$ 19,656,823	\$ 21,900,613	\$ 23,813,794	\$ 23,813,794	\$ 1,913,181				9.73%	24.46%
<b>Total Personnel Services &amp; Employee</b>	<b>\$ 70,624,782</b>	<b>\$ 75,275,504</b>	<b>\$ 77,573,621</b>	<b>\$ 80,351,692</b>	<b>\$ 81,993,909</b>	<b>\$ 81,993,909</b>	<b>\$ 1,642,217</b>				<b>2.12%</b>	<b>84.21%</b>
Total Purchased Services	\$ 3,929,993	\$ 4,253,244	\$ 4,013,875	\$ 4,604,328	\$ 4,699,337	\$ 4,699,337	\$ 95,009				2.37%	4.83%
Total Internal Services	\$ 110,647	\$ 162,411	\$ 265,450	\$ 234,950	\$ 233,850	\$ (1,100)					-0.41%	0.24%
Total Other Charges	\$ 4,574,542	\$ 4,638,912	\$ 4,859,443	\$ 4,659,361	\$ 4,520,222	\$ (139,139)					-2.86%	4.64%
Total Materials and Supplies	\$ 5,307,868	\$ 3,950,361	\$ 3,708,643	\$ 3,589,610	\$ 3,665,633	\$ 76,022					2.05%	3.76%
Total Debt Service & Fund Transfers	\$ 1,173,607	\$ 1,421,197	\$ 1,601,500	\$ 1,644,800	\$ 1,971,436	\$ 326,636					20.40%	2.02%
Total Capital Outlay	\$ 1,981,626	\$ 2,861,375	\$ 1,033,646	\$ 239,925	\$ 288,347	\$ 48,422					4.68%	0.30%
<b>Total Non-Personnel Accounts</b>	<b>\$ 16,978,283</b>	<b>\$ 17,287,500</b>	<b>\$ 15,482,557</b>	<b>\$ 14,972,975</b>	<b>\$ 15,378,824</b>	<b>\$ 405,850</b>					<b>2.71%</b>	<b>15.79%</b>
<b>TOTAL OPERATING FUND</b>	<b>\$ 87,603,065</b>	<b>\$ 92,563,003</b>	<b>\$ 93,056,178</b>	<b>\$ 95,324,667</b>	<b>\$ 97,372,733</b>	<b>\$ 2,048,067</b>					<b>2.15%</b>	<b>100.00%</b>



OPERATING FUND - EXPENDITURES BY MAJOR CATEGORY  
Lynchburg City Schools - FY 2018 - 19 Budget

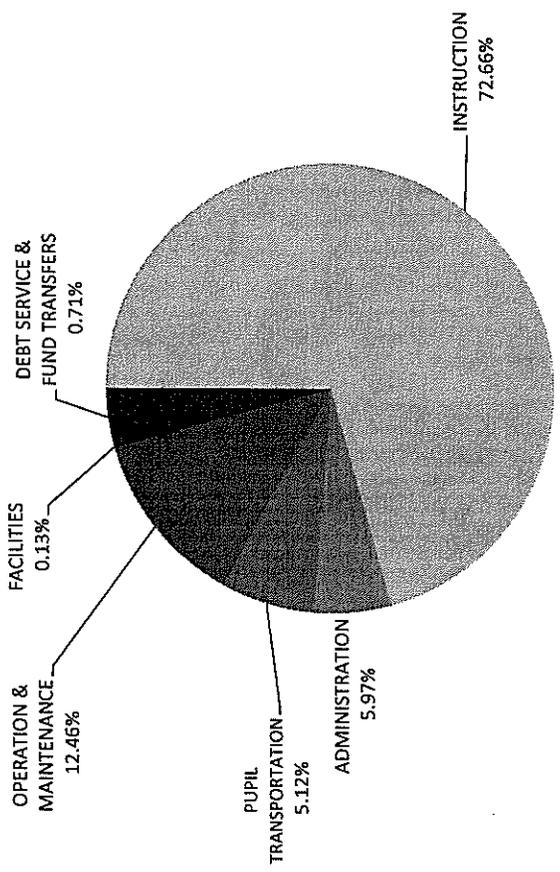
	2014-2015 Actual Revenue	2015-2016 Actual Revenue	2016-2017 Actual Revenue	2017-2018 Approved Budget	2018-2019 Proposed Budget	Dollar Change	Percent Change
<b>INSTRUCTION</b>							
Personnel Services	43,107,103	45,592,845	46,915,542	46,938,435	45,945,499	(992,937)	-2.12%
Employee Benefits	13,910,682	14,868,310	15,675,827	17,126,993	18,373,851	1,246,858	7.28%
Purchased Services	1,709,901	2,286,932	2,101,067	2,269,883	2,054,235	(215,648)	-9.50%
Internal Services	92,676	142,518	238,000	213,750	212,650	(1,100)	-0.51%
Other Charges	171,130	224,270	315,872	190,052	264,477	74,425	39.16%
Materials and Supplies	1,705,571	1,276,116	1,770,875	1,706,102	1,643,609	(62,493)	-3.66%
Tuition Payments / Joint Operation	1,173,607	1,421,197	1,601,500	1,644,800	1,971,436	326,636	19.86%
Capital Outlay	38,407	6,900	5,000	5,000	5,000	-	0.00%
<b>TOTAL INSTRUCTION</b>	<b>61,909,077</b>	<b>65,819,088</b>	<b>68,623,683</b>	<b>70,095,015</b>	<b>70,470,757</b>	<b>1,847,074</b>	<b>2.64%</b>
<b>ADMINISTRATION</b>							
Personnel Services	2,324,807	2,726,686	2,745,737	2,949,353	3,364,204	414,850	14.07%
Employee Benefits	1,183,375	1,317,705	1,489,553	2,049,515	2,283,490	233,976	11.42%
Purchased Services	421,003	428,478	423,035	476,535	592,535	116,000	24.34%
Internal Services	14,195	17,339	22,500	17,500	17,500	-	0.00%
Other Charges	809,524	796,223	794,832	801,730	735,433	(66,297)	-8.27%
Materials and Supplies	112,128	137,342	107,546	84,655	100,199	15,545	18.36%
Capital Outlay	8,162	-	-	-	-	-	0.00%
<b>TOTAL ADMINISTRATION</b>	<b>4,873,193</b>	<b>5,423,774</b>	<b>5,583,204</b>	<b>6,379,287</b>	<b>7,093,362</b>	<b>714,074</b>	<b>11.19%</b>
<b>PUPIL TRANSPORTATION</b>							
Personnel Services	2,821,261	2,907,453	2,770,221	2,987,364	3,293,120	305,757	10.23%
Employee Benefits	772,927	826,919	819,804	862,918	1,147,538	284,620	32.98%
Purchased Services	57,513	132,720	100,066	147,240	158,120	10,880	7.39%
Internal Services	1,149	1,226	2,700	2,700	2,700	-	0.00%
Other Charges	184,912	212,085	228,960	220,477	275,477	55,000	24.95%
Materials and Supplies	991,082	681,577	644,858	729,883	829,938	100,055	13.71%
Capital Outlay	1,115,316	1,037,548	500,000	-	-	-	100%
<b>TOTAL PUPIL TRANSPORTATION</b>	<b>5,944,161</b>	<b>5,799,526</b>	<b>5,066,609</b>	<b>4,950,581</b>	<b>5,706,893</b>	<b>756,312</b>	<b>15.28%</b>
<b>OPERATION &amp; MAINTENANCE</b>							
Personnel Services	3,580,031	3,709,559	3,750,047	3,808,413	3,919,719	111,306	2.92%
Employee Benefits	1,081,837	1,184,064	1,125,309	1,244,694	1,389,623	144,929	11.64%
Purchased Services	1,235,480	1,181,457	1,027,898	1,223,896	1,223,896	-	0.00%
Internal Services	-	-	-	-	-	-	0.00%
Other Charges	3,382,728	3,366,216	3,490,679	3,411,002	3,215,734	(195,268)	-5.72%
Materials and Supplies	1,216,938	976,267	865,447	745,457	745,503	46	0.01%
Capital Outlay	588,577	591,245	254,421	85,000	105,000	20,000	23.53%
<b>TOTAL OPERATION &amp; MAINTENANCE</b>	<b>11,085,588</b>	<b>11,028,907</b>	<b>10,513,800</b>	<b>10,518,462</b>	<b>10,599,475</b>	<b>81,012</b>	<b>0.77%</b>

OPERATING FUND - EXPENDITURES BY MAJOR CATEGORY  
Lynchburg City Schools - FY 2018 - 19 Budget

	2014-2015 Actual Revenue	2015-2016 Actual Revenue	2016-2017 Actual Revenue	2017-2018 Approved Budget	2018-2019 Proposed Budget	Dollar Change	Percent Change	
<b>FACILITIES</b>								
Personnel Services	9,447	13,774	11,000	54,963	55,463	500	0.91%	
Employee Benefits	716	1,051	842	16,202	17,872	1,670	10.31%	
Purchase Services	-	-	-	-	-	-	0.00%	
Other Charges	-	-	-	-	-	-	0.00%	
Capital Outlay	15,769	-	20,000	-	20,000	20,000	0.00%	
<b>TOTAL FACILITIES</b>	<b>25,931</b>	<b>14,825</b>	<b>31,842</b>	<b>71,165</b>	<b>93,336</b>	<b>22,170</b>	<b>31.15%</b>	
<b>Food Services &amp; Other Non-Instructional Operations</b>								
Personnel Services	-	-	-	-	-	-	0.00%	
Employee Benefits	-	-	-	-	-	-	0.00%	
Purchased Services	9,847	10,249	5,000	5,000	5,000	-	0.00%	
Internal Services	360	-	-	500	500	-	0.00%	
Other Charges	2,587	665	5,000	5,000	5,000	-	0.00%	
Materials and Supplies	11,875	9,971	5,000	6,500	10,500	4,000	61.54%	
Capital Outlay	-	-	-	-	-	-	0.00%	
<b>TOTAL Non-Instructional Operations</b>	<b>24,670</b>	<b>20,875</b>	<b>15,000</b>	<b>17,000</b>	<b>21,000</b>	<b>4,000</b>	<b>23.53%</b>	
<b>TECHNOLOGY</b>								
Personnel Services	1,393,511	1,613,506	1,724,251	1,712,623	1,602,110	(110,513)	-6.45%	
Employee Benefits	439,087	513,632	545,488	600,219	601,419	1,200	0.20%	
Purchased Services	396,248	213,408	356,809	488,874	665,551	176,677	36.14%	
Internal Services	2,268	1,328	2,250	500	500	-	0.00%	
Other Charges	23,662	19,465	24,100	24,100	24,100	-	0.00%	
Materials and Supplies	1,270,274	869,087	314,915	316,915	335,885	18,970	5.99%	
Capital Outlay	215,395	1,225,682	254,225	149,925	158,347	8,422	5.62%	
<b>TOTAL TECHNOLOGY</b>	<b>3,740,444</b>	<b>4,456,108</b>	<b>3,222,038</b>	<b>3,293,156</b>	<b>3,387,912</b>	<b>94,756</b>	<b>2.88%</b>	
<b>TOTAL OPERATING FUND</b>	<b>87,603,065</b>	<b>92,563,003</b>	<b>93,056,176</b>	<b>95,324,667</b>	<b>97,372,733</b>	<b>2,048,066</b>	<b>2.15%</b>	
<b>OPERATING FUND</b>								
Personnel Services	53,236,159	56,563,823	57,916,798	58,451,152	58,180,115	(271,037)	-0.46%	
Employee Benefits	17,388,623	18,711,681	19,656,823	21,900,540	23,813,794	1,913,254	8.74%	
Purchased Services	3,829,993	4,253,244	4,013,875	4,611,428	4,699,337	87,909	1.91%	
Internal Services	110,647	162,411	265,450	234,950	233,850	(1,100)	-0.47%	
Other Charges	4,574,542	4,638,912	4,859,443	4,652,361	4,520,222	(132,139)	-2.84%	
Materials and Supplies	5,307,868	3,960,361	3,708,643	3,589,510	3,665,633	76,122	2.12%	
Debt Services / Tuition Payments	-	-	-	-	-	-	-	-
Joint Operations	1,173,607	1,421,197	1,601,500	1,644,800	1,971,436	326,636	19.86%	
Capital Outlay	1,981,626	2,861,375	1,033,646	239,925	288,347	48,422	20.18%	
<b>TOTAL OPERATING FUND</b>	<b>87,603,065</b>	<b>92,563,003</b>	<b>93,056,176</b>	<b>95,324,667</b>	<b>97,372,733</b>	<b>2,048,066</b>	<b>2.15%</b>	

OPERATING FUND - EXPENDITURES BY MAJOR CATEGORY  
Lynchburg City Schools - FY 2018 - 19 Budget

2014-2015 Actual Revenue	2015-2016 Actual Revenue	2016-2017 Actual Revenue	2017-2018 Approved Budget	2018-2019 Proposed Budget	Dollar Change	Percent Change
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# Agenda Report

**Date:** 06/05/18

**Agenda Number:** G-2

**Attachments:** Yes

**From:** Crystal M. Edwards, Superintendent  
Dixie Sears and Maria Jaeger

**Subject:** Middle School Program of Studies: 2018-2019

## Summary/Description:

The School Board annually reviews and approves the Middle School Program of Studies for the next school year. The updated version for 2018-2019 will be introduced, with changes recommended that include:

- Modification of the middle school schedule to align with new requirements from VDOE and create consistency across the three schools
- Update high school credit options for consistency, including drama and CTE courses

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

**Recommendation:** The superintendent recommends that the school board approve the Middle School Program of Studies for the 2018-2019 school year.

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

# LCS Middle School Program of Studies 2018-2019

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

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

*School Board Approved:*

**Xxxx xx, 2018**



Dear Lynchburg City Schools Students and Parents/Guardians:

Welcome to middle school! We are proud of our three comprehensive middle schools. Each middle school has unique features, while there are many common characteristics that provide for an environment and structure especially created for the middle school student, including electives and after-school supports.

The Middle School Program of Studies is designed to assist parents and students with course selections by giving a brief description of the curriculum content of each course. There are required courses in English, mathematics, physical education/health, science and social studies at each school along with a range of electives and exploratory courses, some which are across all three schools and some that may be specific to that school.

While in middle school, each student will create an academic and career plan. Development of this comprehensive academic and career plan is best accomplished through the collaboration of students, parents, teachers, principals, and counselors. A well-developed and detailed plan will ensure the fidelity of our LCS mission statement, "Every Child, by Name and by Need, to Graduation." Please partner with your child's school counselor to create an individualized plan for your child.

For both students and parents, it is my greatest hope that we will serve you well throughout your middle school years.

Sincerely,

Dr. Crystal M. Edwards  
Superintendent



## Lynchburg City School Board

Dr. Crystal Edwards  
Superintendent of Schools

Dr. Robert O. Brennan  
*District 1*

Ms. Susan Morrison  
*District 1*

Mr. Derek Polley  
*District 1*

Ms. Sharon Y. Carter  
*District 2*

Ms. Charletta Mason  
*District 2*

Dr. Kimberly Sinha  
*District 2*

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

Dr. Michael J. Nilles  
*District 3 (Chairman)*

Mrs. Katie K. Snyder  
*District 3*

## MIDDLE SCHOOLS OF LYNCHBURG CITY SCHOOLS

### Paul Laurence Dunbar Middle School for Innovation

1200-1208 Polk Street  
Lynchburg, VA 24504  
Phone: (434) 515-5310

### Linkhorne Middle School

2525 Linkhorne Drive  
Lynchburg, VA 24503  
Phone: (434) 515-5330

### Sandusky Middle School

805 Chinook Place  
Lynchburg, VA 24502  
Phone: (434) 515-5350

## TABLE OF CONTENTS

	<b>Page</b>
Superintendent's Letter	3
Overview of LCS School Board & Middle Schools	4
Middle School Program of Studies Overview	6
Keys to Middle School Success	6
Course Selection Decisions	7
Registering for Classes at Middle School	8
Academic and Career Plans	8
High School Graduation Requirements	8
Grade Point Average (GPA) Calculations	9
Calculating Grade Point (GPA) for High School Credit Courses	10
Middle School Retention and Summer School	11
Expunging Grades for High School Credit Courses	12
<b>Core Curriculum Descriptions</b>	<b>13-21</b>
Sixth Grade Core Curriculum Descriptions	13-15
Seventh Grade Core Curriculum Descriptions	16-18
Eighth Grade Core Curriculum Descriptions	19-21
Middle School Exploratory Overview	22
Middle School Electives Overview	22
Career-Technical Education Overview	22
High School Credit Courses offered at the Middle School Level	23
Math Instructional Sequence Options	25-30
English Placement Criteria	34
Social Studies Placement Criteria	35
Science Placement Criteria	36
Paul Laurence Dunbar Middle School for Innovation	37
Gifted Education	37
Special Education	37
Appendix A – Request to Expunge Grade for High School Course taken in Middle School	38

## 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. Starting in 2018-2019, 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 8<sup>th</sup> grade. Courses for high school credit are offered in math, science, world language, and some elective areas.

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 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 a course at one level more advanced than he or she would otherwise be enrolled in. The request will usually be honored, except that if prior achievement suggests the student may experience a high degree of struggle in that course, the school may establish a plan with the student and parent for staying on track in the course.

A student may be enrolled in a more advanced course using any of these three options and it is important that parents and teachers not see the first pathway as the only one. 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.

Additional information regarding enrolling in advanced courses for each subject is available on page 31.

## Registering for Classes at Middle School

The registration process for rising 6<sup>th</sup> graders and current 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders generally begins during the spring each year. School counselors initiate the process and involve teachers in making recommendations for the following 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 returns 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. (Also, see page 31 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 7<sup>th</sup> grade year and completed by the spring of their 8<sup>th</sup> 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 8<sup>th</sup> graders will receive a printed copy of the High School Program of Studies.

## Grade Point Average (GPA) Calculations

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 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 with high school credit courses for ranking graduating students and determining if the student achieves Summa Cum Laude honors (a student should be enrolled in LCS for two full years to be considered for this honor). 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
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.

With regard to rank using the GPA, students are first considered for the distinction of Summa Cum Laude, based on the cumulative GPA to that point in their high school career. Summa Cum Laude is considered the highest level of academic performance and students with that distinction share the class rank of first. Rank order below Summa Cum Laude is then determined by exact GPA level, with the highest GPA below Summa Cum Laude being ranked with a number one more than the total number of students at Summa Cum Laude (e.g. If there are 4 students at Summa Cum Laude and ranked 1st, then the students with the highest GPA that is not Summa Cum Laude would be ranked 5th).

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

## Middle School Retention and Summer School

Students in middle school are expected to pass all courses and especially each of the four core courses. The school will provide communication with parents and support for students if they are struggling to pass a course so that the possibility of failing a course is minimized.

If a student has a failing grade at the end of any quarter during the year, the school will communicate with the parent and establish strategies for the student to make progress and minimize the possibility of a failing grade for the course. The strategies may include support during and/or after the school day. The school may also require the student to attend tutoring and support in order to participate in afterschool sports or activities.

If a student is not passing one or more core courses at the end of the school year, the student will be considered for summer school. The purpose of summer school is to prepare the student for success in the coming school year with the focus in literacy and math.

The following guidelines are used for considering whether attendance in summer school is required or recommended and if the student should be promoted. If summer school is required and the student does not attend at least 80% of the classes, the student will not be promoted to the next grade level, unless an exception is made by the principal and superintendent’s designee.

Student Status with Core Courses	Summer School Status
Failed one course	Principal decision to recommended or require
Failed two courses	Required
Failed three courses	Principal decision to require summer school or retain (if retained, summer school is also recommended)
Failed four courses	Student shall be retained or considered for alternative school (Summer school is also recommended)

Any exceptions to the guidelines for a particular student circumstance require the approval of both the principal and superintendent’s designee.

## 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 omitted, from their child's transcript. Under these guidelines, the grades earned in such classes are not included in the high school GPA, nor will the student receive a credit toward graduation for this course. This 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, and that form must be returned to the middle school counseling department by June 30<sup>th</sup> or to the school counseling department of the high school the student will attend (rising 9<sup>th</sup> graders) on or before August 1<sup>st</sup> of the year in which the student completes the 8<sup>th</sup> grade.

Please be aware that when a middle school student receives a grade of "F" in a high school credit-bearing course, that grade and course will automatically be expunged from their transcript. Students who elect to expunge the grades from their high school records must understand that to receive high school credit for the course, he/she will need to repeat that course in the future in order to receive credit toward meeting state diploma requirements.

If a student is struggling in the first semester of a course, the parent/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 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 to some selected students to build their foundational skills in order to be successful in English 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 help them to 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 opportunities for 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 5<sup>th</sup> 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.

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### 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 to some 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 help them to become more confident in their abilities to do mathematics and be better mathematical problem solvers.

## Core Curriculum Descriptions Sixth Grade (continued)

**Math 6A (Advanced) (962AY)**: This advanced course covers the 7<sup>th</sup> grade math SOL. Students will also identify applications of the mathematical principles that can be applied to science and other disciplines. 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 7<sup>th</sup> grade math SOL test.

**Pre-Algebra 7A (972AY)**: This course covers the 8<sup>th</sup> 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 8<sup>th</sup> grade math SOL test. (See page 23 for further details)

**PETAL Math Block 6/6A (Promoting Excellence Through Accelerated Learning) 962XAY**: This is a special program offered to selected students in a two-period course. The program is a division initiative to address the achievement gap while encouraging underrepresented populations of students to access more rigorous courses. Students in this course complete 6<sup>th</sup> grade math Standards of Learning curriculum and part of 7<sup>th</sup> grade math Standards of Learning curriculum. Appropriate technologies such as calculators, videos, and computers will also be utilized. Rising 6<sup>th</sup> grade students who were in the on-grade level math course in 5<sup>th</sup> grade are invited to participate in this program during the summer based on factors which include the following: math achievement in fifth grade, elementary math SOL test scores, scores on LCS Division-benchmarks in math, teacher recommendations, and previous participation in the PETAL summer math program. Near the end of the school year, students will take the 6<sup>th</sup> grade SOL test. For additional information on the Sixth Grade PETAL Math Block, please contact the office of Engagement, Equity, and Opportunity in the School Administration Building, 434-515-5048.

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### 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 6<sup>th</sup> 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.

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### 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.

## Core Curriculum Descriptions Sixth Grade (continued)

### Social Studies (continued)

**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.

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### Physical Education

**PE/Health 6:** The 6<sup>th</sup> 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. The health curriculum covers the development of healthy personal characteristics and includes information on self-esteem, decision-making, self-discipline, acceptance, loyalty, honesty, cooperation, diligence, tolerance, and trustworthiness. Sixth grade family life deals with the physical, social, emotional, and psychological changes that occur at the time of puberty, and includes AIDS education.

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## 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 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 to some 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 help them to 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 7<sup>th</sup> 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 opportunities for 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.

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### 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 to some 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 help them to become more confident in their abilities to do mathematics and be better mathematical problem solvers.

## Core Curriculum Descriptions Seventh Grade (continued)

### Mathematics (continued)

**PETAL Math Block 7/7A (Promoting Excellence Through Accelerated Learning) (972AY)**: This two-period course covers the second half of 7th grade math Standards of Learning curriculum and all of the 8th grade Standards of Learning curriculum including the properties and basic operations of rational numbers including algebraic and graphical representation, linear equations and inequalities, and solving of these equations. This is a special program offered to selected students in a two-period course. The program is a division initiative to address the achievement gap while encouraging underrepresented populations of students to access more rigorous courses. The development of problem solving skills will be a major goal. Students will use appropriate technologies such as calculators and computers. Near the end of the school year, students will take the 8th grade math SOL test.

**Pre-Algebra 7A (972AY)**: This course covers the 8th grade math Standards of Learning curriculum, including content that reviews and extends the concepts and skills learned in previous grades and new content that prepares students for more abstract concepts in algebra. Appropriate technologies such as calculators, videos, and computers will also be utilized. There are selection factors for considering placement of students into this advanced-level class which can be found in the recommended instructional sequences section. Near the end of the school year, students will take the 8th grade math SOL test.

