



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

Lynchburg City School Board

Robert O. Brennan
School Board District 1

Sharon Y. Carter
School Board District 2

James E. Coleman, Jr.
School Board District 3

Belle H. Evans
School Board District 1

Atul Gupta
School Board District 3

Charleta F. Mason
School Board District 2

Susan D. Morrison
School Board District 1

Michael J. Nilles
School Board District 3

Kimberly A. Sinha
School Board District 2

School Administration

Crystal M. Edwards
Superintendent

Ben W. Copeland
Deputy Superintendent

Anthony E. Beckles, Sr.
Chief Financial Officer

R. Denise Spinner
Clerk

SCHOOL BOARD MEETING
August 7, 2018 5:00 P.M.
School Administration Building
Board Room

A. CLOSED MEETING

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

B. PUBLIC COMMENTS

- 1. Public Comments
Susan D. Morrison Page 3
Discussion/Action (30 Minutes)

C. SPECIAL PRESENTATIONS

- 1. Lynchburg City Schools Education Foundation, Inc.:
Excellence in Science Scholarship
Jodi Gillette. Page 4
Discussion

D. FINANCE REPORT

- 1. Finance Report
Anthony E. Beckles, Sr. Page 12
Discussion

E. CONSENT AGENDA

- 1. School Board Meeting Minutes: July 10, 2018 (Regular Meeting)
July 24, 2018 (Special Meeting)

- 2. Personnel Report
 Marie F. Gee. Page 19
 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. Lynchburg City School Board Regulation JEC-R
 School Admission
 Anthony E. Beckles, Sr. Page 21
 Discussion
- 2. Lynchburg City School Board Policy Update:
 Policy JGD/JGE
 Ben W. Copeland. Page 27
 Discussion
- 3. Lynchburg City School Board Policy Updates from VSBA
 Ben W. Copeland. Page 48
 Discussion

H. NEW BUSINESS

- 1. Lynchburg City School Board Regulation GCBD-RZ
 Sick Leave
 Ben W. Copeland Page 94
 Discussion
- 2. 2018-2019 Applications for Federal Programs
 LaTonya Brown. Page 100
 Discussion/Approval

3. School Board Retreat: 2018-2019 Crystal M. Edwards.	Page 101
Discussion/Action	
4. Regional Alternative Education Program 2018-2019 LaTonya Brown.	Page 102
Discussion/Action	
5. Lynchburg City Schools Local Gifted Plan Heather Boyles.	Page 103
Discussion/Action	

I. SUPERINTENDENT’S COMMENTS

J. BOARD COMMENTS

K. INFORMATIONAL ITEMS

Next School Board Meeting (Special Meeting): Tuesday, August 21, 2018, 5:30 p.m., Board Room, School Administration Building

Regular School Board Meeting: Tuesday, September 4, 2018, 5:30 p.m., Board Room, School Administration Building

Virginia School Board Association Governance Training: Friday, September 21, 2018, at 200 Hansen Road, Charlottesville, Virginia. All board members and the superintendent must be in attendance.

Board Governance and Norms will be reviewed at the September 21, 2018 training. After review and updating, Governance and Norms will be an agenda item on the November board meeting agenda.

All retreat topic suggestions are to be submitted to Mrs. Morrison.

L. ADJOURNMENT

Agenda Report

Date: 08/07/18

Agenda Number: A-1

Attachments: No

From: Susan D. Morrison, School Board Chairman

Subject: Notice of Closed Meeting

Summary/Description:

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

Personnel and Legal Matters

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

Recommendation:

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

Agenda Report

Date: 08/07/18

Agenda Number: A-2

Attachments: No

From: Susan D. Morrison, School Board Chairman

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: 08/07/18

Agenda Number: B-1

Attachments: No

From: Susan D. Morrison, 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: 08/07/2018

Agenda Number: C-1

Attachments: Yes

From: Crystal M. Edwards, Superintendent
Jodi K. Gillette, Lynchburg City Schools Education Foundation

Subject: Lynchburg City Schools' Excellence in Science Scholarship

Summary/Description:

The Lynchburg City Schools and the Lynchburg City Schools Education Foundation are pleased to announce the return of the LCS Excellence in Science Scholarship thanks to the vision of Dr. Charles W. Pryor, Jr. The original \$25,000.00 scholarship was previously awarded to one top LCS science student, from either Heritage High School or E.C. Glass High School, during the 2013-2014, 2014-2015, 2015-2016, and 2016-2017 school years and was funded through the generosity of Dr. Pryor and his family with the intent to attract, and retain, top science scholars to the Lynchburg City Schools.

The LCS Excellence in Science Scholarship will return during the 2018-2019 school year thanks once again to the vision of Dr. Pryor and with significant financial commitments for five consecutive years from BWX Technologies, Framatome, the DTE Energy Foundation, Dr. & Mrs. Charles W. Pryor Jr., and Lee & Sharon Ainslie. For each of the next five years, this \$25,000 scholarship will be awarded to one outstanding senior interested in entering a science-related field of study. The award will be distributed to an institution of higher learning over a four-year period with an installment of \$3,125.00 each semester with the possibility of additional contributions increasing the amount of this award. For the 2018-2019 academic year, we are proud to announce that this award will be \$30,000.00 with allocations of \$3,750.00 each semester for the scholarship recipient.

The LCS Excellence in Science Scholarship will be given to the top senior science student as determined by a selection process that includes a written application, a letter of interest, three letters of recommendation, an official transcript, and an interview with the division-level selection committee.

Tonight's presentation is to inform you of this scholarship opportunity to the school board and announce it to the community.

Disposition: Action
 Information
 Action at Meeting on:

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

**Lynchburg City Schools
Excellence in Science
Scholarship
2018-2019**

Information and Application

DRAFT

**Lynchburg City Schools
Excellence in Science Scholarship**

Award Eligibility Criteria

- This award is available to seniors at E.C. Glass High School and Heritage High School.
- The student must be on track to receive an advanced studies high school diploma.
- The student must have completed a minimum of four advanced level science and math courses prior to his/her senior year.
- The student must possess a Grade Point Average of 3.8 or higher.
- The student must be planning to enter a science-related field of study (computer sciences, engineering, biology, chemistry, physics, etc.) at a college or university with an accredited science curriculum.
- The award is only valid while student is enrolled in a science-related field of study (computer sciences, engineering, biology, chemistry, physics, etc.) at a college or university with an accredited science curriculum.
- The student should have demonstrated interest in science with recent awards, projects, and/or achievements in science-related fields.
- Any finalist for this award must participate in an interview with a division-level selection committee.

Selection Process

Interested students must submit ALL of the following items to be considered:

- 1.) A completed application which includes contact information, high school math and science course information, a listing of activities/programs with leadership involvement, science-related research/study, and science-related honors/recognitions.
- 2.) A letter of interest (two pages or less). The letter should contain a brief explanation of interest in science, plans for a college major, career goals, and how they plan to contribute to the science field of their choice.
- 3.) Two letters of recommendation from the student's choice of teachers, administrators, counselors, employers, or individuals with significant knowledge of the student's experience and involvement in science-related activities.
- 4.) A third letter of recommendation from a recent or current science teacher.
- 5.) Most recent official transcript with cumulative Grade Point Average and highest SAT or ACT scores.

Award

- The award will be presented to the Lynchburg City Schools' top senior science student as determined by the above criteria.
- The student will be selected by March 1st of the academic school year.
- The total award will be \$25,000.00 and may increase in any given year. For the 2018-2019 academic year, the award will be \$30,000.00.
- The Lynchburg City Schools Education Foundation, Inc. will serve as the fiscal agent and will distribute the award to an institution of higher learning over a four-year time period with an installment of \$3,125.00 each semester (\$3,750.00 for the 2018-2019 academic year recipient.)
- The scholarship applies to tuition, books, and fees.
- The student will be recognized during the Senior Honors Awards Assembly.

**Lynchburg City Schools
Excellence in Science Scholarship
Application**

Applicant Information: Complete all requested information.

First Name	Last Name
Date of Birth	Student Email
Address	Home Phone Cell Phone
Parent's/Guardian's Name	Parent's/Guardian's Email
Parent's/Guardian's Phone	

High School Information: Complete all requested information

High School Name:	Guidance Counselor Name:
Please check which high school science courses you have completed. <input type="checkbox"/> Advanced Earth Science <input type="checkbox"/> Advanced Biology <input type="checkbox"/> Advanced Chemistry <input type="checkbox"/> Advanced Physics <input type="checkbox"/> AP Chemistry <input type="checkbox"/> AP Biology <input type="checkbox"/> AP Physics <input type="checkbox"/> AP Environmental <input type="checkbox"/> College Biology <input type="checkbox"/> Other _____	Please check which high school science courses you have completed. <input type="checkbox"/> Advanced Algebra I <input type="checkbox"/> Advanced Algebra II <input type="checkbox"/> Advanced Geometry/Trigonometry <input type="checkbox"/> Trigonometry Functions <input type="checkbox"/> Advanced Math Analysis <input type="checkbox"/> AP Statistics <input type="checkbox"/> AP Calculus <input type="checkbox"/> AP Calculus Block (AB/BC) <input type="checkbox"/> College Precalc./Applied Calculus <input type="checkbox"/> Other _____
GPA (end of 1st semester of senior year)	SAT Scores (all subtests)

Do you attend Central Virginia Governor's School? _____
 Do you attend the Early College Program? _____
 Do you attend the CVCC STEM Academy? _____

**Lynchburg City Schools
Award for Excellence in Science
Application**

Career Highlights: Activities, Research, and Honors

In the following three sections, list accomplishments of leadership or intellectual activities. Higher scores will be awarded to activities/programs in which the student holds a position of leadership; to extensive research, study, and presentations in science related areas; and to participation in science-related competitions.

Activities/Programs

List three significant activities/programs from the past three years that relate to areas of interest.

Activity/Organization	Position Held	Time Involved	Year
<i>EXAMPLE: JROTC</i>	<i>Cadet Colonel</i>	<i>2 hours per school day (3.5 yrs)</i>	<i>2010- present</i>

Science-Related Research/Study Experiences

List three significant science-related research/study experiences from the past three years.

Study/Brief Description	Teacher	Organization	Time
<i>EXAMPLE: Research project on algae bloom in campus lake.</i>	<i>Kelly Douglass, AP Biology</i>	<i>Heritage High</i>	<i>Fall 2012</i>

Science-Related Honors/Recognitions

List three science-related honors/recognitions from the past three years.

Honor/Recognition	Level of Competition	Year
<i>EXAMPLE: State Science Fair Winner (2nd place)</i>	<i>State</i>	<i>2012</i>

**Lynchburg City Schools
Award for Excellence in Science
Application**

Letter of Interest

Students must provide a letter of interest (two pages or less). The letter should contain an explanation of interest in science, plans for a college major, career goals, and how they plan to contribute to the science field of their choice.

The letter of interest should be addressed to the Award for Excellence in Science Selection Committee. The letter should be single-spaced and should be typed using 12-point font and one-inch margins.

The student must sign the letter of interest and include the letter in the application packet.

Letters of Recommendation

The student must provide two letters of recommendation from his/her choice of teachers, administrators, counselors, employers, or individuals with significant knowledge of the student's experience and involvement in science-related activities.

A third letter of recommendation from a recent or current science teacher must also be included.

These three letters of recommendation must include the signature of the reference and must be included in the application packet.

Official Transcript

The student must include a copy of an official transcript with his/her cumulative Grade Point Average as reported through the end of first semester of the senior year. The transcript is available from the student's guidance counselor.

SAT/ACT Scores

The student must include an official copy of his/her highest SAT/ACT scores to date. The scores are available from the student's guidance counselor.

**Award for Excellence in Science
Required Application Items**

Completed application packets are due to your school counselor by February 1, 2019. Please see the specific directions on page two. All of the following must be included:

- Completed Application
- Letter of Interest (two pages or less)
- Three Letters of Recommendation (one from a recent or current science teacher)
- Official transcript with cumulative GPA
- Highest SAT or ACT scores

The top five applicants will be asked to participate in an interview. The winner will be notified within 10 days of the interview.

Agenda Report

Date: 08/07/18

Agenda Number: D-1

Attachments: Yes

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

Subject: Finance Report

Summary/Description:

The school administration, in accordance with the FY2017-18 school's operating budget, authorized, approved, and processed the necessary payments through June 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 June 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 June 30, 2018

Actual Revenue Received	\$ 95,362,589.68
Actual Expenditures	\$ 93,602,114.61
Actual Encumbered	\$ 326,764.03

Percent of Budget Received	98.57%
Percent of Budget Used, excluding encumbrances	96.75%
As of 6/30/18 – 12 months	100.00%

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

Please note these are preliminary numbers only and do not reflect final year end amounts. At this time, total revenue is not reflected. The expenditure total is not finalized at this time as there are pending adjustments to be entered, such as the adjustment to the health insurance expense, adjustment for year end accruals, and the recording of transactions between the City and Schools.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

Agenda Report Attachment

Item: D-1

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

ACCOUNT TITLE	FY 2016-17			FY 2017-18				
	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	% RECEIVED	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	% RECEIVED
240308 SALES TAX RECEIPTS	(10,837,193.00)	(10,590,644.26)	(246,548.74)	97.72%	(10,614,314.00)	(10,692,439.52)	78,125.52	100.74%
240202 BASIC SCHOOL AID	(21,878,492.00)	(21,971,533.00)	93,041.00	100.43%	(21,769,498.00)	(21,765,334.61)	(4,163.39)	99.98%
240207 GIFTED & TALENTED	(246,173.00)	(245,546.00)	(627.00)	99.75%	(243,593.00)	(233,814.29)	(9,778.71)	95.99%
240208 REMEDIAL EDUCATION-SOQ	(1,492,427.00)	(1,488,621.00)	(3,806.00)	99.74%	(1,476,782.00)	(1,479,032.00)	2,250.00	100.15%
240204 REMEDIAL EDUCATION -SUMMER	(161,164.00)	(164,036.00)	2,872.00	101.78%	(164,036.00)	(196,844.71)	32,808.71	120.00%
SUPLL LOTTERY PER PUPIL ALLOCATIO	(268,842.00)	(268,873.00)	31.00	100.01%	(1,391,118.00)	(1,404,157.04)	13,039.04	100.94%
COMPENSATION SUPPLEMENT	(360,828.00)	0.00	(360,828.00)	0.00%	(231,552.00)	(222,205.96)	(9,346.04)	95.96%
240212 SPECIAL ED SOQ	(2,841,252.00)	(2,834,007.00)	(7,245.00)	99.75%	(2,811,468.00)	(2,815,752.00)	4,284.00	100.15%
240217 VOCATIONAL ED SOQ	(405,161.00)	(404,127.00)	(1,034.00)	99.74%	(400,913.00)	(401,524.00)	611.00	100.15%
240221 SOC SEC-INSTR	(1,461,655.00)	(1,457,928.00)	(3,727.00)	99.75%	(1,448,333.00)	(1,448,537.00)	2,204.00	100.15%
240223 VRS INSTRUCTIONAL	(3,015,625.00)	(3,007,936.00)	(7,689.00)	99.75%	(3,324,028.00)	(3,329,093.00)	5,065.00	100.15%
240241 GROUP LIFE INST	(97,444.00)	(97,195.00)	(249.00)	99.74%	(96,422.00)	(96,569.00)	147.00	100.15%
240228 READING INTERVENTN	(185,114.00)	(207,993.00)	22,879.00	112.36%	(205,913.00)	(218,393.00)	12,480.00	106.06%
240205 CAT-REG FOSTER	(74,203.00)	(178,329.90)	104,126.90	240.33%	(190,250.00)	(188,242.00)	2,008.00	98.94%
240246 CAT-HOMEBOUND	(107,771.00)	(108,062.68)	291.68	100.27%	(110,224.00)	(93,733.71)	(16,490.29)	85.04%
240248 REGIONAL TUITION	(1,004,113.00)	(1,004,586.03)	473.03	100.05%	(1,011,481.00)	(1,002,226.65)	(9,254.35)	99.09%
240265 AT RISK SOQ	(1,502,539.00)	(1,498,543.00)	(3,996.00)	99.73%	(1,489,206.00)	(1,520,272.52)	31,066.52	102.09%
240309 ESL	(156,955.00)	(149,127.00)	(7,828.00)	95.01%	(154,875.00)	(148,421.87)	(6,453.13)	95.83%
240281 AT RISK 4 YR OLDS	(944,193.00)	(936,390.00)	(7,803.00)	99.17%	(932,488.00)	(932,488.00)	0.00	100.00%
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)	(57,397.33)	(497.67)	99.14%
MATH/READING INSTR SPECIALISTS	(42,665.00)	0.00	(42,665.00)	0.00%	(20,502.00)	(20,502.00)	0.00	100.00%
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)	(1,864,678.00)	(51,197.00)	97.33%
240214 TEXTBOOKS	(563,019.00)	(561,584.00)	(1,435.00)	99.75%	(557,117.00)	(557,966.00)	849.00	100.15%
240405 ALGEBRA READINESS	(141,003.00)	(145,275.00)	4,272.00	103.03%	(143,036.00)	(143,035.75)	(0.25)	100.00%
PROJECT GRADUATION	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
COMMONWEALTH OF VA	(49,838,636.00)	(49,308,526.02)	(530,109.98)	98.94%	(50,768,667.88)	(50,854,930.81)	86,262.93	100.17%
330212 IMPACT AIDPL81-874	(8,000.00)	(12,070.02)	4,070.02	150.88%	(8,500.00)	(9,406.36)	906.36	110.66%
180303 MEDICAID REIMBURSE	(680,000.00)	(708,470.91)	28,470.91	104.19%	(350,000.00)	(618,643.34)	268,643.34	176.76%
JR ROTC	(105,000.00)	(63,236.35)	(41,763.65)	60.23%	(105,000.00)	(126,289.44)	21,289.44	120.28%
FEDERAL	(793,000.00)	(783,777.28)	(9,222.72)	98.84%	(463,500.00)	(754,339.14)	290,839.14	162.75%

Agenda Report Attachment

Item: D-1

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

	FY 2016-17			FY 2017-18			
	REVENUE	YTD	BUDGET	REVENUE	YTD	BUDGET	
	BUDGET	TRANSACTIONS	BALANCE	BUDGET	TRANSACTIONS	BALANCE	
			%			%	
			RECEIVED			RECEIVED	
510500 CITY OPER APPR	(40,854,039.00)	(40,854,039.00)	0.00	(42,028,498.00)	(42,028,498.00)	0.00	100.00%
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%
CITY	(43,221,818.00)	(43,221,818.00)	0.00	(42,028,498.00)	(42,028,498.00)	0.00	100.00%
189912 MISC REV/OTH FUNDS	(101,566.00)	(70,252.44)	(31,313.56)	(75,000.00)	(34,511.37)	(40,488.63)	46.02%
180303 REBATES & REFUNDS	(20,000.00)	(16,768.83)	(3,231.17)	(86,250.00)	(34,160.23)	(52,089.77)	39.61%
189903 DONATIONS & SP GF	(1,000.00)	(1,400.00)	400.00	(5,512.50)	(6,312.50)	800.00	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)	(154,964.51)	(48,535.49)	76.15%
MISCELLANEOUS	(293,507.99)	(262,552.23)	(30,955.76)	(520,595.50)	(324,495.75)	(196,099.75)	62.33%
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)	(106,126.60)	26,126.60	132.66%
161206 TUITION ADULT	(11,000.00)	(15,472.50)	4,472.50	(20,000.00)	(27,885.00)	7,885.00	139.43%
161207 TUITION SUMMER SCH	(25,000.00)	(39,815.50)	14,815.50	(25,000.00)	(43,442.53)	18,442.53	173.77%
161202 SPEC PUPIL FEES	(35,000.00)	(25,770.22)	(9,229.78)	(31,000.00)	(16,758.86)	(14,241.14)	54.06%
161205 BUS RENTAL	(325,000.00)	(494,424.69)	169,424.69	(325,000.00)	(428,125.90)	103,125.90	131.73%
190101 TUIT FM OTH CO/CY	(400,000.00)	(777,654.02)	377,654.02	(500,000.00)	(46,803.28)	(453,196.72)	9.36%
161201 DUAL ENROLLMENT	(125,000.00)	(143,800.32)	18,800.32	(185,000.00)	(146,043.00)	(38,957.00)	78.94%
PRINT SHOP	(65,000.00)	(64,519.21)	(480.79)	(65,000.00)	(55,337.83)	(9,662.17)	85.14%
SCHOOL NUT UTILITIES	(90,000.00)	(85,578.33)	(4,421.67)	(90,000.00)	(80,411.32)	(9,588.68)	89.35%
FACILITY RENTALS	(50,000.00)	(83,792.37)	33,792.37	(50,000.00)	(139,792.13)	89,792.13	279.58%
INDIRECT COSTS	0.00	0.00	0.00	(200,000.00)	(143,599.53)	(56,400.47)	71.80%
CHARGES FOR SERVICES	(1,349,000.00)	(1,972,013.95)	623,013.95	(1,694,000.00)	(1,400,325.98)	(293,674.02)	82.66%
DESIGNATION - ENCUMBRANCES	(121,556.00)	0.00	(121,556.00)	(1,275,388.88)	0.00	(1,275,388.88)	0.00%
TOTAL OPERATING FUND	(95,617,517.99)	(95,548,687.48)	(68,830.51)	(96,750,650.26)	(95,362,589.68)	(1,388,060.58)	98.57%

	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
Original budget	\$93,056,175.00	\$93,056,175.00
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 - Shenel	\$ 88,000.00	\$ 88,000.00
Insurance Proceeds	\$ 33,833.00	\$ 33,833.00
Restricted Donation	\$ 5,512.50	\$ 5,512.50
Adjusted Budget	\$ 96,750,650.26	\$ 96,750,650.26