**Advanced Algebra I (2387Y) High School Credit (1.0 credit)**: *Prerequisite: Teacher recommendation and/or Advanced Pre-Algebra.* This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA). This course includes instruction in greater depth than the traditional Algebra I course. Students attach meaning to the abstract concepts of algebra by using tables and graphs to interpret equations and inequalities and to analyze functions. Calculators, computers, spreadsheets, and graphing calculators or computer graphing simulators are used to assist in solving problems. Advanced algebra is the initial course in the sequence of courses designed for a five-year accelerated math program. Near the end of the school year, students will take the Algebra I SOL test. It is recommended for the student to take Advanced Algebra II (8th) and Advanced Geometry/Trigonometry (9th) with successful completion of Advanced Algebra I.

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### 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 additional opportunities 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.

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## 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 additional opportunities for enrichment of the curriculum. Throughout the year, students complete performance assessments to demonstrate their understanding and application of the course content.

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### Physical Education

**PE/Health 7**: The physical education curriculum in the 7<sup>th</sup> 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. Health instruction includes information on the effects of alcohol and other drugs; information on the causes, symptoms, prevention, and treatment of communicable and non-communicable diseases; and first aid techniques. The relationship between nutrition and the development of good mental, physical, and emotional health is also covered. Family life topics include family relationships, human sexuality and loving relationships, and the causes and treatments of sexually transmitted diseases, including AIDS.

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## 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 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 to some 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 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 opportunities for wider reading and writing experiences than those required by the 8<sup>th</sup> grade English SOL. Selection factors for considering placement of students into this advanced-level class include success on the 7<sup>th</sup> 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.

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### 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 to some 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 help them to become more confident 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.

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### Science

**Principles of Science 8 (983XY):** This course enables students to complete an extended study of general, life, and physical science. The living world, matter, energy, and scientific experimentation are explored in depth. Students completing this course take the 8<sup>th</sup> 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.

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### 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 additional opportunities for enrichment of the curriculum. Near the end of the school year, students take the Civics/Economics SOL test.

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## 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)**

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### 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. Health units continue instruction on the effects of tobacco, alcohol, and other drugs. Personal wellness and good mental health are promoted through the study of healthy lifestyles. Emphasis is placed on safety at home, at school, and in the community. Family life units focus on the stages of human growth and development. Emphasis is placed on responsible behaviors in dealing with sexuality, and topics covered include sexual abstinence, coping skills, teen pregnancy, the prevention of sexual assault, and AIDS awareness and prevention.

## Middle School Exploratory Overview

Exploratory courses are usually offered in 6<sup>th</sup> and 7<sup>th</sup> grades. The courses are offered in the areas of world language, cultural arts, technology and 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, 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 courses are offered at each middle school. A full list of CTE courses are available through the school counseling department at each school.

Middle school opportunities exist in the following:

- 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

## High School Credit Courses offered at the Middle School Level

**Keyboarding (6240A) High School Credit (0.5 credits per semester):** *Prerequisite: None.*

Students develop and enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students compose and produce a variety of personal, educational, and professional documents.

**Keyboarding Applications (6250B) High School Credit (0.5 credits per semester):** *Prerequisite: Keyboarding (6240A) or mastery of touch typing.* Students enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students compose and produce a variety of personal, educational, and professional documents with an emphasis on speed and accuracy.  
(Linkhorne Middle School only)

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## World Languages

**Spanish I (1880Y) High School Credit (1.0 credit):** See page 21 for course description.

**French I (1580Y) High School Credit (1.0 credit):** See page 21 for course description.

**Latin I (1780Y) High School Credit (1.0 credit):** See page 21 for course description.

**German I (1680Y) High School Credit (1.0 credit):** See page 21 for course description.

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## Drama

**INTRODUCTION TO THEATRE, 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.

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## 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.

# High School Credit Courses offered at the Middle School Level

## Mathematics (continued)

### **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.

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## 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.

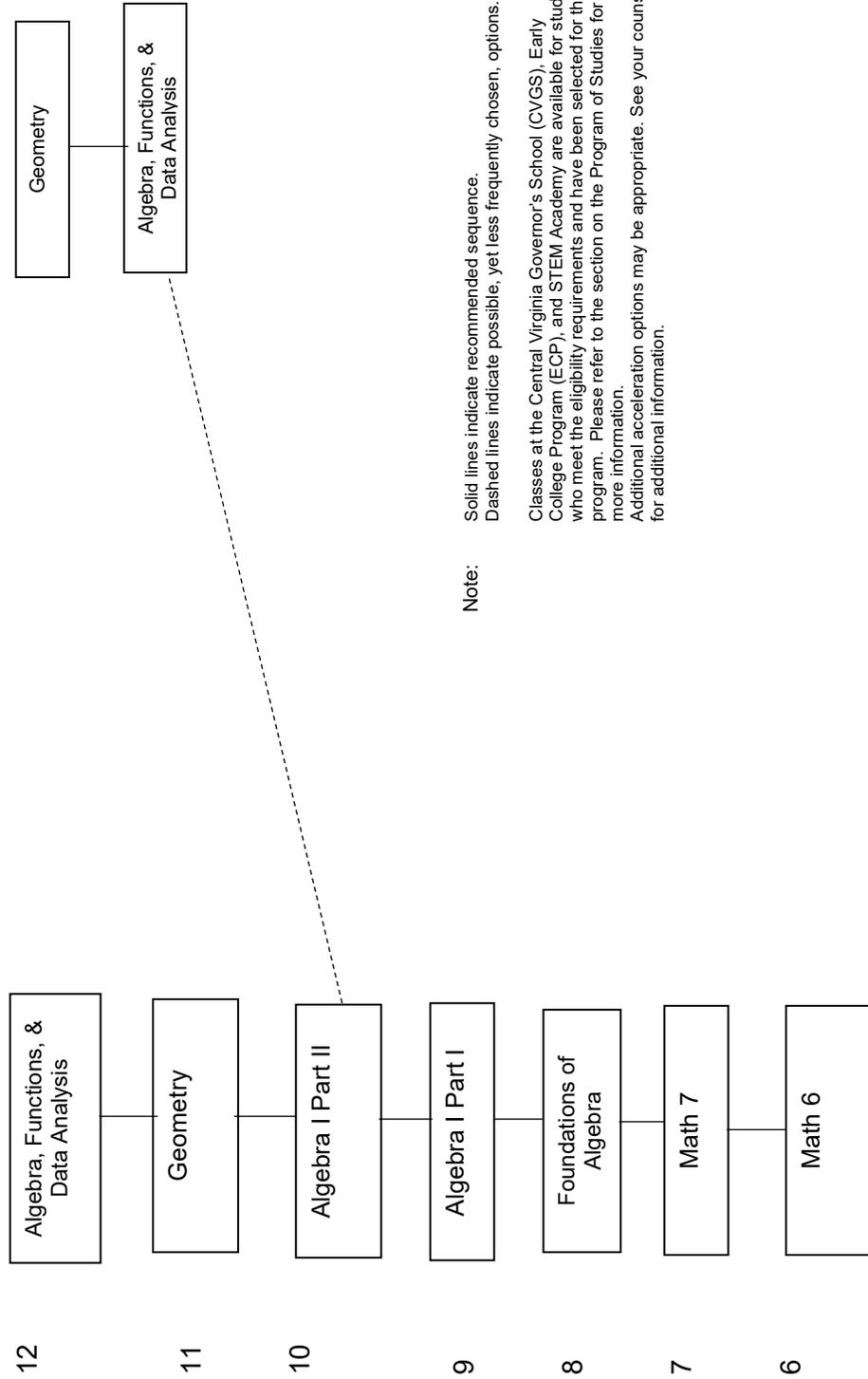
## Math Instructional Sequences

The following charts illustrate 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 review frequently 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

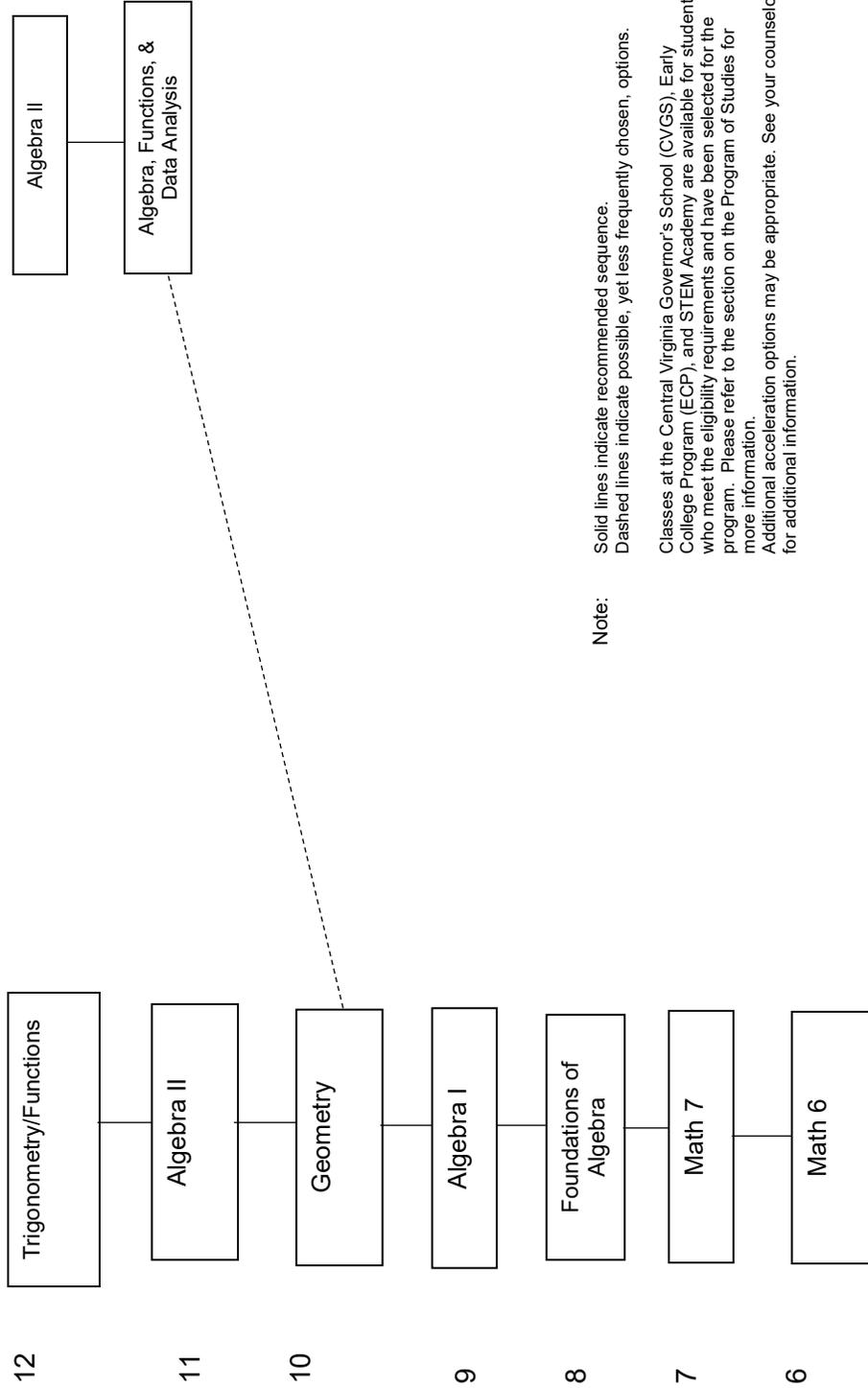
## OPTION 1 – Algebra I Part I in 9<sup>th</sup> Grade



**Note:** Solid lines indicate recommended sequence.  
 Dashed lines indicate possible, yet less frequently chosen, options.  
 Classes at the Central Virginia Governor's School (CVGS), Early College Program (ECP), and STEM Academy are available for students who meet the eligibility requirements and have been selected for the program. Please refer to the section on the Program of Studies for more information.  
 Additional acceleration options may be appropriate. See your counselor for additional information.

# Mathematics Instructional Sequence Options

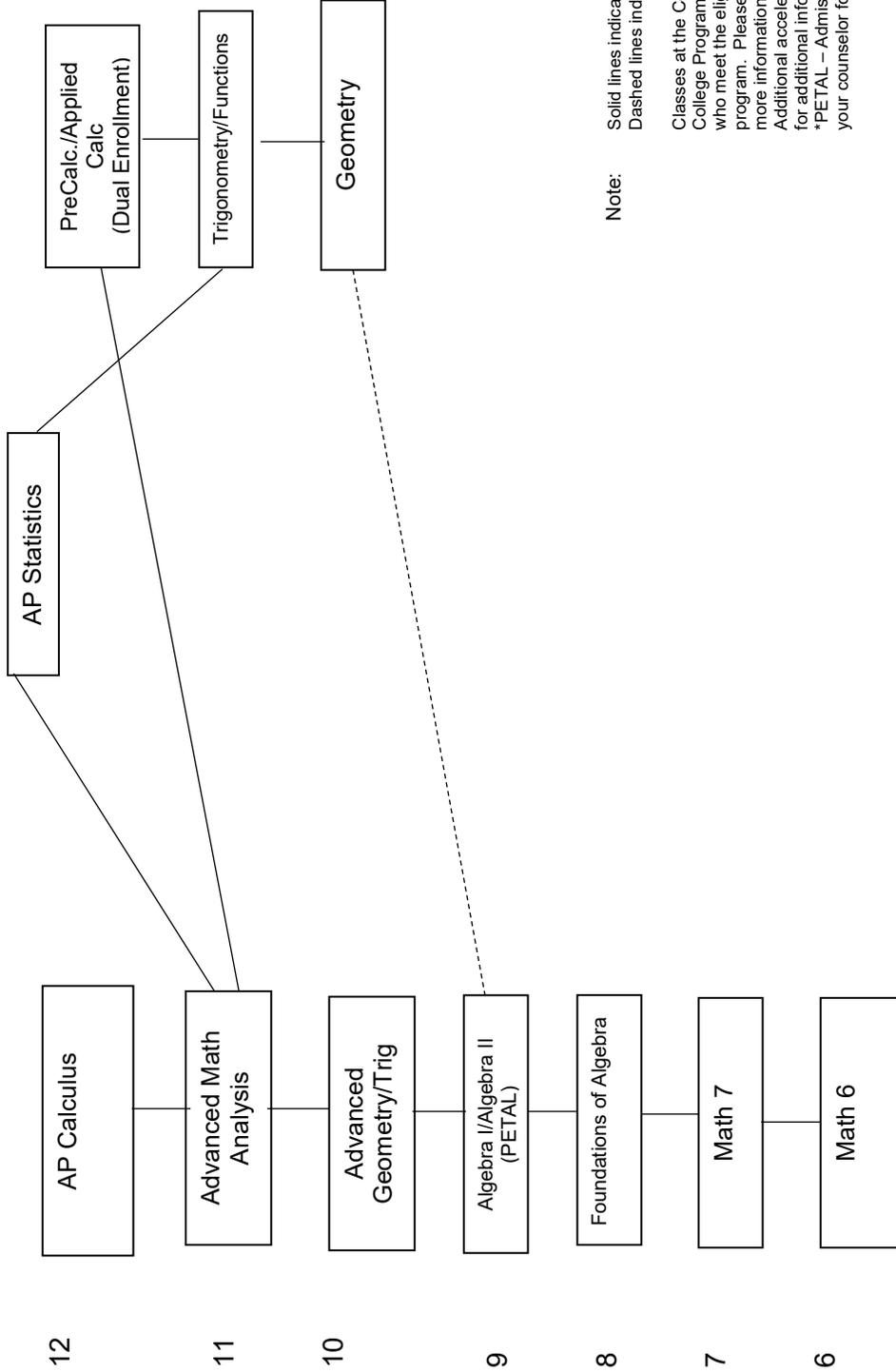
## OPTION 2– Algebra I in 9<sup>th</sup> Grade



**Note:**  
 Solid lines indicate recommended sequence.  
 Dashed lines indicate possible, yet less frequently chosen, options.  
 Classes at the Central Virginia Governor's School (CVGS), Early College Program (ECP), and STEM Academy are available for students who meet the eligibility requirements and have been selected for the program. Please refer to the section on the Program of Studies for more information.  
 Additional acceleration options may be appropriate. See your counselor for additional information.

# Mathematics Instructional Sequence Options

## OPTION 3 – Algebra I/ Algebra II (PETAL) in 9<sup>th</sup> grade

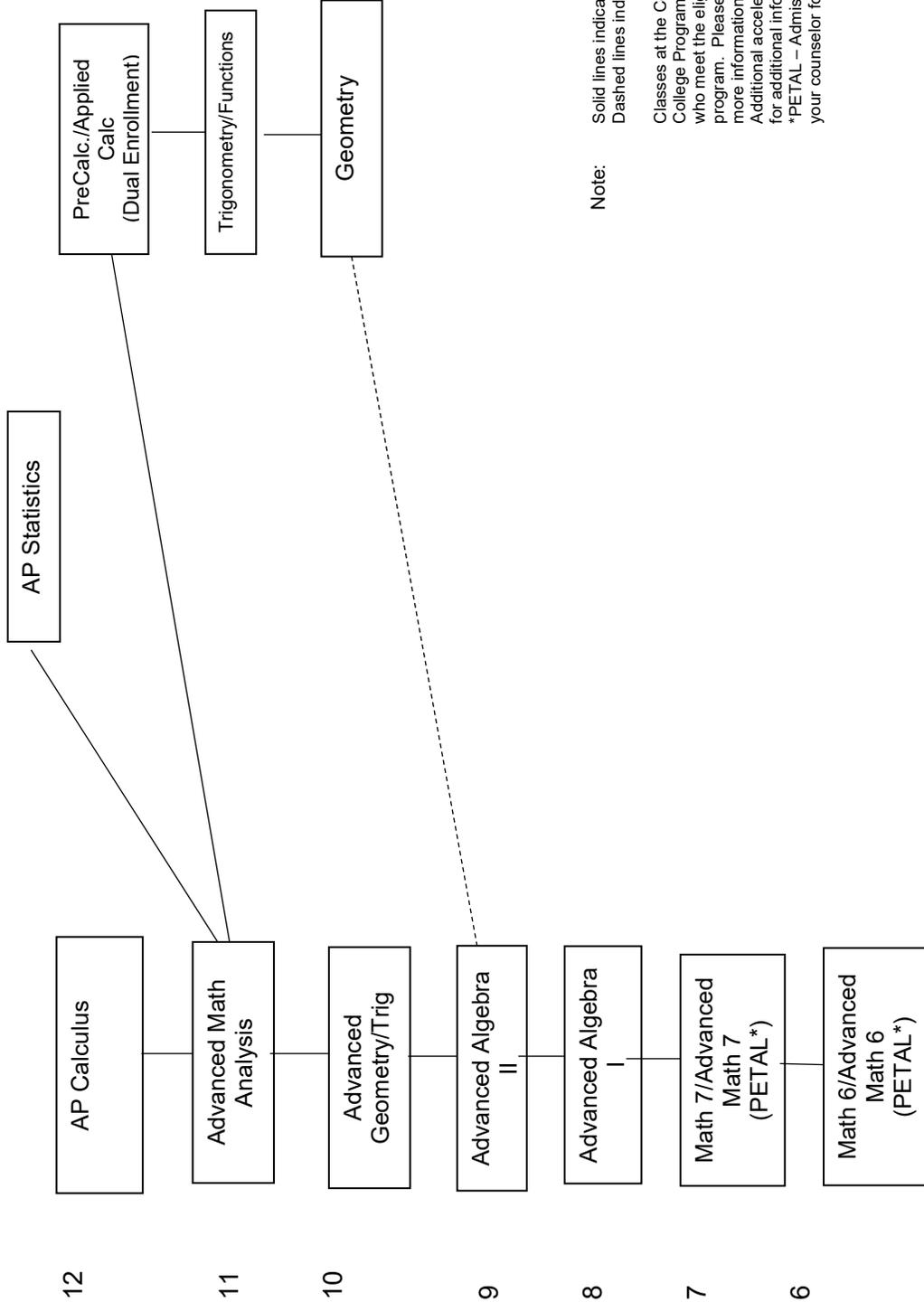


**Note:**

Solid lines indicate recommended sequence.  
 Dashed lines indicate possible, yet less frequently chosen, options.  
 Classes at the Central Virginia Governor's School (CVGS), Early College Program (ECP), and STEM Academy are available for students who meet the eligibility requirements and have been selected for the program. Please refer to the section on the Program of Studies for more information.  
 Additional acceleration options may be appropriate. See your counselor for additional information.  
 \*PETAL – Admission to PETAL requires meeting selection criteria. See your counselor for additional information.

# Mathematics Instructional Sequence Options

## OPTION 4 – Advanced Algebra II in 9<sup>th</sup> Grade (PETAL in 6<sup>th</sup> Grade)



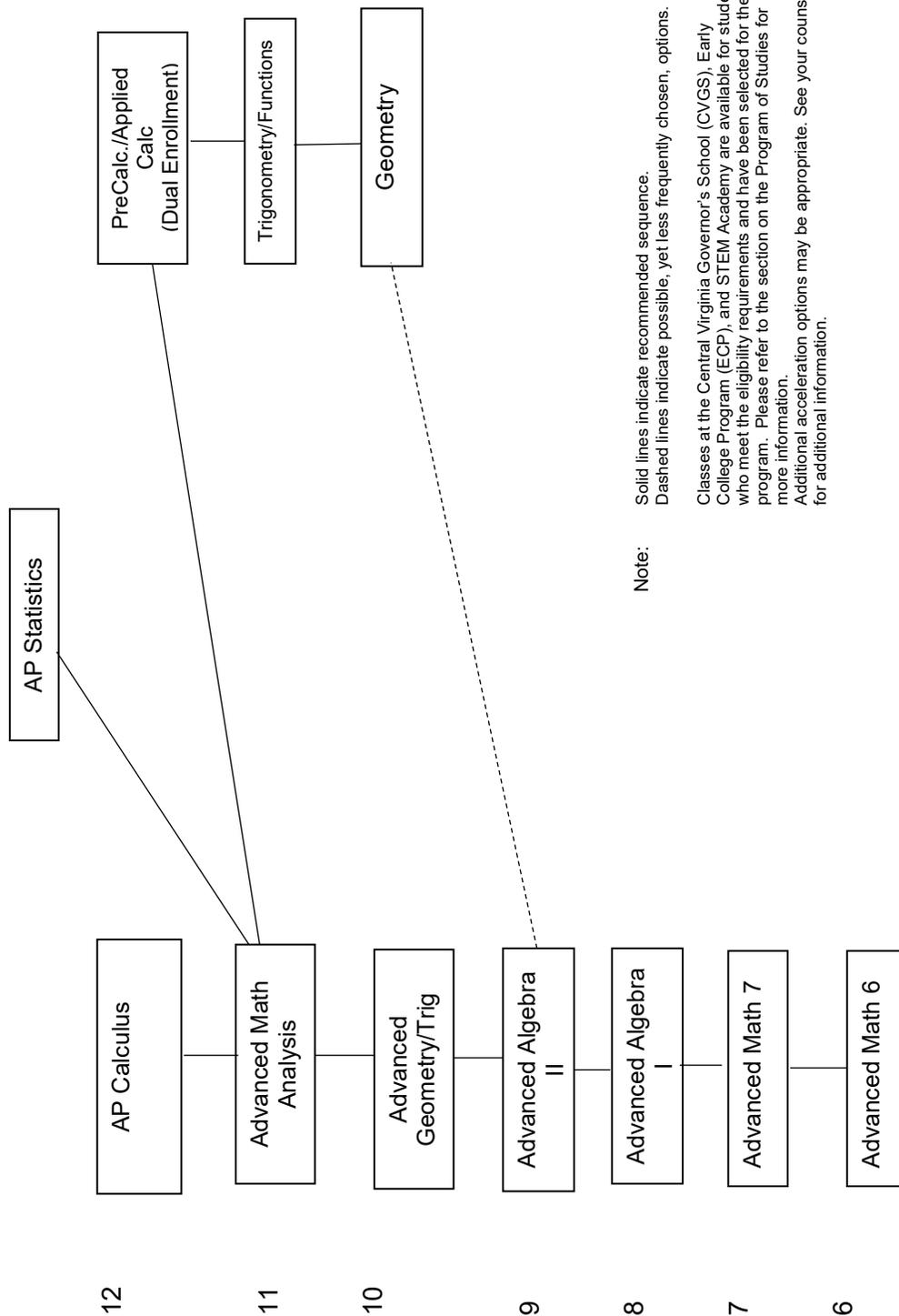
**Note:**

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

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

# Mathematics Instructional Sequence Options

## OPTION 5 – Advanced Algebra II in 9<sup>th</sup> Grade



**Note:**

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

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

## Course Placement Criteria Overview

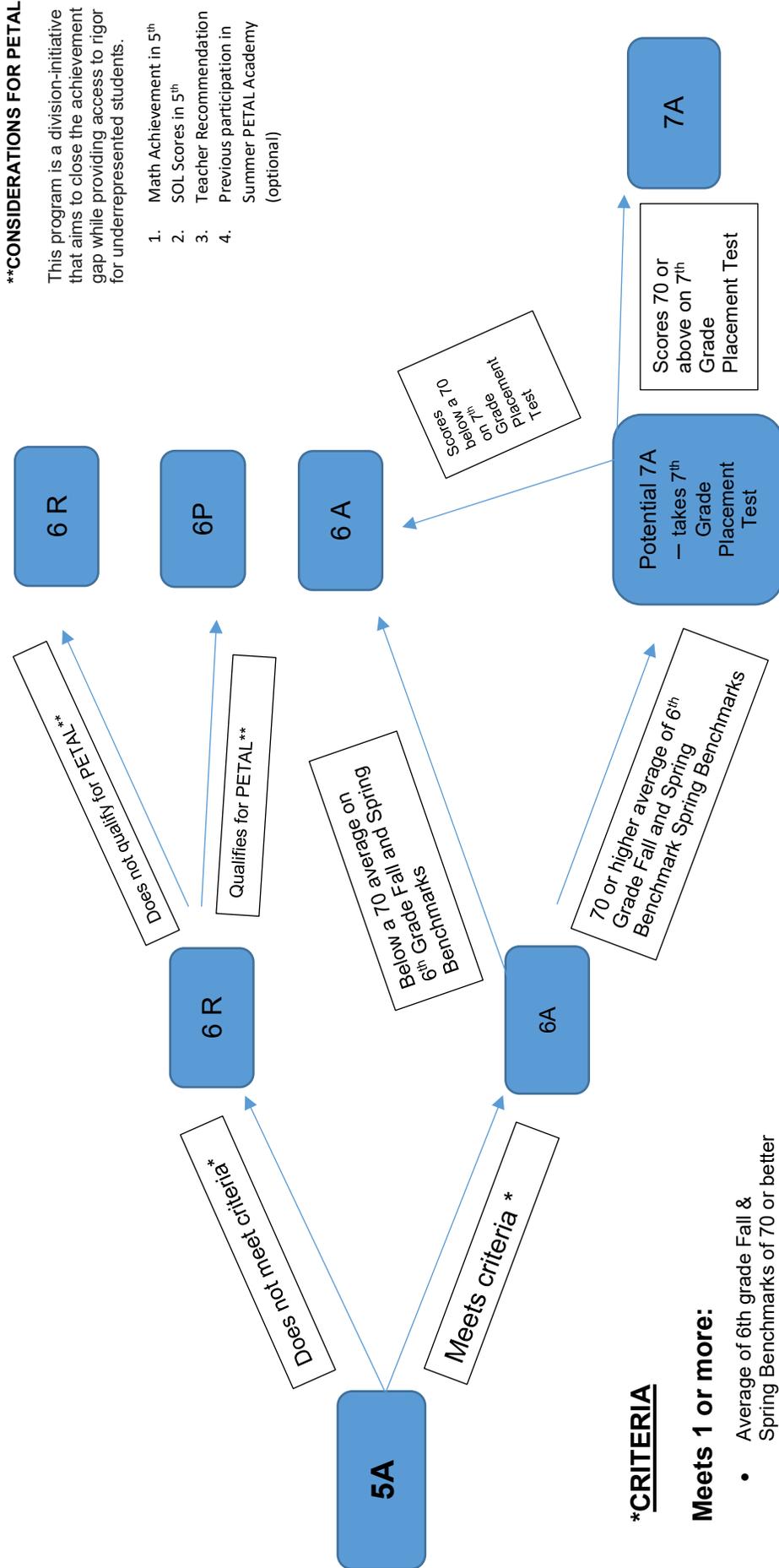
The following charts illustrate the criteria used to determine when a student may take an advanced level of a course in English, math, science, and social studies. Each chart shows three possible pathways to an advanced course:

1. Achievement score - The student scores at or above a certain score on an achievement test (usually an SOL 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 a course at one level more advanced than he or she would otherwise be enrolled in. The request will be honored, except that if prior achievement suggests the student may experience a high degree of struggle in that course, the school may establish a plan with the student and parent for staying on track in the course.

A student may be enrolled in a more advanced course using any of these three options and it is important that parents and teachers not see the first pathway as the only one. 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 2018 – 19**

**I. 5A TO 6<sup>TH</sup> GRADE**



**\*\*CONSIDERATIONS FOR PETAL**

This program is a division-initiative that aims to close the achievement gap while providing access to rigor for underrepresented students.

1. Math Achievement in 5<sup>th</sup>
2. SOL Scores in 5<sup>th</sup>
3. Teacher Recommendation
4. Previous participation in Summer PETAL Academy (optional)

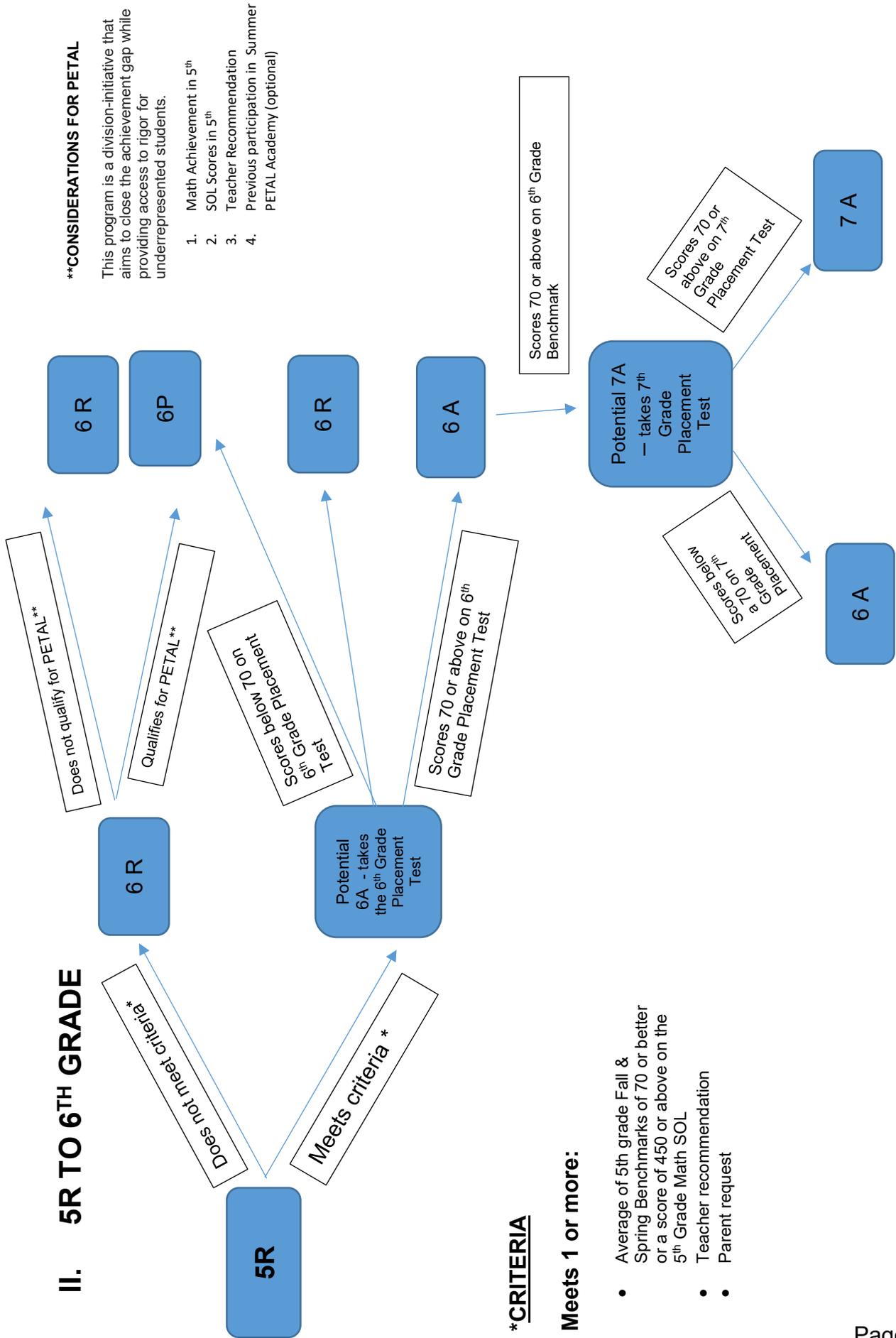
**\*CRITERIA**

**Meets 1 or more:**

- Average of 6th grade Fall & Spring Benchmarks of 70 or better or a score of 450 or better in the 6<sup>th</sup> grade SOL test
- Teacher recommendation
- Parent request

\*In order to take Algebra I in the 7<sup>th</sup> grade, students are required to complete the 8<sup>th</sup> Grade Placement Test with a 70 or better.

**II. 5R TO 6<sup>TH</sup> GRADE**



**\*\*CONSIDERATIONS FOR PETAL**

This program is a division-initiative that aims to close the achievement gap while providing access to rigor for underrepresented students.

1. Math Achievement in 5<sup>th</sup>
2. SOL Scores in 5<sup>th</sup>
3. Teacher Recommendation
4. Previous participation in Summer PETAL Academy (optional)

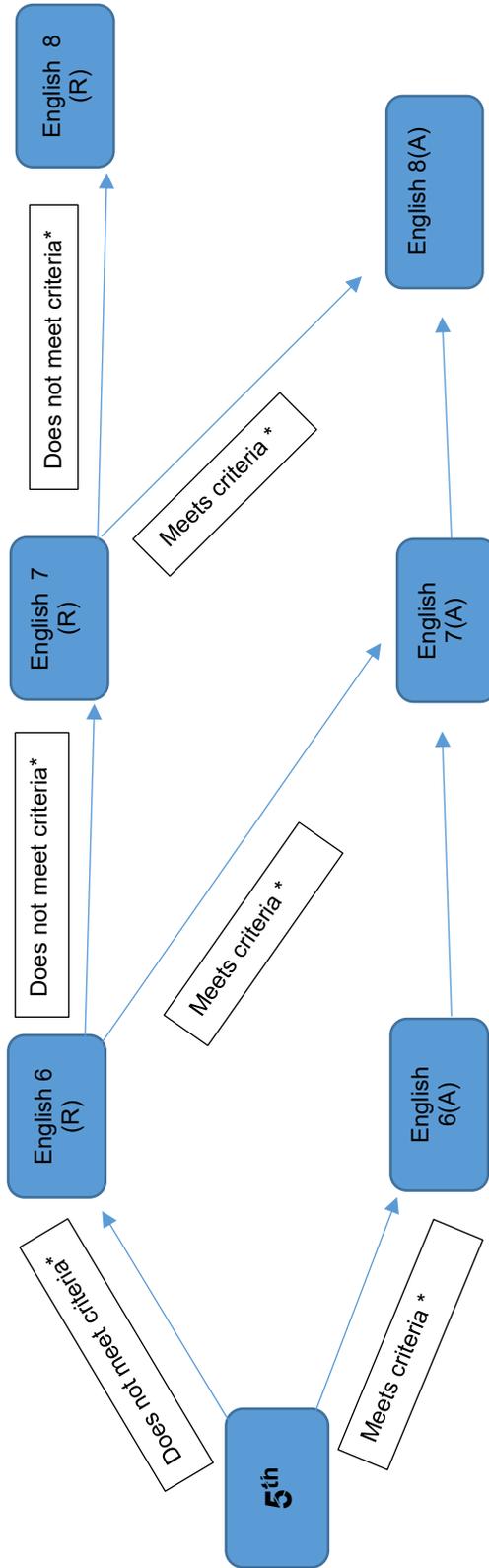
**\*CRITERIA**

**Meets 1 or more:**

- Average of 5th grade Fall & Spring Benchmarks of 70 or better or a score of 450 or above on the 5<sup>th</sup> Grade Math SOL
- Teacher recommendation
- Parent request

\*In order to take Algebra I in the 7<sup>th</sup> grade, students are required to complete the 8<sup>th</sup> Grade Placement Test with a 70 or better.

## ENGLISH PLACEMENT

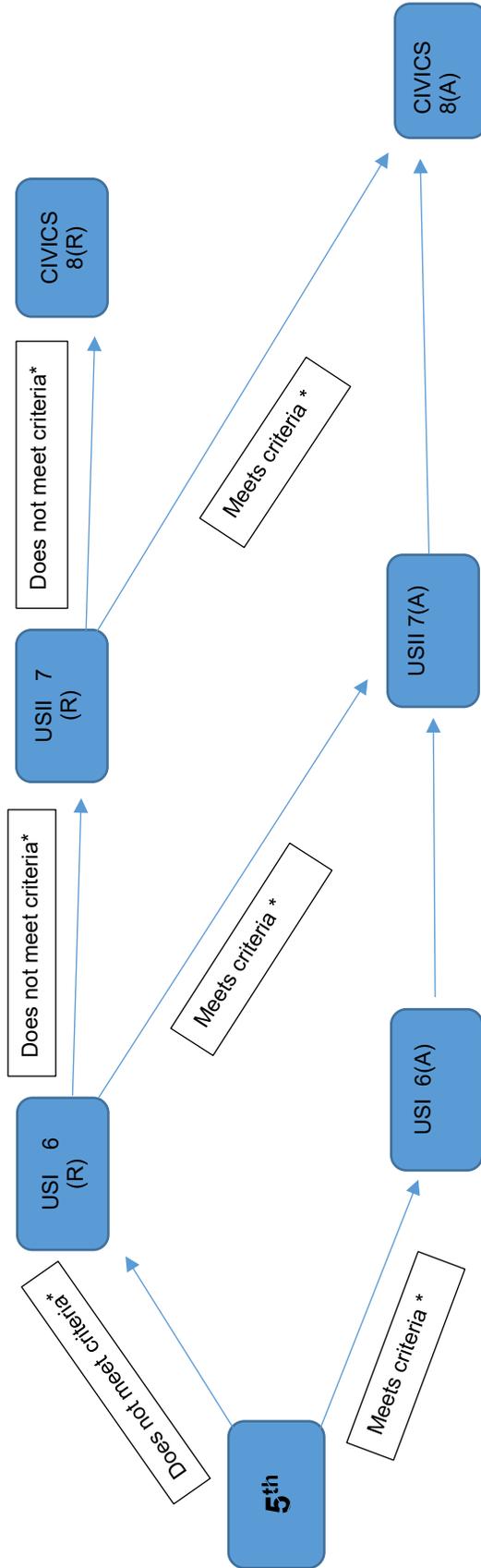


### \*CRITERIA

#### Meets 1 or more:

- Average of 5th grade Fall & Spring Benchmarks of 70 or better
- A score of 450 or above on the 5<sup>th</sup> Grade English SOL
- Teacher recommendation
- Parent request

**SOCIAL STUDIES PLACEMENT**

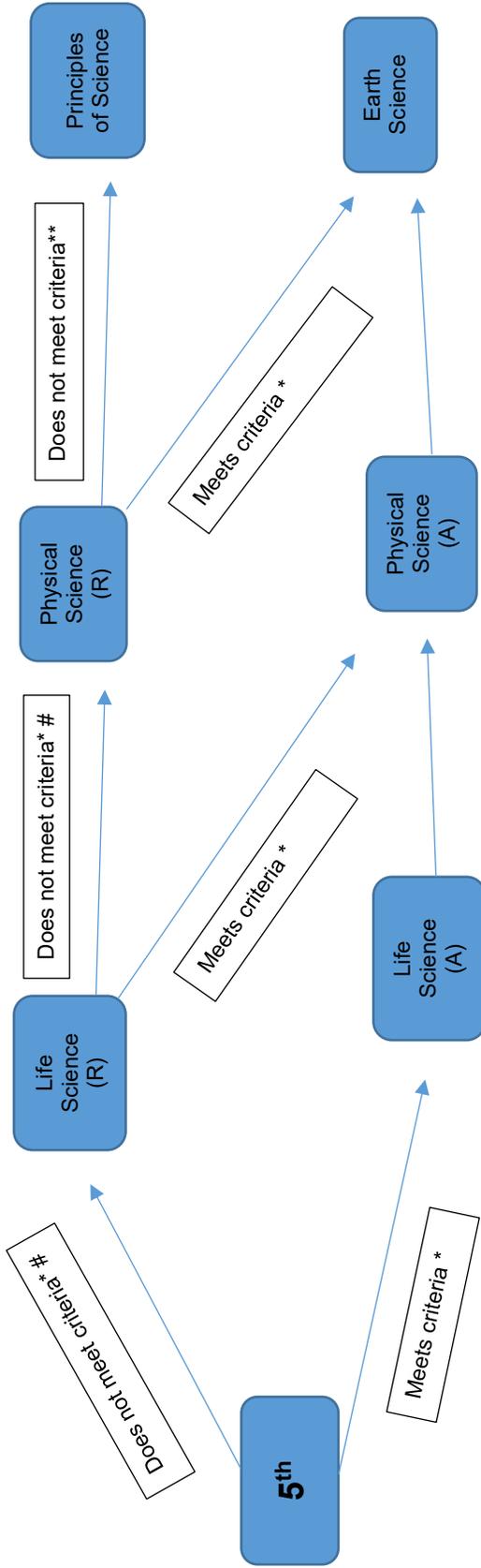


**\*CRITERIA**

**Meets 1 or more:**

- Average of 5th grade Fall & Spring Benchmarks of 70 or better
- A score of 450 or above on the 5<sup>th</sup> Grade Social Studies SOL
- Teacher recommendation
- Parent request

**SCIENCE PLACEMENT**



**\*CRITERIA**

**Meets 1 or more:**

- Average of 5th grade Fall & Spring Benchmarks of 70 or better
- A score of 450 or above on the 5<sup>th</sup> Grade Science SOL
- Teacher recommendation
- Parent request

## Specialized Programs

### Paul Laurence Dunbar Middle School for Innovation

This magnet school draws from an applicant pool of students in all three middle school attendance zones. Paul Laurence Dunbar Middle School for Innovation offers innovative programs not available at the other middle schools. The school offers an extensive curriculum in foreign languages including Spanish, Latin, French and German. Paul Laurence Dunbar Middle School for Innovation also offers a diverse drama 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 marine biology classes. Inquiries regarding the school for innovation applications to Paul Laurence Dunbar Middle School for Innovation should be directed to the Department of Information Technology, School Administration Building, 515-5017. 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

Programs available for students with disabilities are provided according to the student's *Individualized Education Plan*. Referrals for special services are routinely made by parents/guardians, counselors, and teachers through the school principal; however, a student can only be considered after authorization is secured from the parent or legal guardian.

Placement in a special education class or program is contingent upon the results of extensive diagnostic testing and evaluation. Scheduling is done on an individual basis according to the needs of each student.

Since the instructional program in all special education classes is based on each student's individual needs, individual educational programs are developed by the school in conjunction with parental permission and input.

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 COURSE	GRADE LEVEL/YEAR IN WHICH COURSE WAS TAKEN	WILL THE CLASS BE REPEATED?
SAMPLE: ALGEBRA I	2015-2016/Grade 8	Yes

Printed Name of Parent/Guardian:
Signature of Parent/Guardian:

*Return this form to the Middle School Counseling Department **before or by June 30<sup>th</sup>**.*

**Or**

*Return this form to the High School Counseling Department **before or by August 1<sup>st</sup>**.*

# Agenda Report

Date: 06/05/18

Agenda Number: G-3

Attachments: Yes

**From:** Crystal M. Edwards, Superintendent  
Beth P. Morris, Director of School Nutrition

**Subject:** School Board Policy JHCF Student Wellness and Regulation JHCF-RZ Wellness Regulations and Guidelines

## Summary/Description:

Proposed revision of the policy and regulation are required by USDA for all local educational agencies (LEA) operating the National School Lunch Program. The purpose for the revisions is to meet federal regulations that guide a school division's efforts to establish a school environment that promotes students' health, well-being, and ability to learn.

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

## Recommendation:

The superintendent recommends that the school board approve Policy JHCF Student Wellness and Regulation JHCF-RZ Student Wellness Regulations and Guidelines.

**STUDENT WELLNESS**

Policy Statement

The Lynchburg City School Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity in division students.

Goals

Based on review and consideration of evidence-based strategies and techniques, the Lynchburg City School Board has established the following goals to promote student wellness.

1) Nutrition Promotion and Education

Students receive nutrition education that teaches the skills they need to adopt and maintain healthy eating behaviors.

Nutrition education is offered in the school cafeteria as well as in the classroom, with coordination between the school nutrition staff and other school personnel, including teachers.

Students receive consistent nutrition messages from all aspects of the school program.

Division health education curriculum standards and guidelines address both nutrition and physical education.

Schools conduct nutrition education activities and promotions that involve parents, students and the community.

2) Physical Activity

A program of physical activity is available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities.

Students are given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs.

Schools work with the community to create ways for students to walk or bike safely to and from school.

Schools encourage parents and guardians to support their children's participation in physical activity.

Schools provide training to enable staff to promote enjoyable, lifelong physical activity among students.

### 3) Other School-Based Activities that Promote Student Wellness

An adequate amount of time is allowed for students to eat meals in adequate dining facilities.

All children who participate in subsidized food programs are able to obtain food in a non-stigmatizing manner.

The availability of subsidized food programs is adequately publicized in ways designed to reach families eligible to participate in the programs.

Environmentally-friendly practices such as the use of locally grown and seasonal foods, school gardens and nondisposable tableware have been considered and implemented where appropriate.

Physical activities and/or nutrition services or programs designed to benefit staff health have been considered and, to the extent practical, implemented.

### Nutrition Standards and Guidelines

The Superintendent is responsible for creating

- regulations to develop and implement standards for all foods and beverages provided, but not sold, to students on the school campus during the school day; and
- standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that promote student health and reduce childhood obesity and are consistent with the applicable standards and requirements in 7 C.F.R. §§ 210.10, 210.11 and 220.8.

Marketing on the school campus during the school day is permitted only for those foods and beverages that meet the nutrition standards under 7 C.F.R. § 210,11.

### Implementation

The School Board encourages parents, students, representatives of the school food authority, teachers of physical education, school health professionals, school administrators and the general public to participate in the development, implementation and periodic review and update of this policy.

The Superintendent or his/her designee is responsible for overseeing the implementation of this policy and developing procedures for evaluating the policy, including indicators that will be used to measure its success.

Implementation procedures include measuring and making available to the public, at least once every three years, an assessment of the implementation of the policy, including the extent to which schools are in compliance with the policy, the extent to which this policy compares to model school wellness policies and a description of the progress made in attaining the goals of the policy. The results of the triennial assessment are considered in updating the policy.

The School Board retains the following records to document compliance with 7 C.F.R. § 210.31:

- the policy;
- documents demonstrating compliance with community involvement requirements, including requirements to make the policy and triennial assessments available to the public; and
- documentation of the triennial assessment of the policy.

Adopted:

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Legal Refs: 42 U.S.C. § 1758b.

7 C.F.R. 210.3.

Code of Virginia, 1950, as amended, § 22.1-253.13:1.

Cross Refs:	EFB	Free and Reduced Price Food Services
	IGAE/IGAF	Health Education/Physical Education
	JL	Fund Raising and Solicitation
	JHCH	School Meals and Snacks
	JHCF-RZ	School Wellness Regulations and Guidelines
	KJ	Advertising in the Schools
	KQ	Commercial, Promotional and Corporate Sponsorships and Partnerships

STUDENT WELLNESS REGULATIONS AND GUIDELINES

I. SCHOOL WELLNESS COMMITTEE

Committee Role and Membership

Lynchburg City Schools will convene a representative school wellness committee (SWC) to oversee school health policies and programs, including implementation and periodic review and recommendations for updates to the division wellness policy.

The committee will represent all school building levels (elementary and secondary schools) and include to the extent possible, but not limited to: parents and caregivers, students, representatives of the school nutrition program, physical education teachers, health education teachers, school health professionals, school administrators and the general public.

Each school is required to identify a “wellness champion” who will be responsible for monitoring school-level compliance with the policy. The wellness champion will complete the annual school wellness policy assessment tool.