Agenda Report Attachment

Item: D-1

FY2017-2018 REVISED REVENUE BUDGET						
As of June 30, 2018						
	ORIGINAL	REVISED				CHANGE BETWEEN
	REVENUE	REVENUE				ORG & REVISED
	BUDGET	BUDGET	YTD	BUDGET	%	INCREASE
	As of 7/1/2017		TRANSACTIONS	BALANCE	RECEIVED	(DECREASE)
ADM	7,966.80	7,966.80				0.0
ACCOUNT TITLE						
COMMONWEALTH OF VA REVENUE						
240308 SALES TAX RECEIPTS	(10,614,314.00)	(10,614,314.00)	(10,692,439.52)	78,125.52	100.74%	0.00
240202 BASIC SCHOOL AID	(21,769,498.00)	(21,769,498.00)	(21,765,334.61)	(4,163.39)	99.98%	0.00
240207 GIFTED & TALENTED	(243,593.00)	(243,593.00)	(233,814.29)	(9,778.71)	95.99%	0.00
240208 REMEDIAL EDUCATION-SOQ	(1,476,782.00)	(1,476,782.00)	(1,479,032.00)	2,250.00	100.15%	0.00
240204 REMEDIAL EDUCATION - SUMMER SCHOOL	(164,036.00)	(164,036.00)	(196,844.71)	32,808.71	120.00%	0.00
SUPPL LOTTERY PER PUPIL ALLOCATION	(1,391,118.00)	(1,391,118.00)	(1,404,157.04)	13,039.04	100.94%	0.00
COMPENSATION SUPPLEMENT	(231,552.00)	(231,552.00)	(222,205.96)	(9,346.04)	0.00%	0.00
240212 SPECIAL ED SOQ	(2,811,468.00)	(2,811,468.00)	(2,815,752.00)	4,284.00	100.15%	0.00
240217 VOCATIONAL ED SOQ	(400,913.00)	(400,913.00)	(401,524.00)	611.00	100.15%	0.00
240221 SOC SEC-INSTR	(1,446,333.00)	(1,446,333.00)	(1,448,537.00)	2,204.00	100.15%	0.00
240223 VRS INSTRUCTIONAL	(3,324,028.00)	(3,324,028.00)	(3,329,093.00)	5,065.00	100.15%	0.00
240241 GROUP LIFE INST	(96,422.00)	(96,422.00)	(96,569.00)	147.00	100.15%	0.00
240228 READING INTERVENTN	(205,913.00)	(205,913.00)	(218,393.00)	12,480.00	106.06%	0.00
240205 CAT-REG FOSTER	(190,250.00)	(190,250.00)	(188,242.00)	(2,008.00)	98.94%	0.00
240246 CAT-HOMEBOUND	(110,224.00)	(110,224.00)	(93,733.71)	(16,490.29)	85.04%	0.00
240248 REGIONAL TUITION	(1,011,481.00)	(1,011,481.00)	(1,002,226.65)	(9,254.35)	99.09%	0.00
240265 AT RISK SOQ	(1,489,206.00)	(1,489,206.00)	(1,520,272.52)	31,066.52	102.09%	0.00
240309 ESL	(154,875.00)	(154,875.00)	(148,421.87)	(6,453.13)	102.09%	0.00
240281 AT RISK 4 YR OLDS - VPI	(932,488.00)	(932,488.00)	(932,488.00)	0.00	100.00%	0.00
240253 CTE EDUCATION	(57,895.00)	(57,895.00)	(57,397.33)	(497.67)	99.14%	0.00
MATH/READING INSTR SPECIALISTS	(20,502.00)	(20,502.00)	(20,502.00)	0.00	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)	(1,864,678.00)	(51,197.00)	97.33%	0.00
240214 TEXTBOOKS	(557,117.00)	(557,117.00)	(557,966.00)	849.00	100.15%	0.00
240405 ALGEBRA READINESS	(143,036.00)	(143,036.00)	(143,035.75)	(0.25)	100.00%	0.00
PROJECT GRADUATION	0.00	0.00	0.00	0.00	0.00%	0.00
COMMONWEALTH OF VA	(50,758,919.00)	(50,758,919.00)	(50,832,659.96)	73,740.96	100.15%	0.00
FEDERAL REVENUE						
330212 IMPACT AIDPL81-874	(8,500.00)	(9,406.00)	(9,406.36)	0.36	100.00%	906.00
180303 MEDICAID REIMBURSE	(350,000.00)	(618,643.00)	(618,643.34)	0.34	100.00%	268,643.00
JR ROTC	(105,000.00)	(126,289.00)	(126,289.44)	0.44	100.00%	21,289.00
FEDERAL	(463,500.00)	(754,338.00)	(754,339.14)	1.14	100.00%	290,838.00
CITY APPROPRIATIONS						
510500 CITY OPER APPR	(42,028,498.00)	(42,028,498.00)	(42,028,498.00)	0.00	100.00%	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
CITY	(42,028,498.00)	(42,028,498.00)	(42,028,498.00)	0.00	100.00%	0.00
MISCELLANEOUS REVENUE						
189912 MISC REV/IOTH FUNDS	(75,000.00)	(34,500.00)	(34,511.37)	11.37	100.00%	(40,500.00)
180303 REBATES & REFUNDS	(86,250.00)	(34,160.00)	(34,160.23)	0.23	100.00%	(52,090.00)
189903 DONATIONS & SP GF	(5,512.50)	(6,312.00)	(6,312.50)	0.50	0.00%	799.50
189909 SALE OTHER EQUIP	(16,500.00)	(28,500.00)	(28,500.00)	0.00	100.00%	12,000.00
189910 INSURANCE ADJUST	(100,000.00)	(66,047.00)	(66,047.14)	0.14	100.00%	(33,953.00)
E RATE REIMBURSEMENT	(203,500.00)	(155,000.00)	(154,964.51)	(35.49)	99.98%	(48,500.00)
MISCELLANEOUS	(486,762.50)	(324,519.00)	(324,495.75)	(23.25)	99.99%	(162,243.50)

Agenda Report Attachment

Item: D-1

CHARGES FOR SERVICES							
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)	(107,000.00)	(106,126.60)	(873.40)	99.18%	27,000.00	
161206 GED TESTING FEES	(20,000.00)	(27,885.00)	(27,885.00)	0.00	100.00%	7,885.00	
161207 TUITION SUMMER SCH	(25,000.00)	(43,000.00)	(43,442.53)	442.53	101.03%	18,000.00	
161202 SPEC PUPIL FEES	(31,000.00)	(16,700.00)	(16,758.86)	58.86	100.35%	(14,300.00)	
161205 BUS RENTAL	(325,000.00)	(428,125.00)	(428,125.90)	0.90	100.00%	103,125.00	
190101 TUIT FM OTH CO/CY	(500,000.00)	(500,000.00)	(46,803.28)	(453,196.72)	9.36%	0.00	
161201 DUAL ENROLLMENT	(185,000.00)	(146,000.00)	(146,043.00)	43.00	100.03%	(39,000.00)	
PRINT SHOP	(65,000.00)	(55,400.00)	(55,337.83)	(62.17)	99.89%	(9,600.00)	
SCHOOL NUT UTILITIES	(90,000.00)	(80,400.00)	(80,411.32)	11.32	100.01%	(9,600.00)	
FACILITY RENTALS	(50,000.00)	(139,800.00)	(139,792.13)	(7.87)	99.99%	89,800.00	
INDIRECT COSTS FROM GRANTS	(200,000.00)	(143,600.00)	(143,599.53)	(0.47)	100.00%	(56,400.00)	
CHARGES FOR SERVICES	(1,694,000.00)	(1,853,910.00)	(1,400,325.98)	(453,584.02)	75.53%	159,910.00	
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	
TOTAL OPERATING FUND	(95,431,679.50)	(95,720,184.00)	(95,340,318.83)	(379,865.17)	99.60%	288,504.50	
REVENUE OVER/(UNDER) ORIGINAL BUDGET	288,504.50						
Note							
Bold accounts are affected by changes in ADM							

Agenda Report Attachment

Item: D-1

Lynchburg City Schools
 Operating Fund - Statement of Expenditures
 For the Twelve Months Ending June 30, 2018 unaudited, not finalized

	Fiscal Year 2017-18					
	BUDGET	TRANSACTIONS	BUDGET % USED	ENCUMBRANCES	BUDGET AVAILABLE	BUDGET % USED
INSTRUCTION						
FUNCTION 1100 CLASSROOM INSTRUCTION						
Personnel	50,270,581.14	49,133,776.32	97.74%	0.00	1,136,804.82	97.74%
Other	4,032,706.51	3,523,717.32	87.38%	32,968.00	476,021.19	88.20%
FUNCTION 1200 INST SUPPORT-STUDENT						
Personnel	3,646,190.50	3,560,236.54	97.64%	0.00	85,953.96	97.64%
Other	169,247.76	80,474.57	47.55%	0.00	88,773.19	47.55%
FUNCTION 1300 INST SUPPORT-STAFF						
Personnel	3,737,330.16	3,710,990.57	99.30%		26,339.59	99.30%
Other	1,493,133.73	1,310,537.77	87.77%	27,658.00	154,937.96	89.62%
FUNCTION 1400 INST SUPPORT-SCHOOL ADMN						
Personnel	5,657,111.52	5,569,545.04	98.28%	0.00	97,566.48	98.28%
Other	247,238.98	194,055.73	78.49%	0.00	53,183.25	78.49%
TOTAL INSTRUCTION	69,253,540.30	67,073,333.86	96.85%	60,626.00	2,119,580.44	96.94%
ADMINISTRATION						
FUNCTION 2100 ADMINISTRATION						
Personnel	3,192,366.13	3,192,168.22	99.99%	0.00	197.91	99.99%
Other	1,438,468.68	1,313,672.50	91.32%	5,395.00	119,401.18	91.70%
FUNCTION 2200 ATTENDANCE & HEALTH SERV						
Personnel	1,875,099.54	1,827,368.09	97.45%	0.00	47,731.45	97.45%
Other	130,275.00	49,434.50	37.95%	0.00	80,840.50	37.95%
TOTAL ADMINISTRATION	6,636,209.35	6,382,643.31	96.18%	5,395.00	248,171.04	96.26%
PUPIL TRANSPORTATION						
FUNCTION 3100 MANAGEMENT & DIRECTION						
Personnel	371,053.09	370,848.48	99.94%	0.00	204.61	99.94%
Other	21,582.50	20,149.79	93.36%	0.00	1,432.71	93.36%
FUNCTION 3200 VEHICLE OPERATION SERVICE						
Personnel	2,980,155.36	2,879,430.00	96.62%	0.00	100,725.36	96.62%
Other	802,568.30	786,349.35	97.98%	0.00	16,218.95	97.98%
FUNCTION 3300 MONITORING SERVICE						
Personnel	571,725.48	569,102.20	99.54%	0.00	2,623.28	99.54%
FUNCTION 3400 VEHICLE MAINT SERVICE						
Personnel	365,930.19	354,329.88	96.83%	0.00	11,600.31	96.83%
Other	364,150.00	358,936.76	98.57%	0.00	5,213.24	98.57%
FUNCTION 3500 BUS PURCHASE - REGULAR						
Other	1,268,061.00	1,089,168.00	0.00%	178,568.00	325.00	99.97%
TOTAL PUPIL TRANSPORTATION	6,745,225.92	6,428,314.46	95.30%	178,568.00	138,343.46	97.95%
OPERATIONS & MAINTENANCE						
FUNCTION 4100 MANAGEMENT & DIRECTION						
Personnel	291,544.25	290,306.43	99.58%	0.00	1,237.82	99.58%
Other	82,000.00	89,011.64	108.55%	0.00	(7,011.64)	108.55%
FUNCTION 4200 BUILDING SERVICES						

Lynchburg City Schools
 Operating Fund - Statement of Expenditures
 For the Twelve Months Ending June 30, 2018 unaudited, not finalized

Personnel	4,429,393.73	4,409,728.60	99.56%	0.00	19,665.13	99.56%
Other	4,861,294.84	4,733,798.79	97.38%	12,817.36	114,678.69	97.64%
FUNCTION 4300 GROUNDS SERVICES						
Personnel	264,317.99	246,867.61	93.40%	0.00	17,450.38	93.40%
Other	52,000.00	47,731.34	91.79%	0.00	4,268.66	91.79%
FUNCTION 4400 EQUIPMENT SERVICES						
Other	80,000.00	69,697.91	87.12%	0.00	10,302.09	87.12%
FUNCTION 4500 VEHICLE SERVICES						
Other	22,500.00	21,411.31	95.16%	0.00	1,088.69	95.16%
FUNCTION 4600 SECURITY SERVICES						
Personnel	20,038.30	21,176.93	105.68%	0.00	(1,138.63)	105.68%
Other	411,526.35	373,244.46	90.70%	6,709.20	31,572.69	92.33%
FUNCTION 4700 WAREHOUSING SERVICES						
Personnel	9,163.34	6,980.00	76.17%	0.00	2,183.34	76.17%
TOTAL OPERATIONS & MAINTENANCE	10,523,778.80	10,309,955.02	97.97%	19,526.56	194,297.22	98.15%
Other Non-Instructional Operations						
FUNCTION 5000 Non-Instructional Operations - Other	22,055.00	16,644.77	75.47%	0.00	5,410.23	75.47%
TOTAL Non-Instructional Operations	22,055.00	16,644.77	75.47%	0.00	5,410.23	75.47%
FACILITIES						
FUNCTION 6600 BLDG ADD & IMP SERVICES	66,181.38	26,138.16	39.49%	0.00	40,043.22	39.49%
TOTAL FACILITIES	66,181.38	26,138.16	39.49%	0.00	40,043.22	39.49%
DEBT SERVICE						
FUNCTION 7100 DEBT SERVICE - Other	0.00	0.00	0.00%	0.00	0.00	0.00%
TOTAL DEBT SERVICE	0.00	0.00	0.00%	0.00	0.00	0.00%
TECHNOLOGY						
FUNCTION 8100 CLASSROOM INSTRUCTION	1,753,404.40	1,723,764.10	98.31%	0.00	29,640.30	98.31%
Other	245,953.28	192,537.35	78.28%	47,766.67	5,649.26	97.70%
FUNCTION 8200 INSTRUCTIONAL SUPPORT						
Personnel	473,116.05	454,118.96	95.98%	0.00	18,997.09	95.98%
Other	1,028,359.78	994,664.62	96.72%	14,881.80	18,813.36	98.17%
FUNCTION 8500 PUPIL TRANSPORTATION						
Other	2,826.00	0.00	0.00%	0.00	2,826.00	0.00%
TOTAL TECHNOLOGY	3,503,659.51	3,365,085.03	96.04%	62,648.47	75,926.01	97.83%
CONTINGENCY RESERVES						
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%
TOTAL CONTINGENCY RESERVES	0.00	0.00	0.00%	0.00	0.00	0.00%
TOTAL OPERATING BUDGET	96,750,650.26	93,602,114.61	96.75%	326,764.03	2,821,771.62	97.08%

Agenda Report

Date: 08/07/2018

Agenda Number: E-2

Attachments: Yes

From: Dr. Crystal Edwards, Superintendent

Subject: Personnel Report

Summary/Description:

The personnel recommendations for July 24, 2018 – August 7, 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 July 24, 2018 – August 7, 2018.

Agenda Report

E-2

08/07/18

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

Brown Sherita	Liberty University	BA / 0 yrs (Lv. 0 1)	Linkhorne Middle School English Teacher	08-08-2018
Hill Benjamin	Liberty University	BA / 0 yrs (Lv. 0 2)	R.S. Payne/Dearington Elem. Music Teacher	08-08-2018
Jones Kelly	Lynchburg University	MA / 3 yrs (Lv. 3 3)	Heritage High School Social Studies Teacher	08-08-2018

RESIGNATIONS:

Oliver Heidi	Lynchburg College	BA / 15 yrs (Lv. 15 3)	R.S. Payne Elementary School Gifted Teacher	06-02-2018
Riggles Pamela	JMU	MA / 10 yrs (Lv. 10 3)	Sandusky Elementary School Vocal Music Teacher - PT	06-02-2018
Smith Tina	Longwood University	MS / 13 yrs (Lv. 13 3)	Sandusky Elementary School Librarian	06-08-2018

RETIREMENTS:

NONE

LEAVE OF ABSENCE:

NONE

Agenda Report

Date: 08/07/18

Agenda Number: G-1

Attachments: Yes

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

Subject: Lynchburg City School Board Regulation JEC-R School Admission

Summary/Description:

The changes presented for Lynchburg City School policy JECZ Non-Resident Employee Student Tuition Waiver and regulation JNZ-R Student Fees, Fines, and Charges prompted administration to also review regulation JEC-R School Admission for consistency in policy language.

Revisions to regulation JEC-R 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 updated policy and regulations for JECZ Non-Resident Employee Student Tuition Waiver and regulation JNZ-R Student Fees, Fines.

SCHOOL ADMISSION

No person is charged tuition for admission or enrollment in the Lynchburg City Schools, whether on a full-time or part-time basis, who is eligible for admission under Policies JEC School Admission or JECA Admission of Homeless Children. School officials do not inquire into the student's citizenship or B, C or D visa status in determining eligibility for tuition-free enrollment in the Lynchburg City Schools.

However, the school division may admit and charge tuition to a student who:

- A. Is a resident of the school division but not of school age;
- B. Is of school age and not a resident of Virginia but is temporarily living with a nonparent who resides within the school division;
- C. Is of school age and resides beyond the boundaries of Virginia but near thereto in a state or the District of Columbia which grants equal attendance privileges to residents of the Commonwealth;
- D. Is of school age and resides on a military or naval reservation located wholly or partly within the geographical boundaries of the school division, is not a domiciled resident of the Commonwealth of Virginia, and is a student for whom federal funds provided under Public Law 874 of 1950, commonly known as Impact Aid, fund less than 50 percent of the total per capita cost of education in Lynchburg City Schools exclusive of capital outlay and debt service; such students shall be eligible for interscholastic programs immediately upon enrollment, provided that such persons (i) satisfy all other requirements for eligibility and (ii) are dependents of a military service member required by the military to live on the military installation as evidenced by a statement on command letterhead signed by, or by direction of, the service member's commanding officer;
- E. Is of school age and attending a school in the division pursuant to a foreign student exchange program approved by the School Board;
- F. Is a resident of the Commonwealth but not of the school division (i.e. non-resident), except as provided in Policy JEC School Admission;
- G. Is of school age and was enrolled in a public school within the division as a domiciled resident of the Commonwealth, and has been required as a result of military or federal orders issued to their parents to relocate and reside on federal property in another state or the District of Columbia, where such state or the District of Columbia is contiguous to the school division; or
- H. Is of school age and residing within the school division, and is enrolled in summer programs other than remediation required under Va. Code § 22.1-253:13.1, or is enrolled in local initiatives or programs not required by the Standards of Quality or the Standards of Accreditation.

Eligibility for consideration does not signify acceptance of the admission application of a student. Each application for admission will be considered on an individual basis. The residency of persons in the above categories who reside in housing or temporary shelter, or on property located in multiple jurisdictions, shall be determined in the manner set forth in Policy JEC School Admission.

Foreign students in an F-1 immigration status or who obtain F-1 student visas are not admitted in the division's elementary schools or publicly funded adult education programs. Such students may be admitted, for a period up to twelve months, in the division's secondary schools only if they pre-pay the full, unsubsidized per capita cost of the education.

Non-Resident Students (Not Including Children of Employees)

Nonresident students will be admitted to Lynchburg City Schools on a space-available basis and contingent upon a review of the student's scholastic record. Nonresident students will be subject to all selection and placement procedures established by the school division for resident students. Admission to the Lynchburg City Schools is not assumed to be continuous from one year to the next. Parents/guardians must submit an application each year.

Nonresident students are not eligible to apply to attend the pre-kindergarten program. Nonresident students must be enrolled in the Lynchburg City Schools for a minimum of one academic year prior to being eligible to attend one of the schools for innovation, the Gifted Opportunities Center, Early College Program, XLR8 (STEM) Academy, or the Central Virginia Governor's School for Science and Technology, and will be placed on a space-available basis. Nonresident students seeking admission to one of the schools for innovation at the Kindergarten level may apply without meeting the minimum one-year-enrollment requirement. Requests for one of these programs are considered only if space is available after considering all applications of resident students.

Nonresident students who are already enrolled in one of these programs at the time this regulation is approved by the Board may continue in that program.

Children of LCS Employees who are Residents of Lynchburg City

A parent or guardian who is a resident of the City of Lynchburg and an employee of the Lynchburg City Schools may enroll or request a transfer of their child to a school in the division other than the school zoned for their residence. Approval of any request is based upon the availability of space in the requested school and a review of the student's attendance, behavior, and academic effort. School reassignments will be valid for a period of one year. Parent/guardian employees must reapply for consideration annually. Transportation to the school outside of the zoned school is not provided.

If the requested school is a School for Innovation, the parent would request admission for the student in the same manner as any parent who is not an employee and would not receive any preference over other resident students.

If the employee works at the requested school, the student may be admitted in a manner similar to a student who lives in the school zone. This also applies to Schools for Innovation.

Children of LCS Employees Who are Not Residents of Lynchburg City

A parent or guardian who is not a resident of the City of Lynchburg but is an employee of the Lynchburg City Schools may request to enroll their child in a school in the division. Approval of any request is based upon the availability of space in the requested school and a review of the student's attendance, behavior, and academic effort. School reassignments will be valid for a period of one year. Parent/guardian employees must reapply for consideration annually. Transportation to the school is not provided.

The parent may not request to enroll in a School for Innovation except as space is available, as is described for a non-resident student whose parent is not an employee.

If the employee works at the requested school, the student may be admitted in a manner similar to a student who lives in the school zone. This also applies to Schools for Innovation.

There is no charge for a student who is a non-resident if the parent is an employee unless the student attends a program that requires extra costs (e.g. a School for Innovation) or receives additional services beyond the general education program.

Conditions for Removal of a Student from a Requested School

If a student is not meeting expectations for attendance, behavior, or academic effort, the school shall meet with the parent to collaboratively determine causes that could be addressed and establish a plan and expectations going forward. A written summary of this meeting, plan, and expectations shall be provided to the parent. If improvement is not made and expectations are not met, another meeting and summary should occur. If, after two meetings and written follow-ups the areas of concern did not improve to meet expectations, the principal may request that the student be removed from the school by contacting the Superintendent or designee. If the cause for concern is a significant behavior event, including the severity of a short-term suspension or more, the principal may request removal immediately. The matter will then be reviewed by the division's discipline coordinator in alignment with discipline policies.

If a student is removed from the requested school, the transition to the student's zoned school should occur to minimize the impact on the student, such as at the end of the school year when possible, and if not, preferably at a natural break during the school year. Additionally, communication with the receiving school should occur at the earliest possible time to facilitate a smooth transition. If the student is attending as a non-resident student, the student will no longer be allowed to attend an LCS school and the transition may occur sooner.

Procedure for Admission

The following procedure is followed for application and review of applications for admission of students who are not eligible for tuition-free enrollment.

A parent or guardian of a student shall apply for admission on behalf of the student by completing the division application. The application form contains information and agreements including, but not limited to:

- the current legal residence of the child and the school division in which the child is currently enrolled, if any;
- the child’s unique student identification number, if any;
- the basis for requesting admission;
- the specific building and grade level (elementary) or course offerings (secondary) in which the student desires to be enrolled if accepted by the division; and,
- the agreement that the student is subject to all policies, regulations and guidelines of the school division, including the Code of Student Conduct.

During the period of time each year when applications are accepted, Superintendent’s designee shall provide the applicant with written notification of the approval or denial of the application within 15 days of receipt of the applications, unless otherwise specified on the application. If the student is to be admitted, the Superintendent or Superintendent’s designee shall notify the division which the student previously attended, if any, and make necessary arrangements for the transfer of student records. The notification of admission shall state the period for which the student is accepted and the subsequent conditions which could cause the acceptance to be terminated.

If the application is denied, the Superintendent’s designee shall notify the parent or guardian of the right to have the transfer reviewed by sending a written request to the Superintendent within seven calendar days. Applications denied based upon the student's suspension, expulsion or withdrawal of admission shall be reviewed in as provided in Policy JEC School Admission. For all other denials of admission, the Superintendent shall respond in writing to the request for review within 10 calendar days.