II. NUTRITION STANDARDS AND GUIDELINES

A. School Meals

The Division is committed to serving healthy meals to children that include a variety of fruits and vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans-fat per serving (nutrition label or manufacturer’s specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs’ aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the Division participate in U.S. Department of Agriculture (USDA) child nutrition programs, including:

- National School Lunch Program (NSLP)
- School Breakfast Program (SBP)

Schools may also participate in:

- After School Snack Program (ASSP)
- Fresh Fruit & Vegetable Program (FFVP)
- Summer Food Service Program (SFSP)
- Child and Adult Care Food Program (CACFP)

All schools within the Division are committed to offering school meals through the NSLP and

SBP programs, and other applicable federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations.
- Promote healthy food and beverage choices using best practice techniques such as:
  - Fruits and vegetables are attractively displayed.
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - Daily announcements are used to promote and market menu options.

Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children’s school.

Menus will be posted on the Division website or individual school websites.

School meals will be administered by a team of school nutrition professionals.

The Division child nutrition program will accommodate students with special dietary needs.

Students will be provided with an adequate and reasonable amount of time to eat breakfast and lunch. Students will be served lunch at a reasonable and appropriate time of day. Elementary lunch should ideally follow the recess period to better support learning and healthy eating.

Use of local and/or regional products is encouraged to be incorporated into the school meal program.

**B. Staff Qualifications and Professional Development**

The school nutrition program director, all managers and staff will meet or exceed hiring and annual continuing education/training requirements of the USDA professional standards for child nutrition professionals. School nutrition personnel will refer to USDA’s Professional Standards for School Nutrition Professionals website to identify training that meets their learning needs.

**C. Water**

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The Division will make drinking water available where school meals are served during mealtimes.

**D. Competitive Foods and Beverages**

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

#### E. Celebrations and Rewards

The Division strongly encourages parents, teachers and school staff to incorporate healthy foods and beverages into classroom celebrations. The Division recommends using alternatives to food as a means of rewarding student achievement.

- Classroom parties – Schools will limit celebrations that involve food during the school day to no more than one event per class per month. The Division will provide to parents and teachers a list of recommended healthy foods and beverages for use in classroom celebrations. To ensure the safety of all students, all food brought into schools must be in the original packaging that displays ingredient information. Attention to individual student allergies and health care plans within the class population is required.
- Snacks distributed to students during the school day – The Division will provide a list of recommended healthy snacks for distribution to students in the classroom. To ensure the safety of all students, all food brought into schools must be in the original packaging that displays ingredient information. Foods and beverages of minimal nutritional value, such as candy and soda, will not be used as snacks during the school day. Attention to individual student allergies and health care plans within the class population is required.
- Foods given as incentives – The Division strongly encourages teachers and other relevant school staff to use alternative ways to reward students. Foods and beverages of minimal nutritional value, such as candy and soda, will not be used as rewards during the school day. Foods and beverages will not be withheld as punishment for any reason, such as for performance or behavior. Attention to individual student allergies and health care plans within the class population is required.

#### F. Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. The Division will make available to parents and teachers a list of healthy fundraising ideas.

- All food sold to students anywhere on the campus during the school day must meet Smart Snack regulatory requirements.
- Fundraising activities that take place outside of the school day or off-site of the school campus are exempt from nutrition standards.

#### G. Nutrition Promotion

Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. The Division will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

#### H. Nutrition Education

The Division will teach, model, encourage and support healthy eating by all students. At appropriate grade levels, schools will provide age-appropriate nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education, but also integrated into other classroom instruction when applicable;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Links with school meal programs, cafeteria nutrition promotion activities and other school foods and nutrition-related community services;
- In elementary schools, as designated through the Standards of Learning, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards.
- As designated through the Standards of Learning, health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula.

#### I. Food and Beverage Marketing in Schools

The Division is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The Division strives to teach students how to make informed choices about nutrition, health and physical activity. It is the intent of the Division to promote student health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the Division's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be

marketed or promoted to students.

Food and beverage marketing includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Any reviews of existing contracts, acquisitions of new contracts, equipment and/or products purchased (and replaced) should reflect the applicable marketing guidelines established by the wellness policy.

Adopted:

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Cross Refs:            JL        Fundraisers

Attachment B, Memo No. 114-17  
April 14, 2017

Wellness Policy Guidelines – Elements of Implementation for Final Rule		
Policy Focus	2010 HHFKA-Final Rule Requirements	Elements of Implementation
Public Involvement	<p>Invite the following to participate in the development, implementation and measurement of the LWP;</p> <ul style="list-style-type: none"> <li>School Board and Administrators</li> <li>Physical Education Instructors</li> <li>School Health Professionals</li> <li>Community Members</li> <li>Students</li> <li>Parents</li> <li>Food Service</li> </ul> <p><b>Identify a designee with authority/responsibility to ensure each school complies with the policy.</b></p>	<ul style="list-style-type: none"> <li>Send email invitations</li> <li>Post flyers</li> <li>Call stakeholders</li> <li>Post an invitation to join the committee on the school division website</li> <li>Newsletter</li> <li>Student handbook</li> </ul> <p><b>Document all methods used to make stakeholders aware of their ability to participate.</b></p>
Nutrition Guidelines	Standards and nutrition guidelines for all foods and beverages <b><i>sold</i></b> to students on the school campus during the school day that are consistent with applicable Federal regulations.	<ul style="list-style-type: none"> <li>Adhere to school meal standards</li> <li>Adhere to Smart Snack standards for complete foods (à la carte, concessions, fundraisers, vending, etc.)</li> </ul>
Nutrition Standards	Nutrition standards for all foods and beverages <b><i>provided, but not sold</i></b> , to students on the school campus during the school day.	<p>Develop nutrition standards for:</p> <ul style="list-style-type: none"> <li>Classroom parties</li> <li>Classroom snacks brought by parents</li> <li>Foods given as incentives</li> </ul>
Policy for Food and Beverage Marketing	Policies for food and beverage marketing that allow marketing and advertising of only those foods and beverages that meet the Smart Snacks standards.	<ul style="list-style-type: none"> <li>Exteriors of vending machines</li> <li>Posters</li> <li>Menu boards</li> <li>Coolers</li> <li>Trash cans</li> <li>Food service equipment</li> <li>Cups</li> </ul>
Nutrition Promotion	Specific and measureable goals for nutrition promotion with consideration for evidence-based strategies.	<ul style="list-style-type: none"> <li>Become a USDA HealthierUS School</li> <li>Host a Health Fair</li> <li>Start a school garden</li> <li>Do food tastings</li> <li>Wellness newsletters</li> </ul>
Nutrition Education	Specific and measureable goals for nutrition education with consideration for evidence-based strategies.	<ul style="list-style-type: none"> <li>Standards based nutrition education</li> <li>Integrated into curricula (i.e. cooking class, reading nutrition labels, etc.)</li> <li>Use CDC’s Health Education HECAT tool to enhance, develop, or select curricula.</li> </ul>
Physical Activity	Specific and measureable goals for nutrition education with consideration for evidence-based strategies.	<ul style="list-style-type: none"> <li>Physical Education (P.E.)</li> <li>Classroom physical activities</li> <li>Fitness testing</li> <li>Recess</li> <li>Standards for reward/punishment practices.</li> </ul>
Other School-Based Wellness Activities	Specific and measureable goals for other school-based activities that promote student health with consideration for evidence-based strategies.	<ul style="list-style-type: none"> <li>Staff modeling/wellness programs</li> <li>Walking/bicycling clubs</li> <li>Before/afterschool programs</li> <li>Access to school facilities</li> <li>Total wellness (drug prevention programs, mental health, CPR, first aid, etc.)</li> </ul>
Assessment	<p>Evaluation of LWP every 3 years, at a minimum:</p> <ol style="list-style-type: none"> <li>Each schools compliance with the wellness policy</li> <li>How the wellness policy compares to model wellness policies</li> <li>Progress toward attaining goals</li> </ol>	<ul style="list-style-type: none"> <li>WellsAT 2.0 (Rudd Center)</li> <li>The Healthy Schools Program &amp; School Health Index (Alliance for a Healthier Generation)</li> <li>School Division tracking tools</li> </ul> <p><b>Must be completed for first year and every three years after. Must document all assessments.</b></p>
Communication	<p>Annually inform and update the public about:</p> <ol style="list-style-type: none"> <li>Content of LWP</li> <li>Updates made to LWP</li> <li>The Triennial Assessment, including progress towards meeting goals of the LWP</li> </ol>	<ul style="list-style-type: none"> <li>School website/newsletters</li> <li>Student handbook</li> <li>Report to school board</li> </ul> <p><b>Must document LWP public communications</b></p>



COMMONWEALTH of VIRGINIA  
Department of Education

April 14, 2017

TO: Division Superintendents

FROM: Steven R. Staples, Superintendent of Public Instruction

**SUBJECT: Local Wellness Policy**

This memorandum provides information and resources to assist each local education agency (LEA) that participates in the U.S. Department of Agriculture (USDA) National School Lunch Program (NSLP) and School Breakfast Program (SBP) in developing a Local Wellness Policy (LWP) that meets the newly expanded requirements outlined in the final rule of the *Healthy, Hunger-Free Kids Act of 2010* (HHFKA).

Congress recognizes the critical role that schools play in supporting healthy eating and physical activity for children by implementing policies and practices. In 2004, Congress passed the Child Nutrition and Specialist Supplemental Nutrition Program for Women, Infants and Children (WIC) Reauthorization Act (Sec. 204 of Public Law 108-265). This law requires school divisions participating in federal child nutrition programs to adopt a LWP for the first time by fiscal year 2016.

The act that Congress passed, the *Healthy, Hunger-Free Kids Act of 2010* (HHFKA), was released to expand the scope of the LWP by adding new provisions related to implementation, evaluation, and publicly reporting the progress.

In July 2016, the USDA Final Rule on Local Wellness Policy Implementation was published in the Federal Register. The intent is to strengthen LWPs so they become useful tools in evaluating, establishing, and maintaining healthy school environments, and to provide transparency to the public on key areas that affect the nutrition environment in each school.

LEAs must fully comply with the requirements of the final rule by June 30, 2017. As outlined by USDA's *Summary of the Final Rule*, the HHFKA now requires that the local school wellness policy, at a minimum, include:

**1. Wellness Leadership**

LEAs must establish a wellness policy leadership of one or more LEA and/or school official(s) who have the authority or responsibility to ensure each school complies with the policy.

**2. Public Involvement**

LEAs must permit participation by the general public and the school community (including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, the school board, and school administrators) in the wellness policy process.

**3. Content of the Wellness Policy**

- Specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. LEAs are required to review and consider evidence-based strategies in determining these goals.

- Standards and nutrition guidelines for all food and beverages sold to students on the school campus during the school day that are consistent with federal regulations for:
  - School meal nutrition standards, and the
  - Smart Snacks in School nutrition standards
- Standards for all food and beverages provided, but not sold, to students during the school day (e.g., in classroom parties, classroom snacks brought by parents, or other foods given as incentives).
- Description of public involvement, public updates, policy leadership, and evaluation plan.

#### 4. Triennial Assessment

LEAs must conduct an assessment of the wellness policy at a minimum, every 3 years, starting with school year 2017-2018. This assessment must determine:

- Each individual school's compliance with the wellness policy,
- How the wellness policy compares to model wellness policies, and
- Progress made in attaining the goals of the wellness policy.

#### 5. Updates to the Local Wellness Policy

LEAs must update or modify the wellness policy as appropriate.

#### 6. Public Updates

LEAs must make available to the public:

- The wellness policy, including any updates to and about the policy, on an annual basis, at a minimum, and
- The Triennial Assessment, including progress toward meeting the goals of the policy.

#### 7. Documentation

The Virginia Department of Education (VDOE) will examine the following records during the Federal Administrative Review:

- Copy of the current wellness policy,
- Documentation of how the policy and assessments are made available to the public,
- The most recent assessment of implementation of the policy, and
- Documentation of efforts for reviewing and updating the policy, including who was involved in the process and how stakeholders were made aware of their ability to participate.

USDA and VDOE are dedicated to helping LEAs find the resources that they need to meet the requirements of the final rule. USDA has provided materials that are a useful starting point for LEAs working to strengthen their LWP, to meet the requirements and establish a healthier school environment at [School Nutrition Environment and Wellness Resources](#). This website provides resources on the LWP process, elements, success stories, grants/funding opportunities, and trainings.

LWP training will be provided by VDOE SNP at the Spring Regional Meeting held in each region. The Regional Meeting schedule is provided in Attachment D to this memorandum.

To assist LEAs in the development of a local policy, a model policy was developed by the Alliance for a Healthier Generation that is in compliance with the requirements set forth in the final rule. This model policy is provided in Attachment C to this memorandum. Use of this model policy is optional.

Please direct questions regarding the information in this memorandum to the VDOE School Nutrition Program Specialist assigned to your division or Dr. Sandy Curwood, Director of School Nutrition Programs, at (804) 371-2339 or at [Sandra.curwood@doe.virginia.gov](mailto:Sandra.curwood@doe.virginia.gov).

SRS/SCC/ag

Attachments:

- A. USDA Final Rule: Local Wellness Policy Implementation Under the HHFKA of 2010 (PDF)
- B. VDOE Wellness Policy Guidelines – Elements of Implementation (PDF)
- C. Alliance for a Healthier Generation Model Wellness Policy (PDF)
- D. School Nutrition Programs Spring 2017 Regional Meetings (PDF)

DATE: January 12, 2018 MEMO NO: 004-18

TO: Division Superintendents

FROM: Steven M. Constantino  
Superintendent of Public Instruction

SUBJECT: New Resource to Assist School Divisions in Implementing *Regulations Governing Nutritional Standards for Competitive Foods Available for Sale in the Public Schools* (8VAC20-740)

This memorandum provides information about a new resource that is available on the Virginia Department of Education (Department), Office of School Nutrition Programs (SNP) webpage. This online resource toolkit is designed to help school divisions implement the state regulations on competitive foods and fundraisers. These new regulations became effective October 18, 2017. Please refer to [Superintendent's Memorandum 291-17](#) for more information.

School divisions must designate a division-level and/or school-level official to monitor and ensure compliance with these regulations in areas that are outside the control of the school nutrition program; the individual shall not be a school nutrition program employee. School divisions are required to monitor compliance and maintain documentation of such compliance for foods available for sale to students during the school day in areas that are outside the control of the school nutrition program. The school food authority (SFA), or school nutrition program, is responsible for maintaining records of compliance with these regulations only for areas under the responsibility of the SFA.

Consistent nutritional standards for all foods available for sale to students during the school day are an important part of the framework for student wellness. The Department supports school divisions' efforts to develop and implement consistent standards as part of the required local wellness policy. School divisions are encouraged to create policies that model best practices and maintain the highest nutritional standards throughout the school campus, during the school day. To provide support for these school division policies, and to implement the requirements of the state regulations, a variety of resources have been developed or identified and posted to the [online toolkit](#).

School divisions may access the complete language of the state regulations, as well as a recording and slides from the technical assistance webinar, from the toolkit. A Local Wellness Policy guide that can be used to incorporate the requirements of the state regulations into the school division's local policy has been developed and posted to the toolkit. Other resources, such as fact sheets on non-food fundraisers and Healthy Fundraiser Snapshots from the National PTA, can be accessed from the toolkit. A tracking tool and sample permit are also available for school division officials to download and use to approve and monitor fundraisers conducted by school-sponsored organizations.

If you have questions or need additional information, please contact the school nutrition program specialist assigned to your school division or send an email to the SNP policy mailbox at [SNPPolicy@doe.virginia.gov](mailto:SNPPolicy@doe.virginia.gov).

# Agenda Report

Date: 06/05/18

Agenda Number: G-4

Attachments: Yes

**From:** Crystal M. Edwards, Superintendent  
Ben W. Copeland, Assistant Superintendent of Operations and Administration

**Subject:** Lynchburg City School Board Policy Updates

## Summary/Description:

Several policy revisions were recently received from the Virginia School Boards Association (VSBA). These policies have been reviewed by legal counsel and reflect the latest changes in state and federal law. These policy revisions from the VSBA February 2018 update appear as attachments to the agenda report.

AA	School Division Legal Status
AC	Nondiscrimination
AD	Educational Philosophy
CBD	Superintendent's Contract, Compensation, and Benefits
CBG	Evaluation of the Superintendent
EBCB	Safety Drills
GCL	Professional Staff Development
GCN	Evaluation of Professional Staff
GCPB	Resignation of Staff Members
GDQ	School Bus Drivers
JO	Student Records

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

## Recommendation:

The superintendent recommends that the school board approve the policy updates received from the Virginia School Boards Association (VSBA).

SCHOOL DIVISION LEGAL STATUS

The Constitution of the Commonwealth *{Virginia}* provides that the General Assembly establish a system of free public elementary and secondary schools for all children of school age throughout the state, and seek to ensure that an educational program of high quality is established and continually maintained. The General Assembly requires that such an educational system be maintained and administered by the Board of Education, the Superintendent of Public Instruction, division superintendents and school boards. The Board of Education divides the Commonwealth into school divisions of such geographical area and school-age population as will promote the realization of the standards of quality, and will periodically review the adequacy of existing school divisions for this purpose. The supervision of schools in each *{Lynchburg City}* school division is vested in ~~a school board selected in accordance with the applicable provisions of the Code of Virginia~~ *{Lynchburg City School Board}*.

Adopted by School Board: June 4, 2013

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Legal Refs.: Constitution of Virginia, article VIII, §§ 1, 5, 7.

Code of Virginia, 1950, as amended, §§ 22.1-2, 22.1-28, ~~22.1-71~~.

Cross Ref.: BB School Board Legal Status  
 BBAA Board Member Authority

NONDISCRIMINATION

The Lynchburg City School Board is committed to nondiscrimination with regard to sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law. This commitment ~~will prevail~~ ***prevails*** in all of its policies and practices concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business.

Adopted: June 17, 2014

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Legal Refs.: 20 U.S.C. §§ 1681-1688.

29 U.S.C. § 794.

42 U.S.C. §§ 2000d-2000d-7, 2000e-2000e-17, 2000ff-1.

34 C.F.R. 106.9.

Constitution of Virginia, article I, section 11.

Code of Virginia, 1950, as amended, §§ 2.2-3900, 2.2-3901, 2.2-3902.

Cross Refs.: ~~GB/JB~~ ~~Equal Employment Opportunity/Nondiscrimination~~  
***{GB*** ***Equal Employment Opportunity/Nondiscrimination}***  
GBA/JFHA Prohibition Against Harassment and Retaliation  
***{JB*** ***Equal Educational Opportunities/Nondiscrimination}***

EDUCATIONAL PHILOSOPHY

Lynchburg City School Board is committed to providing equal opportunity for every student to achieve maximum intellectual, social, emotional and physical growth and to ensuring that each student be equipped to communicate effectively with other people, to be competent both in the work place and in higher education, and to feel confident of the ability to make creative and constructive decisions in his/her life.

Lynchburg City School Board:

- provides the necessary trained and dedicated leadership, qualified personnel, equipment and materials to assure an appropriate education for every student;
- treats all members of the school community equitably with the highest degree of respect;
- allocates and uses assets fairly and efficiently

Adopted: June 4, 2013

Revised: May 19, 2015

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

Cross Refs.: AC Nondiscrimination  
 GA Personnel Policies Goals  
~~GB/JB Equal Employment Opportunity/Nondiscrimination~~  
**{GB Equal Employment Opportunity/Nondiscrimination}**  
 GBA/JFHA Prohibition Against Harassment and Retaliation  
 IGBC Parental Involvement  
**{JB Equal Education Opportunities/Nondiscrimination}**

SUPERINTENDENT'S CONTRACT, COMPENSATION AND BENEFITS

The Superintendent's contract shall set *{sets}* forth the Superintendent's compensation and benefit package. The Superintendent's contract is available to the public pursuant to the Virginia Freedom of Information Act.

The School Board shall not renegotiate a Superintendent's contract during the period following the election or appointment of new members and the date such members are qualified and assume office.

When the Superintendent's contract is being renegotiated, each member of the School Board will be notified at least 30 days in advance of any meeting at which a vote is planned on the renegotiated contract unless the members agree unanimously to take the vote without the 30 days notice. Each member's vote on the renegotiated contract will be recorded in the minutes of the meeting.

Adopted: June 17, 2014

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Legal Ref.: Code of Virginia, 1950, as amended, §§ ~~2.2-3705.8~~ *{2.2-3705.1}*, 22.1-60.

Cross Ref.: CBB Appointment and Term of the Division Superintendent

## EVALUATION OF THE SUPERINTENDENT

It is the responsibility of the School Board to maintain and improve the quality of administration and instruction. One of the primary methods used in carrying out this responsibility is to work with the Superintendent in improving his or her effectiveness.

Annually, the Superintendent ~~will provide to~~ *{provides}* the School Board *{with}* a work plan designed to implement the goals set for the division by the School Board. The School Board ~~shall evaluate~~ *{evaluates}* the Superintendent annually. The School Board ~~shall develop~~ *{develops}* the instrument to evaluate the Superintendent after consulting (1) the uniform performance standards and criteria developed by the Board of Education and (2) the Superintendent. The Superintendent's evaluations ~~will~~ include student academic progress as a significant component and an overall summative rating. *{Evaluations include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.}* Informal evaluations may also take place as the Board deems appropriate, provided that specific criteria for such appraisals be communicated to the Superintendent.

Each Board member ~~will be~~ *{is}* involved in assessing the Superintendent's job performance on a continuing basis and by completing the annual evaluation instrument. Upon conclusion of the annual performance appraisal, the evaluation ~~will be~~ *{is}* reviewed with the Superintendent by the Board or its designees.

Adopted: June 17, 2014

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-60.1, 22.1-253.13:5.

Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents (Virginia Board of Education, ~~approved Sept. 27, 2012 to become effective July 1, 2014~~ *{as revised on July 23, 2015}*)

Cross Ref.: CBA                      Qualifications and Duties for the Superintendent

## SAFETY DRILLS

## Fire Drills

Each school holds a fire drill *{at least}* twice during the first 20 school days of each session. Each school holds at least two additional fire drills during the remainder of the school session. *{Evacuation routes for students are posted in each room.}* No fire drills are conducted during periods of mandatory testing required by the Board of Education.

## Lock-Down Drills

Each school has a lock-down drill at least twice during the first 20 school days of each school session. Each school holds at least two additional lock-down drills during the remainder of the school session. Lock-down plans and drills are in compliance with the Statewide Fire Prevention Code, Va. Code § 27-94 et seq.

## School Bus Emergency Drills

Each school having school buses holds a drill in leaving school buses under emergency circumstances at least once during the first ninety calendar days of each school session and more often if necessary.

## Tornado Drills

There is at least one tornado drill every school year in every school.

Adopted: March 7, 2017

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Legal Refs.: Code of Virginia, §§ 22.1-137, 22.1-137.1, 22.1-137.2, 22.1-184.

Acts 2006, c. 164.

*{8 VAC 20-131-260.}*

Cross Refs.: EB School Crisis, Emergency Management and Medical  
Emergency Response Plan

## PROFESSIONAL STAFF DEVELOPMENT

The Lynchburg City School Board provides a program of high-quality professional development

- (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels;
- (ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education;
- (iii) in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula,
- (iv) 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, and
- (v) designed to educate School Board employees about bullying *{as defined in Va. Code § 22.1-276.01}* and the need to create a bully-free environment.

In addition, the Board provides teachers and principals with high-quality professional development programs each year in

- (i) instructional content;
- (ii) the preparation of tests and other assessment measures;
- (iii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives;
- (iv) instruction and remediation techniques in English, mathematics, science and history and social science;
- (v) interpreting test data for instructional purposes;
- (vi) technology applications to implement the Standards of Learning; and
- (vii) effective classroom management.

All instructional personnel are required to participate each year in professional development programs.

The Board ~~will~~ annually ~~review~~ *{reviews}* its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

Adopted: June 17, 2014

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:5 *{and 22.1-276.01}*.

~~8VAC 20-450-10.~~

## EVALUATION OF PROFESSIONAL STAFF

Every employee of the Lynchburg City School Board staff ~~will be~~ *{is}* evaluated on a regular basis at least as frequently as required by law.

The Superintendent ~~shall assure~~ *{assures}* that cooperatively developed procedures for professional staff evaluations are implemented throughout the division and included in the division's policy manual. The results of the evaluation ~~shall be~~ *{are}* 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 person being evaluated.

The primary purposes of evaluation 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 improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness;
- 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.

The procedures ~~will be~~ *{are}* consistent with the performance objectives included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals. Evaluations ~~shall~~ include student academic progress as a significant component and an overall summative rating. *{Teacher evaluations include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.}*

Any teacher whose evaluation indicates deficiencies in managing student conduct may be required to attend professional development activities designed to improve classroom management and discipline skills.