Tuition Rate

Tuition fees *{rates and additional charges are contained in regulation JNZ-R.}* ~~for nonresident students will be approved by the board each year. Additional tuition fees may be charged depending upon the program/services provided.~~ Parents or guardians paying tuition for multiple children during the same academic year will pay on a basis of paying full tuition for the first child and half tuition for any other children who reside with the same parent/guardian. A refund for any unused tuition will be made if an enrolled nonresident student should withdraw during the school year.

Transportation

- Transportation is not furnished to nonresident students except in those cases where:
- agreements between divisions specify transportation services;
 - federal or state legislation mandates the provision of transportation services; or
 - transportation services can be provided at no cost to the division.

Adopted: April 19, 2016

Revised: April 4, 2017

Legal Refs: 8 CFR 214.2.

Code of Virginia, 1950, as amended, §§ 22.1-3, 22.1-5 and 22.1-287.02.

1999 Va. Op. Atty. Gen. 105

Cross Refs.:	JEC	School Admission
	JECA	Admission of Homeless Children

Agenda Report

Date: 08/07/18

Agenda Number: G-2

Attachments: Yes

From: Crystal M. Edwards, Superintendent
LaTonya D. Brown, Director of Student Services

Subject: Lynchburg City School Board Policy JGD/JGE Student Suspension/Expulsion
and Regulation JGD/JGE-RZ Student Suspension/Expulsion

Summary/Description:

Policy JGD/JGE Student Suspension/Expulsion was recently received as an update from the Virginia School Boards Association (VSBA). This prompted administration to also review the corresponding regulation for this policy, JGD/JGE-RZ Student Suspension/Expulsion, for policy consistency. This policy and regulation has been reviewed by legal counsel and reflects the latest changes in state and federal law. These revisions from the VSBA May 2018 update appear as attachments to the agenda report.

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

Recommendation:

The superintendent recommends that the school board approve policy JGD/JGE Student Suspension/Expulsion and regulation JGD/JGE-RZ Student Suspension/Expulsion.

STUDENT SUSPENSION/EXPULSION

Suspension or expulsion is the final step in the Lynchburg City Schools' student disciplinary process. A suspension is the denial of access to all facilities and programs of the school division during the length of the suspension or expulsion. All long-term suspensions and expulsions require approval by the school board.

I. DEFINITIONS

As used in this Policy,

“Alternative education program” shall include night school, adult education, or another education program designed to offer instruction to students for whom the regular program of instruction may be inappropriate.

“Destructive device” means (1) any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other similar device; (2) any weapon, except a shotgun or a shotgun shell generally recognized as particularly suitable for sporting purposes, by whatever name known that will, or may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter that is homemade or was not made by a duly licensed weapon manufacturer, any fully automatic firearm, any sawed-off shotgun or sawed-off rifle as defined in Va. Code § 18.2-299 or any firearm prohibited from civilian ownership by federal law; and (3) any combination of parts either designed or intended for use in converting any device into any destructive device described herein and from which a destructive device may be readily assembled. “Destructive device” does not include any device that is not designed or redesigned for use as a weapon, or any device originally designed for use as a weapon and that is redesigned for use as a signaling, pyrotechnic, line-throwing, safety, or other similar device, nor shall it include any antique firearm as defined in subsection G of Va. Code § 18.2-308.2:2.

“Disruptive behavior” means a violation of school board regulations governing student conduct that interrupts or obstructs the learning environment.

“Exclusion” means a Virginia school board’s denial of school admission to a student who has been expelled or has been placed on a long-term suspension of more than thirty ~~{(30)}~~ calendar days by another school board or a private school, either in Virginia or another state, or for whom admission has been withdrawn by a private school in Virginia or another state.

“Expulsion” means any disciplinary action imposed by a school board or a committee thereof, as provided in school board policy, whereby a student is not permitted to attend school within the school division and is ineligible for readmission for 365 calendar days after the date of the expulsion.

“Firearm” means (1) any weapon, including a starter gun, that will, or is designed or may readily be converted to, expel single or multiple projectiles by the action of an explosion of a

combustible material; (2) the frame or receiver of any such weapon; or (3) any unloaded firearm in a closed container. "Firearm" does not include any pneumatic gun as defined in this Policy.

"Long-term suspension" means any disciplinary action whereby a student is not permitted to attend school for ~~more than ten school days but less than 365 calendar~~ **{11 to 45 school}** days.

"One year" means 365 calendar days as required in federal regulations.

"Pneumatic gun" means any implement, designed as a gun, that will expel a BB or a pellet by action of pneumatic pressure. "Pneumatic gun" includes a paintball gun that expels by action of pneumatic pressure plastic balls filled with paint for the purpose of marking the point of impact.

"School Board Disciplinary Committee or Disciplinary Committee" means a committee composed of at least three members of the Lynchburg City School Board.

"School property" means any real property owned or leased by the City of Lynchburg and turned over to the School Board to be used by the division for school purposes, or real property leased by the School Board or any vehicle owned or leased by the School Board or operated by or on behalf of the School Board.

"Short-term suspension" means any disciplinary action whereby a student is not permitted to attend school for a period not to exceed ten **{(10)}** school days.

"Superintendent's designee" means a 1) trained hearing officer or 2) professional employee in the administrative offices of the school division who reports directly to the Superintendent and who is not a school-based instructional or administrative employee.

II. SUSPENSIONS AND EXPULSIONS OF STUDENTS GENERALLY

Pupils may be suspended or expelled from attendance at school for sufficient cause; however, in no case may sufficient cause for suspension include only instances of truancy.

{Except as provided in subsection C of Va. Code § 22.1-277 or Va. Code §§ 22.1-277.07 or 22.1-277.08, no student in preschool through grade three is suspended for more than three (3) school days or expelled from attendance at school, unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the School Board or the Superintendent or Superintendent's designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education.}

Any student for whom the Superintendent has received a report pursuant to Va. Code § 16.1-305.1 of an adjudication of delinquency or a conviction for an offense listed in subsection G of Va. Code § 16.1-260 may be suspended or expelled from school attendance.

The authority of teachers to remove students from their classes in certain instances of

disruptive behavior shall not be interpreted to affect the operation of this Policy.

III. SHORT-TERM SUSPENSIONS

A pupil may be suspended for not more than ten ~~{(10)}~~ school days by either the school principal, any assistant principal, or, in their absence, the principal's designee. The principal, assistant principal, or principal's designee may suspend the pupil after giving the pupil oral or written notice of the charges against him and, if he denies them, an explanation of the facts as known to school personnel and an opportunity to present his version of what occurred. In the case of any pupil whose presence poses a continuing danger to persons or property, or whose presence is an ongoing threat of disruption, the pupil may be removed from school immediately and the notice, explanation of facts, and opportunity to present his version shall be given as soon as is practical thereafter.

Upon suspension of any pupil, the principal, assistant principal, or principal's designee responsible for such suspension shall report the facts of the case in writing to the Superintendent or Superintendent's designee and the parent of the pupil suspended. The Superintendent or Superintendent's designee reviews forthwith the action taken by the principal, assistant principal, or principal's designee upon a petition for such review by any party in interest and confirm, reduce, or disapprove such action based on an examination of the record of the pupil's behavior. The decision of the Superintendent or Superintendent's designee is final and may not be appealed.

Any oral or written notice to the parent of a student who is suspended from school attendance for not more than ten ~~{(10)}~~ days shall include notification of the length of the suspension, information regarding the availability of community-based educational programs, alternative education programs or other educational options, and of the student's right to return to regular school attendance upon the expiration of the suspension. The costs of any community-based educational program, or alternative education program or educational option, which is not a part of the educational program offered by the school division, shall be borne by the parent of the student.

IV. LONG-TERM SUSPENSION

A principal may recommend to the Superintendent that a pupil be suspended from attendance at school for ~~more than ten days~~ **{11 to 45 school days}** after written notice is provided to the pupil and his parent of the proposed action and the reasons therefor and of the right to a hearing before the School Board Disciplinary Committee. The Disciplinary Committee may confirm, reduce, or disapprove the suspension. If the Disciplinary Committee's decision is not unanimous, the pupil or his parent may appeal the Disciplinary Committee's decision to the full School Board. Such appeal shall be decided by the School Board within thirty ~~{(30)}~~ days.

The written notice of a suspension for ~~more than ten days~~ shall include **{11 to 45 school days includes}** notification of the length of the suspension and shall provide information concerning the availability of community-based educational, alternative education, or intervention programs. Such notice shall also state that the student is eligible to return to regular

school attendance upon the expiration of the suspension or to attend an appropriate alternative education program approved by the School Board during or upon the expiration of the suspension. The costs of any community-based educational, alternative education, or intervention program that is not a part of the educational program offered by the school division that the student may attend during his suspension shall be borne by the parent of the student.

{A long-term suspension may extend beyond a 45-school-day period but shall not exceed 364 calendar days if (i) the offense is one described in Va. Code §§ 22.1-277.07 or 22.1-277.08 or involves serious bodily injury or (ii) a committee of the School Board or the division Superintendent or Superintendent's designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education.}

Nothing herein shall be construed to prohibit the School Board from permitting or requiring students suspended pursuant to this section to attend an alternative education program provided by the School Board for the term of such suspension.

V. EXPULSION

A. Generally

A principal may recommend to the Superintendent that a pupil be expelled from attendance at school after written notice to the pupil and his parent of the proposed action and the reasons therefor and of the right to a hearing before the School Board Disciplinary Committee in accordance with the regulations of the School Board.

The School Board Disciplinary Committee may confirm, reduce, or disapprove the expulsion of a student. If the Committee's decision is not unanimous, the pupil or his parent may appeal the Committee's decision to the full School Board. Such appeal shall be decided by the School Board within 30 days.

The Committee confirms, reduces, or disapproves of proposed expulsions regardless of whether the pupil has exercised the right to a hearing.

The written notice given to the pupil and his parent shall include notification of the length of the expulsion and provides information concerning the availability of community-based educational, training, and intervention programs. The notice shall also state whether or not the student is eligible to return to regular school attendance, or to attend an appropriate alternative education program approved by the School Board, or an adult education program offered by the school division, during or upon the expiration of the expulsion, and the terms or conditions of such readmission. The costs of any community-based educational, training, or intervention program that is not a part of the educational program offered by the school division that the student may attend during his expulsion shall be borne by the parent of the student.

Nothing in this Policy shall be construed to prohibit the School Board from permitting or requiring students expelled pursuant to this Policy to attend an alternative education program provided by the School Board for the term of such expulsion.

If the School Board determines that the student is ineligible to return to regular school attendance or to attend during the expulsion an alternative education program or an adult education program in the school division, the written notice shall also advise the parent of such student that the student may petition the School Board for readmission to be effective one calendar year from the date of his expulsion, and of the conditions, if any, under which readmission may be granted.

The School Board shall establish, by regulation, a schedule pursuant to which such students may apply and reapply for readmission to school. Such schedule shall be designed to ensure that any initial petition for readmission will be reviewed by the Disciplinary Committee or the division Superintendent, and, if granted, would enable the student to resume school attendance one calendar year from the date of the expulsion. If the division Superintendent or the Disciplinary Committee denies such petition, the student may petition the School Board for review of such denial.

B. Conduct Giving Rise to Expulsion

Recommendations for expulsions for actions other than those specified below shall be based on consideration of the following factors:

- the nature and seriousness of the conduct;
- the degree of danger to the school community;
- the student's disciplinary history, including the seriousness and number of previous infractions;
- the appropriateness and availability of an alternative education placement or program;
- the student's age and grade level;
- the results of any mental health, substance abuse, or special education assessments;
- the student's attendance and academic records; and
- other appropriate matters.

No decision to expel a student shall be reversed on the grounds that such factors were not considered. Nothing in this subsection shall be deemed to preclude the School Board from considering any of the factors listed above as "special circumstances" for purposes of expulsions discussed in the following subsections.

1. Firearms

The School Board shall expel from school attendance for a period of not less than one year any student whom the School Board has determined to have possessed a firearm on school property or at a school-sponsored activity as prohibited by Va. Code § 18.2-308.1, or to have possessed a firearm or destructive device as defined in this policy, a firearm muffler or firearm silencer, or a pneumatic gun as defined in this policy on school property or at a school-sponsored activity. A school administrator, pursuant to School Board policy, or the School Board may, however, determine, based on the facts of a particular situation, that special circumstances exist and no disciplinary action or another

disciplinary action or another term of expulsion is appropriate. The School Board may promulgate guidelines for determining what constitutes special circumstances. In addition, the School Board may, by regulation, authorize the Superintendent or Superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Nothing in this policy shall be construed to require a student's expulsion regardless of the facts of the particular situation.

The exemptions set out in Va. Code § 18.2-308 regarding concealed weapons shall apply, *mutatis mutandis*, to the provisions of this Policy. The provisions of this policy shall not apply to persons who possess such firearm or firearms or pneumatic guns as a part of the curriculum or other programs sponsored by the schools in the school division or any organization permitted by the school to use its premises or to any law-enforcement officer while engaged in his duties as such.

2. Drug Offenses

The School Board shall expel from school attendance any student whom the School Board has determined to have brought a controlled substance, imitation controlled substance, or marijuana as defined in Va. Code § 18.2-247, or synthetic cannabinoids as defined in Va. Code § 18.2-248.1:1 onto school property or to a school-sponsored activity. The School Board may, however, determine, based on the facts of the particular case, that special circumstances exist and another disciplinary action is appropriate. In addition, the School Board may, by regulation, authorize the Superintendent or the Superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Nothing in this policy shall be construed to require a student's expulsion regardless of the facts of the particular situation.

VI. PROCEDURE FOR SCHOOL BOARD DISCIPLINARY COMMITTEE HEARING FOR LONG TERM SUSPENSION OR EXPULSION

The procedure for the School Board Disciplinary Committee hearing shall be as follows:

- The Disciplinary Committee shall determine the propriety of attendance at the hearing of persons not having a direct interest in the hearing. The hearing shall be private unless otherwise specified by the Disciplinary Committee.
- The Disciplinary Committee may ask for opening statements from the principal or his representative and the student or his parent(s) (or their representative) and, at the discretion of the Disciplinary Committee, may allow closing statements.
- The parties then present their evidence. Because the principal has the ultimate burden of proof, he presents his evidence first. Witnesses may be questioned by the Disciplinary Committee members and by the parties (or their representative). The Disciplinary Committee may, at its discretion, vary this procedure, but it shall

afford full opportunity to both parties for presentation of any material or relevant evidence and shall afford the parties the right of cross examination provided, however, that the Disciplinary Committee may take the testimony of student witnesses outside the presence of the student, his parent(s) and their representative if the Disciplinary Committee determines, in its discretion, that such action is necessary to protect the student witness.

- The parties shall produce such additional evidence as the Disciplinary Committee may deem necessary. The Disciplinary Committee shall be the judge of the relevancy and materiality of the evidence.
- Exhibits offered by the parties may be received in evidence by the Disciplinary Committee and, when so received, shall be marked and made part of the record.
- The Disciplinary Committee may, by majority vote, uphold, reject or alter the recommendations.
- The Disciplinary Committee shall transmit its decision, including the reasons therefor, to the Superintendent or Superintendent's designee who will then notify the student, his parent(s) or guardian(s), and the principal.

Following the decision of the Disciplinary Committee or upon expiration of the appeal period, the student's parent(s) or guardian shall be provided with written notice which shall include the following:

- The terms or conditions of re-admission, if any;
- The duration of the long-term suspension or expulsion;
- A statement declaring whether the student is eligible to return to school or attend an appropriate alternative education program approved by the School Board or an adult education program offered by the division during or after the long-term suspension or expulsion. If neither option applies in the case of expulsion, a statement that the student may petition the School Board for readmission after one calendar year from the date of his expulsion; and
- The availability of community-based educational, training and intervention programs.

The student or his parent(s) may appeal the Disciplinary Committee's decision to the full School Board only if the decision of the Disciplinary Committee is not unanimous. Otherwise the decision of the Disciplinary Committee is final.

The appeal to the full School Board must be in writing and must be filed with the Superintendent within five (5) calendar days of the committee's decision. Failure to file a written appeal within the specified time will constitute a waiver of the right to an appeal. The full

School Board will decide the appeal within thirty (30) calendar days of the request for an appeal and communicate its decision in writing to the student and his parent, guardian, or other person having control or charge of the student. Such written notice shall include any changes in: (1) the duration of the suspension or expulsion; (2) the availability of community-based educational, training, and intervention programs; and/or (3) eligibility to return to school or attend an alternative education program. No statements, witnesses or evidence may be presented at this appeal unless specifically requested by the Chairman of the Board.

VII. ALTERNATIVE EDUCATION PROGRAM

The School Board may require any student who has been

(1) charged with an offense relating to the laws of Virginia, or with a violation of School Board policies, on weapons, alcohol or drugs, or intentional injury to another person, or with an offense that is required to be disclosed to the Superintendent of the school division pursuant to Va. Code § 16.1-260.G;

(2) found guilty or not innocent of an offense relating to Virginia’s laws on weapons, alcohol, or drugs, or of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the Superintendent of the school division pursuant to Va. Code § 16.1-260.G.;

(3) found to have committed a serious offense or repeated offenses in violation of School Board policies;

(4) suspended pursuant to Va. Code § 22.1-277.05; or

(5) expelled pursuant to Va. Code § 22.1-277.06, 22.1-277.07, or 22.1-277.08 or ~~subsection B~~ **{subsection C}** of Va. Code § 22.1-277,

to attend an alternative education program. The School Board may require such student to attend such programs regardless of where the crime or offense occurred. The School Board may require any student who has been found to have been in possession of, or under the influence of, drugs or alcohol on a school bus, on school property, or at a school-sponsored activity in violation of School Board policies, to undergo evaluation for drug or alcohol abuse, or both, and, if recommended by the evaluator and with the consent of the student’s parent, to participate in a treatment program.

A principal (or his designee) may impose a short-term suspension, pursuant to Va. Code § 22.1-277.04, upon a student who has been charged with an offense involving intentional injury enumerated in Va. Code § 16.1-260.G, to another student in the same school pending a decision as to whether to require that such student attend an alternative education program.

As used herein, “charged” means that a petition or warrant has been filed or is pending against a pupil.

VIII. REPORTING

A. Except as may otherwise be required by federal law, regulation, or jurisprudence, reports shall be made to the division Superintendent and to the principal or his

designee on all incidents involving

- (1) the assault, or assault and battery, without bodily injury, of any person on a school bus, on school property, or at a school-sponsored activity;
 - (2) the assault and battery which results in a bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, *{abduction of any person as described in Va. Code § 18.2-47 or Va. Code § 18.2-48,}* or stalking of any person as described by Va. Code § 18.2-60.3, on a school bus, on school property, or at a school-sponsored activity;
 - (3) any conduct involving alcohol, marijuana, synthetic cannabinoids as defined in § 18.2-248.1:1, a controlled substance, imitation controlled substance, or an anabolic steroid on a school bus, on school property, or at a school-sponsored activity, including the theft or attempted theft of student prescription medications;
 - (4) any threats against school personnel while on a school bus, on school property, or at a school-sponsored activity;
 - (5) the illegal carrying of a firearm as defined in Va. Code § 22.1-277.07 onto school property;
 - (6) any illegal conduct involving firebombs, explosive materials or devices or hoax explosive devices, as defined in Va. Code § 18.2-85, or explosive or incendiary devices, as defined in Va. Code § 18.2-433.1, or chemical bombs, as described in Va. Code § 18.2-87.1, on a school bus, on school property, or at a school sponsored activity;
 - (7) any threats or false threats to bomb, as described in Va. Code § 18.2-83, made against school personnel or involving school property or school buses;
 - (8) the arrest of any student for an incident occurring on a school bus, on school property, or at a school-sponsored activity, including the charge therefor and
 - (9) any illegal possession of weapons, alcohol, drugs, or tobacco products.
- B. The division Superintendent and the principal or his designee may receive reports made by local law enforcement authorities on offenses, wherever committed, by students enrolled at the school if the offense would be a felony if committed by an adult or would be a violation of the Drug Control Act, Va. Code § 54.1-3400 et seq., and occurred on a school bus, on school property, or at a school-sponsored activity, or would be an adult misdemeanor involving any incidents described in the clauses (1) through (8) of subsection VII.A. of this policy, and whether the student is released to the custody of his parent or, if 18 years of age or more, is released on bond. A Superintendent who receives notification that a juvenile has committed an act that would be a crime if committed by an adult pursuant to subsection G of Va. Code § 16.1-260 shall report such information to the principal of the school in which the juvenile is enrolled.
- C. The principal or his designee shall submit a report of all incidents required to be reported pursuant to subsection VII.A.(1-8) of this policy to the Superintendent of the school division. The division Superintendent shall annually report all such incidents to the Department of Education.

In submitting reports of such incidents, principals and division Superintendents shall accurately indicate any offenses, arrests, or charges as recorded by law-enforcement authorities and required to be reported by such authorities pursuant to subsection VII.B. of this policy.

- D. The principal or his designee shall also notify the parent of any student involved in an incident required by this subsection to be reported, regardless of whether disciplinary action is taken against such student or the nature of the disciplinary action. Such notice shall relate to only the relevant student’s involvement and shall not include information concerning other students.
- E. Whenever any student commits any reportable incident as set forth in this subsection, such student shall be required, if deemed appropriate, to participate in such prevention and intervention activities by the Superintendent or his designee.
- F. Except as may otherwise be required by federal law, regulation, or jurisprudence, a principal shall immediately report to the local law-enforcement agency any act enumerated in clauses (2) through (7) of subsection VII.A. of this policy that may constitute a criminal offense and may report to the local law enforcement agency any incident described in clause (1) of subsection VII.A. of this policy.

In addition, except as may be prohibited by federal law, regulation, or jurisprudence, the principal shall also immediately report any act enumerated in clauses (2) through (5) of subsection VII.A of this policy that may constitute a criminal offense to the parents of any minor student who is the specific object of such act. Further, the principal shall report that the incident has been reported to local law enforcement as required by law and that the parents may contact local law enforcement for further information, if they so desire.

- G. For purposes of this section, “parent” or “parents” means any parent, guardian or other person having control or charge of a child.

IX. RE-ADMISSION OF SUSPENDED AND/OR EXPELLED STUDENTS

Any student who has been suspended from a school of this division is not eligible to attend any other school within the division until eligible to return to his or her regular school.

Any student who has been expelled or suspended for more than thirty **{(30)}** days from attendance at school by a school board or a private school in this Commonwealth or in another state or for whom admission has been withdrawn by a private school in this Commonwealth or in another state may be excluded from attendance in the Lynchburg City Schools, in accordance with Policy JEC (G). In the case of a suspension of more than thirty **{(30)}** days, the term of the exclusion may not exceed the duration of such suspension.

In excluding any such expelled student from school attendance, the Lynchburg City

School Board may accept or waive any or all of any conditions for readmission imposed upon such student by the expelling school board pursuant to Va. Code § 22.1-277.06. The School Board shall not impose additional conditions for readmission to school.