If a teacher's performance evaluation during the probationary period is not satisfactory, the School Board shall not reemploy the teacher.

Adopted: June 17, 2014

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-294, 22.1-295, 22.1-303, 22.1-253.13:5, 22.1-253.13:7 and 22.1-276.2.

Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers (Virginia Board of Education ~~April 2011~~ *as revised July 23, 2015*) ([http://www.doe.virginia.gov/teaching/performance\\_evaluation/guidelines\\_ups\\_eval\\_criteria\\_teachers.pdf](http://www.doe.virginia.gov/teaching/performance_evaluation/guidelines_ups_eval_criteria_teachers.pdf)).

Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals (Virginia Board of Education ~~February 2012~~ *as revised July 23, 2015*) ([http://www.doe.virginia.gov/teaching/performance\\_evaluation/guidelines\\_ups\\_eval\\_criteria\\_principals.pdf](http://www.doe.virginia.gov/teaching/performance_evaluation/guidelines_ups_eval_criteria_principals.pdf)).

Cross Ref.:   CBG           Evaluation of the Superintendent  
              CCG           Professional Staff Probationary Term and Continuing Contract

RESIGNATION OF STAFF MEMBERS

The Superintendent is authorized to approve resignations of employees. Any resignation must be in writing.

A teacher may resign after June 15 of any school year with the approval of the Superintendent. The teacher shall request release from contract at least two weeks in advance of the intended date of resignation. Such request shall be in writing and state the cause of the resignation. The teacher may, within one week, withdraw a request to resign. Upon the expiration of the one week period, the Superintendent shall notify the School Board of the decision to accept or reject the resignation. The School Board, within two weeks, may reverse the decision of the 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.

Other employees who wish to terminate their employment must give notice at least ten school days prior to their desired separation date. Notice should be given to the employee's immediate supervisor, who will inform the Superintendent.

Adopted: August 1, 2017

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-304.

~~8 VAC 20-440-160.~~

Cross Refs.: GCPD Professional Staff Discipline  
GDB Support Staff Employment Status

## SCHOOL BUS DRIVERS

## Eligibility for Employment

Any applicant for employment operating a school bus transporting pupils must

- a. have a physical examination of a scope prescribed by the Board of Education and furnish a form prescribed by the Board of Education showing the results of such examination
- b. furnish a statement or copy of records from the Department of Motor Vehicles showing that the applicant, within the preceding five years, has not been convicted of a charge of driving under the influence of alcohol or drugs, convicted of a charge of refusing to take a blood or breath test, convicted of a felony or assigned to any alcohol safety action program or driver alcohol rehabilitation program pursuant to Va. Code § [18.2-271.1](#) or, within the preceding 12 months, has not 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 Va. Code § [46.2-498](#)
- c. furnish a statement signed by two reputable persons who reside in the school division or in the applicant's community that the person is of good moral character
- d. exhibit a license showing the person has successfully undertaken the examination prescribed by Va. Code § [46.2-339](#)
- e. have reached the age of 18 on the first day of the school year
- f. submit to testing for alcohol and controlled substances as required by state and federal law and regulation

Persons for whom registration with the Sex Offender and Crimes Against Minors Registry is required are not eligible for employment as a school bus driver.

Persons hired as school bus drivers must annually furnish the documents listed in (a) and (b) above prior to the anniversary date of their employment as a condition of continued employment as a school bus operator.

## Drug and Alcohol Testing

The school division has a drug and alcohol testing program for school bus drivers and other employees who are required to hold a commercial driver's license (CDL) by U.S. Department of Transportation Regulations who perform safety-sensitive functions as required by federal and state law and regulations.

## Prohibited conduct

Drivers are prohibited from alcohol possession and/or use on the job, use during the four hours before performing safety-sensitive functions, having prohibited concentrations of alcohol in their systems while on duty or performing safety-sensitive functions, and use during eight hours following an accident or until after undergoing a post-accident alcohol test, whichever occurs first.

No driver shall report for duty or remain on duty requiring the performance of safety-

sensitive functions when the driver uses any controlled substances except when the use is pursuant to the instructions of a licensed medical practitioner who *{is familiar with the driver's medical history and}* has advised the driver that the substance does not adversely affect his ability to safely operate a commercial motor vehicle.

Required testing

Drivers are subject to pre-employment/pre-duty drug testing, reasonable suspicion alcohol and drug testing, random alcohol and drug testing, post-accident alcohol and drug testing, return-to-duty and follow-up alcohol and drug testing pursuant to procedures set out in the federal regulations. ~~Pursuant to state law, drivers are subject to pre-employment alcohol testing.~~ Any employee who refuses to submit to a ~~post-accident, random, reasonable suspicion or follow-up~~ test shall not perform or continue to perform safety-sensitive functions.

Notification

Each driver receives educational materials that explain the requirements of federal law and regulations together with a copy of the division's policy and procedures for meeting these requirements. Each driver must sign a statement certifying that he/she has received a copy of the above materials and the division maintains this signed copy.

Before performing each alcohol or controlled substances test, the division will notify the driver that the test is required by federal law or regulation.

Consequences if testing indicates drug or alcohol misuse

If the testing confirms prohibited alcohol concentration levels or the presence of a controlled substance, the employee shall be removed immediately from safety-sensitive functions in accordance with the federal regulations. All drivers shall be advised of resources available and before a driver is re-instated, if at all, the driver shall undergo an evaluation by a substance abuse professional, comply with any required rehabilitation and undergo a return-to-duty test with negative urine sample.

Record retention

The division maintains records in compliance with the federal regulations in a secure location with controlled access. With the driver's consent, the division may obtain any of the information concerning drug and alcohol testing from the driver's previous employer. A driver is entitled upon written request to obtain copies of any records pertaining to the driver's use of alcohol or controlled substances including information pertaining to alcohol or drug tests.

Records shall be made available to a subsequent employer upon receipt of a written request from a driver. Disclosure by the subsequent employer is permitted only as expressly authorized by the terms of the driver's request.

Test procedure

The division administers alcohol and controlled substance tests in accordance with federal laws.

Adopted: August 1, 2017

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Legal Refs.: 49 U.S.C. § 31136

49 CFR § ~~382.101 et seq.~~ **{§§ 382.105, 382.113, 382.201, 382.205, 382.207, 382.213, 382.217, 382.301, 382.303, 382.401, 382.405, 382.601, 382.605.}**

Code of Virginia, 1950, as amended, §§ 22.1-178, 46.2-339, 46.2-340.

~~8 VAC 20-70-280.~~

Cross Ref.: GBEA      Unlawful Manufacture, Distribution, Dispensing, Possession or Use of a Controlled Substance

## STUDENT RECORDS

## Generally

The Lynchburg City School Board maintains accurate and complete records for every student enrolled in the public schools in accordance with all federal and state laws.

The Superintendent and/or his designee(s) is responsible for the collection of data, record maintenance and security, access to, and use of records, confidentiality of personally identifiable information, dissemination of information from records, and destruction of records, including the destruction of personally identifiable information regarding a student with a disability at the request of the parents. The Superintendent also provides for notification of all school division personnel of policy and procedures for management of education records and notification of parents and students of their rights regarding student records, including the right to obtain, upon request, a copy of this policy.

## Definitions

For the purposes of this policy, the Lynchburg City Schools uses the following definitions.

Authorized representative – any entity or individual designated by a state or local educational authority or an agency headed by an official listed in 34 CFR § 99.31(a)(3) to conduct, with respect to federal- or state-supported education programs, any audit or evaluation, or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

Directory information - information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may include information such as the student's name, ~~address, telephone listing, electronic mail address,~~ photograph, date and place of birth, major field of study, grade level, enrollment status, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational institution attended. Directory information may not include the student's social security number. Directory information may include a student identification number or other unique personal identifier used by a student for accessing or communicating in electronic systems if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number, password, or other factor known or possessed only by the authorized user or a student ID number or other unique personal identifier that is displayed on a student ID badge, if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity such as a PIN or password or other factor known or possessed only by the authorized user.

Early childhood education program – a Head Start program or an Early Head Start program, a state licensed or regulated child care program, or a program that serves children from birth through age six that addresses the children's cognitive, social, emotional, and physical development and is a state prekindergarten program, a program under section 619 or Part C of

the Individuals with Disabilities Education Act, or a program operated by a local educational agency.

Education program - any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, and any program that is administered by an educational agency or institution.

Education records - any information recorded in any way including handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche maintained by the Lynchburg City School Board or an agent of the school division which contains information directly related to a student, except

- records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another person except a temporary substitute for the maker of the record;
- records created and maintained for law enforcement purposes by the Lynchburg City School Board's law enforcement unit, if any. A law enforcement unit is any individual, office, department, or division of the school division that is authorized to enforce any local, state, or federal law, refer enforcement matters to appropriate authorities or maintain the physical security and safety of the school division;
- in the case of persons who are employed by the Lynchburg City School Board but who are not in attendance at a school in the division, records made and maintained in the normal course of business which relate exclusively to the person in his capacity as an employee;
- records created or received after an individual is no longer in attendance and that are not directly related to the individual's attendance as a student;
- grades on peer-graded papers before they are collected and recorded by a teacher; and
- any electronic information, such as email, even if it contains personally identifiable information regarding a student, unless a printed copy of the electronic information is placed in the student's file or is stored electronically under an individual student's name on a permanent and secure basis for the purpose of being maintained as an educational record. For purposes of this policy, electronic information that exists on a back-up server, a temporary archiving system, or on a temporary basis on a computer is not an education record and is not considered as being maintained.

Eligible student - a student who has reached age 18.

Parent - a parent of a student, including a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.

Student - any person who is or has been in attendance at Lynchburg City Schools regarding whom the school division maintains education records or personally identifiable information.

## Dissemination and Maintenance of Records About Court Proceedings

## Adjudications

The Superintendent shall disseminate the notice or information regarding an adjudication of delinquency or conviction for an offense listed in Va. Code § 16.1-260.G. contained in a notice received pursuant to Va. Code § 16.1-305.1 to school personnel responsible for the management of student records and to other relevant school personnel, including, but not limited to, the principal of the school in which the student is enrolled. The principal shall further disseminate such information to licensed instructional personnel and other school personnel who (1) provide direct educational and support services to the student and (2) have a legitimate educational interest in such information.

A parent, guardian, or other person having control or charge of a student, and, with consent of a parent or in compliance with a court order, the court in which the disposition was rendered, shall be notified in writing of any disciplinary action taken with regard to any incident upon which the adjudication of delinquency or conviction for an offense listed in subsection G of Va. Code § 16.1-260 was based and the reasons therefor. The parent or guardian shall also be notified of his or her right to review, and to request an amendment of, the student's scholastic record.

Every notice of adjudication of delinquency or conviction for an offense listed in subsection G of Va. Code § 16.1-260 received by a superintendent, and information contained in the notice, which is not a disciplinary record as defined in Board of Education regulations, shall be maintained by him and by any others to whom he disseminates it, separately from all other records concerning the student. However, if the school administrators or the School Board takes disciplinary action against a student based upon an incident which formed the basis for the adjudication of delinquency or conviction for an offense listed in subsection G of Va. Code § 16.1-260, the notice shall become a part of the student's disciplinary record.

## Petitions and Reports

The Superintendent shall not disclose information contained in or derived from a notice of petition received pursuant to Va. Code § 16.1-260 or report received pursuant to Va. Code § 66-25.2:1 except as follows:

- If the juvenile is not enrolled as a student in a public school in the division to which the notice or report was given, the superintendent shall promptly so notify the intake officer of the juvenile court in which the petition was filed or the Director of the Department which sent the report and may forward the notice of petition or report to the superintendent of the division in which the juvenile is enrolled, if known.
- Prior to receipt of the notice of disposition in accordance with Va. Code § 16.1-305.1 the superintendent may disclose the fact of the filing of the petition and the nature of the offense to the principal of the school in which the student is enrolled if the superintendent believes that disclosure to school personnel is necessary to ensure the physical safety of the student, other students, or school personnel within the division. The principal may further disseminate the information regarding a petition, after the student has been taken into custody, whether or not the child has been released, only

to those students and school personnel having direct contact with the student and need of the information to ensure physical safety or the appropriate educational placement or other educational services.

- If the Superintendent believes that disclosure of information regarding a report received pursuant to Va. Code § 66-25.2:1 to school personnel is necessary to ensure the physical safety of the student, other students, or school personnel, he may disclose the information to the principal of the school in which the student is enrolled. The principal may further disseminate the information regarding such report only to school personnel as necessary to protect the student, the subject or subjects of the danger, other students, or school personnel.

#### Annual Notification

The school division annually notifies parents and eligible students of their rights under the Family Educational Rights and Privacy Act (FERPA) including

- the right to inspect and review the student's education records and the procedure for exercising this right;
- the right to request amendment of the student's education records that the parent believes to be inaccurate, misleading or in violation of the student's privacy rights and the procedure for exercising this right;
- the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;
- the type of information designated as directory information and the right to opt out of release of directory information;
- that the school division releases records to other institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer;
- the right to opt out of the release of the student's name, address, and phone number to military recruiters or institutions of higher education that request such information;
- a specification of the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest; and
- the right to file complaints with the Family Policy Compliance Office in the United States Department of Education concerning the school division's alleged failure to comply with FERPA.

#### Procedure to Inspect Education Records

Parents of students or eligible students may inspect and review the student's education records within a reasonable period of time, which shall not exceed 45 days, and before any meeting regarding an IEP or hearing involving a student with a disability. Further, parents have the right to a response from the school division to reasonable requests for explanations and interpretations of the education record.

Parents or eligible students should submit to the student's school principal a written request which identifies as precisely as possible the record or records he or she wishes to inspect.

The principal (or appropriate school official) will make the needed arrangements for

access as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the portion of the record which pertains to other students.

**Copies of Education Records**

The Lynchburg City Schools will not provide a parent or eligible student a copy of the student's education record unless failure to do so would effectively prevent the parent or eligible student from exercising the right to inspect and review the records.

**Fees for Copies of Records**

The fee for official transcripts is \$3 each. There is a \$2 fee for each copy of information from student records for purposes other than transcripts. This includes information for the DMV and Social Security, and graduation verification for employment or a copy of the immunization record. For other than the above, the actual cost of copying time and postage will be charged. The Lynchburg City Schools does charge for search and retrieval of the records. The Lynchburg City Schools does not charge a fee for copying an Individualized Education Plan (IEP) or for a copy of the verbatim record of a hearing conducted in accordance with the State Board of Education's Regulations Governing Special Education Programs for Children with Disabilities in Virginia.

**Types, Locations, and Custodians of Education Records**

The school maintains a scholastic record for each enrolled student, which is stored in a secure central location under the supervision of the principal of the school at which the student is enrolled, during enrollment and for up to one year after leaving the division. Records for students no longer enrolled are forwarded to the registrar in the School Administration Building.

The following is a list of the types of records that the Lynchburg City Schools maintain, their locations, and their custodians.

<b>Types</b>	<b>Location</b>	<b>Custodian</b>
Directory Information	Individual School	Principal/Designee
Health Information	Individual School	Principal/Designee
Academic History/ Standardized Test Scores	Individual School	Principal/Designee
Student Discipline Information	Individual School	Principal/Designee
Attendance	Individual School	Principal/Designee
Special Education	Individual School	Principal/Designee

## Disclosure of Education Records

The Lynchburg City Schools discloses education records or personally identifiable information contained therein only with the written consent of the parent or eligible student except as authorized by law. Exceptions which permit the school division to disclose education record information without consent include the following.

1. To school officials who have a legitimate educational interest in the records.

A school official is a person employed by the division such as a teacher, teacher's aide, administrator, school nurse, counselor or support staff; a person serving on the School Board; a guidance counselor intern or psychologist intern; a student teacher; a person, organization or company with whom the division has contracted to perform an institutional service or function such as an attorney, auditor, consultant or therapist; or a third party website operator who has contracted with the division or its agent to provide online programs for the benefit of students.

A school official has a legitimate educational interest if the official needs to review the student's education record in order to fulfill the school official's professional responsibility on behalf of the division.

2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
3. To certain officials of the U.S. Department of Education, the United States Attorney General, the Comptroller General, and state educational authorities, in connection with certain state or federally supported education programs and in accordance with applicable federal regulations.
4. In connection with a student's request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
5. For the purpose of furthering the ability of the juvenile justice system to effectively serve the pupil prior to adjudication. The principal or his designee may disclose identifying information from a pupil's scholastic record to state or local law-enforcement or correctional personnel, including a law-enforcement officer, probation officer, parole officer or administrator, or a member of a parole board, seeking information in the course of his duties; an officer or employee of a county or city agency responsible for protective services to children, as to a pupil referred to that agency as a minor requiring investigation or supervision by that agency; attorneys for the Commonwealth, court services units, juvenile detention centers or group homes, mental and medical health agencies, state and local children and family service agencies, and the Department of Juvenile Justice and to the staff of such agencies. Prior to disclosure of any such scholastic records, the persons to whom the records are to be disclosed shall certify in writing to the principal or his designee that the information will not be disclosed to any other party, except as provided under state law, without the prior written consent of the parent of the pupil or by such pupil if the pupil is eighteen years of age or older.
6. To organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; administer student aid

programs; or improve instruction. The studies must be conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization that have legitimate interests in the information. The information must be destroyed when it is no longer needed for the purposes for which the study was conducted. The School Board must enter into a written agreement with the organization conducting the study which

- specifies the purpose, scope, and duration of the study or studies and the information to be disclosed;
  - requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study stated in the written agreement;
  - requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and
  - requires the organization to destroy all personally identifiable information when the information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed.
7. To accrediting organizations to carry out their functions.
  8. To parents of an eligible student who claim the student as a dependent for income tax purposes.
  9. To the entities or persons designated in judicial orders or subpoenas as specified in FERPA.
  10. To appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. If the school division releases information in connection with an emergency, it will record the following information:
    - the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and
    - the parties to whom the division disclosed the information.
  11. To an agency caseworker or other representative of a state or local child welfare agency or tribal organization who has the right to access a student's case plan when such agency or organization is legally responsible for the care and protection of the student.
  12. Directory information so designated by the school division.
  13. When the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. § 14071, and the information was provided to the division under 42 U.S.C. § 14071 and applicable federal guidelines.

The school division will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom it discloses personally identifiable information from education records.

#### Unauthorized Disclosure of Electronic Records

In cases in which electronic records containing personally identifiable information are reasonably believed to have been disclosed in violation federal or state law applicable to such information, the school division shall notify, as soon as practicable, the parent of any student affected by such disclosure, except as otherwise provided in Va. Code §§ [32.1-127.1:05](#) or [18.2-](#)

[186.6](#). Such notification shall include the (i) date, estimated date, or date range of the disclosure; (ii) type of information that was or is reasonably believed to have been disclosed; and (iii) remedial measures taken or planned in response to the disclosure.

#### Disclosure to Federal Agencies

Notwithstanding any other provision of law or policy, no member or employee of the Lynchburg City School Board will transmit personally identifiable information, as that term is defined in FERPA and related regulations, from a student's record to a federal government agency or an authorized representative of such agency except as required by federal law or regulation.

#### Disclosure of Information Relating to Home Instructed Students

Neither the Superintendent nor the School Board shall disclose to the Department of Education or any other person or entity outside of the local school division information that is provided by a parent or student to satisfy the requirements of Policy LBD Home Instruction or subdivision B 1 of Va. Code § [22.1-254](#). Nothing in this policy prohibits the Superintendent from notifying the Superintendent of Public Instruction of the number of students in the school division receiving home instruction.

#### Audit or Evaluation of Education Programs

Authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the federal Secretary of Education, and state and local educational authorities may have access to education records in connection with an audit or evaluation of federal- or state- supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs.

Any authorized representative other than an employee must be designated by a written agreement which

- designates the individual or entity as an authorized representative;
- specifies the personally identifiable information to be disclosed, specifies that the purposes for which the personally identifiable information is disclosed to the authorized representative is to carry out an audit or evaluation of federal- or state-supported education programs, or to enforce or comply with federal legal requirements that relate to those programs; and specifies a description of the activity with sufficient specificity to make clear that the work falls within the exception of 34 CFR § 99.31(a)(3) including a description of how the personally identifiable information will be used;
- requires the authorized representative to destroy personally identifiable information when the information is no longer needed for the purpose specified;
- specifies the time period in which the information must be destroyed; and
- establishes policies and procedures, consistent with FERPA and other federal and state confidentiality and privacy provisions, to protect personally identifiable information from further disclosure and unauthorized use, including limiting use of personally identifiable information to only authorized representatives with legitimate interests in the audit or evaluation of a federal- or state-supported education program

or for compliance or enforcement of federal legal requirements related to such programs.

#### Military Recruiters and Institutions of Higher Learning

The Lynchburg City Schools provides, on request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings unless a parent or eligible student has submitted a written request that the student's name, address and telephone listing not be released without the prior written consent of the parent or eligible student.

The school division notifies parents of the option to make a request and complies with any request.

The school division provides military recruiters the same access to secondary school students as is provided generally to post-secondary educational institutions or to prospective employers of those students.

#### Record of Disclosure

The Lynchburg City Schools maintains a record, kept with the education records of each student, indicating all individuals (except school officials who have a legitimate educational interest in the records), agencies, or organizations which request or obtain access to a student's education records. The record will indicate specifically the legitimate interest the party had in obtaining the information. The record of access will be available only to parents, to the school official and his assistants who are responsible for the custody of such records, and to persons or organizations which audit the operation of the system.

The requirements related to records of disclosure stated above do not apply to disclosures made pursuant to an ex parte order issued by a court at the request of the United States Attorney General (or any federal officer or employee, in a position not lower than an Assistant Attorney General, designated by the Attorney General) seeking to collect education records relevant to an authorized investigation or prosecution of international terrorism as defined in 18 U.S.C. § 2331 or other acts listed in 18 U.S.C. § 2332b(g)(5)(B).

Personal information will only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student. If a third party permits access to information, or fails to destroy information, the division will not permit access to information from education records to that third party for a period of at least five years.

#### Directory Information

The Lynchburg City School Board notifies parents and eligible students at the beginning of each school year what information, if any, it has designated as directory information, the right to refuse to let the division designate any or all of such information as directory information, and the period of time to notify the division, in writing, that he or she does not want any or all of those types of information designated as directory information. The notice may specify that

disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the School Board specifies that disclosure of directory information will be so limited, the disclosures of directory information will be limited to those specified in the public notice.

Parents and eligible students may not use the right to opt out of directory information disclosures to 1) prevent disclosure of the student's name, identifier, or institutional email address in a class in which the student is enrolled; or 2) prevent an educational agency or institution from requiring the student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information designated as directory information and that has been properly designated as directory information.

Student directory information is defined to include the following:

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

#### Correction of Education Records

The procedures for the amendment of records that a parent or eligible student believes to be inaccurate are as follows.

1. Parents or the eligible student must request in writing that the Lynchburg City Schools amend a record. In so doing, they should identify the part of the record they want changed and specify why they believe it is inaccurate, misleading or in violation of the student's privacy or other rights.
2. Lynchburg City Schools shall decide whether to amend the record in accordance with the request within a reasonable period of time. If it decides not to comply, the school division shall notify the parents or eligible student of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
3. Upon request, Lynchburg City Schools shall arrange for a hearing, and notify the parents or eligible student, reasonably in advance, of the date, place, and time of the hearing. The hearing shall be held within a reasonable period of time after the request.
4. The parent or eligible student may, at his or her own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.

5. The hearing shall be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the school division. The parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records in accordance with FERPA.
6. Lynchburg City Schools shall prepare a written decision which will include a summary of the evidence presented and the reasons for the decision within a reasonable period of time after the hearing. The decision will be based solely on the evidence presented at the hearing.
7. If Lynchburg City Schools decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it shall amend (including expungement) the record and notify the parents or eligible student, in writing, that the record has been amended.
8. If Lynchburg City Schools decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the parents or eligible student that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. The statement will be maintained as part of the student's education records as long as the contested portion is maintained and disclosed whenever the school division discloses the portion of the record to which the statement relates.

Confidentiality of HIV and Drug and Alcohol Treatment Records

The Lynchburg City Schools complies with the confidentiality requirements of Va. Code § 32.1-36.1 providing for the confidentiality of records related to any test for Human Immunodeficiency Virus (HIV). In addition, the school division maintains confidentiality of drug and alcohol treatment records as required by federal and state law.