No suspended student shall be admitted to the regular school program until such student and his parent have met with school officials to discuss improvement of the student’s behavior, unless the school principal or his designee determines that re-admission, without parent conference, is appropriate for the student.

If the parent fails to comply with this policy or Policy JEC, the School Board may ask the Juvenile and Domestic Relations Court to proceed against the parent for willful and unreasonable refusal to participate in efforts to improve the student’s behavior.

Upon the expiration of the exclusion period for an expulsion or a withdrawal of admission, which period shall be established by the School Board, committee thereof, or Superintendent or his designee, as the case may be at the relevant hearing, the student may re-petition the School Board for admission. If the petition for admission is rejected, the School Board shall identify the length of the continuing exclusion period and the subsequent date upon which such student may re-petition the School Board for admission.

The School Board may permit students excluded pursuant to this subsection to attend an alternative education program provided by the School Board for the term of such exclusion.

X. DISCIPLINING STUDENTS WITH DISABILITIES

Students with disabilities shall be disciplined in accordance with Policy JGDA Disciplining Students with Disabilities.

Adopted: July 12, 2016

Legal Refs.: 20 U.S.C. § 7151.

Code of Virginia, 1950, as amended, §§ 15.2-915.4, 16.1-260, 18.2-119, 18.2-308.1, 18.2-308.7, 18.2-308.2:2, 22.1-200.1, 22.1-254, 22.1-276.01, 22.1-276.2, 22.1-277, 22.1-277.04, 22.1-277.05, 22.1-277.06, 22.1-277.07, 22.1-277.07:1, 22.1-277.08, 22.1-277.2, 22.1-277.2:1, 22.1-279.3:1.

8 VAC 20-560-10.

Cross Refs.: BCEA Disciplinary Committee
 IGBH Alternative School Programs
 JEC School Admission
 JFC-R Standards of Student Conduct
 JFCD Weapons in School

JGDA	Disciplining Students with Disabilities
JGDB	Discipline of Students with Disabilities for Infliction of Serious Bodily Injury

STUDENT SUSPENSION/EXPULSION

- A. Generally
Suspensions are used only as a last resort in disciplining students. ~~Short-term suspensions may vary from one (1) day to ten (10) days. All suspensions for periods longer than ten days must be approved by the School Board Disciplinary Committee.~~ *{The student shall be allowed to make up any work missed during a suspension.}* The following violations of the Code of Student Conduct and School Board policy are grounds for suspension or expulsion:

See attached reference table “Offense Codes”
- B. School Board Disciplinary Committee
 The School Board Disciplinary Committee will be comprised of three school board members.
- C. Notice of Suspension
 Every effort must be made to contact the parent by phone on the day of the suspension. Copies of the notice of suspension must be (1) given to the student, (2) mailed to the parent or legal guardian, (3) sent to the Director of Student Services, ~~Alternative Education and Behavior Support~~, and (4) retained in the school in the student’s discipline record in accordance with the [Management of the Student's Scholastic Record in the Public Schools of Virginia](#).
- D. Short-term Suspensions
 - 1. Students may be suspended ~~from school~~ for up to *{not more than}* 10 school days by a school principal, associate principal, assistant principal, or, in their absence, the principal’s designee. *{Except as provided in subsection C of Va. Code § 22.1-277 or Va. Code §§ 22.1-277.07 or 22.1-277.08, no student in preschool through grade three is suspended for more than three (3) school days or expelled from attendance at school, unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the School Board or the Superintendent or Superintendent’s designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education.}*
 - 2. Prior to imposing the suspension, a principal, associate principal, or assistant principal, or principal’s designee must inform the student of the suspected violations of School Board Policy and give the student an explanation of the facts as known to school personnel and an opportunity for the student to present his/her version of the facts. If deemed necessary, a principal, associate principal, assistant principal, or principal’s designee may conduct further investigation into the matter.
 - 3. Upon suspending a student for 10 days or less, the principal, associate principal, assistant principal, or principal’s designee shall make an attempt to contact the parent(s) or guardian(s) by telephone on the day of the suspension to inform them of

the incident and the disciplinary action. The school administrator must give the student a written notice of the suspension *{the Notice of Suspension form}*. The administrator must also mail a copy of the form to the student's parents or guardians, forward a copy to the Director of Student Services, ~~Alternative Education, and Behavior Support~~, and place a copy in the student's record. The notification shall provide *{Notice of Suspension form provides}* information that includes the length of the suspension, information regarding the availability of *{community-based educational programs,}* alternative education options *{programs or other educational options}*, if applicable, and the student's right to return to regular school attendance at the end of the suspension.

An administrator must provide a copy of the Student/Parent Due Process Rights form to the student and his/her parent(s) or guardian(s) which include the right to request an appeal if he/she disputes the facts of the case which resulted in the student's suspension from school, if he/she believes his/her student's rights have been violated, or if he/she disputes the length of the suspension.

4. If a parent or guardian decides to appeal a decision, students given short-term suspensions would remain in school until the outcome of the appeal has been determined, unless the principal deems the situation dangerous or disruptive to the school environment. A principal, associate principal, assistant principal, or principal's designee may immediately remove from school a student whose presence poses a continuing danger to person or property or an ongoing threat of disruption. As soon as possible the principal, associate principal, assistant principal, or principal's designee shall provide to the student the notice of charges, an explanation of facts, and an opportunity for the student to present his/her version of what occurred.
5. Upon written request to the principal, a parent or guardian may appeal a short-term suspension given by the associate principal, assistant principal, or principal's designee. If the principal upholds or reduces the suspension, he/she must inform the parent or guardian of the option to further appeal the suspension by making a written request within 3 school days of the notice of suspension to the Director of Student Services, ~~Alternative Education, and Behavior Support~~.
6. A parent or guardian may appeal a short-term suspension given or upheld by the principal to the Superintendent or to the Superintendent's designee. A parent or guardian must provide a written request to the Director of Student Services, ~~Alternative Education, and Behavior Support~~ within 3 school days of the notice of suspension. If the parent or guardian does not make a written request within 3 school days, the parent or guardian waives the right to an appeal.
7. The Director of Student Services, ~~Alternative Education, and Behavior Support~~ shall inform the parent(s) or guardian(s) in writing of the decision of the Superintendent or the Superintendent's designee to confirm, reduce or disapprove the disciplinary action. The decision of the Superintendent or Superintendent's designee is final and may not be appealed to the School Board.

E. Long-term Suspensions

1. A principal may recommend to the Superintendent that a student be suspended from school ~~in excess of 10 days~~ ***{for 11 to 45 school days. A long-term suspension may extend beyond a 45-school-day period but shall not exceed 364 calendar days if (i) the offense is one described in Va. Code §§ 22.1-277.07 or 22.1-277.08 or involves serious bodily injury or (ii) a committee of the School Board or the division Superintendent or Superintendent’s designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education.}***

Upon making this recommendation, the principal shall notify the student and the student’s parent(s) or guardian(s) of this recommendation in writing on the day that the principal makes the long-term suspension recommendation. The principal shall attach to his/her written recommendation all supportive evidence as to the act or actions of the student prompting the recommendation and, where applicable, evidence of all previous efforts made by the staff to assist the student in the case where the recommendation is the result of a series of acts by the student.

After the principal makes the suspension ~~decision~~ ***{recommendation}***, the principal will provide the parent(s) or guardian(s) with ***{a Notice of Suspension, containing}*** the following information:

- a. The proposed action and the reason(s) for the action;
 - b. The length of the recommended suspension;
 - c. The right to inspect the student's school records;
 - d. The student’s eligibility to return to regular school attendance ~~{;} or to an appropriate alternative education program during the suspension; and,~~
 - {e. Information concerning the availability of community-based educational, alternative education, or intervention programs; and}***
 - {f}***. The right of the student and student’s parent(s) or guardian(s) to appeal the suspension to the School Board Disciplinary Committee.
2. Within 3 school days of the start of the suspension, the Superintendent must forward to the School Board Disciplinary Committee the principal’s recommendation for a long-term suspension of a student ~~after the Superintendent or Superintendent’s designee has provided the student and student’s parent(s) or guardian(s) with a written notice which summarizes the proposed disciplinary action, the reasons for that action, and the right to appeal the suspension to the School Board Disciplinary Committee.~~
 3. A parent or guardian may appeal a long term suspension to the School Board Disciplinary Committee by providing a written request to the Director of Student Services, ~~Alternative Education, and Behavior Support~~ within 3 school days of the notice of suspension. If the student’s parent(s) or guardian(s) makes a timely request for an appeal, the School Board Disciplinary Committee must hold a

hearing within 10 school days of the start of the suspension, unless the student and his/her parent/guardian agree to an extension of time for conducting the hearing. During the interim period between the principal's recommendation of suspension and the action of the School Board, the student is considered to be suspended from all school activities and school functions and is prohibited from being on school premises.

4. If the parent or guardian appeals a long term suspension to the School Board Disciplinary Committee, the Committee may confirm, reduce, or disapprove the proposed suspension. If the decision of the School Board Disciplinary Committee is not unanimous, the parent(s) or guardian(s) may appeal the decision to the full School Board pursuant to Policy JGD/JGE. A parent or guardian must provide a written request to the Director of Student Services, ~~Alternative Education, and Behavior Support~~ within 3 school days of the decision of the School Board Disciplinary Committee indicating their interest in appealing the decision of the Committee. The full School Board must review the suspension recommendation and render a decision to confirm, reduce, or disapprove the suspension within 30 days.
5. If the parent(s) or guardian(s) does not appeal the suspension or does not file a timely appeal, the School Board Disciplinary Committee will nevertheless review the suspension recommendation on the record and render a decision to confirm, reduce or disapprove the proposed suspension within 10 days of the notice of suspension.

F. Expulsions

1. A principal may recommend to the Superintendent that a student be expelled from school. The principal shall attach to his/her written recommendation all supportive evidence as to the act or actions of the student prompting the recommendation and, where applicable, evidence of all previous efforts made by the staff to assist the student in the case where the recommendation is the result of a series of acts by the student.
2. The School Board authorizes the Superintendent or Superintendent's designee to conduct a review to determine whether disciplinary action other than expulsion is appropriate for incidents including drug or weapons violations. (See reference table "Offense Codes.")

The Superintendent or Superintendent's designee shall consider the following special circumstances:

- the nature and seriousness of the conduct;
- the degree of danger to the school community;
- the student's disciplinary history, including the seriousness and number of previous infractions;

- the appropriateness and availability of an alternative education placement or program;
- the student's age and grade level;
- the results of any mental health, substance abuse, or special education assessments;
- the student's attendance and academic records; and
- other appropriate matters.

At the conclusion of the review, the Superintendent or designee shall confer with the principal regarding the appropriate discipline, if any, and shall follow the applicable procedures depending upon the outcome.

3. If ***{after conferring with the Superintendent}*** the principal's recommendation is expulsion, ~~he/she~~ ***{the principal will}*** ~~shall notify the student and student's parent(s) or guardian(s) of this recommendation in writing on the day that the principal makes the expulsion recommendation, and provide the parent(s) or guardian(s) with~~ ***{a Notice of Suspension form, containing}*** the following information:
 - a. The proposed action and the reason(s) for the action;
 - b. The length of the recommended expulsion;
 - c. The right to inspect the student's school records;
 - d. The student's eligibility to return to regular school attendance~~{;} or to an appropriate alternative education program during the suspension or expulsion;~~
 - {e. Information concerning the availability of community-based educational, alternative education, or intervention programs; and}***
 - ~~e{f}~~. The right of the student and student's parent(s) or guardian(s) to appeal the expulsion to the School Board Disciplinary Committee.
4. Within 3 school days of the start of the expulsion, the Superintendent must forward to the School Board Disciplinary Committee the principal's recommendation for an expulsion of a student, together with the results of the review by the Superintendent or designee, after the Superintendent or Superintendent's designee has provided the student and student's parent(s) or guardian(s) with a written notice which summarizes the proposed disciplinary action, the reasons for that action, and the right to appeal the suspension to the School Board Disciplinary Committee.
5. A parent or guardian may appeal an expulsion to the School Board Disciplinary Committee by providing a written request to the Director of Student Services, ~~Alternative Education, and Behavior Support~~ within 3 school days of the notice of expulsion. If the student's parent(s) or guardian(s) makes a timely request for an appeal, the School Board Disciplinary Committee must hold a hearing within 10 school days of the start of the expulsion, unless the student and his/her parent/guardian agree to an extension of time for conducting the hearing. During the interim period between the principal's recommendation of expulsion and the action of the School Board, the student is considered to be suspended from all school activities and school functions and is prohibited from being on school

premises.

6. If the parent or guardian appeals an expulsion to the School Board Disciplinary Committee, the Committee may confirm, reduce, or disapprove the proposed expulsion. If the decision of the School Board Disciplinary Committee is not unanimous, the parent(s) or guardian(s) may appeal the decision to the full School Board pursuant to Policy JGD/JGE. A parent or guardian must provide a written request to the Director of Student Services, ~~Alternative Education, and Behavior Support~~ within 3 school days of the decision of the School Board Disciplinary Committee indicating their interest in appealing the decision of the Committee. The full School Board must review the expulsion recommendation and render a decision to confirm, reduce, or disapprove the expulsion within 30 days.

If the parent(s) or guardian(s) does not appeal the expulsion or does not file a timely appeal, the School Board Disciplinary Committee will nevertheless review the expulsion recommendation on the record and render a decision to confirm, reduce or disapprove the proposed expulsion within 10 days of the notice of expulsion.

7. All expulsions appealed to the School Board Disciplinary Committee must be reviewed by the Board at the end of the expulsion time period. Students who are expelled and who are not permitted to return to regular school attendance or to attend, during the expulsion, an alternative program, may petition for readmission to be effective one year after the date of expulsion. In order to be timely, a written petition for readmission, along with a copy of the School Board's expulsion decision, must be filed with the Superintendent 60 days prior to the end of the expulsion (but no sooner than 90 days prior to the end of the expulsion). The Superintendent may hold a hearing and shall issue a decision prior to the expiration of the one-year expulsion period. An untimely petition may result in a delayed decision on readmission. When a petition for readmission is denied by the Superintendent, the student may petition the School Board for review of such denial. The School Board's review is based on the written record. An application may be made annually in accordance with the above schedule. Notice of the right to petition for readmission, as well as any conditions, will accompany the expulsion decision.

G. Alternative Education Program

The School Board authorizes the Superintendent or Superintendent's designee to require any student who has been:

(1) charged with an offense relating to the laws of Virginia, or with a violation of School Board policies, on weapons, alcohol or drugs, or intentional injury to another person, or with an offense that is required to be disclosed to the Superintendent of the school division pursuant to Va. Code § 16.1-260.G;

(2) found guilty or not innocent of an offense relating to Virginia's laws on

weapons, alcohol, or drugs, or of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the Superintendent of the school division pursuant to Va. Code § 16.1-260.G; or

(3) found to have committed a serious offense or repeated offenses in violation of School Board policies,

to attend an alternative education program. The Superintendent or Superintendent's designee may require such student to attend such programs regardless of where the offense occurred.

As used in this section, the term "charged" means that a petition or warrant has been filed or is pending against a pupil.

Prior to making the alternative education placement, the Superintendent or Superintendent's designee must provide written notice to the student and student's parent(s) or guardian(s) that the student will be required to attend an alternative education program, and notice of the opportunity to appeal the placement to the Superintendent or designee. The parent(s) or guardian(s) may appeal the placement to the Superintendent or Superintendent's designee, by providing a written request to the Director of Student Services, ~~Alternative Education, and Behavior Support~~ within 3 days of the notice of the alternative education placement. In the case of any pupil the Superintendent or Superintendent's designee determines may pose a risk of danger to persons or property, or whose presence may create a threat of disruption, the Superintendent or Superintendent's designee may make an immediate placement in alternative education during the pendency of any appeal or review. If the Superintendent or Superintendent's designee uphold the placement decision, the parent(s) or guardian(s) may petition the School Board to review that decision by providing a written request to the Director of Student Services, ~~Alternative Education and Behavior Support~~ within 3 days of the notice of the decision. If the parent(s) or guardian(s) does not request a review by the School Board or does not make a timely request, the decision of the Superintendent or Superintendent's designee is final. If the parent(s) or guardian(s) does file a timely petition, the School Board will review the placement decision on the record, and will render a decision within 30 days. The decision of the School Board is final.

H. Students Suspended or Expelled From Attendance at School From Another District or a Private School

A student who has been expelled or suspended for more than 30 days from attendance at school by another school board or a private school, or for whom admission has been withdrawn by a private school, may be excluded from attendance for no more than one calendar year in the case of expulsion or withdrawal of admission, and in the case of suspension of more than 30 days, for no longer than the duration of such suspension. The school shall provide written notice to the student and his or her parent of the reasons for such possible exclusion and of the right to attend a hearing conducted by the Superintendent or the Superintendent's designee. The student may not attend school until

a review of the case is conducted by the Superintendent or Superintendent's designee. Exclusion from some or all Lynchburg City School programs shall be imposed upon a finding that the student presents a danger to the other students or staff members of the school division. The decision to exclude shall be final unless altered by the School Board after timely written petition. Upon the expiration of the exclusion, the student may petition the Superintendent for admission.

Adopted: July 12, 2016

Agenda Report

Date: 08/07/18

Agenda Number: G-3

Attachments: Yes

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

Subject: Lynchburg City School Board Policy Updates

Summary/Description:

Several policy revisions and two new policies 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 May 2018 update appear as attachments to the agenda report.

BBFA	Conflict of Interests and Disclosure of Economic Interests
CBB	Appointment and Term of the Superintendent
CLA	Reporting Acts of Violence and Substance Abuse
GAZ	Personnel Policies Goals
GBB	Prohibition of Abusive Work Environments (<i>new</i>)
GCCB	Employment of Family Members
GCG	Professional Staff Probationary Term and Continuing Contract
IJ	Guidance and Counseling Program
IJD	College and Career Readiness (<i>new</i>)
JEA	Compulsory Attendance
JEC	School Admission
JECA	Admission of Homeless Children
KK	School Visitors
KNAJ	Relations with Law Enforcement Authorities

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

Recommendation:

The superintendent recommends that the school board approve the VSBA policy updates.

CONFLICT OF INTERESTS AND DISCLOSURE OF ECONOMIC INTERESTS

A. Purpose

The Lynchburg City School Board seeks, through the adoption of this policy, to assure that the judgment of its members, officers and employees will be guided by a policy that defines and prohibits inappropriate conflicts and requires disclosure of economic interests, as defined by the General Assembly in the State and Local Government Conflict of Interests Act (the Act).

B. Areas of Regulation

The Act establishes five principal areas of regulation applicable to board members, officers, and employees of the Lynchburg City School Division. They are:

- Special anti-nepotism rules relating to School Board members and superintendents of schools.
- General rules governing public conduct by School Board members regarding acceptance of gifts and favors.
- Prohibited conduct regarding contracts.
- Required conduct regarding transactions.
- Disclosures required from School Board members.

C. Definitions

"Advisory agency" means any board, commission, committee or post which does not exercise any sovereign power or duty, but is appointed by a governmental agency or officer or is created by law for the purpose of making studies or recommendations, or advising or consulting with a governmental agency.

"Affiliated business entity relationship" means a relationship, other than a parent-subsubsidiary relationship, that exists when

- one business entity has a controlling ownership interest in the other business entity;
- a controlling owner in one entity is also a controlling owner in the other entity; or
- there is shared management or control between the business entities.

Factors that may be considered in determining the existence of an affiliated business entity relationship include that the same person or substantially the same person owns or manages the two entities, there are common or commingled funds or assets, the business entities share the use of the same offices or employees, or otherwise share activities, resources or personnel on a regular basis, or there is otherwise a close working relationship between the entities.

"Business" means any individual or entity carrying on a business or profession, whether or not for profit.

"Contract" means any agreement to which a governmental agency is a party, or any agreement on behalf of a governmental agency which involves the payment of money appropriated by the General Assembly or political subdivision, whether or not such agreement is executed in the name of the Commonwealth, or some political subdivision of it.

"Council" means the Virginia Conflict of Interest and Ethics Advisory Council established in Va. Code § 30-355.

"Employee" means all persons employed by a governmental or advisory agency.

"Financial institution" means any bank, trust company, savings institution, industrial loan association, consumer finance company, credit union, broker-dealer as defined in subsection A of Va. Code § 13.1- 501, or investment company or advisor registered under the federal Investment Advisors Act or Investment Company Act of 1940.

"Gift" means any gratuity, favor, discount, entertainment, hospitality, loan forbearance, or other item having monetary value. It includes services as well as gifts of transportation, local travel, lodgings, and meals, whether provided in-kind, by purchase of a ticket, payment in advance or reimbursement after the expense has been incurred. "Gift" does not include any offer of a ticket, coupon, or other admission or pass unless the ticket, coupon, admission, or pass is used; honorary degrees; any athletic, merit, or need-based scholarship or any other financial aid awarded by a public or private school, institution of higher education, or other educational program pursuant to such school, institution or program's financial aid standards and procedures applicable to the general public; a campaign contribution properly received and reported pursuant to Va. Code § 24.2-945 et seq.; any gift related to the private profession or occupation of the School Board member or employee or of a member of the School Board member's or employee's immediate family; food or beverages consumed while attending an event at which the School Board member or employee is performing official duties related to his public service; food and beverages received at or registration or attendance fees waived for any event at which the School Board member or employee is a featured speaker, presenter or lecturer; unsolicited awards of appreciation or recognition in the form of a plaque, trophy, wall memento or similar item that is given in recognition of public, civic, charitable or professional service; a devise or inheritance; travel disclosed pursuant to the Campaign Finance Disclosure Act (Va. Code § 24.2-945 et seq.); travel paid for or provided by the government of the United States, any of its territories or any state or any political subdivision of such state; travel related to an official meeting of the Commonwealth, its political subdivisions, or any board, commission, authority, or other entity, or any charitable organization established pursuant to § 501(c)(3) of the Internal Revenue Code affiliated with such entity, to which such person has been appointed or elected or is a member by virtue of his office or employment; or gifts from relatives or personal friends. For the purpose of this definition, "relative" means the donee's spouse, child, uncle, aunt, niece, nephew or first cousin; a person to whom the donee is engaged to be married; the donee's or donee's spouse's parent, grandparent, grandchild, brother, or sister, step-parent, step-grandparent, step-grandchild, step-brother or step-sister or the donee's brother's or sister's spouse. For the purpose of this definition, "personal friend" does not include any person that the School Board member or employee knows or has reason to know is (a) a lobbyist registered pursuant to Va. Code § 2.2-418 et seq.; (b) a lobbyist's principal as defined in Va. Code § 2.2-419; or (c) a person, organization or business who is a party

to or is seeking to become a party to a contract with the School Board. For purposes of this definition, "person, organization, or business" includes individuals who are officers, directors or owners of or who have a controlling ownership interest in such organization or business.

"Governmental agency" means each component part of the legislative, executive or judicial branches of state and local government, including each office, department, authority, post, commission, committee, and each institution or board created by law to exercise some regulatory or sovereign power or duty as distinguished from purely advisory powers or duties. Corporations organized or controlled by the Virginia Retirement System are "governmental agencies" for purposes of this policy.