Adopted: July 12, 2016

Revised: April 4, 2017

Legal Refs.: 18 U.S.C. §§ 2331, 2332b.  
 20 U.S.C. §§1232g, 7908.  
 42 U.S.C. § 290dd-2.

34 C.F.R. 99.3, 99.7, 99.10, 99.20, 99.21, 99.22, 99.31, 99.32, 99.33, 99.34, 99.35, 99.36, 99.37.

Code of Virginia, 1950, as amended, §§ 2.2-3704, 2.2-3804, 16.1-260, 16.1-305.1, 16.1-305.2, 22.1-254.1, 22.1-287, 22.1-287.01, 22.1-287.02, 22.1-287.1, 22.1-288, 22.1-288.1, 22.1-288.2, 22.1-289, 23-2.1:3, 32.1-36.1.

Cross Refs.:	IJ	Guidance and Counseling Program
	JEC	School Admission
	JEC-R	School Admission
	JECA	Admission of Homeless Children
	JFC	Student Conduct
	JGDA	Disciplining Students with Disabilities
	JGD/JGE	Student Suspension/Expulsion

JHCB	Student Immunizations
JHCD	Administering Medicines to Students
JOA	Student Transcripts
KBA-R	Requests for Information
KBC	Media Relations
KNB	Reports of Missing Children
KP	Parental Rights and Responsibilities
LBD	Home Instruction
LEB	Advanced/Alternative Courses for Credit

# Agenda Report

Date: 06/05/18

Agenda Number: G-5

Attachments: Yes

**From:** Crystal M. Edwards, Superintendent  
Anne Bond-Gentry, Coordinator of Student Services

**Subject:** School Board Policy JHCDZ Administering Medicines to Students and Regulation JHCD-RZ Administration of Medication – Naloxone

## Summary/Description:

As a result of the increase of the opioid use and addiction in Virginia, the Lynchburg City Schools administration has reviewed School Board Policy 7-53: Medication for Students While in School and Administrative Regulation 7-53: Administration of Medication. In lieu of revising the current policy and regulation, the school administration is recommending that the school board adopt Policy JHCDZ Administering Medicines to Students and Regulation JHCD-RZ Administration of Medication – Naloxone as these policies have been reviewed by legal counsel and are consistent with the conversion of policies to the Virginia School Boards Association policy format.

The policy and regulation will allow each school to store the prescription drug, Naloxone, and allow trained school nursing staff to administer it when necessary. Naloxone is a medication that can reverse a drug overdose caused by an opiate-related controlled substance. It can literally save a life.

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

## Recommendation:

The superintendent recommends that the school board approve Policy JHCDZ Administering Medicines to Students and Regulation JHCD-RZ Administration of Medication - Naloxone.

## ADMINISTERING MEDICINES TO STUDENTS

## Medications Prescribed for Individual Students

Employees of Lynchburg City School Board may give medication prescribed for individual students only pursuant to the written order of a physician, physician's assistant, or nurse practitioner and with written permission from the student's parent or guardian. Such medicine must be in the original container and delivered to the principal, school nurse, or school division designee by the parent or guardian of the student.

## Nonprescription Medications

Employees of Lynchburg City School Board may give nonprescription medication to students only with the written permission of the parent or guardian *{and order of a physician, physician assistant, or nurse practitioner}*. Such permission shall include the name of the medication, the required dosage of the medication, and the time the medicine is to be given. Such medicine must be in the original container and delivered to the principal, school nurse, or school division designee by the parent or guardian of the student.

*{Naloxone*

*Naloxone is a medication that can reverse a drug overdose caused by an opiate-related controlled substance. Naloxone shall be readily accessible to all employees who have completed the required training to administer it in the event of suspected drug overdose.}*

## Self-Care and Self-Administration of Medication

Each enrolled student who is diagnosed with diabetes, with parental consent and written approval from the prescriber, is permitted to

- carry with him and use supplies, including a reasonable and appropriate short-term supply of carbohydrates, an insulin pump, and equipment for immediate treatment of high and low blood glucose levels, and
- self-check his own blood glucose levels on school buses, on school property, and at school-sponsored activities.

A School Board employee, as defined in Va. Code § 22.1-274.E, who is a registered nurse, licensed practical nurse, or certified nurse aide and who has been trained in the administration of insulin, including the use and insertion of insulin pumps, and the administration of glucagon may assist a student who is diagnosed with diabetes and who carries an insulin pump with the insertion or reinsertion of the pump or any of its parts. Prescriber authorization and parental consent shall be obtained for any such employee to assist with the insertion or reinsertion of the pump or any of its parts. Nothing in this policy requires any employee to assist with the insertion or reinsertion of the pump or any of its parts.

~~Students may be permitted to carry and self-administer other medications when the following conditions are met:~~

- ~~Written parental permission for self-administration of specified non-prescription medication is on file with the school.~~
- ~~The non-prescription medication is in the original container and appropriately labeled with the manufacturer's directions.~~
- ~~The student's name is affixed to the container.~~
- ~~The student possesses only the amount of non-prescription medicine needed for one school day/activity.~~

Sharing, borrowing, distributing, manufacturing or selling any medication is prohibited. Permission to self-administer non-prescription medication may be revoked if the student violates this policy and the student may be subject to disciplinary action in accordance with the Standards of Student Conduct.

### Self-Administration of Asthma Medications and Auto-Injectable Epinephrine

Students with a diagnosis of asthma or anaphylaxis, or both, are permitted to possess and self-administer inhaled asthma medications or auto-injectable epinephrine, or both, as the case may be, in accordance with this policy during the school day, at school-sponsored activities, or while on a school bus or other school property. A student may possess and self-administer asthma medication, or auto-injectable epinephrine, or both, when the following conditions are met:

- Written parental consent that the student may self-administer inhaled asthma medications or auto-injectable epinephrine, or both, is on file with the school.
- Written notice from the student's health care provider is on file with the school, indicating the identity of the student, stating the diagnosis of asthma or anaphylaxis, or both, and approving self-administration of inhaled asthma medications or auto-injectable epinephrine, or both, that have been prescribed for the student; specifying the name and dosage of the medication, the frequency in which it is to be administered and the circumstances which may warrant its use; and attesting to the student's demonstrated ability to safely and effectively self-administer the medication.
- An individualized health care plan is prepared, including emergency procedures for any life-threatening conditions.
- There is a consultation with the student's parent before any limitations or restrictions are imposed on a student's possession and self-administration of inhaled asthma medications and auto-injectable epinephrine, and before the permission to possess and self-administer inhaled asthma medications and auto-injectable epinephrine at any point during the school year is revoked.
- Self-administration of inhaled asthma medications and auto-injectable epinephrine is consistent with the purposes of the Virginia School Health Guidelines and the Guidelines for Specialized Health Care Procedure Manual, which are jointly issued by the Virginia Department of Education and the Virginia Department of Health.
- Information regarding the health condition of the student may be disclosed to school board employees in accordance with state and federal law governing the disclosure of information contained in student scholastic records.

Permission granted to a student to possess and self-administer asthma medications or auto-injectable epinephrine, or both, will be effective for a period of 365 calendar days, and must be renewed annually. However, a student’s right to possess and self-administer inhaled asthma medication or auto-injectable epinephrine, or both, may be limited or revoked after appropriate school personnel consult with the student’s parents.

Epinephrine

Pursuant to an order or standing protocol issued by the prescriber within the course of his professional practice, any school nurse, School Board employee, employee of a local appropriating body or employee of a local health department who is authorized by a prescriber and trained in the administration of epinephrine may possess epinephrine and administer it to any student believed to be having an anaphylactic reaction.

Regulation

The Superintendent shall develop a regulation for administration of medicines to students. The regulation shall include provisions for the handling, storage, monitoring, documentation and disposal of medication.

Adopted:

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Legal Ref.: Code of Virginia, as amended, §§ 22.1-78, 22.1-274.01:1, 22.1-274.2, 54.1-2952.2, 54.1-2957.02, 54.1-3408.

Manual for Training Public School Employees in the Administration of Insulin and Glucagon (Virginia Department of Education Revised 2015).

Cross Ref.: EBBA Emergency First Aid, CPR and AED Certified Personnel  
JFC-R Standards of Student Conduct  
**{JHCD-RZ Administration of Medication – Naloxone}**  
JHCE Recommendation of Medication by School Personnel  
JO Student Records

## ADMINISTRATION OF MEDICATION – NALOXONE

Lynchburg City Schools wishes to prevent opiate-related overdose deaths by making Naloxone available in its schools. Naloxone, commonly known by the brand-name Narcan®, is an opioid antagonist that works by displacing the opioid from the receptors in the brain and thus reverse an opiate overdose. It is a scheduled drug, but has no euphoric properties and minimal side effects. If it is administered to a person who is not suffering an opiate overdose, it will do no harm. Understanding and responding to opioid overdose emergencies requires training of appropriate school personnel.

Any person who in good faith prescribes, dispenses, or administers naloxone or other opioid antagonist used for overdose reversal in an emergency to an individual who is believed to be experiencing or about to experience a life-threatening opiate overdose shall not be liable for any civil damages for ordinary negligence in acts or omissions resulting from the rendering of such treatment if acting in accordance with the provisions of § 54.1-3408.

Training

The Superintendent or designee shall obtain a standing medical order which shall authorize the school district to obtain, store and administer Naloxone in compliance with this policy, and impose any other conditions appropriate to ensure the safety and well-being of an individual experiencing a drug overdose. The original standing order shall be maintained in the Superintendent's office, and copies of the standing order shall be kept in the nurse's offices of each school.

Before any Lynchburg City School employee may administer Naloxone, he/she must successfully complete the training curriculum, REVIVE, about recognizing opioid-related overdoses, administering Naloxone, and promptly seeking medical attention for drug overdoses. Evidence that such training has been completed shall be placed in the employee's personnel file. Employees are provided with refresher training every two years in conjunction with AED/First Aid/CPR certifications. A list of employees who successfully completed such training shall be maintained, updated and kept in the school nurse's office and central office.

Storage of Naloxone

Naloxone shall be safely stored in the school nurse's office at each school in compliance with the drug manufacturer's instructions.

Naloxone shall be readily accessible to those employees who have completed the required training to administer it in the event of suspected drug overdose. All properly trained staff shall be made aware exactly where Naloxone is stored.

Parental Notification

Lynchburg City Schools will notify students and their parents/guardians of this policy once each school year through electronic communications, student handbooks, the Lynchburg

City School website or other similar paper or electronic means of communication. Such notification shall encourage students to immediately report suspected drug overdoses to school officials to ensure medical assistance can be immediately provided.

Adopted:

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Legal Ref.: Code of Virginia §§ 8.01-225, 54.1-3408, 54.1-3448

Cross Refs.: JHCDZ Administering Medicines to Students

# Agenda Report

**Date:** 06/05/18

**Agenda Number:** H-1

**Attachments:** Yes

**From:** Crystal M. Edwards, Superintendent  
Anne Bond-Gentry, Coordinator of Student Services

**Subject:** School Board Regulation JHCD-RY Administration of Medication

## Summary/Description:

With the conversion of our policy on administering medication to students to the VSBA format we also need to convert the regulation R 7-53 Administration of Medication. Regulation JHCD-RY Administration of Medication follows the Virginia Department of Health and Virginia Department of Education guidelines for administering medication in school.

**Disposition:**  Action  
 Information  
 Action at Meeting on: 07/10/18

## 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 July 10, 2018.

## ADMINISTRATION OF MEDICATION

A. Generally

Medication may be administered by employees of the Lynchburg City School Board during the school day under the following conditions:

1. There is a written permission of the parent or guardian and order of a physician, physician's assistant, or nurse practitioner requesting the school to administer the medication (prescription or over-the-counter) on the Physician/Parent Authorization to Administer Medication Form.
2. The medication is in its original container with the dosage and method of administration prescribed by a physician, physician's assistant, or nurse practitioner. If over-the-counter medication is prescribed, the safety seal must be intact.
3. The expiration date on the medication has not expired.

B. Health Care Plan/Health Action Plan

If a student has a chronic health condition such as asthma, diabetes, seizure disorder or severe allergy, the school division requires the student to have a Health Action Plan signed by the parent or guardian and the physician, physician's assistant, or nurse practitioner.

C. Injections

1. No injections may be given by school personnel except those listed in paragraph 2 below and only if expressly authorized in writing by the parent or guardian and physician, physician's assistant, or nurse practitioner.
2. Glucagon, insulin, or epinephrine (epipen) injections may be given by trained school personnel when expressly authorized in writing by the parent or guardian and physician, physician's assistant, or nurse practitioner.
3. For self-administration of epinephrine injections, students are only permitted to carry the medication on them and self-administer under the conditions set forth in JHCDZ.

D. Documentation of Medication

When medication is brought to school, the amount of medication in the container should be noted (e.g., the number of capsules or the volume of liquid). Each time a medication is administered a record should be kept of who administered it (initials may be used as long as a complete signature that corresponds with the person's initials is noted on the record), to whom it was given, the name of the medication, the time it was given, the dose given, the manner in which it was delivered (e.g., by mouth, in ear), the effect of the medication, and any side effects or reactions. Any changes in the type or dosage of the medication or the time it is to be given, should be accompanied by a new medication authorization/parent consent form, and a newly labeled medication container from the pharmacy. The school nurse or principal should establish the date when written medication renewals will be required.

E. Storage of Medication

A two-week supply or less of medications (unless medication is taken on a daily basis throughout the school year) should be kept in an appropriately labeled container which is locked and secured in a designated space (e.g., a locked box stored within a locked cabinet). Access to keys for the storage space in which medication is kept should be limited to the school nurse, the principal, and authorized staff. A listing of authorized staff should be maintained by the principal and updated routinely. Keys to the medication storage area should never leave the school grounds. Arrangements need to be made for medications requiring refrigeration. The school nurse or principal should establish a date when any unused medication should be picked up by parents.

F. Guidelines for Disposing of Medications

1. The parent should pick up unused medication within one week of the expiration date or the date that the medication is no longer required.
2. The school division should make reasonable effort to notify the parent or guardian to pick up any remaining medication prior to the end of school year and of the school division's policy for destroying the medication.
3. When medication needs to be destroyed, a nurse, principal, or principal's designee must destroy it.
4. It is advisable that another person witness the destruction of the medication. A witness is required for disposal of controlled medications, such as Ritalin.
5. Document the name of the medication that is destroyed and the amount destroyed

G. Field Trips

At least one week prior to a field trip, the parent or guardian and the student's teacher should notify the school nurse of the event so that arrangements can be made to meet the student's needs for medication. Medication given on field trips will be administered in accordance with the Virginia Department of Education Guidelines for Administering Medications.

Cross Ref.: JHCDZ Administering Medicines to Students

# Agenda Report

**Date:** 06/05/18

**Agenda Number:** H-2

**Attachments:** Yes

**From:** Crystal M. Edwards, Superintendent  
Ben W. Copeland, Assistant Superintendent of Operations and Administration

**Subject:** Lynchburg City School Board Regulation BDDC-R Agenda Preparation

## Summary/Description:

At the November 7, 2017, School Board Meeting, the school board voted to change the schedule of meetings to the first Tuesday of each month with the January meeting being held on the third Tuesday of that month. As a result of this change, regulation BDDC-R Agenda Preparation will need to be updated to reflect this new schedule.

**Disposition:**  Action  
 Information  
 Action at Meeting on: July 10, 2018

## 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 July 10, 2018.

## AGENDA PREPARATION

A. Notification of Meetings

Notice of meetings of the school board shall be posted on the school division's web site for access by school board members on Thursday prior to the Tuesday meeting except for meetings called for special purposes in which instance a telephone call to the school board membership at the earliest possible time shall suffice.

B. Agenda Items

~~Requests received at the school board office after 12:00 noon of the Wednesday preceding regular board meetings (first and third Tuesdays of each month) shall not be accepted as agenda items.~~

~~School board members may have the privilege of adding items to the published agenda upon request of the chairman and an affirmative vote of the school board membership.~~

*{Requests to add items to the published agenda should be submitted in a timely manner to the Board Chairman and Superintendent. The Chairman or Superintendent will respond to the requesting board member regarding the status of the request prior to the publication of the agenda.}*

Except as may be provided elsewhere in its bylaws (~~1-30B, 1-32B, and 1-41C~~), the business conducted by the school board will be restricted to those matters included in the agenda.

**{C. Agenda Preparation Meeting**

*The School Board Chairman, or designee, Superintendent, and members of the Superintendent's cabinet will meet to review, discuss and prepare the agenda for the upcoming School Board meeting.}*

Adopted: June 5, 1973

Revised: September 17, 1974

Revised: January 6, 1981

Revised: June 21, 2005

Revised: June 4, 2013

# Agenda Report

**Date:** 06/05/18

**Agenda Number:** H-3

**Attachments:** Yes

**From:** Crystal M. Edwards, Superintendent  
Ben W. Copeland, Assistant Superintendent of Operations and Administration

**Subject:** Lynchburg City School Board Policy EB School Crisis, Emergency Management and Medical Emergency Response Plan

## Summary/Description:

A recently received Virginia School Board Association (VSBA) update to Policy EB School Crisis, Emergency Management and Medical Emergency Response Plan prompted administration to review Lynchburg City Schools' policy P 7-55.2 Division-wide Crisis Plan. The attached policy is being recommended for conversion to the VSBA format as a result of this review.

**Disposition:**  Action  
 Information  
 Action at Meeting on: July 10, 2018

## 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 July 10, 2018.

## STUDENTS

Division-wide Crisis Plan P 7-55.2A. Generally

~~Each school will develop a written school crisis, emergency management, and medical emergency response plan as defined below. The school board will annually review each school's plan. The school board has the authority to withhold or limit the review of any security plans and specific vulnerability assessment components as provided in the Virginia Freedom of Information Act, Code of Virginia §2.2-3705.2. The Virginia Department of Education and the Virginia Center for School Safety will provide technical assistance to the school division in the development of the plans. In developing these plans, schools may consult the model school crisis, emergency management, and medical emergency response plan developed by the Virginia Board of Education and the Virginia Center for School Safety.~~

B. Procedural Guidelines

- ~~1. Each school will annually conduct school safety audits as defined below. The results of such school safety audits will be made public within 90 days of completion. The school board may withhold or limit the release of any security plans and specific vulnerability assessment components as provided in the Virginia Freedom of Information Act, Code of Virginia §2.2-3705.2. Each school will maintain a copy of the school's safety audit, which may exclude such security plans and vulnerability assessment components, within the office of the school principal and will make a copy of such report available for review upon written request.~~
- ~~2. Each school will maintain records of regular safety, health, and fire inspections that have been conducted and certified by local health and fire departments. The frequency of such inspections will be determined by the local school board in consultation with the local health and fire departments. In addition, the school administration will:
  - ~~a.) equip all exit doors with panic hardware as required by the Uniform Statewide Building Code (13 VAC 5-61-10 et seq.) and~~
  - ~~b.) conduct fire drills at least once a week during the first month of school and at least once each month for the remainder of the school term. No fire drills will be conducted during periods of mandatory testing required by the Virginia Board of Education. Evacuation routes for students shall be posted in each room. At least one simulated lockdown and crisis emergency evacuation activity should be conducted early in the school year.~~~~
- ~~3. Each school will have contingency plans for emergencies that include staff certified in cardiopulmonary resuscitation (CPR), the Heimlich maneuver, and emergency~~

## STUDENTS

Division-wide Crisis Plan P 7-55.2

first aid. In addition, the school administration will ensure that the school has:

- ~~a.) written procedures to follow in emergencies such as fire, injury, illness, and violent or threatening behavior. The plan will be outlined in the student handbook and discussed with staff and students during the first week of each school year.~~
- ~~b.) space for the proper care of students who become ill;~~
- ~~c.) a written procedure for responding to violent, disruptive or illegal activities by students on school property or during a school sponsored activity; and~~
- ~~d.) written procedures to follow for the safe evacuation of persons with special physical, medical, or language needs who may need assistance to exit a facility.~~

C. Definitions

- ~~1. "School crisis, emergency management, and medical emergency response plan" means the essential procedures, operations, and assignments required to prevent, manage, and respond to a critical event or emergency, including natural disasters involving fire, flood, tornadoes, or other severe weather; loss or disruption of power, water, communications or shelter; bus or other accidents; medical emergencies, including cardiac arrest and other life threatening medical emergencies; student or staff member deaths; explosions; bomb threats; gun, knife or other weapons threats; spills or exposures to hazardous substances; the presence of unauthorized persons or trespassers; the loss, disappearance or kidnapping of a student; hostage situations; violence on school property or at school activities; incidents involving acts of terrorism; and other incidents posing a serious threat of harm to students, personnel, or facilities. The plan shall include a provision that the Department of Criminal Justice Services and the Virginia Criminal Injuries Compensation Fund shall be contacted immediately to deploy assistance in the event of an emergency as defined in the emergency response plan when there are victims as defined in the *Code of Virginia* §19.2-11.01, as well as current contact information for both.~~
- ~~2. "School safety audit" means a written assessment of the safety conditions in each public school to (1) identify and, if necessary, develop solutions for physical safety concerns, including building security issues and (2) identify and evaluate any patterns of student safety concerns occurring on school property or at school-sponsored events. Solutions and responses will include recommendations for structural adjustments, changes in school safety procedures, and revisions to the school board's standards for student conduct.~~

## STUDENTS

Division-wide Crisis Plan P 7-55.2Legal Reference

Code 1950, as amended, § 2-2-3705.2. Exclusions to application of chapter; records relating to public safety.

The following records are excluded from the provisions of this chapter but may be disclosed by the custodian in his discretion, except where such disclosure is prohibited by law:

1. Confidential records, including victim identity, provided to or obtained by staff in a rape crisis center or a program for battered spouses.
2. Those portions of engineering and construction drawings and plans submitted for the sole purpose of complying with the Building Code in obtaining a building permit that would identify specific trade secrets or other information, the disclosure of which would be harmful to the competitive position of the owner or lessee. However, such information shall be exempt only until the building is completed. Information relating to the safety or environmental soundness of any building shall not be exempt from disclosure.

Those portions of engineering and construction drawings and plans that reveal critical structural components, security equipment and systems, ventilation systems, fire protection equipment, mandatory building emergency equipment or systems, elevators, electrical systems, telecommunications equipment and systems, and other utility equipment and systems submitted for the purpose of complying with the Uniform Statewide Building Code (§ 36-97 et seq.) or the Statewide Fire Prevention Code (§ 27-94 et seq.), the disclosure of which would jeopardize the safety or security of any public or private commercial office, multifamily residential or retail building or its occupants in the event of terrorism or other threat to public safety, to the extent that the owner or lessee of such property, equipment or system in writing (i) invokes the protections of this paragraph; (ii) identifies the drawings, plans, or other materials to be protected; and (iii) states the reasons why protection is necessary.

Nothing in this subdivision shall prevent the disclosure of information relating to any building in connection with an inquiry into the performance of that building after it has been subjected to fire, explosion, natural disaster or other catastrophic event.

3. Documentation or other information that describes the design, function, operation or access control features of any security system, whether manual or automated, which is used to control access to or use of any automated data processing or telecommunications system.

4. Plans and information to prevent or respond to terrorist activity, the disclosure of which would jeopardize the safety of any person, including (i) critical infrastructure

## STUDENTS

**Division-wide Crisis Plan P 7-55.2**

~~sector or structural components; (ii) vulnerability assessments, operational, procedural, transportation, and tactical planning or training manuals, and staff meeting minutes or other records; and (iii) engineering or architectural records, or records containing information derived from such records, to the extent such records reveal the location or operation of security equipment and systems, elevators, ventilation, fire protection, emergency, electrical, telecommunications or utility equipment and systems of any public building, structure or information storage facility, or telecommunications or utility equipment or systems. The same categories of records of any governmental or nongovernmental person or entity submitted to a public body for the purpose of antiterrorism response planning may be withheld from disclosure if such person or entity in writing (a) invokes the protections of this subdivision, (b) identifies with specificity the records or portions thereof for which protection is sought, and (c) states with reasonable particularity why the protection of such records from public disclosure is necessary to meet the objective of antiterrorism planning or protection. Such statement shall be a public record and shall be disclosed upon request. Nothing in this subdivision shall be construed to prohibit the disclosure of records relating to the structural or environmental soundness of any building, nor shall it prevent the disclosure of information relating to any building in connection with an inquiry into the performance of that building after it has been subjected to fire, explosion, natural disaster or other catastrophic event.~~

~~5. Information that would disclose the security aspects of a system safety program plan adopted pursuant to 49 C.F.R. Part 659 by the Commonwealth's designated Rail Fixed Guideway Systems Safety Oversight agency; and information in the possession of such agency, the release of which would jeopardize the success of an ongoing investigation of a rail accident or other incident threatening railway safety.~~

~~6. Engineering and architectural drawings, operational, procedural, tactical planning or training manuals, or staff meeting minutes or other records, the disclosure of which would reveal surveillance techniques, personnel deployments, alarm or security systems or technologies, or operational and transportation plans or protocols, to the extent such disclosure would jeopardize the security of any governmental facility, building or structure or the safety of persons using such facility, building or structure.~~

~~7. Security plans and specific assessment components of school safety audits, as provided in § [22.1-279.8](#).~~

~~Nothing in this subdivision shall be construed to prohibit the disclosure of records relating to the effectiveness of security plans after (i) any school building or property has been subjected to fire, explosion, natural disaster or other catastrophic event, or (ii) any person on school property has suffered or been threatened with any personal injury.~~

~~8. [Expired.]~~

~~9. Records of the Commitment Review Committee concerning the mental health assessment of an individual subject to commitment as a sexually violent predator under~~

## STUDENTS

**Division-wide Crisis Plan P 7-55.2**

Chapter 9 (§ [37.2-900](#) et seq.) of Title 37.2; except that in no case shall records identifying the victims of a sexually violent predator be disclosed.

~~10. Subscriber data, which for the purposes of this subdivision, means the name, address, telephone number, and any other information identifying a subscriber of a telecommunications carrier, provided directly or indirectly by a telecommunications carrier to a public body that operates a 911 or E-911 emergency dispatch system or an emergency notification or reverse 911 system, if the data is in a form not made available by the telecommunications carrier to the public generally. Nothing in this subdivision shall prevent the release of subscriber data generated in connection with specific calls to a 911 emergency system, where the requester is seeking to obtain public records about the use of the system in response to a specific crime, emergency or other event as to which a citizen has initiated a 911 call.~~

~~11. Subscriber data, which for the purposes of this subdivision, means the name, address, telephone number, and any other information identifying a subscriber of a telecommunications carrier, collected by a local governing body in accordance with the Enhanced Public Safety Telephone Services Act (§ [56-484.12](#) et seq.), and other identifying information of a personal, medical, or financial nature provided to a local governing body in connection with a 911 or E-911 emergency dispatch system or an emergency notification or reverse 911 system, if such records are not otherwise publicly available. Nothing in this subdivision shall prevent the release of subscriber data generated in connection with specific calls to a 911 emergency system, where the requester is seeking to obtain public records about the use of the system in response to a specific crime, emergency or other event as to which a citizen has initiated a 911 call.~~

~~12. Records of the Virginia Military Advisory Council, the Virginia National Defense Industrial Authority, or a local or regional military affairs organization appointed by a local governing body, to the extent such records (i) contain information relating to strategies under consideration or development by the Council, the Authority, or such organizations to prevent the closure or realignment of federal military installations located in Virginia, to limit the adverse economic effect of such realignment or closure, or to seek additional tenant activity growth from the Department of Defense or (ii) disclose trade secrets, as defined in the Uniform Trade Secrets Act (§ [59.1-336](#) et seq.), provided to the Council, the Authority, or such organizations in connection with their work. In order to invoke the trade secret protection provided by clause (ii), the submitting entity shall, in writing and at the time of submission (a) invoke this exclusion, (b) identify with specificity the information for which such protection is sought, and (c) state the reason why such protection is necessary. Nothing in this subdivision shall be construed to authorize the withholding of all or part of any record, other than a trade secret that has been specifically identified as required by this subdivision, after the Department of Defense has issued a final, unappealable decision, or in the event of litigation, a court of competent jurisdiction has entered a final, unappealable order concerning the closure, realignment, or expansion of the military installation or tenant activities for which records are sought.~~

## STUDENTS

**Division-wide Crisis Plan P 7-55.2**

~~13. Documentation or other information as determined by the State Comptroller that describes the design, function, operation, or implementation of internal controls over the Commonwealth's financial processes and systems, and the assessment of risks and vulnerabilities of those controls, including the annual assessment of internal controls mandated by the State Comptroller, the disclosure of which would jeopardize the security of the Commonwealth's financial assets. However, records relating to the investigation of and findings concerning the soundness of any fiscal process shall be disclosed in a form that does not compromise internal controls. Nothing in this subdivision shall be construed to prohibit the Auditor of Public Accounts or the Joint Legislative Audit and Review Commission from reporting internal control deficiencies discovered during the course of an audit.~~

~~§ 22.1-279.8. School safety audits and school crisis, emergency management, and medical emergency response plans required.~~

~~A. For the purposes of this section, unless the context requires otherwise:~~

~~"School crisis, emergency management, and medical emergency response plan" means the essential procedures, operations, and assignments required to prevent, manage, and respond to a critical event or emergency, including natural disasters involving fire, flood, tornadoes, or other severe weather; loss or disruption of power, water, communications or shelter; bus or other accidents; medical emergencies, including cardiac arrest and other life-threatening medical emergencies; student or staff member deaths; explosions; bomb threats; gun, knife or other weapons threats; spills or exposures to hazardous substances; the presence of unauthorized persons or trespassers; the loss, disappearance or kidnapping of a student; hostage situations; violence on school property or at school activities; incidents involving acts of terrorism; and other incidents posing a serious threat of harm to students, personnel, or facilities. The plan shall include a provision that the Department of Criminal Justice Services and the Virginia Criminal Injuries Compensation Fund shall be contacted immediately to deploy assistance in the event of an emergency as defined in the emergency response plan when there are victims as defined in § [19.2-11.01](#), as well as current contact information for both.~~

~~"School safety audit" means a written assessment of the safety conditions in each public school to (i) identify and, if necessary, develop solutions for physical safety concerns, including building security issues and (ii) identify and evaluate any patterns of student safety concerns occurring on school property or at school-sponsored events. Solutions and responses shall include recommendations for structural adjustments, changes in school safety procedures, and revisions to the school board's standards for student conduct.~~

~~B. The Virginia Center for School Safety shall develop a list of items to be reviewed and evaluated in the school safety audits required by this section. Such items shall include those incidents reported to school authorities pursuant to § [22.1-279.3:1](#).~~

## STUDENTS

**Division-wide Crisis Plan P 7-55.2**

~~The Virginia Center for School Safety shall prescribe a standardized report format for school safety audits, additional reporting criteria, and procedures for report submission, which may include instructions for electronic submission.~~

~~Each local school board shall require all schools under its supervisory control to annually conduct school safety audits as defined in this section and consistent with such list.~~

~~The results of such school safety audits shall be made public within 90 days of completion. The local school board shall retain authority to withhold or limit the release of any security plans and specific vulnerability assessment components as provided in subdivision 7 of § [2.2-3705.2](#). Each school shall maintain a copy of the school safety audit, which may exclude such security plans and vulnerability assessment components, within the office of the school principal and shall make a copy of such report available for review upon written request.~~

~~Each school shall submit a copy of its school safety audit to the relevant school division superintendent. The division superintendent shall collate and submit all such school safety audits, in the prescribed format and manner of submission, to the Virginia Center for School Safety.~~

~~C. The school board may establish a school safety audit committee to consist of representatives of parents, teachers, local law enforcement agencies, judicial and public safety personnel, and the community at large. The school safety audit committee shall evaluate, in accordance with the directions of the local school board, the safety of each school and submit a plan for improving school safety at a public meeting of the local school board.~~

~~D. Each school board shall ensure that every school that it supervises shall develop a written school crisis, emergency management, and medical emergency response plan, consistent with the definition provided in this section. The Department of Education and the Virginia Center for School Safety shall provide technical assistance to the school divisions of the Commonwealth in the development of the school crisis, emergency management, and medical emergency response plans that describe the components of a medical emergency response plan developed in coordination with local emergency medical services providers, the training of school personnel and students to respond to a life-threatening emergency, and the equipment required for this emergency response. The local school board shall annually review the written school crisis, emergency management, and medical emergency response plans. The local school board shall have the authority to withhold or limit the review of any security plans and specific vulnerability assessment components as provided in subdivision 7 of § [2.2-3705.2](#). The local school division superintendent shall certify this review in writing to the Virginia Center on School Safety no later than August 31 of each year.~~

## STUDENTS

**Division-wide Crisis Plan P 7-55.2**

Upon consultation with local school boards, division superintendents, the Virginia Center for School Safety, and the Coordinator of Emergency Management, the Board of Education shall develop, and may revise as it deems necessary, a model school crisis, emergency management, and medical emergency response plan for the purpose of assisting the public schools in Virginia in developing viable, effective crisis, emergency management, and medical emergency response plans. Such model shall set forth recommended effective procedures and means by which parents can contact the relevant school or school division regarding the location and safety of their school children and by which school officials may contact parents, with parental approval, during a critical event or emergency.

(1997, c. [593](#); 1999, cc. [475](#), [516](#), § 22.1-278.1; 2001, cc. [436](#), [440](#), [688](#), [820](#), [841](#); 2002, cc. [166](#), [221](#), [229](#), [235](#); 2003, c. [801](#); 2004, c. [690](#); 2005, c. [904](#); 2006, c. [43](#); 2007, c. [44](#); 2009, cc. [222](#), [269](#).)

(1999, cc. [485](#), [518](#), [703](#), [726](#), [793](#), [849](#), [852](#), [867](#), [868](#), [881](#), § 2.1-342.01; 2000, cc. [66](#), [237](#), [382](#), [400](#), [430](#), [583](#), [589](#), [592](#), [594](#), [618](#), [632](#), [657](#), [720](#), [932](#), [933](#), [947](#), [1006](#), [1064](#); 2001, cc. [288](#), [518](#), [844](#), § 2.2-3705; 2002, cc. [87](#), [155](#), [242](#), [393](#), [478](#), [481](#), [499](#), [522](#), [571](#), [572](#), [633](#), [655](#), [715](#), [798](#), [830](#); 2003, cc. [274](#), [307](#), [327](#), [332](#), [358](#), [704](#), [801](#), [884](#), [891](#), [893](#), [897](#), [968](#); 2004, cc. [398](#), [482](#), [690](#), [770](#); 2005, c. [410](#); 2008, c. [721](#); 2009, c. [418](#).)

Acts 2006, c. 164

8 VAC 20-131-260}

Adopted by School Board: March 17, 1992

Revised by School Board: June 15, 2010

### SCHOOL CRISIS, EMERGENCY MANAGEMENT AND MEDICAL EMERGENCY RESPONSE PLAN

Each school develops a written school crisis, emergency management and medical emergency response plan as defined below. The School Board annually reviews each school's plan and provides copies of such plans to the chief law-enforcement officer, the fire chief, the chief emergency medical services official and the emergency management official of the locality. The Department of Education and the Virginia Center for School and Campus Safety will provide technical assistance to the school division in the development of the plans. In developing these plans, schools may consult the model school crisis, emergency management, and medical emergency response plan developed by the Board of Education and the Virginia Center for School and Campus Safety.

The School Board designates the Deputy Superintendent as emergency manager.

Each school annually conducts school safety audits as defined below. The results of such school safety audits are made public within 90 days of completion. The School Board may withhold or limit the release of any security plans, walk-through checklists and specific vulnerability assessment components as provided in the Virginia Freedom of Information Act, Va. Code § 2.2-3705.2. The completed walk-through checklist will be made available upon request to the chief law-enforcement officer of the locality or that officer's designee. Each school maintains a copy of the school's safety audit, which may exclude such security plans, walk-through checklists and vulnerability assessment components, within the office of the school principal and makes a copy of such report available for review upon written request.

Each school submits a copy of its school safety audit to the Superintendent. The Superintendent collates and submits all such school safety audits, in the prescribed format and manner of submission, to the Virginia Center for School and Campus Safety and shall make available upon request to the chief law-enforcement officer of the locality the results of such audits.

The Superintendent establishes a school safety audit committee to include, if available, representatives of parents, teachers, local law-enforcement, emergency services agencies, local community services boards and judicial and public safety personnel. The school safety audit committee reviews the completed school safety audits and submits any plans, as needed, for improving school safety to the superintendent for submission to the School Board.

"School crisis, emergency management, and medical emergency response plan" means the essential procedures, operations, and assignments required to prevent, manage, and respond to a critical event or emergency, including natural disasters involving fire, flood, tornadoes or other severe weather; loss or disruption of power, water, communications or shelter; bus or other accidents; medical emergencies, including cardiac arrest and other life threatening medical emergencies; student or staff member deaths; explosions; bomb threats; gun, knife or other weapons threats; spills or exposures to hazardous substances; the presence of unauthorized persons or trespassers; the loss, disappearance or kidnapping of a student; hostage situations; violence on school property or at school activities; incidents involving acts of terrorism; and

other incidents posing a serious threat of harm to students, personnel or facilities. The plan includes a provision that the Department of Criminal Justice Services and the Virginia Criminal Injuries Compensation Fund shall be contacted immediately to deploy assistance in the event of an emergency as defined in the emergency response plan when there are victims as defined in Va. Code § 19.2-11.01, as well as current contact information for both.

“School safety audit” means a written assessment of the safety conditions in each public school to (1) identify and, if necessary, develop solutions for physical safety concerns, including building security issues and (2) identify and evaluate any patterns of student safety concerns occurring on school property or at school-sponsored events. Solutions and responses include recommendations for structural adjustments, changes in school safety procedures and revisions to the School Board’s standards for student conduct.

Each school has contingency plans for emergencies that include staff certified in cardiopulmonary resuscitation (CPR), the Heimlich maneuver, and emergency first aid.

In addition, the school administration ensures that the school has:

- written procedures to follow in emergencies such as fire, injury, illness, allergic reactions and violent or threatening behavior. The procedures include Policy JHCDZ Administering Medicine to Students. The plan is outlined in the student handbook and discussed with staff and students during the first week of each school year;
- space for the proper care of students who become ill;
- a written procedure, in accordance with guidelines established by the School Board, for responding to violent, disruptive or illegal activities by students on school property or during a school sponsored activity; and
- written procedures to follow for the safe evacuation of persons with special physical, medical or language needs who may need assistance to exit a facility.

Adopted:

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Legal Refs: Code of Virginia, 1950, as amended, §§ 2.2-3705.2, 22.1-279.8.

Acts 2006, c. 164.

8 VAC 20-131-260.

Cross Refs.:	CLA	Reporting Acts of Violence and Substance Abuse
	EBAA	Reporting of Hazards
	EBBA	Emergency First Aid, CPR and AED Certified Personnel
	EBCB	Safety Drills
	EEAB	School Bus Scheduling and Routing
	GBEB	Staff Weapons in School
	JFC	Student Conduct

JFC-R	Standards of Student Conduct
JFCD	Weapons in School
JFCE	Gang Activity or Association
JHCDZ	Administering Medicines to Students
JHH	Suicide Prevention
KK	School Visitors

# Agenda Report

**Date:** 06/05/18

**Agenda Number:** H-4

**Attachments:** Yes

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

**Subject:** Lynchburg City School Board Policy JECZ Non-Resident Employee Student Tuition Waiver and Regulation JNZ-R Student Fees, Fines, and Charges

## Summary/Description:

Lynchburg City School policy JECZ Non-Resident Employee Student Tuition Waiver and regulation JNZ-R Student Fees, Fines, and Charges specify, among other items, the procedures and fees associated with allowing Lynchburg City School employees not residing in the City to enroll their children in Lynchburg City Schools.

In order to more clearly distinguish fees and fines from tuition charges to include costs for additional services and special programs, the policy and regulation have been updated. Revisions to the policy and regulation appear as an attachment to this agenda report.

**Disposition:**  Action  
 Information  
 Action at Meeting on: 07/10/18

## 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 July 10, 2018.

STUDENT FEES, FINES, AND CHARGES{, *AND TUITION*}

## I. PURPOSE

The purpose of this regulation is to detail the ways in which fees and fines are assessed, fee adjustments are provided, payment is made and collected, and the consequences of non-payment. The intent of this regulation is to provide for stewardship of division funds while supporting development of personal responsibility and equity of access to school and extracurricular activities.

## II. FEES

When practical, a common fee will be applied across all schools of the same level (e.g. high school). These fees will be posted annually on the division website by August 1. When fees are different by school or only apply to one school, they will be provided by that school to the students and parents.

## III. FEE ADJUSTMENTS

An application is available for a parent or guardian to request an adjustment to a fee. The fee adjustment may be available for conditions that may include:

- a. Economic hardship – Criteria include documentation of qualifications for assistance through TANF, SNAP, SSI, Medicaid, or free/reduced lunch status.
- b. Foster families
- c. Families that are homeless
- d. Temporary extreme hardship, such as a recent house fire or a job loss that substantially changes the family's economic status

Information on the fee adjustment is available on the division website and notice of the availability of fee adjustments will be provided each time a fee is assessed.

Fee adjustments may include a modification of the fee amount and/or the payment schedule.

## IV. PAYMENT

Payment of fees are due prior to participation in optional activities, unless otherwise noted.

Optional Activities and related fees include:

- a. Parking
- b. Extra-curricular activities
- c. Field trips that are not part of the required instructional activities
- d. Musical instrument fees in which the instrument is not part of the required curriculum
- e. Distance learning classes not required for a diploma
- f. Summer school classes that are not required for remediation
- g. Materials fees for courses not required for graduation

Payment of fees for required activities, such as materials related to a required course and class dues, shall be due within two weeks of the start of the activity. If the parent or guardian applies

for a fee adjustment and a reduced fee is determined, then the fee is due two weeks from notification of the review of the fee adjustment request.

When a fine or other charge is assessed, such as for a lost or damaged book, a parking fine, or loss or destruction of property, the payment will be due within two weeks of notification of the charge. Notification of the charge shall be provided by letter and phone call to the parent.

In some situations, the fee or fine will be offered to be paid in regular installments. Payment by the due date is required.

#### V. CONSEQUENCES OF NON-PAYMENT

For the Optional Activities noted in Section IV, payment for those activities must be made (or approval of a fee adjustment occurs) before the student may participate in that activity.

Additionally, a student may not begin participation in any Optional Activities if there are any obligations for other fees or fines previously incurred. If a fine or charge is incurred after an Optional Activity has begun, the student must pay for the charge within two weeks (as noted in Section IV) in order to remain in any Optional Activity.

If there is an outstanding charge due, a student is also not permitted to participate in activities at the school that are not considered to be core components of the instructional program, such as designated parties or events, until the charge is cleared. These activities may include prom, the graduation ceremony, viewing after-school events or performances, or other activities that the school may identify.

If a parent or guardian has not made payment by the conclusion of the school year and the total charges exceed \$100, the parent will be notified by the school that the legal process for collections may be started.

#### VI. CONSEQUENCES OF A LOST LIBRARY BOOK

The number of books a student may check out shall be determined by the librarian based on factors that include whether any books are currently lost or unreturned. The practices for checkout established by the librarian should be reviewed with the principal. This will help minimize the possibility of multiple lost books.

No overdue fines shall be used. The librarian should work with the student and parent to determine the point at which an overdue book is considered lost, providing sufficient opportunity for the book to be located.

Once a book is determined by the librarian to be lost, the parent should be provided two weeks notice of the charge for the book, as noted in Section III. While the full cost of the book is owed if not returned, the family may work with the librarian to see if there are options for a replacement book.

At the point that there is a lost book that has not been re-paid, the student will be restricted to only one book to checkout until the lost book is repaid. If two books are lost, checkout privileges will be lost until the books are re-paid or returned. In addition, the other consequences of non-payment in Section V shall be applied.

If a book that was considered lost and was paid for is then found within a reasonable period of time (usually the same school year or just after the summer), the money should be refunded if the book is then returned in good condition.

#### VII. CONSEQUENCES OF A LOST OR DAMAGED TEXTBOOK, CHROMEBOOK, CALCULATOR, OR OTHER LEARNING DEVICE

When a student has an LCS issued learning device that is required for a course, such as a textbook, Chromebook, or calculator, the student and family are responsible for the cost to have the learning device repaired or replaced. The school shall notify the parent or guardian immediately when it is known that a device has been determined to be lost or damaged. In some cases an optional accidental protection plan is available.

If there is loss or damage that prevents the use of the device during the school year, the school will provide a replacement for the student so that learning at school is not interrupted. However, this replacement will be restricted to minimize opportunities for further charges. Such a restriction typically includes the equipment only being available at school or in that classroom and not taken home, until the charge for the equipment has been paid.

If loss or damage is discovered at the end of the school year, then the parent should be notified as outlined in Section IV.

All other consequences of non-payment in Section V shall be applied.

#### VIII. COLLECTION EFFORTS

The principal or designee (typically the bookkeeper) is responsible for notifying the parent when there is a fine or charge. For any fee assessed for an activity, these should be communicated annually on the website and also notice shall be given by the organizer of an activity that has a fee prior to participation.

The collection of fees shall be organized by the bookkeeper, in coordination with other lead staff in the school, under the supervision of the principal.

Funds that are collected shall be deposited to accounts, according to financial procedures, that relate to the activity being funded.

When a parent or guardian submits a fee adjustment request to the school, the request shall be reviewed by the principal or designee and the result communicated to the parent or guardian within one week of submitting the application, or at least prior to the start of the activity if the request is made well before the activity. The content of the fee adjustment request is confidential and should also be communicated with confidentiality to the leader of the activity.

If a parent or guardian disagrees with a charge or the outcome of the review of a fee adjustment request, the parent or guardian may appeal in writing to the principal. The appeal shall be heard and a decision rendered within two weeks of notice of the appeal. The decision on the appeal shall be considered final.

As noted, a parent may request and be granted the ability to make a series of partial payments for an amount owed. The parent shall notify the principal or designee and any agreement for this shall be communicated in writing that the parent or guardian must sign before the agreement is considered in place. If any one of the agreed upon partial payments is missed, the consequence shall be considered according to Section V.

IX. COLLECTION EFFORTS OF PRIOR OBLIGATIONS WHEN POLICY AND REGULATION ARE INITIALLY APPROVED

For the first school year in which this regulation is approved, the parent shall be provided until the end of the school year to clear all prior charges. The school will provide an itemized list of charges from the prior year(s) through multiple communication methods to each family. The principal or designee will arrange times to meet with the parent or guardian to review questions and options for any prior charges. Consequences of prior debt will not be put into place until the beginning of the fall 2018 semester.

FEE SCHEDULE—~~2017-2018 School Year~~

The following fees and fines shall be used at each school in LCS ~~for the 2017-2018 school year~~. The school will provide information on any other fees and fines.

CATEGORY	ITEM	AMOUNT	SPECIFIC REDUCED FEE AMOUNT
High School	Senior Dues	\$75	
	Parking decal*	\$50 full year \$25 half year	
	Parking fines	\$20	
	Chromebook protection plan (optional)	\$20/year	
	Advanced Placement Exam	\$40	\$15
	Summer School Online Course	\$150	
	Withdrawal fee for Early College or Virtual Virginia	\$75	
	Cosmetology	\$150 - Juniors \$250 - Seniors	
	Behind the Wheel	\$150	\$100 reduced lunch \$50 free lunch
	Dental Program	\$250 board exam \$375 x-ray cert.	

***{TUITION SCHEDULE***

***The following tuition charges shall be used at each school in LCS.}***

<b><i>{CATEGORY</i></b>	<b><i>ITEM</i></b>	<b><i>AMOUNT</i></b>	<b><i>SPECIFIC REDUCED FEE TUITION AMOUNT}</i></b>
Tuition	Non-Resident – Base Tuition	\$3400	
	Non-Resident – SFI	\$300	\$0 if an employee at the school
	<del>Non-Resident – Services</del> <b><i>{Costs for Additional Services and Special Programs}</i></b>		
	Special Education & 504	\$1595	
	Level I or 504	\$3050	
	Level II	\$6700	
	Level III	Determined based on individual service needs	
	Level IV		
	English Language Learners	\$1360	
	Level I	\$2720	
	Level II	Determined based on individual service needs	
	Level III		
	Gifted	No Charge	
	Level I	\$1510	
	Level II		
	Level III – Not available as noted in JEC-R regarding space availability		

Approved by School Board: July 11, 2017

## NON-RESIDENT EMPLOYEE STUDENT TUITION WAIVER

Nonresident children whose parents/guardians are full-time contracted staff members of the Lynchburg City Schools are eligible for admission tuition-free in the Lynchburg City Schools upon authorization by the Superintendent or Superintendent's designee. If additional services are required or the student attends a special program ~~with a fee, fees~~ *{the cost of such additional services or special program}* will be assessed to the employee based on the cost of the required services or programs *{to Lynchburg City Schools}*.