"Immediate family" means (i) a spouse and (ii) any other person who resides in the same household as the School Board member or employee and who is a dependent of the School Board member or employee.

"Officer" means any person appointed or elected to any governmental or advisory agency including local school boards, whether or not he receives compensation or other emolument of office.

"Parent-subsidiary relationship" means a relationship that exists when one corporation directly or indirectly owns shares possessing more than 50 percent of the voting power of another corporation.

"Personal interest" means a financial benefit or liability accruing to a School Board member or employee or to a member of the immediate family of the School Board member or employee. Such interest shall exist by reason of

- ownership in a business if the ownership interest exceeds three percent of the total equity of the business;
- annual income that exceeds, or may reasonably be anticipated to exceed, \$5,000 from ownership in real or personal property or a business;
- salary, other compensation, fringe benefits, or benefits from the use of property, or any combination thereof, paid or provided by a business or governmental agency that exceeds, or may reasonably be anticipated to exceed \$5,000 annually;
- ownership of real or personal property if the interest exceeds \$5,000 in value and excluding ownership in a business, income or salary, other compensation, fringe benefits or benefits from the use of property;
- personal liability incurred or assumed on behalf of a business if the liability exceeds three percent of the asset value of the business; or
- an option for ownership of a business or real or personal property if the ownership interest will consist of the first or fourth bullets above.

"Personal interest in a contract" means a personal interest which an officer or employee has in a contract with a governmental agency, whether due to his being a party to the contract or due to a personal interest in a business which is a party to the contract.

"Personal interest in a transaction" means a personal interest of an officer or employee in any matter considered by his agency. Such personal interest exists when an officer or employee or a member of his immediate family has a personal interest in property or a business, or governmental agency, or represents or provides services to any individual or business and such property, business, or represented or served individual or business is

- the subject of the transaction or
- may realize a reasonably foreseeable direct or indirect benefit or detriment as a result of the action of the agency considering the transaction

Notwithstanding the foregoing, such personal interest in a transaction shall not be deemed to exist where (a) an elected member of a local governing body serves without remuneration as a member of the board of trustees of a not-for-profit entity and such elected member or member of his immediate family has no personal interest related to the not-for-profit entity or (b) an officer, employee, or elected member of a local governing body is appointed by the local governing body to serve on a governmental agency, or an officer, employee, or elected member of a separate local governmental agency formed by a local governing body is appointed to serve on a governmental agency, and the personal interest in the transaction of the governmental agency is a result of the salary, other compensation, fringe benefits, or benefits provided by the local governing body or the separate governmental agency to the officer or employee.

"Transaction" means any matter considered by any governmental or advisory agency, whether in a committee, subcommittee, or other entity of that agency or before the agency itself, on which official action is taken or contemplated.

D. Special Anti-Nepotism Rules Relating to School Board Members and Superintendents

1. The School Board may not employ or pay, and the Superintendent may not recommend for employment, the father, mother, brother, sister, spouse, son, daughter, son-in-law, daughter-in-law, sister-in-law, or brother-in-law, of the Superintendent or of a School Board member ***{except as authorized in Subsection D.2 below}***. This provision ~~shall not be construed to prohibit~~ ***{does not apply to}*** the employment, promotion, or transfer within the school division, of any person within a relationship described above when such person
 - has been employed pursuant to a written contract with the School Board or employed as a substitute teacher or teacher's aide by the School Board prior to the taking of office of ***{the Superintendent or}*** any member of the Board ~~or Superintendent~~; or
 - has been employed pursuant to a written contract with the School Board or employed as a substitute teacher or teacher's aide by the School Board prior to the inception of such relationship; or
 - was employed by the School Board at any time prior to June 10, 1994, and had been employed at any time as a teacher or other employee of any Virginia school board prior to the taking of office of any member of the School Board or Superintendent.

A person employed as a substitute teacher may not be employed to any greater extent than he was employed by the School Board in the last full school year prior to the taking of office of such board member or Superintendent or to the inception of such relationship.

2. ~~The~~ *{Notwithstanding the rules stated in Subsection D.1. above, the}* School Board may employ or pay, and the Superintendent may recommend for employment, any family member ~~of the Superintendent or~~ of a School Board member provided that
 - a) the member certifies that he had no involvement with the hiring decision; and
 - b) the Superintendent certifies to the remaining members of the school board in writing that the recommendation is based upon merit and fitness and the competitive rating of the qualifications of the individual and that no member of the board had any involvement with the hiring decision.

3. No family member (as listed in section D.1., above) of any employee may be employed by the School Board if the family member is to be employed in a direct supervisory and/or administrative relationship either supervisory or subordinate to the employee. The employment and assignment of family members in the same organizational unit is discouraged.

E. General Rules Governing Public Conduct by School Board Members and Employees Regarding Gifts and Favors

1. Prohibited Conduct

No member or employee of the board, shall

- solicit or accept money, or anything else of value, for services performed within the scope of his or her official duties other than his or her regular compensation, expenses or other remuneration;
- offer or accept money, or anything else of value, for or in consideration of obtaining employment, appointment, or promotion of any person in the school division;
- offer offer or accept any money or anything else of value for or in consideration of the use of his public position to obtain a contract for any person or business with the school division;
- use for his or her own economic benefit, or anyone else's, confidential information gained by reason of his or her office, and which is not available to the public;
- accept any money, loan, gift, favor, service or business or professional opportunity that reasonably tends to influence him or her in the performance of his or her official duties;
- accept any business or professional opportunity when he or she knows that there is a reasonable likelihood that the opportunity is being afforded him or her to influence his or her conduct in the performance of official duties;
- {accept a gift from a person who has interests that may be substantially affected by the performance of the School Board member's or employee's official duties under circumstances where the timing and nature of the gift would cause a reasonable

person to question the Board member’s or employee’s impartiality in the matter affecting the donor;

- accept gifts from sources on a basis so frequent as to raise an appearance of the use of his or her public office or employment for private gain; or
- use his or her public position to retaliate or threaten to retaliate against any person for expressing views on matters of public concern or for exercising any right that is otherwise protected by law, provided, however, that this prohibition shall not restrict the authority of any public employer to govern conduct of its employees, and to take disciplinary action, in accordance with applicable law.

2. Prohibited Gifts

For purposes of this subsection:

“Person, organization or business” includes individuals who are officers, directors or owners of or who have a controlling ownership interest in such organization or business.

“Widely attended event” means an event at which at least 25 persons have been invited to attend or there is a reasonable expectation that at least 25 persons will attend the event and the event is open to individuals (i) who share a common interest, (ii) who are members of a public, civic, charitable or professional organization, (iii) who are from a particular industry or profession or (iv) who represent persons interested in a particular issue.

School Board members and employees required to file a Statement of Economic Interests as prescribed in VA. Code § 2.2-3117 and members of their immediate families shall not solicit, accept or receive any single gift with a value in excess of \$100 or any combination of gifts with an aggregate value in excess of \$100 within any calendar year for the School Board member or employee or a member of the School Board or employee’s immediate family from any person that the School Board member or employee or a member of the School Board’s or employee’s immediate family knows or has reason to know is (i) a lobbyist registered pursuant to Va. Code § 2.2-418 et seq.; (ii) a lobbyist’s principal as defined in Va. Code § 2.2-419; or (iii) a person, organization, or business who is or is seeking to become a party to a contract with the School Board. Gifts with a value of less than \$20 are not subject to aggregation for purposes of this prohibition.

Notwithstanding the above, School Board members and employees required to file a Statement of Economic Interests and members of their immediate families may accept or receive

- a gift of food and beverages, entertainment or the cost of admission with a value in excess of \$100 when such gift is accepted or received while in attendance at a widely attended event and is associated with the event. Such gifts shall be reported on the Statement of Economic Interests;
- a gift from a foreign dignitary with a value exceeding \$100 for which the fair market value or a gift of greater or equal value has not been provided or exchanged. Such gift shall be accepted on behalf of the Commonwealth or a locality and archived in accordance with guidelines established by the Library of Virginia. Such gift shall be disclosed as having

been accepted on behalf of the Commonwealth or a locality, but the value of such gift shall not be required to be disclosed;

- certain gifts with a value in excess of \$100 from a lobbyist, lobbyist's principal or a person, organization or business who is or is seeking to become a party to a contract with the School Board if such gift was provided to such School Board member or employee or a member of the immediate family of the School Board member or employee on the basis of a personal friendship. A lobbyist, lobbyist's principal or a person, organization or business who is or is seeking to become a party to a contract with the School board may be a personal friend of such School Board member or employee or the immediate family of the School Board member or employee. In determining whether a lobbyist, lobbyist's principal or a person, organization or business who is or is seeking to become a party to a contract with the School Board is a personal friend, the following factors shall be considered: (i) the circumstances under which the gift was offered; (ii) the history of the relationship between the person and the donor, including the nature and length of the friendship and any previous exchange of gifts between them; (iii) to the extent known to the person, whether the donor personally paid for the gift or sought a tax deduction or business reimbursement for the gift; and (iv) whether the donor has given the same or similar gifts to other persons required to file the disclosure form prescribed in Va. Code §§ 2.2-3117 or 30-111; and
- gifts of travel, including travel-related transportation, lodging, hospitality, food or beverages, or other thing of value, with a value in excess of \$100 that is paid for or provided by a lobbyist, lobbyist's principal or a person, organization or business who is or is seeking to become a party to a contract with the School Board when the School Board member or employee has submitted a request for approval of such travel to the Council and has received the approval of the Council pursuant to Va. Code § 30-356.1. Such gifts shall be reported on the Statement of Economic Interests.

The \$100 limitation imposed in accordance with this section shall be adjusted by the Council every five years, as of January 1 of that year, in an amount equal to the annual increases for that five-year period in the United States Average Consumer Price Index for all items, all urban consumers (CPI-U), as published by the Bureau of Labor Statistics of the U.S. Department of Labor, rounded to the nearest whole dollar.

No person shall be in violation of this policy if (i) the gift is not used by such person and the gift or its equivalent in money is returned to the donor or delivered to a charitable organization within a reasonable period of time upon the discovery of the value of the gift and is not claimed as a charitable contribution for federal income tax purposes or (ii) consideration is given by the donee to the donor for the value of the gift within a reasonable period of time upon the discovery of the value of the gift provided that such consideration reduces the value of the gift to \$100 or less.

3. Awards to Employees for Exceptional Service

Nothing herein shall be construed to prohibit or apply to the acceptance by a teacher or other employee of Lynchburg City School Board of an award or payment in honor of meritorious or exceptional services performed by the teacher or employee and made by an organization exempt from federal income taxation pursuant to the provisions of Section 501(c)(3) of the Internal Revenue Code.

F. Prohibited Conduct Regarding Contracts

1. No School Board member or employee shall have a personal interest in (i) any contract with the School Board or (ii) any contract with any government agency which is subject to the ultimate control of the Board;
2. Exceptions - The above prohibition is not applicable to:
 - a Board member's personal interest in a contract of employment provided the employment first began prior to the member becoming a member of the School Board;
 - an employee's own contract of employment;
 - contracts for the sale by a governmental agency of services or goods at uniform prices available to the general public;
 - a contract awarded to a member of the School Board as a result of competitive sealed bidding where the School Board has established a need for the same or substantially similar goods through purchases prior to the election or appointment of the member to serve on the School Board; however, the member shall have no involvement in the preparation of the specifications for such contract, and the remaining members of the School Board, by written resolution, shall state that it is in the public interest for the member to bid on such contract;
 - the sale, lease or exchange of real property between a School Board member or employee and the School Board, provided the Board member or employee does not participate in any way as a Board member or employee in such sale, lease or exchange, and this fact is set forth as a matter of public record by the School Board or Superintendent;
 - the publication of official notices;
 - an officer or employee whose sole personal interest in a contract with the governmental agency is by reason of income from the contracting firm or governmental agency in excess of \$10,000 per year, provided the officer or employee or a member of his immediate family does not participate and has no authority to participate in the procurement or letting of such contract on behalf of the contracting firm and the officer or employee either does not have authority to participate in the procurement or letting of the contract on behalf of his governmental agency or he disqualifies himself as a matter of public record and does not participate on behalf of his governmental agency in negotiating the contract or in approving the contract;
 - contracts between an officer's or employee's governmental agency and a public service corporation, financial institution, or company furnishing public utilities in which the officer or employee has a personal interest provided the officer or employee disqualifies himself as a matter of public record and does not participate on behalf of his governmental agency in negotiating or approving the contract;
 - contracts for the purchase of goods or services when the contract does not exceed \$500;
 - grants or other payment under any program wherein uniform rates for, or the amounts paid to, all qualified applicants are established solely by the administering governmental agency;
 - an officer or employee whose sole personal interest in a contract with his own governmental agency is by reason of his marriage to his spouse who is employed by the

same agency, if the spouse was employed by such agency for five or more years prior to marrying such officer or employee;

- employment contracts and other contracts entered into prior to August 1, 1987, provided such contracts were in compliance with the Virginia Conflict of Interests Act (or the Comprehensive Conflict of Interests Act) at the time of their formation and thereafter. Those contracts shall continue to be governed by the provisions of the appropriate prior Act. The employment by the same governmental agency of an officer or employee and spouse or any other relative residing in the same household shall not be deemed to create a material financial interest except when one of the persons is employed in a direct supervisory and/or administrative position with respect to the spouse or other relative residing in his household and the annual salary of the subordinate is \$35,000 or more.

G. Prohibited Conduct Regarding Transactions

1. Each School Board member and School Board employee who has a personal interest in a transaction
 - a. shall disqualify himself from participating in the transaction if
 - (i) the transaction has application solely to property or a business or governmental agency in which he has a personal interest or a business that has a parent-subsidiary or affiliated business entity relationship with the business in which he has a personal interest, or
 - (ii) he is unable to participate pursuant to subdivision G.1.b, G.1.c., or G.1.d. of this policy.

Any disqualification under this subsection shall be recorded in the School Board's public records. The School Board member or employee shall disclose his personal interests as required by Va. Code § 2.2-3115E and shall not vote or in any manner act on behalf of the School Board in the transaction. The member or employee shall not

- (i) attend any portion of a closed meeting authorized by the Virginia Freedom of Information Act when the matter in which he has a personal interest is discussed; or
 - (ii) discuss the matter in which he has a personal interest with other governmental officers or employees at any time.
 - b. may participate in the transaction if he is a member of a business, profession, occupation, or group of three or more persons, the members of which are affected by the transaction, and he complies with the declaration requirements of Va. Code § 2.2-3115 G;
 - c. may participate in the transaction when a party to the transaction is a client of his firm if he does not personally represent or provide services to such client and he complies with the declaration requirements of Va. Code § 2.2-3115 H; or
 - d. may participate in the transaction if it affects the public generally, even though his personal interest, as a member of the public, may also be affected by that transaction.

2. Disqualification under this section shall not prevent any employee having a personal interest in a transaction in which his employer is involved from representing himself or a member of his immediate family in such transaction provided he does not receive compensation for such representation and provided he complies with the disqualification and relevant disclosure requirements of this policy.
3. If disqualifications under subsection 1.a. of this section leave less than the number required by law to act, the remaining member or members of the board shall constitute a quorum for the conduct of business and have authority to act for the board by majority vote, unless a unanimous vote of all members is required by law, in which case authority to act shall require a unanimous vote of remaining members.
4. The provisions of this section shall not prevent a board member or employee from participating in a transaction merely because such a board member or employee is a defendant in a civil legal proceeding concerning such transaction.

H. Disclosure Requirements for School Board Members

1. School Board members file, as a condition of assuming office, a disclosure statement of their personal interests and other information as is required on the form prescribed by the Council pursuant to Va. Code § 2.2-3117 and thereafter file such statement annually on or before January 15. The disclosure forms are filed and maintained as public records for five years in the office of the clerk of the School Board.
2. School Board members and employees required to file the Statement of Economic Interests who fail to file such form within the time period prescribed shall be assessed a civil penalty of \$250. The clerk of the School Board shall notify the attorney for the Commonwealth for the locality of any School Board member's or employee's failure to file the required form and the attorney for the Commonwealth shall assess and collect the civil penalty. The clerk shall notify the attorney for the Commonwealth within 30 days of the deadline for filing.
3. Any board member or employee who is disqualified from participating in a transaction under Section G.1.a. of this policy, or otherwise elects to disqualify himself, shall forthwith make disclosure of the existence of his interest, including the full name and address of the business and the address or parcel number for the real estate if the interest involves a business or real estate and such disclosure shall be reflected in the school board's public records in the division Superintendent's office for a period of five (5) years.
4. Any board member or employee who is required to disclose his interest under Section G.1.b. of this policy shall declare his interest by stating:
 - the transaction involved;
 - the nature of the board member's or employee's personal interest affected by the transaction;

- that he is a member of a business, profession, occupation, or group the members of which are affected by the transaction; and
- that he is able to participate in the transaction fairly, objectively, and in the public interest.

The board member or employee shall either make his declaration orally to be recorded in written minutes of the board or file a signed written declaration with the clerk of the board, who shall, in either case, retain and make available for public inspection such declaration for a period of five years from the date of recording or receipt. If reasonable time is not available to comply with the provisions of this subsection prior to participation in the transaction, the board member or employee shall prepare and file the required declaration by the end of the next business day. The board member or employee shall also orally disclose the existence of the interest during each School Board meeting at which the transaction is discussed and such disclosure shall be recorded in the minutes of the meeting.

5. A board member or employee who is required to declare his interest pursuant to subdivision G.1.c. of this policy shall declare his interest by stating
 - (i) the transaction involved;
 - (ii) that a party to the transaction is a client of his firm;
 - (iii) that he does not personally represent or provide services to the client; and
 - (iv) that he is able to participate in the transaction fairly, objectively, and in the public interest.

The board member or employee shall either make his declaration orally to be recorded in written minutes of the board or file a signed written declaration with the clerk of the board who shall, in either case, retain and make available for public inspection such declaration for a period of five years from the date of recording or receipt. If reasonable time is not available to comply with the provisions of this subsection prior to participation in the transaction, the board member or employee shall prepare and file the required declaration by the end of the next business day.

I. Advisory Opinions

School Board members or employees subject to the Act may seek written opinions regarding the Act from the local Commonwealth’s attorney; the local city attorney; or the Council. Good faith reliance on any such written opinion of the Commonwealth’s attorney or the Council bars prosecution for a knowing violation of the Act provided the opinion was made after a full disclosure of the facts. An opinion of the city attorney may be introduced at trial as evidence that the School Board member or employee did not knowingly violate the Act.

Adopted: June 4, 2013
Revised: December 16, 2014
Revised: May 22, 2015
Revised: August 18, 2015

Revised: April 19, 2016

Revised: July 12, 2016

Revised: April 4, 2017

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3101, 2.2-3102, 2.2-3103, 2.2-3103.2, 2.2-3104.1, 2.2-3108, 2.2-3109, 2.2-3110, 2.2-3112, 2.2-3115, 2.2-3119 and 2.2-3124.

Cross Ref.: GAH School Employee Conflict of Interests
GCCB Employment of Family Members

APPOINTMENT AND TERM OF THE SUPERINTENDENT

The School Board appoints the Superintendent from the list of eligibles certified by the Board of Education and determines the term of employment. The Superintendent’s term expires on June 30. The Superintendent serves an initial term of not less than two years nor more than four years. At the expiration of the initial term, the Superintendent is eligible to hold office for the term specified by the School Board, not to exceed four years.

If ***{Except as provided below, if}*** the School Board fails to appoint a division Superintendent within 180 days of a vacancy, the Virginia Board of Education will appoint a Superintendent for the division.

If the School Board has not appointed a Superintendent within 120 days of a vacancy, it will submit a written report to the Superintendent of Public Instruction demonstrating its ***{timely}*** efforts to make an appointment and containing a status report with a timeline for making the appointment prior to the 180-day deadline. ***{On request, the School Board will be granted up to an additional 180 days within which to appoint a Superintendent.}***

If the School Board does not appoint a Superintendent within 180 days of a vacancy, ***{or request additional time within which to make the appointment,}*** it will immediately notify the Virginia Board of Education, in writing, of its failure to ~~do so.~~ ***{make an appointment. If there has been no extension, within}*** ~~Within~~ 30 days of the 180th day after the vacancy occurs, the School Board will submit, in writing, its preferred candidate(s), not to exceed three, for the position. The Virginia Board of Education may consider these candidates and other eligible individuals. The Virginia Board of Education may authorize the State Superintendent of Public Instruction to conduct the search for a division Superintendent.

If the Virginia Board of Education appoints a Superintendent, the contract for the Superintendent will be negotiated by the School Board.

Adopted: June 17, 2014
Revised: April 28, 2015

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-58, 22.1-60, 22.1-61.

Procedures for Appointment of a School Division Superintendent by the Virginia Board of Education (adopted by the Virginia Board of Education March 22, 2006) (available at [http://www.pen.k12.va.us/VDOE/VA Board/Meetings/2006/mar22min.pdf](http://www.pen.k12.va.us/VDOE/VA_Board/Meetings/2006/mar22min.pdf))

Cross Refs.: CBA Qualifications and Duties of the Superintendent
CBD Superintendent’s Compensation and Benefits
CBG Evaluation of the Superintendent

REPORTING ACTS OF VIOLENCE AND SUBSTANCE ABUSE

I. Acts Reported to the Principal

- A. Except as may otherwise be required by federal law, regulation, or jurisprudence, reports are made to the Superintendent and to the principal (or designee) on all incidents involving:
- (i) the assault, or assault and battery, without bodily injury, of any person on a school bus, on school property, or at a school-sponsored activity;
 - (ii) the assault and battery which results in bodily injury, sexual assault, death, shooting, stabbing, cutting or wounding of any person, *{abduction of any person as described in Va. Code § 18.2-47 or Va. Code § 18.2-48,}* or stalking of any person as described in Va. Code § 18.2-60.3, on a school bus, on school property, or at a school-sponsored activity;
 - (iii) any conduct involving alcohol, marijuana, a controlled substance, imitation controlled substance or an anabolic steroid on a school bus, on school property, or at a school-sponsored activity, including the theft or attempted theft of student prescription medications;
 - (iv) any threats against school personnel while on a school bus, on school property, or at a school-sponsored activity;
 - (v) the illegal carrying of a firearm, as defined in Va. Code § 22.1-277.07, onto school property;
 - (vi) any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in Va. Code § 18.2-85, or explosive or incendiary devices, as defined in Va. Code § 18.2-433.1, or chemical bombs as described in Va. Code § 18.2-87.1, on a school bus, on school property, or at a school-sponsored activity;
 - (vii) any threats or false threats to bomb, as described in Va. Code § 18.2-83, made against school personnel or involving school property or school buses;
 - (viii) the arrest of any student for an incident occurring on a school bus, on school property, or at a school sponsored activity, including the charge therefor; and
 - (ix) any illegal possession of weapons, alcohol, drugs, or tobacco products.

The principal of each school collects and maintains information on the above listed acts which occur on school property, on a school bus, or at a school-sponsored activity.

- B. The Superintendent and the principal or his designee receive reports from local law-enforcement authorities on offenses, wherever committed, by students enrolled at the school if the offense would be a felony if committed by an adult or would be a violation of the Drug Control Act (Va. Code § 54.1-3400 et seq.) and occurred on a school bus, on school property, or at a school-sponsored activity, or would be an adult misdemeanor involving any incidents described in clauses (i) through (viii) of subsection A and whether the student is released to the custody of his parent or, if 18 years of age or more, is released on bond. The Superintendent may request that the reports include information regarding terms of release from detention, court dates, and terms of any disposition orders entered by the court. When the Superintendent receives notification that a juvenile

has committed an act that would be a crime if committed by an adult pursuant to subsection G of Va. Code [§ 16.1-260](#), the Superintendent reports such information to the principal of the school in which the juvenile is enrolled.

II. Reporting Duties of the Principal and Superintendent

The principal or designee reports all incidents required to be reported pursuant to section I of this policy to the Superintendent. The Superintendent annually reports all such incidents to the Department of Education for the purpose of recording the frequency of such incidents on forms that are provided by the Department and makes such information available to the public.

In submitting reports of such incidents, principals and Superintendents accurately indicate any offenses, arrests, or charges as recorded by law-enforcement authorities and required to be reported by such authorities pursuant to subsection I.B. of this policy.

Except as may otherwise be required by federal law, regulation, or jurisprudence, the principal immediately reports to local law-enforcement officials any of the acts listed in clauses (ii) through (vii) of subsection I.A. of this policy which may constitute a criminal offense and may report to the local law-enforcement agency any incident described in clause (i) of subsection I.A.

In addition, except as may be prohibited by federal law, regulation, or jurisprudence, the principal also immediately reports any act enumerated in clauses (ii) through (v) of subsection I.A. of this policy that may constitute a criminal offense to the parents of any minor student who is the specific object of such act. Further, the principal reports that the incident has been reported to local law enforcement as required by law and that the parents may contact local law enforcement for further information, if they so desire.

The principal or principal's designee notifies the parent of any student involved in an incident required to be reported pursuant to this policy, regardless of whether disciplinary action is taken against such student or the nature of the disciplinary action. Such notice relates to only the relevant student's involvement and does not include information regarding other students.

III. Prevention and Intervention Activities

Whenever any student commits any reportable incident as set forth in this policy, such student is required to participate as deemed appropriate by the Superintendent or Superintendent's designee in such prevention and intervention activities.

The School Board develops, in cooperation with the local law-enforcement agencies, juvenile and domestic relations court judges and personnel, parents, and the community at large, programs to prevent violence and crime on school property and at school-sponsored events, which include prevention of hazing. Activities designed to prevent the recurrence of violence and crime, including hazing, may include such interventions as education relating to Virginia's criminal law, school crime lines, peer mediation, conflict resolution, community service requirements, and any program focused on demonstrating the consequences of violence and crime. The School Board may develop and use a network of volunteer services in implementing

prevention activities.

IV. Purpose

The purpose of reporting acts of violence and substance abuse is to develop a program of prevention activities to provide a safe environment conducive to learning.

Adopted: July 12, 2016

Legal Refs.: Code of Virginia, 1950, as amended, §§ 8.01-47, 22.1-279.3:1, 22.1-279.9.

8 VAC 20-560-10.

PERSONNEL POLICIES GOALS

The goal of the employment policies and practices of the Lynchburg City School Board is to promote the employment and retention of highly qualified personnel to effectively serve the educational needs of students.

Definitions

For the purpose of differentiating between various employees of the board in regards to salary guides and schedules and for consistency, the following definitions shall apply:

A. Employees of the Board

All employees are "Employees of the Board" and whenever reference is made to employees without distinction, such statement shall refer to all employees with the exception of the superintendent of schools.

B. Full-Time/Part-Time Employees

1. Full-time: An employee who works seven (7) or more hours per day, five (5) days per week, or at least 35 hours per week, exclusive of overtime or special assignments, is considered full-time.
2. Part-time: An employee who works less than seven (7) hours per day, or who works less than five (5) days per week, or less than 35 hours per week, or who is restricted to temporary or interim employment is considered part-time.

C. Professional Personnel

Professional personnel shall include those employees of the board who, by reason of their position(s), must have teaching or other licensure from the State Board of Education.

D. Classified/Support Personnel

Classified/support personnel shall include those positions that are not licensed by the State Board of Education.

E. Administrative Personnel

Administrative personnel shall be those persons, both licensed and classified, who have been assigned to the administrative salary schedule.

Adopted: March 6, 2018

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-295.

{Acts 2018, c. 513.}

Cross Refs.:	AC	Nondiscrimination
	GB	Equal Employment Opportunity/Nondiscrimination
	GBL	Personnel Records
	GBN	Staff Hiring Procedure

{PROHIBITION OF ABUSIVE WORK ENVIRONMENTS

The Lynchburg City School Board prohibits abusive work environments in the school division.

Any school board employee who contributes to an abusive work environment is appropriately disciplined.

Retaliation or reprisal against school board employees who make allegations of abusive work environments or assist in the investigation of allegations of abusive work environments is prohibited.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-291.4.}

EMPLOYMENT OF FAMILY MEMBERS

- A. The School Board may not employ or pay, and the Superintendent may not recommend for employment, any family member of the Superintendent or of a School Board member except as authorized in subsection B below. This prohibition does not apply to the employment, promotion, or transfer within the school division of any family member who
- has been employed pursuant to a written contract with the School Board or employed as a substitute teacher or teacher’s aide by the School Board prior to the taking of office of the Superintendent or any School Board member, or
 - has been employed pursuant to a written contract with the School Board or employed as a substitute teacher or teacher’s aide by the School Board prior to the inception of the family relationship, or
 - was employed by the school board at any time prior to June 10, 1994, and had been employed at any time as a teacher or other employee of any Virginia school board prior to the taking of office of any member of the school board or ~~division~~ Superintendent of ~~schools~~.

A family member employed as a substitute teacher may not be employed to any greater extent than he was employed by the School Board in the last full school year prior to the taking of office of such board member or ~~division~~ Superintendent or to the inception of such relationship.

- B. ~~The~~ *{Notwithstanding the rules stated in Section A above, the}* School Board may employ or pay, and the Superintendent may recommend for employment, any family member ~~of the Superintendent~~ or of a School Board member provided that
- 1) the member certifies that he had no involvement with the hiring decision; and
 - 2) the Superintendent certifies to the remaining members of the School Board in writing that the recommendation is based upon merit and fitness and the competitive rating of the qualifications of the individual and that no member of the board had any involvement with the hiring decision.
- C. No family member of any employee may be employed by the School Board if the family member is to be employed in a direct supervisory and/or administrative relationship either supervisory or subordinate to the employee. The employment and assignment of family members in the same organizational unit is discouraged.
- D. Family members are defined as father, mother, brother, sister, spouse, son, daughter, son-in-law, daughter-in-law, sister-in-law or brother-in-law.

Adopted: August 1, 2017

Legal Ref.: Code of Virginia, 1950, as amended, § 2.2-3119.

Cross Ref.: BBFA Conflict of Interests and Disclosure of Economic Interests
GCI Professional Staff Assignments and Transfers

**PROFESSIONAL STAFF PROBATIONARY TERM
AND CONTINUING CONTRACT**

Teachers

Probationary Term

A probationary term of service of five years in Lynchburg City School Division is required before a teacher is issued a continuing contract. ~~Service under a local teacher license does not count towards satisfying this probationary requirement.~~ A mentor teacher is provided to every first year probationary teacher to assist him or her in achieving excellence in instruction. Probationary teachers with prior successful teaching experience may be exempt from this requirement with approval from the Superintendent. Probationary teachers ~~shall be~~ **{are}** evaluated at least annually in accordance with policy GCN Evaluation of Professional Staff. A teacher in the first year of the probationary period is evaluated informally at least once during the first semester of the school year. The Superintendent ~~shall consider~~ **{considers}** such evaluations as one factor in making recommendations to the School Board regarding the nonrenewal of such teacher's contract. If a probationary teacher's evaluation is not satisfactory, the School Board ~~shall~~ **{does}** not reemploy the teacher.

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

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

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

Continuing Contract

Teachers employed after completing the probationary period ~~shall be~~ **{are}** entitled to continuing contracts during good behavior and competent service. Written notice of

noncontinuation of the contract by either party must be given by June 15 of each year; otherwise the contract continues in effect for the ensuing year.

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

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

As soon after June 15 as the school budget is approved by the appropriating body, the School Board ~~shall furnish~~ *{furnishes}* each teacher a statement confirming continuation of employment, setting forth assignment and salary.

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

Principals, Assistant Principals, and Supervisors

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

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

The intent of this section is to provide an opportunity for a principal, assistant principal or supervisor to discuss the reasons for such salary reduction and reassignment with the Superintendent, ~~his~~ *{the Superintendent's}* designee or the School Board, and the provisions of

this section are meant to be procedural only. Nothing contained herein shall be taken to require cause for the salary reduction and reassignment of a principal, assistant principal or supervisor.

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

Adopted: June 17, 2014

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

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

GUIDANCE AND COUNSELING PROGRAM

School Guidance and Counseling Services

Each school provides the following guidance and counseling services to all students:

- Academic guidance which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing and to seek post-secondary academic opportunities.
- Career guidance which helps students to acquire information and plan action about work, jobs, apprenticeships and post-secondary educational and career opportunities.
- Personal/social counseling which assists a student to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities and aptitudes. Information and records of personal/social counseling will be kept confidential and separate from a student's educational records and not disclosed to third parties without prior parental consent or as otherwise provided by law. Parents may elect, by notifying their child's school in writing, to have their child not participate in personal/social counseling.

No student is required to participate in any counseling program to which the student's parents object.

The guidance and counseling program does not include the use of counseling techniques which are beyond the scope of the professional certification or training of counselors, including hypnosis, or other psychotherapeutic techniques that are normally employed in medical or clinical settings and focus on mental illness or psychopathology.

Parents are notified annually about the counseling programs which are available to their children. The notification will include the purpose and general description of the programs, information regarding ways parents may review materials to be used in guidance and counseling programs at their child's school and information about the procedures by which parents may limit their child's participation in such programs.

Employment Counseling and Placement Services

The School Board provides to secondary students employment counseling and placement services to furnish information relating to the employment opportunities available to students graduating from or leaving the schools in the school division. Such information includes all types of employment opportunities, including, but not limited to, apprenticeships, the military, career education schools and the teaching profession. In providing such services, the School Board consults and cooperates with the Virginia Employment Commission, the Department of Labor and Industry, local business and labor organizations and career schools.

If the School Board provides access to one or more of its high schools and contact with such high school's student body or other contact with its high school students during a school or

school division-sponsored activity to persons or groups for occupational, professional or educational recruitment, it provides equal access on the same basis to official recruiting representatives of the military forces of the Commonwealth and the United States.

~~Academic and Career Plans~~

~~Schools develop a personal Academic and Career Plan for each seventh-grade student with completion by the fall of the student's eighth-grade year. Plans are developed for students who transfer from other than a Virginia public school into the eighth grade as soon as practicable following enrollment. Students who transfer into a Virginia public school after their eighth-grade year have an Academic and Career Plan developed upon enrollment.~~

~~The components of the Plan include, but are not limited to, the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests.~~

~~The Academic and Career Plan is developed in accordance with guidelines established by the Board of Education and signed by the student, student's parent or guardian and school official(s) designated by the principal. The Plan is included in the student's record and is reviewed and updated, if necessary, before the student enters the ninth and eleventh grades. The school meets its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the Plan.~~

Adopted: February 18, 2014

Revised: May 6, 2014

Revised: April 4, 2017

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-130.1, 22.1-209.

~~8 VAC 20-131-140.~~

8 VAC 20-620-10.

Cross Ref.: IGAD Career and Technical Education
{IJD College and Career Readiness}
JO Student Records

{COLLEGE AND CAREER READINESS

Each middle and secondary school provides for the early identification and enrollment of students in a program with a range of educational and academic experiences related to college and career readiness in and outside the classroom, including an emphasis on experiences that will motivate disadvantaged and minority students to prepare for a career or postsecondary education.

Each elementary, middle, and secondary school provides for the identification by all students of personal interests and abilities to support planning for postsecondary opportunities and career preparation. Such support includes provision of information concerning exploration of career cluster areas in elementary schools, and course information and planning for college preparation programs, opportunities for educational and academic experiences in and outside the classroom, including internships and work-based learning, and the multiple pathways to college and career readiness in middle and high school.

Beginning in the elementary school years, students explore the different occupations associated with career clusters and select an area or areas of interest. Students begin the development of an academic and career plan portfolio (ACPP) in elementary grades to include information about interests, values such as dependability and responsibility, and skills supporting decisions about their future interests and goals. The information contained in the ACPP serves as the foundation for creating the Academic and Career Plan (ACP) in grade 7.

In middle school, students complete a locally selected career interest inventory and select a career pathway. To support development of the ACP, students complete at least one course in career investigation selected from the career and technical education state-approved list, or a school division-provided alternative means of delivering the career investigation course content, provided that the alternative is equivalent in content and academic rigor.

The School Board may require such courses in career investigation at the high school level as it deems appropriate, subject to approval by the Board of Education. The School Board may require such courses in career investigation at the elementary school level as it deems appropriate.

All schools continue development of a personal ACP with each seventh-grade student with completion by the end of the fall semester of the student's eighth-grade year. The components of the ACP include the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. In high school, a career-related learning experience is chosen by the student and documented in the ACP.

The ACP is developed in accordance with guidelines established by the Board of Education and signed by the student, student's parent or guardian, and school official or officials designated by the principal. The ACP is included in the student's record and is reviewed and updated annually.

Beginning in the middle school years, students are counseled on opportunities for beginning postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career and technical education field prior to high school graduation as described in Policy LEB

Advanced/Alternative Courses for Credit. Such opportunities include access to at least three Advanced Placement (AP), International Baccalaureate (IB), or Cambridge courses or three college-level courses for degree credit pursuant to 8 VAC 20-131-100. Students taking advantage of such opportunities are not denied participation in school activities for which they are otherwise eligible. Wherever possible, students are encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment), under the following conditions:

- a. Written approval of the high school principal prior to participation in dual enrollment must be obtained;*
- b. The college must accept the student for admission to the course or courses; and*
- c. The course or courses must be given by the college for degree credits (no remedial courses will be accepted).*

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-253.13:1, 22.1-253.13:3.

8 VAC 20-131-140.

Guidelines for Academic and Career Plans (Adopted by the Virginia Board of Education Sept 17, 2009).

<i>Cross Ref.:</i>	<i>IGAD</i>	<i>Career and Technical Education</i>
	<i>IJ</i>	<i>Guidance and Counseling Program</i>
	<i>JO</i>	<i>Student Records</i>
	<i>LEB</i>	<i>Advanced/Alternative Courses for Credit}</i>

COMPULSORY ATTENDANCE

Every parent, guardian, or other person having control or charge of any child who will have reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday shall ~~send~~ ***{cause}*** such child to ***{attend}*** a public school or otherwise provide the child with an education in accordance with state law unless the child is exempt from the state's compulsory attendance requirement.

Further, in the case of any five-year-old child, the requirements of this policy may be alternatively satisfied by ~~sending~~ ***{causing}*** the child to ***{attend}*** any public educational pre-kindergarten program, including a Head Start program, or in a private, denominational, or parochial educational pre-kindergarten program.

{As used in this policy, "attend" includes participation in educational programs and courses at a site remote from the school with the permission of the school and in conformity with applicable requirements.}

The requirements of this policy apply to

- any child in the custody of the Department of Juvenile Justice or the Department of Corrections who has not passed his eighteenth birthday, and
- any child whom the division Superintendent has required to take a special program of prevention, intervention, or remediation as provided in Va. Code §§ 22.1-253.13:1.C and 22.1-254.01.

The requirements of this policy do not apply to

- any person 16 through 18 years of age who is housed in an adult correctional facility when such person is actively pursuing the achievement of a passing score on a high school equivalency examination approved by the Board of Education but is not enrolled in an individual student alternative education plan, and
- any child who has obtained a high school diploma or its equivalent, a certificate of completion, a passing score on a high school equivalency examination approved by the Board of Education or who has otherwise complied with compulsory school attendance requirements.

Individual Student Alternative Education Plan

The School Board may allow the compulsory attendance requirements to be met pursuant to an individual student alternative education plan developed in conformity with guidelines prescribed by the Board of Education under the following conditions:

1. The student must be at least sixteen years of age.
2. There shall be a meeting of the student, the student's parents, and the principal or principal's designee of the school in which the student is enrolled to develop the plan, which must include the following:

- career guidance counseling;
 - mandatory enrollment and attendance in a preparatory program for passing a high school equivalency examination approved by the Board of Education or other alternative education program approved by the School Board, with attendance reported to the principal or principal’s designee;
 - mandatory enrollment in a program to earn a Board of Education-approved career and technical education credential, such as the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment;
 - successful completion of the course in economics and personal finance required to earn a Board of Education-approved high school diploma;
 - counseling on the economic impact of failing to complete high school; and
 - procedures for re-enrollment.
3. A student for whom such an individual student alternative education plan has been granted but who fails to comply with the conditions of the plan shall be in violation of the compulsory attendance laws, and the Superintendent or attendance officer shall seek immediate compliance with such laws.

Alternative Education Programs

The School Board authorizes the Superintendent or Superintendent’s designee to require any student who has been:

(1) charged with an offense relating to the laws of Virginia, or with a violation of School Board policies, on weapons, alcohol or drugs, or intentional injury to another person, or with an offense that is required to be disclosed to the Superintendent of the school division pursuant to Va. Code § 16.1-260.G;

(2) found guilty or not innocent of an offense relating to Virginia’s laws on weapons, alcohol, or drugs, or of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the Superintendent of the school division pursuant to Va. Code § 16.1-260.G; or

(3) found to have committed a serious offense or repeated offenses in violation of School Board policies,

to attend an alternative education program. The Superintendent or Superintendent’s designee may require such student to attend such programs regardless of where the crime occurred.

As used in this section, the term “charged” means that a petition or warrant has been filed or is pending against a pupil.

Prior to making the alternative education placement, the Superintendent or Superintendent’s designee must provide written notice to the student and student’s

parent(s) or guardian(s) that the student will be required to attend an alternative education program, and notice of the opportunity to appeal the placement to the Superintendent or designee. The parent(s) or guardian(s) may appeal the placement to the Superintendent or Superintendent’s designee, by providing a written request to the Director of Student Services, Alternative Education, and Behavior Support within three days of the notice of the alternative education placement. In the case of any pupil the Superintendent or Superintendent’s designee determines may pose a risk of danger to persons or property, or whose presence may create a threat of disruption, the Superintendent or Superintendent’s designee may make an immediate placement in alternative education during the pendency of any appeal or review. If the Superintendent or Superintendent’s designee uphold the placement decision, the parent(s) or guardian(s) may petition the School Board to review that decision by providing a written request to the Director of Student Services, Alternative Education and Behavior Support within three days of the notice of the decision. If the parent(s) or guardian(s) does not request a review by the School Board or does not make a timely request, the decision of the Superintendent or Superintendent’s designee is final. If the parent(s) or guardian(s) does file a timely petition, the School Board will review the placement decision on the record, and will render a decision within 30 days. The decision of the School Board is final.

Exceptions to Compulsory Attendance

Exceptions to the Compulsory Attendance law can be found in the Code of Virginia § [22.1-254 \(I\)](#).

Adopted: July 12, 2016

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-254.

Cross Refs.: JEG Exclusions and Exemptions from School Attendance
LBD Home Instruction

SCHOOL ADMISSION

A person of school age (i.e., a person who will have reached his or her fifth birthday on or before September 30 of the school year and who has not reached 20 years of age on or before August 1st of the school year) is eligible for admission on a non-tuition basis if residing in the Lynchburg City School Division, or if eligible for admission under Policy JECA *{Admission of Homeless Children}*.

A person of school age is deemed to reside in the school division

- when the person is living with a natural parent, or a parent by legal adoption, in the Lynchburg City School Division;
- when, in accordance with the provisions of Va. Code § 22.1-360, the person is living with a noncustodial parent or other person standing in loco parentis, not solely for school purposes, pursuant to a Special Power of Attorney executed under 10 United States Code § 1044b by the custodial parent;
- when the parents of such person are dead and the person is living with a person in loco parentis who actually resides within the school division;
- when the parents of such person are unable to care for the person and the person is living, not solely for school purposes, with another person who resides in the school division and is either
 - (i) the court-appointed guardian, or has legal custody of the person,
 - (ii) acting in loco parentis pursuant to placement of the person for adoption by a person or entity authorized to do so under Va. Code § 63.2-1200; or
 - (iii) an adult relative providing temporary kinship care as that term is defined in Va. Code § 63.2-100. Both parents and the relative providing kinship care must submit signed, notarized affidavits
 - (a) explaining why the parents are unable to care for the person,
 - (b) detailing the kinship care arrangement, and
 - (c) agreeing that the kinship care provider or a parent will notify the school within 30 days of when the kinship care arrangement ends.

The parent must also provide a power of attorney authorizing the adult relative to make educational decisions regarding the person. A parent or the kinship care provider must also obtain written verification from the department of social services where the parent or parents live, and the department of social services where the kinship provider lives, that the kinship arrangement serves a legitimate purpose that is in the best interest of the person other than school enrollment. If the kinship care arrangement lasts more than one year, the school division must receive continued verification directly from both departments of social services that the parents are unable to care for the person and that the kinship care arrangement serves a legitimate purpose other than school enrollment.

- when the person is living in the school division not solely for school purposes, as an emancipated minor; or
- when the person has been placed in a foster care placement within the school division by a local social services agency.

The sending and receiving school divisions will cooperate in facilitating the enrollment

of any child placed in foster care across jurisdictional lines to enhance continuity of instruction. The child will be allowed to continue to attend the school in which he was enrolled prior to the most recent foster care placement, upon the joint determination of the placing social services agency and the school division that such attendance is in the best interest of the child.

No person of school age who is the subject of a foster care placement will be charged tuition regardless of whether the child is attending the school in which he was enrolled prior to the most recent foster care placement or is attending a school in the receiving school division.

Certain other students may be admitted into the public schools of the division and may be charged tuition in accordance with Va. Code § 22.1-5 and pursuant to Lynchburg City School Board Regulation JEC-R School Admission.