Nonresident students will be assigned to a school with the approval of the Superintendent or Superintendent's designee. Nonresident students will be admitted only on a space-available basis and contingent upon a review of the student's scholastic and discipline records.

The parent/guardian must annually submit a Non-Resident Student Application Form.

Nonresident students who have been suspended from their former school(s) or who have poor attendance or disciplinary records or reportable offenses may not be accepted. Nonresident students who have disciplinary problems, attendance problems (including tardiness), poor academic effort, or reportable offenses after enrollment are subject to immediate removal from the school division.

Nonresident children whose parents/guardians are full-time contracted employees of LCS are eligible to apply for admission to one of the schools of innovation, the Gifted Opportunities Center, Central Virginia Governor's School for Science and Technology, Early College Program, and XLR8 (STEM) Academy. Acceptance into one of the programs listed above will be on a space-available basis and only after consideration has been made for students residing in the division. One exception is that children of employees who work at a school for innovation may be considered as a zoned student for purposes of being able to enroll in that school.

Adopted by School Board: April 4, 2006

Revised by School Board: April 19, 2016

Revised by School Board: May 16, 2017

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Code of Va., §§ 22.1-5, 22.1-101.1, 22.1-255

# Agenda Report

Date: 06/05/18

Agenda Number: H-5

Attachments: Yes

**From:** Crystal M. Edwards, Superintendent  
Ben W. Copeland, Assistant Superintendent of Operations and Administration

**Subject:** Policy JB Equal Educational Opportunities/Nondiscrimination and  
Policy JFHA/GBA Prohibition Against Harassment and Retaliation

## Summary/Description:

With the reorganization of the division, policies JB Equal Educational Opportunities/ Nondiscrimination and JFHA/GBA Prohibition Against Harassment and Retaliation need to be updated to reflect the new compliance officer and alternate compliance officer responsible for identifying, preventing, and remedying prohibited discrimination and harassment.

**Disposition:**  Action  
 Information  
 Action at Meeting on: 07/10/18

## 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 July 10, 2018.

## PROHIBITION AGAINST HARASSMENT AND RETALIATION

## I. Policy Statement

The Lynchburg City School Board is committed to maintaining an educational environment and workplace that is free from harassment. In accordance with law, the Board prohibits harassment against students, employees or others on the basis of sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school sponsored activity. The Lynchburg City School Board is an equal opportunity employer.

It is a violation of this policy for any student or school personnel to harass a student or school personnel based on sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school sponsored activity. Further, it is a violation of this policy for any school personnel to tolerate harassment based on a student's or employee's sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status or genetic information or any other characteristic protected by law or based on a belief that such characteristic exists, at school or any school sponsored activity, by students, school personnel or third parties participating in, observing or otherwise engaged in school sponsored activities.

For the purpose of this policy, school personnel includes School Board members, school employees, agents, volunteers, contractors or other persons subject to the supervision and control of the school division.

The school division

- promptly investigates all complaints, written or verbal, of harassment based on sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school sponsored activity;
- promptly takes appropriate action to stop any harassment;
- takes appropriate action against any student or school personnel who violates this policy; and
- takes any other action reasonably calculated to end and prevent further harassment of school personnel or students.

## II. Definitions

## A. Harassment Based on Sex

Harassment based on sex consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication, which may include use of cell phones or the internet, of a sexual nature when

- submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment or education;
- submission to or rejection of the conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- that conduct or communication substantially or unreasonably interferes with an individual's employment or education, or creates an intimidating, hostile or offensive employment or educational environment (i.e. the conduct is sufficiently serious to limit a student's or employee's ability to participate in or benefit from the educational program or work environment).

Examples of conduct which may constitute harassment based on sex if it meets the immediately preceding definition include:

- unwelcome sexual physical contact
- unwelcome ongoing or repeated sexual flirtation or propositions, or remarks
- sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- graphic comments about an individual's body
- sexual jokes, notes, stories, drawings, gestures or pictures
- spreading sexual rumors
- touching an individual's body or clothes in a sexual way
- displaying sexual objects, pictures, cartoons or posters
- impeding or blocking movement in a sexually intimidating manner
- sexual violence
- display of written materials, pictures, or electronic images
- unwelcome acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex stereotyping

#### B. Harassment Based on Race, National Origin, Disability or Religion

Harassment based on race, national origin, disability or religion consists of physical or verbal conduct, which may include use of cell phones or the internet, relating to an individual's race, national origin, disability or religion when the conduct

- creates an intimidating, hostile or offensive working or educational environment;
- substantially or unreasonably interferes with an individual's work or education; or
- otherwise is sufficiently serious to limit an individual's employment opportunities or to limit a student's ability to participate in or benefit from the education program.

Examples of conduct which may constitute harassment based on race, national origin, disability or religion if it meets the immediately preceding definition include:

- graffiti containing racially offensive language
- name calling, jokes or rumors
- physical acts of aggression against a person or his property because of that person's race, national origin, disability or religion
- hostile acts which are based on another's race, national origin, religion or disability
- written or graphic material which is posted or circulated and which intimidates or threatens individuals based on their race, national origin, disability or religion

### C. Additional Prohibited Behavior

Behavior that is not unlawful may nevertheless be unacceptable for the educational environment or the workplace. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics including, but not limited to, socioeconomic level, sexual orientation, perceived sexual orientation or gender identity.

## III. Complaint Procedure

### A. Formal Procedure

#### 1. File Report

Any student or school personnel who believes he or she has been the victim of harassment prohibited by law or by this policy by a student, school personnel or a third party should report the alleged harassment to one of the Compliance Officers designated in this policy or to any school personnel. The alleged harassment should be reported as soon as possible, and the report generally should be made within fifteen (15) school days of the occurrence. Further, any student who has knowledge of conduct which may constitute prohibited harassment should report such conduct to one of the Compliance Officers designated in this policy or to any school personnel. Any school personnel who has notice that a student or other school personnel may have been a victim of prohibited harassment shall immediately report the alleged harassment to one of the Compliance Officers designated in this policy.

The reporting party should use the form, Report of Harassment, GBA-F/JFHA-F, to make complaints of harassment. However, oral reports and other written reports are also accepted. The complaint should be filed with either the building principal or one of the Compliance Officers designated in this policy. The principal shall immediately forward any report of alleged prohibited harassment to the Compliance Officer. Any complaint that involves the Compliance Officer or principal shall be reported to the Superintendent.

The complaint, and identity of the complainant and alleged harasser, will be disclosed only to the extent necessary to fully investigate the complaint and only when such disclosure is required or permitted by law. Additionally, a complainant who wishes to remain anonymous shall be advised that such confidentiality may limit the School Division's ability to fully respond to the complaint.

#### 2. Investigation

Upon receipt of a report of alleged prohibited harassment, the Compliance Officer shall immediately authorize or undertake an investigation. The investigation may be conducted by school personnel or a third party designated by the school division. If the report of alleged discrimination involves the Superintendent, the compliance

officer, or the supervisor of the compliance officer, the School Board will determine who should conduct the investigation. The investigation shall be completed as soon as practicable, which generally should be not later than 14 school days after receipt of the report by the Compliance Officer. Upon receiving the complaint, the Compliance Officer shall acknowledge receipt of the complaint by giving written notice that the complaint has been received to both the person complaining of harassment and the person accused of harassment. Also upon receiving the complaint, the Compliance Officer shall determine whether interim measures should be taken pending the outcome of the investigation. Such interim measures may include, but are not limited to, separating the alleged harasser and the complainant and, in cases involving potential criminal conduct, determining whether law enforcement officials should be notified. If the Compliance Officer determines that more than 14 school days will be required to investigate the complaint, the complainant and the accused shall be notified of the reason for the extended investigation and of the date by which the investigation will be concluded. If the alleged harassment may also constitute child abuse, then it must be reported to the Department of Social Service in accordance with Policy JHG, Child Abuse and Neglect Reporting.

The investigation may consist of personal interviews with the complainant, the alleged harasser and any others who may have knowledge of the alleged harassment or the circumstances giving rise to the complaint. The investigation will consider witnesses and evidence from both the alleged harasser and the person allegedly harassed. The investigation may also consist of the inspection of any other documents or information deemed relevant by the investigator. The school division shall take necessary steps to protect the complainant and others pending the completion of the investigation.

In determining whether alleged conduct constitutes a violation of this policy, the division shall consider, at a minimum: (1) the surrounding circumstances; (2) the nature of the behavior; (3) past incidents or past or continuing patterns of behavior; (4) the relationship between the parties; (5) how often the conduct occurred; (6) the identity of the alleged perpetrator in relation to the alleged victim (i.e. whether the alleged perpetrator was in a position of power over the alleged victim); (7) the location of the alleged harassment; (8) the ages of the parties and (9) the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a case by case determination based on all of the facts and circumstances revealed after a complete and thorough investigation.

The Compliance Officer shall issue a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, then the report shall be sent to the School Board. The report shall include a determination of whether the allegations are substantiated, whether this policy was violated and recommendations for corrective action, if any.

All employees shall cooperate with any investigation of alleged harassment conducted under this policy or by an appropriate state or federal agency.

3. Action by Superintendent

Within 5 school days of receiving the Compliance Officer’s report, the Superintendent or Superintendent’s designee shall issue a decision regarding whether this policy was violated. This decision must be provided in writing to the complainant and the alleged perpetrator. If the Superintendent or Superintendent’s designee determines that it is more likely than not that prohibited harassment occurred, the Lynchburg City School Division shall take prompt, appropriate action to address and remedy the violation as well as prevent any recurrence. Such action may include discipline up to and including expulsion or discharge. Whether or not the Superintendent or Superintendent’s designee determines that prohibited harassment occurred, the Superintendent or Superintendent’s designee may determine that school-wide or division-wide training be conducted or that the complainant receives counseling.

4. Appeal

If the Superintendent or Superintendent’s designee determines that no prohibited harassment occurred, the employee or student who was allegedly subjected to harassment may appeal this finding to the School Board within 5 school days of receiving the decision. Notice of appeal must be filed with the Superintendent who shall forward the record to the School Board. The School Board shall make a decision within 30 calendar days of receiving the record. The School Board may ask for oral or written argument from the aggrieved party, the Superintendent and any other individual the School Board deems relevant. Written notice of the School Board’s decision will be given to both the alleged harasser and the person allegedly harassed.

If the Superintendent or Superintendent’s designee determines that prohibited harassment occurred and discipline is imposed, the disciplined person may appeal the disciplinary sanction in the same manner as any other such sanction would be appealed.

Employees may choose to pursue their complaints under this policy through the relevant employee grievance procedure instead of the complaint procedure in this policy.

Compliance Officer and Alternate Compliance Officer

The Lynchburg City School Board has designated

**Dr. John C. McClain, Ed.D.**  
~~Assistant Superintendent for Student Learning and Success~~  
~~915 Court Street, Lynchburg, Virginia 24504~~  
~~meclainje@lesedu.net~~

**(434) 515-5000**

***{Ms. Latonya D. Brown  
Director of Student Services  
915 Court Street  
Lynchburg, Virginia 24504  
brownld@lcsedu.net  
(434) 515-5000}***

as the Compliance Officer responsible for identifying, investigating, preventing and remedying prohibited harassment. Complaints of harassment may also be made to the Alternate Compliance Officer

**~~Ms. Ethel Reeves~~**

**~~Director for Engagement, Equity, and Opportunity  
915 Court Street, Lynchburg, Virginia 24504  
reevesee@lcsedu.net  
(434) 515-5000~~**

***{Dr. Ben W. Copeland  
Deputy Superintendent  
915 Court Street  
Lynchburg, Virginia 24504  
copelandbw@lcsedu.net  
(434) 515-5000}***

The Compliance Officer shall

- receive reports or complaints of harassment;
- conduct or oversee the investigation of any alleged harassment;
- assess the training needs of the school division in connection with this policy;
- arrange necessary training to achieve compliance with this policy; and
- ensure that any harassment investigation is conducted by an impartial investigator who is trained in the requirements of equal employment/education opportunity and has the authority to protect the alleged victim and others during the investigation.

#### B. Informal Procedure

If the complainant and the person accused of harassment agree, the student's principal or principal's designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher or administrator.

If the complainant and the person accused of harassment agree to resolve the complaint informally, they shall each be informed that they have the right to abandon the informal procedure at any time in favor of the initiation of the Formal Procedures set forth herein. The principal or principal's designee shall notify the complainant and the person accused of harassment in writing when the complaint has been resolved. The written notice shall state whether prohibited harassment occurred.



AD	Educational Philosophy
GB	Equal Employment Opportunity/Nondiscrimination
GBM	Professional Staff Grievances
GBMA	Support Staff Grievances
JB	Equal Educational Opportunities/Nondiscrimination
JFC	Student Conduct
JFC-R	Standards of Student Conduct
JFHA-F/GBA-F	Report of Harassment
GCPD	Professional Staff Discipline
JHG	Child Abuse and Neglect Reporting
KKA	Service Animals in Public Schools

EQUAL EDUCATIONAL OPPORTUNITIES/  
NONDISCRIMINATION

## I. Policy Statement

Equal educational opportunities shall be available for all students, without regard to sex, race, color, national origin, gender, ethnicity, religion, disability, ancestry, or marital or parental status. Educational programs shall be designed to meet the varying needs of all students.

No student, on the basis of sex or gender, shall be denied equal access to programs, activities, services or benefits or be limited in the exercise of any right, privilege or advantage or be denied equal access to educational and extracurricular programs and activities.

The School Board shall

- provide facilities, programs and activities that are accessible, usable and available to qualified disabled persons;
- provide a free, appropriate education, including non-academic and extracurricular services to qualified disabled persons;
- not exclude qualified disabled persons, solely on the basis of their disabilities, from any preschool, daycare, adult education or career and technical education programs; and
- not discriminate against qualified disabled persons in the provision of health, welfare or social services.

## II. Complaint Procedure

## A. File Report

Any student who believes he or she has been the victim of prohibited discrimination should report the alleged discrimination as soon as possible to one of the Compliance Officers designated in this policy or to any other school personnel. The alleged discrimination should be reported as soon as possible, and the report generally should be made within fifteen (15) school days of the occurrence. Further, any student who has knowledge of conduct which may constitute prohibited discrimination should report such conduct to one of the Compliance Officers designated in this policy or to any school personnel. Any employee who has knowledge of conduct which may constitute prohibited discrimination shall immediately report such conduct to one of the Compliance Officers designated in this policy.

The reporting party should use the form, Report of Discrimination, JB-F, to make complaints of discrimination. However, oral reports and other written reports shall also be accepted. The complaint should be filed with either the building principal or one of the Compliance Officers designated in this policy. The principal shall immediately forward any report of alleged prohibited discrimination to the Compliance Officer. Any complaint that involves the Compliance Officer shall be reported to the Superintendent.

The complaint, and identity of the complainant and of the person or persons allegedly responsible for the discrimination, will not be disclosed except as required by law or policy, as necessary to fully investigate the complaint or as authorized by the complainant. A complainant who wishes to remain anonymous will be advised that such confidentiality may limit the school division's ability to fully respond to the complaint.

#### B. Investigation

Upon receipt of a report of alleged prohibited discrimination, the Compliance Officer shall immediately authorize or undertake an investigation. The investigation may be conducted by school personnel or a third party designated by the school division. If the report of alleged discrimination involves the Superintendent, the compliance officer, or the supervisor of the compliance officer, the School Board will determine who should conduct the investigation. The investigation shall be completed as soon as practicable, which should generally be not later than 14 school days after receipt of the report by the Compliance Officer. Upon receiving the complaint, the Compliance Officer shall acknowledge receipt of the complaint, by giving written notice that the complaint has been received, to both the person complaining of discrimination and the person or persons allegedly responsible for the discrimination. Also upon receiving the complaint, the Compliance Officer shall determine whether interim measures should be taken pending the outcome of the investigation. If the Compliance Officer determines that more than 14 school days will be required to investigate the complaint, the complainant and the person or persons allegedly responsible for the discrimination will be notified of the reason for the extended investigation and of the date by which the investigation will be concluded.

The investigation may consist of personal interviews with the complainant, the person or persons allegedly responsible for the discrimination, and any others who may have knowledge of the alleged discrimination or the circumstances giving rise to the complaint. The investigation will consider witnesses and evidence from both the complainant and the person or persons responsible for the alleged discrimination. The investigation may also include the inspection of any documents or information deemed relevant by the investigator. The school division shall take necessary steps to protect the complainant and others pending the completion of the investigation.

Whether a particular action or incident constitutes a violation of this policy requires a case by case determination based on all of the facts and circumstances revealed by a complete and thorough investigation.

The Compliance Officer shall issue a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the compliance officer, or the supervisor of the compliance officer then the report shall be sent to the School Board. The report shall include a determination of whether the allegations are substantiated, whether this policy was violated and recommendations for corrective action, if any.

All employees shall cooperate with any investigation of alleged discrimination conducted under this policy or by an appropriate state or federal agency.

C. Action by Superintendent

Within 5 school days of receiving the Compliance Officer’s report, the Superintendent or designee shall issue a decision regarding (1) whether this policy was violated and (2) what action, if any, should be taken. This decision must be provided in writing to the complainant. If the Superintendent or designee determines that prohibited discrimination occurred, the Lynchburg City School Division shall take prompt, appropriate action to address and remedy the violation as well as prevent any recurrence. Such action may include discipline up to and including expulsion or discharge.

D. Appeal

If the Superintendent or designee determines that no prohibited discrimination occurred, the student who was allegedly subjected to discrimination may appeal this finding to the School Board within 5 school days of receiving the decision. Notice of appeal must be filed with the Superintendent who shall forward the record to the School Board. The School Board shall make a decision within 30 calendar days of receiving the record. The School Board may ask for oral or written argument from the aggrieved party and the Superintendent and any other individual the School Board deems relevant. Written notice of the School Board’s decision will be given to both the complainant and the person or persons responsible for the alleged discrimination.

If the Superintendent or designee determines that prohibited discrimination occurred and discipline is imposed, the disciplined person may appeal the disciplinary sanction in the same manner as any other such sanction would be appealed.

E. Compliance Officer and Alternate Compliance Officer

The Lynchburg City School Board has designated

**Dr. John C. McClain**  
**Assistant Superintendent for Student Learning and Success**  
**915 Court Street, Lynchburg, Virginia 24504**  
**mcclainjc@lcsedu.net**  
**(434) 515-5000**  
*{Ms. Latonya D. Brown*  
*Director of Student Services*  
*915 Court Street*  
*Lynchburg, Virginia 24504*  
*brownld@lcsedu.net*  
*(434) 515-5000}*

as the Compliance Officer responsible for identifying, preventing and remedying prohibited discrimination. Complaints of discrimination may also be made to the Alternate Compliance Officer

~~Ms. Ethel E. Reeves~~  
~~Director for Engagement, Equity, and Opportunity~~  
~~915 Court Street, Lynchburg, Virginia 24504~~  
~~reevesee@lesedu.net~~  
~~(434) 515-5000~~

*{Dr. Ben W. Copeland*  
*Deputy Superintendent*  
*915 Court Street*  
*Lynchburg, Virginia 24504*  
*copelandbw@lcsedu.net*  
*(434) 515-5000}*

The Compliance Officer shall

- receive reports or complaints of discrimination;
- conduct or oversee the investigation of any alleged discrimination;
- assess the training needs of the school division in connection with this policy;
- arrange necessary training to achieve compliance with this policy; and
- ensure that any discrimination investigation is conducted by an impartial investigator who is trained in the requirements of equal education opportunity and has the authority to protect the alleged victim and others during the investigation.

### III. Retaliation

Retaliation against students or school personnel who report discrimination or participate in the related proceedings is prohibited. The school division shall take appropriate action against any student or employee who retaliates against another student or employee who reports alleged discrimination or participates in related proceedings. The Compliance Officer will inform persons who make complaints, who are the subject of complaints, and who participate in investigations of how to report any subsequent problems.

### IV. Right to Alternative Complaint Procedure

Nothing in this policy shall deny the right of any individual to pursue other avenues of recourse to address concerns relating to prohibited discrimination including initiating civil action, filing a complaint with outside agencies or seeking redress under state or federal law.

### V. Prevention and Notice of Policy

Training to prevent discrimination should be included in employee and student orientations as well as employee in-service training.

This policy shall be (1) displayed in prominent areas of each division building in a location accessible to students, parents and school personnel, (2) included in the student and employee handbooks; and (3) sent to parents of all students within 30 calendar days of the start of school. All students and their parents/guardians shall be notified annually of the names and contact information of the Compliance Officers.

VI. False Charges

Students or school personnel who knowingly make false charges of discrimination shall be subject to disciplinary action.

Adopted: July 12, 2016

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Legal Refs: 20 U.S.C. §§ 1681-1688.  
29 U.S.C. §§ 794.  
42 U.S.C. §§ 2000d through 2000d-7.

34 CFR 106.9.

Code of Virginia, 1950 as amended, §§ 2.2-3900, 2.2-3901, 2.2-3902.

Cross Refs: AC Nondiscrimination  
AD Educational Philosophy  
GB Equal Employment Opportunity/Nondiscrimination  
JB-F Report of Discrimination  
JBA Section 504 Nondiscrimination Policy and Grievance Procedures  
JFHA/GBA Prohibition Against Harassment and Retaliation

# Agenda Report

Date: 06/05/10

Agenda Number: H-6

Attachments: Yes

**From:** Crystal M. Edwards, Superintendent

**Subject:** Authorization of Signature

## Summary/Description:

The Virginia Department of Education requires that the school division identify an individual, who, in the absence of the superintendent, has authorization to sign all Virginia Department of Education correspondence, reports, documents, requisitions, and other official correspondence. The superintendent recommends that the school board authorize Mrs. R. Denise Spinner, school board clerk, to fulfill the necessary signature obligations in the absence of the superintendent. Many of the matters associated with the delegation of this authority tend to be financial and operational in nature.

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

**Recommendation:** The superintendent recommends that the school board authorize Mrs. R. Denise Spinner, school board clerk, to sign Virginia Department of Education correspondence in the absence of the superintendent from July 1, 2018 – June 30, 2019.

The School Board of the Country, City, or Town of Lynchburg City at a meeting held on June 5, 2018 by duly recorded vote approved and authorized the person(s) listed below to sign all Virginia Department of Education reports, documents, requisitions, and other official correspondence in the absence of the Division Superintendent.



Signature:

**Signature on File**

Authorization Approved

through: **June 30, 2018**

Extended

through: **June 30, 2019**

This is to certify that the signature authorization action was approved and incorporated in the minutes of said School Board on the aforementioned date.

\_\_\_\_\_  
Signature of Division Superintendent

**Crystal M. Edwards**

\_\_\_\_\_  
Printed Name of Division Superintendent

\_\_\_\_\_  
Signature of School Board Chair

**Michael J. Nilles**

\_\_\_\_\_  
Printed Name of School Board Chair

\_\_\_\_\_  
Signature of Clerk of the School Board

**R. Denise Spinner**

\_\_\_\_\_  
Printed Name of Clerk of the School Board

Seal of Clerk of the School Board

**June 5, 2018**

\_\_\_\_\_  
Date

Mail to: Virginia Department of Education  
Educational Applications  
22nd Floor  
P.O.Box 2120  
Richmond, VA 23218-2120

# Agenda Report

**Date:** 06/05/18

**Agenda Number:** H-7

**Attachments:** Yes

**From:** Crystal M. Edwards, Superintendent

**Subject:** Policy Management

## Summary/Description:

Administration is proposing an update to our policy management procedures to an all-encompassing and effective system between board members and administrative staff. This update will help to ensure all policies are up to date, as well as have direction and feedback from board members and administration. It is proposed that Policy Committees be created with team leads and two board members on each committee as follows: Governance (Crystal Edwards), Fiscal Management (Anthony Beckles), Instruction and Program (April Bruce, Wyllys VanDerwerker, LaTonya Brown), Personnel (Marie Gee), and Operations (Ben Copeland).

**Disposition:**  Action  
 Information  
 Action at Meeting on: 07/10/18

## 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 July 10, 2018.

FY19 Board  
Policy Committees

Policy Committee	Policy Section(s)	Team Lead	Board Member #1	Board Member #2
Governance	A, B	Crystal		
Fiscal Management	D	Anthony		
Instruction & Program	I, J	April & Wyllys LaTonya		
Personnel	C, G	Marie		
Operations	E, F, K, L	Ben		