{Children of Persons on Active Military Duty}

No child of a person on active military duty

- ***{who is}*** attending a school free of charge in accordance with this policy shall be charged tuition by the school division upon such child's relocation to military housing located in another school division in the Commonwealth, pursuant to orders received by such child's parent to relocate to base housing ~~and forfeit his military housing allowance~~. Such children shall be allowed to continue attending school in the school division and shall not be charged tuition for attending such ~~school~~. ***{school}***;
- ***who is attending a school free of charge in accordance with this policy shall be charged tuition upon such child's relocation pursuant to orders received by such child's parent to relocate to a new duty station or to be deployed. Such children shall be allowed to remain enrolled in the current school division free of tuition through the end of the school year; and***
- ***who is eligible to attend school free of charge in accordance with this policy shall be charged tuition by a school division that will be the child's school division of residence once his service member parent is relocated pursuant to orders received. Such a child shall be allowed to enroll in the school division of the child's intended residence if documentation is provided, at the time of enrollment, of military orders of the service member parent or an official letter from the service member's command indicating such relocation. Documentation indicating a permanent address within the school division shall be provided to the school division within 120 days of a child's enrollment or tuition may be charged, including tuition for the days since the child's enrollment in school. In the event that the child's service member parent is ordered to relocate before the 120th day following the child's enrollment, the school division shall not charge tuition. The assignment of the school such child will attend shall be determined by the school division.***

Such children shall be counted in the average daily membership of the school division in which they are enrolled. Further, the school division in which such children are enrolled subsequent to their relocation to base housing shall not be responsible for providing for their

transportation to and from school.

PART-TIME STUDENTS

Students enrolled in a private or parochial school or homeschooled will not be admitted to this school division on a part-time basis except as required by law.

ADDITIONAL ADMISSION REQUIREMENTS

- A. Except as otherwise provided below, no pupil shall be admitted for the first time to any public school in any school division in Virginia unless the person enrolling the pupil presents, upon admission, a certified copy of the pupil's birth record. The principal or his designee shall record the official state birth number from the pupil's birth record into the pupil's permanent school record and may retain a copy in the pupil's permanent school record. If a certified copy of the pupil's birth record cannot be obtained, the person so enrolling the pupil shall submit an affidavit setting forth the pupil's age and explaining the inability to present a certified copy of the birth record. If the school division cannot ascertain a child's age because of the lack of a birth certificate, the child shall nonetheless be admitted into the public schools if the division Superintendent determines that the person submitting the affidavit presents information sufficient to estimate with reasonable certainty the age of such child.
- B. If a certified copy of the birth record is not provided, the administration shall immediately notify the local law enforcement agency. The notice to the local law-enforcement agency shall include copies of the submitted proof of the pupil's identity and age and the affidavit explaining the inability to produce a certified copy of the birth record.
- C. Within 14 days after enrolling a transfer student, the administration shall request documentation that a certified copy of the pupil's birth record was presented when the pupil was enrolled in the former school.
- D. The School Board assigns a unique student identification number, determined in accordance with a system developed by the Department of Education, to each student enrolled in the division. No student identification number includes or is derived from the student's social security number. Each student retains the student's identification number for as long as the student is enrolled in a public elementary or secondary school in Virginia.
- E. Tuition rates are established each year in accordance with the provisions of Va. Code § 22.15.
- F. Prior to admission to the Lynchburg City School Division, the parent, guardian, or other person having control or charge of the child shall provide, upon registration,
 - a sworn statement or affirmation indicating whether the student has been expelled from school attendance at a private school or in a public school division of the Commonwealth or another state for an offense in violation of school board policies relating to weapons, alcohol or drugs, or for the willful infliction of injury to another person. This document shall be maintained as a part of the student's scholastic record; and

- a sworn statement or affirmation indicating whether the student has been found guilty of or adjudicated delinquent for any offense listed in subsection G of Va. Code § 16.1-260 or any substantially similar offense under the laws of any state, the District of Columbia, or the United States or its territories. This document shall be maintained by the Superintendent 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 § 16.1-260, the notice shall become a part of the student's disciplinary record.

When the child is registered as a result of a foster care placement, the information required under this subsection must be furnished by the local social services agency or licensed child-placing agency that made the placement.

- G. A student, who has been expelled or suspended for more than thirty days from attendance at school by a school board or a private school in Virginia or in another state or for whom admission has been withdrawn by a private school in Virginia or another state may be excluded from attendance in the Lynchburg City School Division regardless of whether such student has been admitted to another school division or private school in Virginia or in another state subsequent to such expulsion, suspension, or withdrawal of admission upon a finding that the student presents a danger to the other students or staff of the school division after (i) written notice to the student and his/her parent that the student may be subject to exclusion, including the reasons therefore, and notice of the opportunity for the student or his parent to participate in a hearing to be conducted by the Superintendent or his designee regarding such exclusion; and (ii) a hearing of the case has been conducted by the Superintendent or his/her designee; and the decision has been to exclude the student from attendance. The student or his parent may file a written petition for review with the School Board within 15 days of notice of the decision of the Superintendent or his/her designee. If the School Board grants a review of the record, the decision of the Superintendent or his/her designee may be altered.

Upon the expiration of the exclusion period for an expulsion or a withdrawal of admission, which period shall be established by the School Board, committee thereof, or Superintendent or his designee, as the case may be, at the relevant hearing, the student may petition the School Board for readmission. If the petition for readmission is rejected, the School Board shall identify the length of the continuing exclusion period and the subsequent date upon which such student may petition the School Board for readmission.

For the purposes of this section, the Superintendent's designee shall be a (i) trained hearing officer or (ii) professional employee within the administrative offices of the school division who reports directly to the Superintendent and who is not a school-based instructional or administrative employee.

In excluding any such expelled student from school attendance, the School Board may accept or reject any or all of any conditions for readmission imposed upon such student by the expelling school board pursuant to Va. Code § 22.1-277.06. The excluding School Board shall not

impose additional conditions for readmission to school.

- H. This policy does not preclude contractual arrangements between the Lynchburg City School Board and agencies of the federal government or the school board of another jurisdiction to permit students not otherwise eligible to attend Lynchburg City Schools.
- I. Prior to admission, the student must document compliance with, or eligibility for exemption from, the physical examination and immunization requirements contained in Va. Code §§ 22.1-270, 22.1-271.2 and 32.1-46 and policies JHCA Physical Examinations of Students and JHCB Student Immunizations.

If the person enrolling a child who has been placed in foster care by a local social services agency is unable to produce a report of a comprehensive physical examination and/or proof of immunization, the student shall be immediately enrolled; however, the person enrolling the child shall provide a written statement that, to the best of his knowledge, the student is in good health and is free from communicable or contagious disease. In addition, the placing social service agency shall obtain and produce the required documents or otherwise ensure compliance with the statutory requirements for the foster child within 30 days after the child’s enrollment.

Adopted: April 19, 2016

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-1, 22.1-3, 22.1-3.1, 22.1-3.2, 22.13.4, 22.1-5, 22.1-255, 22.1-260, 22.1-270, 22.1-271.2, 22.1-276.01, 22.1-277.2, 22.1-287.02, 22.1-288.2, 32.1-46, 63.2-100, 63.2-900, and 63.2-1200.

2007 Va. Opin. AG 07-015.
1987-88 Va. Opin. AG 374.

Cross Refs.: JEC-R School Admission
 JECA Admission of Homeless Children
 JHCA Physical Examinations of Students
 JHCB Immunization of Students
 JGD/JGE Student Suspension/Expulsion

ADMISSION OF HOMELESS CHILDREN

The Lynchburg City School Board is committed to educating homeless children and youth. Homeless children and youth ~~shall not be~~ *{are not}* stigmatized or segregated on the basis of their status as homeless. The school division ~~will coordinate~~ *{coordinates}* the identification and provision of services to such students with relevant local social services agencies and other agencies and programs providing services to such students, and with other school divisions as may be necessary to resolve interdivisional issues.

The Lynchburg City School Division ~~will serve~~ *{serves}* each homeless student according to the student's best interest and will

- continue the student's education in the school of origin for the duration of homelessness
 - if the student becomes homeless between academic years or during an academic year; or
 - for the remainder of the academic year, if the student becomes permanently housed during an academic year; or
- enroll the student in any public school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

In determining the best interest of a homeless student, the Lynchburg City School Board ~~shall~~

- ~~• to the extent feasible, keep the student in the school of origin, except when doing so is contrary to the wishes of the student's parent or guardian;~~
- ~~• provide a written explanation, including a statement regarding the right to appeal as described below, to the homeless student's parent or guardian, if the division sends the student to a school other than the school of origin or a school requested by the parent or guardian; and~~
- ~~• in the case of an unaccompanied youth, ensure that the division's homeless liaison assists in placement or enrollment decisions regarding the student, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal described below.~~
- *{presumes that keeping the student in the school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent or guardian, or (in the case of an unaccompanied youth) the youth;*
- *{considers student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health and safety of homeless students, giving priority to the request of the student's parent or guardian or (in the case of an unaccompanied youth) the youth;*
- *{if, after conducting the best interest determination based on consideration of the presumption and the student-centered factors above, the Lynchburg City School division determines that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied youth) the youth, provides the student's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination,*

- in a manner and form understandable to such parent, guardian or unaccompanied youth, including information regarding the right to appeal; and*
- in the case of an unaccompanied youth, ensures that the division homeless liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.*

Enrollment

The school selected in accordance with this policy ~~shall immediately enroll~~ *{immediately enrolls}* the homeless student, even if the student

- is unable to produce records normally required for enrollment, such as previous academic records, ~~birth records, medical records~~ *{records of immunization and other required health records}*, proof of residency, or other ~~documentation~~ *{documentation; or*
- has missed application or enrollment deadlines during any period of homelessness.}*

The enrolling school ~~shall immediately contact~~ *{immediately contacts}* the school last attended by the student to obtain relevant academic and other records.

If the student needs to obtain ~~immunizations, or immunization, birth, or medical~~ *{immunizations or other required health}* records, the enrolling school ~~shall immediately refer~~ *{immediately refers}* the parent or guardian of the student *{or, (in the case of an unaccompanied youth) the youth,}* to the division’s homeless liaison, who ~~shall assist~~ *{assists}* in obtaining necessary immunizations *{or screenings}*, or ~~immunization, birth, or medical~~ *{immunization or other required health}* records.

If the documentation regarding the comprehensive physical examination required by Policy JHCA Physical Examinations of Students cannot be furnished for a homeless child or youth, and the person seeking to enroll the pupil furnishes to the school division an affidavit stating that the documentation cannot be provided because of the homelessness of the child or youth and also indicating that, to the best of his or her knowledge, such pupil is in good health and free from any communicable or contagious disease, the school division ~~shall immediately refer~~ *{immediately refers}* the student to the division’s homeless liaison who ~~shall, as soon as practicable, assist~~ *{assists}* in obtaining the necessary physical examination by the county or city health department or other clinic or physician's office and ~~shall immediately admit~~ *{immediately admits}* the pupil to school.

The decision regarding placement ~~shall be~~ *{is}* made regardless of whether the student lives with the homeless parents or has been temporarily placed elsewhere.

Enrollment Disputes

- If a dispute arises over *{eligibility, or}* school selection or enrollment in a school
- the homeless student ~~shall be~~ *{is}* immediately ~~admitted to~~ *{enrolled in}* the school in which enrollment is sought ~~and provided all services for which he or she is eligible,~~ pending *{final}* resolution of the dispute *{, including all available appeals};*

- the parent or guardian of the student *for (in the case of an unaccompanied youth) the youth* shall be *is* provided with a written explanation of the school's decision regarding *{any decisions related to}* school selection or enrollment *{made by the school, the school division or the Virginia Department of Education}*, including the rights of the parent, guardian, or student to appeal the decision;
- the student, parent, or guardian shall be *is* referred to the division's homeless liaison who shall carry *carries* out the appeal process as expeditiously as possible after receiving notice of the dispute; and
- in the case of an unaccompanied youth, the homeless liaison shall ensure *ensures* that the youth is immediately enrolled in school *{the school in which the youth seeks enrollment}* pending resolution of the dispute.

Appeal Process

Oral Complaint

In the event that an unaccompanied student or the parent or guardian of a student (hereinafter referred to as the Complainant) disagrees with a school's decision regarding the student's eligibility to attend the school, the Complainant shall orally present his position to the division's homeless liaison.

Written Complaint

If the disagreement is not resolved within five (5) school days, the Complainant may present a written complaint to the homeless liaison. The written complaint must include the following information: the date the complaint is given to the homeless liaison; a summary of the events surrounding the dispute; the name(s) of the school division personnel involved in the enrollment decision; and the result of the presentation of the oral complaint to the homeless liaison.

Within five (5) school days after receiving the written complaint, the homeless liaison will reach a decision regarding the contested enrollment and shall provide a written statement of that decision, including the reasons therefore, to the Complainant. The liaison will inform the Superintendent of the formal complaint and its resolution.

Appeal to Superintendent

If the Complainant is not satisfied with the written decision of the homeless liaison, the Complainant may appeal that decision to the Superintendent by filing a written appeal. The homeless liaison shall ensure that the Superintendent receives copies of the written complaint and the response thereto. The Superintendent or designee shall schedule a conference with the Complainant to discuss the complaint. Within five (5) school days of receiving the written appeal, the Superintendent, or designee, shall provide a written decision to the Complainant including a statement of the reasons therefore.

Comparable Services

Each homeless student shall be *{is}* provided services comparable to services offered to other students in the school attended by the homeless student including the following:

- transportation services;
- educational services for which the student meets the eligibility criteria, such as services provided under Title I, educational programs for children with disabilities, and educational programs for ~~students with limited English proficiency~~ *{learners}*;
- programs in vocational *{career}* and technical education;
- programs for gifted and talented students; and
- school nutrition programs.

Transportation

At the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), transportation will be *{is}* provided for a homeless student to and from the school of origin as follows:

- if the homeless child or youth continues to live in the area served by the division in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be *{is}* provided or arranged by the division in which the school of origin is located.
- if the homeless child's or youth's living arrangements in the area served by the division in which the school of origin is located terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another division, the division of origin and the division in which the homeless child or youth is living shall *{must}* agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the divisions are unable to agree upon such method, the responsibility and costs for transportation shall be *{are}* shared equally.

Definitions

The term “homeless student” means an individual who lacks a fixed, regular, and adequate nighttime residence and includes:

1. children and youths, including unaccompanied youths who are not in the physical custody of their parents, who
 - a. are sharing the housing of other persons due to loss of housing, economic hardship, or other causes; *{a similar reason;}* are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations or in emergency, congregate, temporary *{emergency}*, or transitional shelters; *{or}* are abandoned in hospitals; or are awaiting foster care placement;

- b. have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or
 - c. are living in *{parked}* cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
2. migratory children who qualify as homeless for the purposes of this policy because the children are living in circumstances described above.

The term "migratory child" means a child who ~~is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, has moved from one school division to another in order to obtain, or accompany such parent or spouse in order to obtain, temporary or seasonal employment in agricultural or fishing.~~ *{moved from one residence to another and from one school division to another in the preceding 36 months as a migratory agricultural worker or migratory fisher or with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.}*

The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled.

The term "unaccompanied youth" includes a youth not in the physical custody of a parent or guardian.

Adopted: April 19, 2016

Legal Refs.: 20 U.S.C. § 6399

42 U.S.C. §§ 11302, 11431, 11432, 11433.

Code of Virginia, 1950 as amended, §§ 22.1-3, 22.1-70, 22.1-78, 22.1-253.13:1, 22.1-270.

~~Superintendent's Memo No. 64 (Dec. 5, 2003).~~

Cross Ref.: JEC School Admission
 JHCA Physical Examinations of Students

SCHOOL VISITORS

Generally

Visitors are welcome in the schools as long as their presence is not disruptive. Upon arriving at a school, all visitors must report to the administrative office. Potential visitors, including parents, who are registered sex offenders, should consult Policy KN Sex Offender Registry Notification and Policy KNA Violent Sex Offenders on School Property before arriving at school property or school sponsored activities. The school division expects mutual respect, civility, and orderly conduct from all individuals on school property and at school events. Unauthorized persons, including suspended and expelled students, will be requested to leave school grounds by the building administrator. Unauthorized persons who fail to leave the school grounds or school activity as requested will be considered trespassers. The School Board authorizes the Superintendent to take all necessary actions regarding the safety, order and preservation of the educational environment on School Board property or at school division sponsored activities. Law enforcement may be called to enforce this policy.

Anyone, including students, who enters a school at nighttime without the consent of an authorized person except to attend an approved meeting or service or who enters or remains on any school property, including school buses, in violation of (i) any direction to vacate the property by an authorized individual or (ii) any posted notice which contains such information, posted at a place where it reasonably may be seen may be prosecuted.

Parents

Parents are encouraged to visit the schools on scheduled days for conferences with teachers, assemblies, PTA meetings, volunteer service, and other school programs. Noncustodial parents are not denied, solely on the basis of their noncustodial status, the opportunity to participate in any of the student's school or day care activities in which such participation is supported or encouraged by the policies of the School Board.

Board Members

Periodically, board members may visit schools within the division. The purpose of these visits is to ~~maintain contact with building employees~~ *{assist in fulfilling their responsibilities}* and increase understanding of actual educational practices. School Board members follow the same procedures applicable to all other visitors when visiting a school.

Adopted: February 18, 2014

Revised: April 28, 2015

Legal Ref.: Code of Virginia, 1950, as amended, §§ 18.2-128; 18.2-415, 22.1-79.

Cross Refs.	DJG	Vendor Relations
	ECA	Inventory and Reporting of Loss or Damage
	IGBC	Parental Involvement
	KGB	Public Conduct on School Property
	KN	Sex Offender Registry Notification
	KNA	Violent Sex Offenders on School Property

RELATIONS WITH LAW ENFORCEMENT AUTHORITIES

Investigations by Law Enforcement Officers at School

When it becomes necessary for any law enforcement officer to interrogate a student on school premises, the principal ~~shall be~~ *{is}* contacted immediately. The principal or ~~his/her~~ *{principal's}* designee ~~shall make~~ *{makes}* a reasonable effort to contact the parent or guardian and have the parent or guardian in attendance for the conference. If the parent or guardian cannot be present for the conference, then the principal or ~~his/her~~ *{principal's}* designee ~~shall be~~ *{is}* present throughout the interrogation.

Service of Process at School

Law enforcement should not serve students with court papers on non-school related matters during school operation without the permission of the Division Superintendent. If a staff member is to be served, the School Board encourages the process server to make all reasonable attempts to serve the documents off school premises. When a staff member or student is to be served with a legal process at school, this should occur in the school administrative office.

Development of Programs

The Superintendent ~~shall seek~~ *{seeks}* to develop, in cooperation with the local law-enforcement agencies, juvenile and domestic relations court judges and personnel, parents, and the community at large, programs and procedures to prevent violence and crime on school property and at school-sponsored events. The Superintendent ~~shall obtain and use~~ *{obtains and uses}* Sex Offender Registry information in accordance with Policy KN *{Sex Offender Registry Notification}*.

Report to Law Enforcement Officials

Except as may otherwise be required by federal law, regulation, or jurisprudence, the principal ~~shall~~ immediately ~~report~~ *{reports}* to local law-enforcement officials all incidents listed below that may constitute a criminal offense:

1. assault and battery which results in bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any ~~person~~ *{person, abduction of any person as described in VA. Code §§ 18.2-47 or 18.2-48,}* or stalking of any person as described in Va. Code § 18.2-60.3, on a school bus, on school property, or at a school-sponsored activity; or
2. any conduct involving alcohol, marijuana, ~~synthetic cannabinoids as defined in § 18.2-248.1-1,~~ a controlled substance, imitation controlled substance, or an anabolic steroid on a school bus, on school property, or at a school-sponsored activity, including the theft of or attempted theft of student prescription medications; or
3. any threats against school personnel while on a school bus, on school property, or at school-sponsored activity; or
4. the illegal carrying of a firearm, as defined by Va. Code § 22.1-277.07, onto school

- property;
5. any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in Va. Code § 18.2-85, or explosive or incendiary devices, as defined in Va. Code § 18.2-433.1, or chemical bombs, as described in Va. Code § 18.2-87.1, on a school bus, on school property, or at a school-sponsored activity; or
 6. any threats or false threats to bomb, as described in Va. Code § 18.2-83, made against school personnel or involving school property or school buses.

The principal may report to local law enforcement officials any incident involving the assault or assault and battery, without bodily injury, of any person on a school bus, on school property, or at a school-sponsored activity.

Adopted: July 12, 2016

Legal Refs.: Code of Virginia, 1950, as amended, §§ 8.01-47, 8.01-293, 9.1-101, 16.1-264, 22.1-279.3:1, ~~22.1-279.9,~~ 22.1-280.2:1, ~~22.1-293(B-D)~~ ~~22.1-293~~.

Cross Refs.: JFC Student Conduct
 JGD/JGE Student Suspension/Expulsion
 CLA Reporting Acts of Violence and Substance Abuse
 KN Sex Offender Registry Information

Agenda Report

Date: 08/07/18

Agenda Number: H-1

Attachments: Yes

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

Subject: Lynchburg City School Board Regulation GCBD-RZ Sick Leave

Summary/Description:

A review of our new regulation GCBD-RZ Sick Leave required administration to add language to the Extended Illness Program section clarifying the amount of sick leave an employee donates to or withdraws from the program. This regulation is attached to the agenda report and is being presented to the school board for discussion.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

SICK LEAVE

A. Definitions

Legacy Employee – full-time employee who was hired in a Virginia Retirement System (VRS) eligible position prior to January 1, 2014 who is a member of the VRS Plan 1 or Plan 2. For further information, see VRS Plan 1 or 2 Member Handbook at www.varetire.org.

Hybrid Employee – full-time employee who was hired in a VRS eligible position on or after January 1, 2014 and who is a member of the VRS Hybrid Retirement Plan. For further information, see VRS Hybrid Member Handbook at www.varetire.org.

Immediate Family – parent, son, daughter, foster parent/child, stepmother, stepfather, stepson, stepdaughter, husband, wife, brother, sister, son-in-law, daughter-in-law, mother-in-law, father-in-law, brother-in-law, sister-in-law, grandparent, grandparent-in-law, grandchild, or relative other than the above if such relative lives in the household of the employee.

B. Personnel Covered

Full-time employees and part-time employees earn sick leave each month. *{All employees will be advanced the first 3 days of their sick leave after the first worked day of their contract and will continue to accrue sick time on a monthly basis until the maximum number of days are accrued dependent on the length of the employee's contract.}*

1. Full-time employees: Sick leave without loss of pay is allowed in the amount of one day earned per contract month. ~~All employees will be fronted the first 3 days of their sick leave after the first worked day of their contract. The remaining days will be divided over the remaining months of their contract.~~
2. Part-time employees: Sick leave without loss of pay is allowed in the amount of one day earned per contract month. A sick leave day shall be equal in length to the employee's part-time work day. Part-time employees who work less days per week than full-time employees shall earn sick leave days according the employee's full-time equivalency (FTE).

C. Accumulation of Sick Leave

1. Employees may use accumulated sick leave without loss of pay.
2. For Legacy and part-time employees, unused sick leave accumulates from one contract year to the next with no maximum accumulation.
For Hybrid Employees, unused sick leave accumulates from one contract year to the next with a maximum of 90 days to be carried over as of June 30th each year.
3. Employees may use anticipated sick leave during the contract period. If the employee resigns or is terminated prior to the end of the school year, the employee shall repay the school division for any used but unearned days of sick leave. Repayment shall occur by deducting unearned sick leave days from his/her final pay. Any amounts due that cannot be deducted from final pay must be paid in full within thirty (30) days after written

notification to the employee of the outstanding amount due, after which the school division may pursue civil action to collect the outstanding amount due.

4. An employee who is absent as a result of a work-related injury covered by the Virginia Worker's Compensation Act shall use accumulated sick leave as specified in policy EI Insurance Management.
5. Sick leave may be taken in no less than half day increments for exempt employees and may be taken in no less than one hour increments for non-exempt employees.
6. Employees who have accumulated sick leave and who are unable to report for work at the beginning of their contract year because of illness, as certified by their physician, may use accumulated leave not exceeding the number of days to their credit as of June 30th of the preceding contract year. Once employees physically report to work, they will receive an allocation of days for the new contract year based on their actual report-to-work day. They may be required to provide a physician's certification of their ability to perform their duties. Employees with no available leave cannot use sick leave unless or until they have physically reported to work.
7. If an employee uses all of his/her sick leave days accrued, personal or vacation days may be used for additional days missed. If the employee has no personal or vacation days, the employee will be docked the equivalent of one day's pay for each day used.
8. All questions regarding sick leave should be directed to the Director of Personnel.

D. Absences Covered

1. Sick leave shall be allowed for personal illness or quarantine. In the event an illness requires absence from duty for a continuous period of five or more school days or at any other time deemed advisable by the Superintendent or designee, a statement certifying the employee's condition of health may be required from a physician. This statement shall be filed with the Director of Personnel. For absences greater than five days, refer to policy GCBE Family Medical Leave Act (FMLA) or GCBEA Emergency Medical Leave (EML).
2. Sick leave, not to exceed five days for any one illness in the employee's Immediate Family will be allowed. Absence from duty in this section is charged to the employee's total sick leave account in the same manner as absence due to personal illness or quarantine. For absences greater than five days, refer to policy GCBE FMLA.
3. Sick leave for absence related to pregnancy and child birth is allowed for that period of time certified by a physician, that the employee is physically unable to perform her duties up to the number of sick leave days for which the employee is eligible. It shall be the responsibility of the employee to provide the required physician's statement defining the exact period of disability, and to consult with the Superintendent or designee to establish the total period of absence. Leave without pay may be granted to the employee, upon proper request to the Superintendent or designee, when absence beyond that accountable to sick is desired. For absences greater than five days, refer to policy GCBE FMLA or GCBEA EML.

E. Extended Illness Program

The purpose of the Extended Illness Program (EIP) is to provide additional sick leave for

those members who have a long-term (20 or more consecutive days) illness or injury and who have exhausted their sick leave.

A Legacy or part-time employee may enroll by donating one day of his/her sick leave to the program *{equivalent to the contracted FTE}*. Enrollment may be accomplished by submitting the EIP Application to the EIP Committee. This committee will consist of Assistant *{Deputy}* Superintendent of Operations, Chief Financial Officer, and Director of Personnel or designees.

A short-term disability (STD) benefit is provided for Hybrid Employees, therefore, Hybrid Employees are not eligible to participate in EIP. For further information, see <http://www.vacorp.org/hybrid-disability/>.

1. Enrollment

- a. A Legacy or part-time employee will be eligible to enroll within the first 30 days of employment.
- b. An employee who does not enroll when first eligible may do so during open enrollment by submitting an EIP application.
- c. All eligible employees must be enrolled in the plan for six months prior to becoming eligible to utilize the benefits of the EIP.
- d. Upon enrollment the employee donates one (1) day of sick leave *{equivalent to the contracted FTE}* to the program and one day thereafter whenever an assessment is required.

2. Membership/Participation

- a. Membership in the program shall be continuous unless the employee informs the committee in writing of intent to withdraw from participation in the program.
- b. The first twenty (20) consecutive contract days (qualifying period) of illness or injury will not be covered by the program but must be covered by the employee's own accumulated leave or leave without pay.
- c. A member of the program will not be able to utilize sick leave benefits until he/she depletes his/her own sick and personal/vacation/non-accumulative leave.
- d. A member utilizing days from the program will not have to replace these days except as a regular contributory member in accordance with the provisions for assessment.
- e. Absences due to procedures or treatments not medically necessary or absences that are a bridge to retirement are not eligible for the EIP.
- f. Days drawn from the program for any one period of eligibility must be consecutive and will run concurrently with FMLA. If the member suffers a recurrence or relapse within 30 days due to the original illness or injury, the member is not required to meet another 20-day qualifying period. Otherwise, members must return to work and must meet the 20-day qualifying period before becoming eligible to utilize the EIP again.
- g. EIP days are for employee's use only and do not apply to absence due to family illness.
- h. Members are eligible to withdraw up to twenty (20) days maximum per school year of EIP leave *{equivalent to the contracted FTE}*. The employee can use the balance of the approved EIP leave from the previous school year if there is a need under the original request for leave to continue into the next year. The leave must be

- consecutive without a break. If a member does not use all of the days granted from the EIP, the unused days will be returned to the EIP. A new application for EIP leave must be submitted for review by the committee for a succeeding school year.
- i. In the event the same illness has been continually incapacitating through the non-contracted period for employees who work less than twelve (12) months, the employee can use the balance of the approved EIP leave from the previous school year. Once this leave is exhausted, the employee must submit a new application and meet the 20 day qualifying period.
 - j. Members of the EIP will be assessed an additional day of sick leave *{equivalent to the contracted FTE}* at such times as the program is depleted to 200 days. Notification from the EIP committee of such assessment shall be sent to each member at the time it is determined to be necessary, and the assessment shall be made unless the participant chooses to cease membership in the program. A member who has no sick leave to contribute at the time of assessment will have this day deducted from the first sick leave day subsequently accumulated.
 - k. Upon termination of employment or withdrawal of membership, a participant will not be permitted to withdraw any contributed days.
3. To Request Leave From the Program
- a. A completed EIP Leave Withdrawal Form shall be submitted to the EIP Committee. The committee shall approve/disapprove the request within 5 business days.
 - b. The leave withdrawal form may be submitted in anticipation of exhaustion of all paid leave, but no member will actually receive donated leave until all paid leave is exhausted.
 - c. The leave withdrawal form must include medical certification from an attending physician that identifies the medical problem and the estimated time period of incapacity, including any restrictions. No request will be considered unless medical information is included. Completed FMLA paperwork may be submitted along with the withdrawal form in place of the medical certification.
4. Approval Authority
- Decisions to grant leave under this policy will be made by the EIP Committee. The decision of the committee is final and is not subject to appeal.

F. Catastrophic Medical Leave

A full-time employee may be granted up to twenty (20) additional days of ~~unpaid~~ Catastrophic Medical Leave (CML) in the event the employee has a continuous and prolonged absence of five (5) or more days. This leave period will run concurrently with FMLA or EML. The absence must be for personal illness beyond the employee's accumulated leave including personal/vacation/non-accumulative leave. An employee is not required to be a member of the Extended Illness Program (EIP); however, if the employee is a member all leave must be exhausted before requesting CML.

A request in writing must be submitted to the CML Committee. This committee will consist of the ~~Assistant~~ *{Deputy}* Superintendent of Operations, Chief Financial Officer, and the Director of Personnel or designees. The committee will forward the request to the Superintendent for final approval. A full-time employee will be limited to one occurrence of

CML during a 12-month period. Continued absence beyond CML shall be without pay.

G. Transfer of Leave

Accumulated sick leave may be transferred up to a maximum of ninety (90) days for Legacy Employees and forty (40) days for Hybrid Employees. Such leave can be transferred within Virginia from one school division to another if the school division to which the employee transfers agrees to accept the responsibility for the accumulated sick leave. The Lynchburg City School Board will accept such transfer of leave from other participating Virginia divisions for certified employees.

H. Termination

When an employee's services are terminated for any cause and the person is employed by any other participating school board in Virginia, upon request, a certificate of all sick leave which has accumulated to the credit of said employee shall be furnished to the said employing school board. An employee who has left the public school system of Virginia or is unable to work in the public schools of Virginia for a period of three consecutive years because of illness or physical disability or family responsibility will forfeit all accumulated sick leave. This three year period will begin on the date of the last paycheck received from Lynchburg City Schools.

Persons who leave public school employment to enter the Armed Services do not forfeit accumulated sick leave earned unless they fail to return to such employment immediately upon discharge from an original tour of duty in the Armed Services. Sick leave credit is not allowed for the period while in the Armed Services.

Adopted: March 6, 2018

Agenda Report

Date: 08/07/18

Agenda Number: H-2

Attachments: No

From: Dr. Crystal M. Edwards, Superintendent
LaTonya Brown, Director of Student Services

Subject: 2018-2019 Applications for Federal Programs

Summary/Description:

Lynchburg City Schools will be submitting individual applications for each of the federal programs for 2018-2019. The applications for review during the August School Board include Title I, Part D and Title IV-A.

School administrators developed these applications with input from principals, teachers, parents, and community members. LCS anticipates leveled funding for Title I, Part D and a significant increase in Title IV-A funding. However, all of these funding levels could be changed when final allocations are determined later in the fall.

Title I, Part D:

Anticipated allocation for 2018-2019	\$66,024.57
Final allocation for 2017-2018:	<u>\$66,024.57</u>
(as of June 25, 2018)	\$ 0

Please note that all Title IV-A funds were transferred to Title IIA last year as allowable by law. This will be the first year we have allocated Title IV-A funds for Well Rounded Students, Safe & Healthy Students, and Technology based on the formulas required by law.

Title IV- Part A

Anticipated allocation for 2018-2019:	\$196,000.00
Final allocation for 2017-2018:	<u>\$104,070.99</u>
Total net gain in funding:	- \$ 91,929.01

School board approval is necessary prior to submitting the applications for federal funds for the 2018-2019 academic year to the Virginia Department of Education.

Members of the school board have received a copy of the completed applications.

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

Recommendation:

The superintendent recommends that the school board approve the two applications for federal funds.

Agenda Report

Date: 08/07/18

Agenda Number: H-3

Attachments: No

From: Crystal M. Edwards, Superintendent

Subject: School Board Retreat 2018-2019

Summary/Description:

Each year, the Lynchburg City School Board conducts an annual retreat. During this presentation, the school board will approve the proposed retreat date of Friday, October 12, 2018 and begin to identify possible topics for discussion.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation: The superintendent recommends that the school board approve the 2018-2019 Lynchburg City School Board annual retreat date of October 12, 2018.

Agenda Report

Date: 08/07/18

Agenda Number: H-4

Attachments: No

From: Crystal M. Edwards, Superintendent
LaTonya Brown, Director of Student Services

Subject: Regional Alternative Education Program 2018-2019

Summary/Description:

The Regional Alternative Education Program will provide an alternative educational setting for up to 67 middle school students and 180 high school students from Lynchburg City, Amherst, Appomattox, Bedford and Nelson counties at the Fort Hill Community School. Utilizing intervention strategies to help students improve their academic performance, as well as their behavioral challenges. The Regional Alternative Education Program promotes collaboration between families, schools, public agencies, and the juvenile judicial system in an effort to foster students' success. The instructional staff uses individualized and small group instruction, as well as blended or hybrid instruction utilizing technology, to meet the academic needs of a diverse population of students.

BUDGET FOR THE REGIONAL ALTERNATIVE EDUCATION PROGRAM

Expenditure Categories	State Funds
1000 - Personnel Services	\$230,021.97
2000 – Employee Benefits	\$88,408.03
3000 – Purchased Services	\$0
4000 – Internal Services	\$0
5000 – Other Charges Travel, Postage	\$0
6000 – Materials & Supplies	\$0
8000 – Equipment Laptops/calculators	\$0
Total Requested	\$318,430

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board approve the State Grant: Regional Alternative Education Program budget 2018-2019SY.

Agenda Report

Date: 08/07/18

Agenda Number: H-5

Attachments: Yes

From: Crystal M. Edwards, Superintendent
Heather Boyles, Supervisor of Elementary Math, Science, and Gifted

Subject: Lynchburg City Schools Local Gifted Plan

Summary/Description:

The Virginia Board of Education establishes *Regulations Governing Educational Services for Gifted Students* (8 VA 20-40-10) that apply to all local school divisions in the Commonwealth. Due to a variety of factors including budget and reorganization, it is necessary to revise and update our local plan.

Local school boards approve their division's local plan for the education of gifted students annually. Upon approval, the school division shall submit a copy of its plan to the Virginia Department of Education (VDOE) for technical review on a schedule determined by the VDOE. The technical review for the Lynchburg City Schools plan is September 2019.

The current plan was reviewed and approved by the state in 2015. The final version of the plan will be brought to the school board for approval at the meeting scheduled for September 4, 2018.

Disposition: Action
 Information
 Action at Meeting on: September 4, 2018

Recommendation:

The superintendent recommends that the school board receive the Lynchburg City Schools Local Gifted Plan as an informational item and consider action at the school board meeting on September 4, 2018.

Lynchburg City Schools

Local Plan for the Education of the Gifted

2018-2023

LEA#	115		
Superintendent	Dr. Crystal Edwards		
Mailing Address	915 Court Street, Lynchburg, VA 24504		
Gifted Education Coordinator/ Designee	Heather R. Boyles	Title Address Telephone E-mail	Supervisor of Elementary Math, Science, and Gifted 915 Court Street Lynchburg, VA 24504 434-515-5000 boyleshr@lcsedu.net
Local School Board Chairperson	Dr. Michael Nilles		
Date Approved by School Board	TBD		

Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site [Gifted Ed Homepage - http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml)

Section 8VAC20-40-60A of the *Regulations* states that, "Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the Department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations." To assist school divisions and school boards in complying with section 8VAC20-40-60A, the Virginia Department of Education has created this template for developing Local Plans for the Education of the Gifted (revised January 2011). This public document addresses all aspects of local services for gifted students, including, but not limited to, the area(s) of giftedness the school division will serve, an operational definition of giftedness in the division and its supporting identification procedures, program services, professional development, curriculum development, and parent and community involvement.

Each section of the plan should address specific procedures and information for each area of giftedness identified by the school division. If a school division identifies students in general intellectual aptitude (GIA) and specific academic aptitude-mathematics (SAA-M), then the section for referral procedures, for example, should reflect the specific referral procedures for GIA and SAA-M. Throughout the local plan template, school divisions may need to copy and paste the drop down boxes, the insert text form fields, and any pertinent information for each area of giftedness identified by the division. In order to be able to 'choose an item' from a drop down box, simply right click on the highlighted 'choose an item' wording and the drop down arrow should appear on the right. Right clicking on the arrow will then allow the drop down box choices to appear. If certain procedures or policies apply to more than one area of giftedness, simply copy and paste the drop down selection box to reflect all areas of giftedness that are applicable to the procedures or policy.

Once the completed comprehensive local plan for the education of gifted students has been approved by the local school board, the plan shall be accessible to the public through the division's Web site. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.

For more information, contact the Virginia Department of Education specialist for Governor's Schools and Gifted Education at 804-225-2884.

General Information regarding the Gifted Program in Lynchburg City Schools

In section 8VAC20-40-40A of the *Regulations*, divisions are required to screen, refer, identify, and serve gifted students in at least general intellectual aptitude or specific academic aptitude. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion. On the chart below, please indicate all areas of giftedness that are identified and served within the division. Please copy and paste any additional rows as might be needed to address all areas in Specific Academic Aptitude and/or Visual and/or Performing Arts that are identified by the school division.

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - Mathematics	K-12
Specific Academic Aptitude (SAA) - English	K-12
Career and Technical Aptitude (CTA)	X
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	X

(Please highlight, copy, and insert SAA and/or VPA rows as necessary to reflect all areas of giftedness served by the school division.)

Part I: Statement of Philosophy and Local Operational Definition of Giftedness for the School Division (8VAC20-40-60A.1)

A. Division Statement of Philosophy for the Education of Gifted Students

Lynchburg City Schools believes all students have the potential for learning at high levels. It is the division’s philosophy that gifted students exist within all ethnic, geographic, and socioeconomic groups. It is the responsibility of Lynchburg City Schools to ensure that potential is nurtured and developed in all students, but specifically in those identified as gifted.

The current mission statement of Lynchburg City Schools encompasses gifted students when it states the school division’s goal of every child, by name and by need, to graduation. As an extension of that mission statement, the division’s philosophy for the education of gifted students states that students identified as gifted should be provided special academic experiences to nurture their growth and development. The school division is committed to providing a qualitatively differentiated instructional program to develop the intellectual, creative, and social-emotional growth of our gifted students.

B. Division Operational Definition of Giftedness

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for ‘giftedness’ used by the division in the identification process. Such a

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definition might include a listing of the evidence of student readiness for gifted educational services, e.g. evidence of gifted behaviors as determined by a valid and reliable teacher checklist or evidence of superior academic performance based on a norm-referenced assessment of aptitude.

Lynchburg City Schools has adopted the definition of giftedness set forth in the *Regulations Governing Educational Service for Gifted Students* which defines gifted students as, “those students in public elementary, middle, and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. The aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs.”

General Intellectual Aptitude: Lynchburg City Schools seeks to identify those students with superior aptitude or potential for such aptitude across a broad range of intellectual disciplines. These students demonstrate marked abilities beyond their age-level peers. Beginning in the spring of the student’s second grade year, he/she may be referred to determine eligibility for full-time gifted services beginning in the third grade year. Student readiness for gifted educational services is determined by multiple and varied criteria:

- referral information
- parent recommendation and teacher information forms which include characteristics of gifted students and anecdotal notes based on observations
- evidence of superior academic performance based on a norm-referenced assessment of aptitude and ability
- report cards and student work samples
- other achievement data

Specific Academic Aptitude: LCS seeks to find those students who demonstrate remarkable strength and performance in two specific academic aptitudes, English and mathematics. Beginning in kindergarten, students may be referred to determine eligibility for gifted services in the areas of English and/or mathematics. The eligible student will demonstrate strength of aptitude in verbal and/or quantitative domains as substantiated by the following multiple criteria:

- course grades in the academic area of referral
- norm-referenced achievement testing
- a valid and reliable teacher checklist
- parent questionnaire
- a portfolio of at least three writing samples in the area of English across a variety of genres (grades K-5)
- an observation and/or work sample of the student actively engaged in problem solving during a mathematics lesson

Part II: Program Goals and Objectives (8VAC20-40-60A.2)

This section should include goals and objectives for the school division's gifted education program. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

A. Identification:

Goal: Provide continuous and systematic identification and placement of gifted students, including a process to evaluate and improve the identification of students that ensures equitable representation of students from historically underrepresented groups.

Objectives:

1. Use identification data to review and revise procedures for identifying students in grades K-12 in both GIA and SAA.
2. Review assessment measures used for screening and identification to ensure equity in the identification of students from underrepresented populations.
3. Use the Slocumb-Payne Teacher Perception Inventory as a means of recognizing gifted characteristics manifested both positively and negatively in the identification process.

B. Delivery of Services:

Goal: Provide a continuum of services which addresses the needs of all identified gifted students.

Objectives:

1. Provide and promote rigorous research-based program options that effectively and consistently challenge all gifted students.
2. GIA (K-12) provide gifted students with instructional experiences within their general education classroom that are designed to enrich and extend the curriculum.
3. SAA (K-12) English and Mathematics
Grades K-5- Continue services for identified students with the Lead Instructional Coach at least one day per week for a minimum of 45 minutes.
Grades 6-8- Provide services through cluster grouping, exploratory classes, and open enrollment in advanced level courses.
Grades 9-12- Continue services through advanced classes, Advanced Placement courses, Dual Enrollment courses, Early College, Central Virginia Governor's School, XLR8 Regional STEM Academy, and the Summer Residential Governor's School.

C. Curriculum and Instruction:

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Goal: Provide differentiated curriculum and instructional opportunities which are reflective of the unique needs of all gifted students.

Objectives:

1. Provide differentiated instructional services that are designed to maximize the intellectual and academic growth and learning of identified students.
2. Continue to develop identified students' inquiry and research skills through a gifted curriculum which promotes critical and creative thinking and problem solving.

D. Professional Development:

Goal: Provide a comprehensive professional development program that supports teachers in the development and implementation of differentiated instruction for students identified for gifted services.

Objectives:

1. Provide professional development to all teachers within the division, emphasizing the characteristics and special needs of students in underrepresented groups.
2. Provide annual professional development for all gifted and instructional staff to become more effective advocates as they increase their understanding of gifted students and their related academic and social-emotional needs.
3. Provide training for teachers, focusing on the needs of gifted students, including specialized training for gifted education strategies in problem solving, inquiry based learning, and independent studies.

E. Equitable Representation of Students:

Goal: Establish processes and opportunities that are inclusive of students with diverse abilities, beliefs, and cultures during the identification and education of gifted students

Objectives:

1. All elementary schools will offer differentiated reading and mathematics instruction K-5.
2. The Promoting Excellence Through Accelerated Learning (PETAL) program will work to accelerate students from under-represented populations in English and mathematics by offering summer acceleration programs, bridge courses, and school-based support.
3. Continue to provide open enrollment for all advanced and accelerated classes, creating equal access for all.
4. Annually present pathways to advanced opportunities to families of students transitioning to middle school and high school.

F. Parent and Community Involvement:

Goal: To increase family and community awareness of advanced opportunities in Lynchburg City Schools.

Objectives:

1. Provide ongoing information detailing gifted services, identification processes, and opportunities for advanced coursework to all parents in Lynchburg City Schools through the LCS website.
2. Increase public awareness and understanding of the need for and the value of Lynchburg City Schools' gifted education programs for gifted students in order to advocate for resources to support gifted education.
3. Principals will ensure that there is at least one parent information session regarding gifted services within the first 9 weeks of school.

Part III: Screening, Referral, Identification, and Service Procedures**A. Screening Procedures (8VAC20-40-60A.3)**

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Screening Procedures for General Intellectual Aptitude

Screening Procedures for Specific Academic Aptitude - English

Screening Procedures for Specific Academic Aptitude - Mathematics

Screening for gifted students begins in kindergarten and continues through grade twelve. Standardized test data, achievement data, gifted referral forms, gifted checklists, division-wide assessments, and other relevant information are reviewed twice per year – once in the fall (October/November) and again in the spring (April/May). Students who demonstrate the need for additional services can be referred for gifted identification.

The most extensive screening for the early identification of young gifted students occurs from December through May of each school year and includes the completion of the Gifted Screening Data Collection Form, standardized tests, a problem-solving interview, and the Slocumb-Payne Teacher Perception Inventory. If a student exhibits gifted characteristics, school personnel fill out the Gifted Services Referral Form, the Slocumb-Payne Teacher Perception Inventory, and the Gifted Screening Data Collection Form. This information is reviewed and placed in a red folder in each student's scholastic record. For each year a student is in the data collection process, his or her teacher(s) completes new forms. The school-level gifted eligibility committee uses these forms as a component in its eligibility decisions.

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During the winter, first grade students enrolled in Lynchburg City Schools take the most recent edition of the Naglieri Nonverbal Ability Test. Students who score a Naglieri Ability Index of 120 or higher are included in the talent pool upon parent/guardian approval. The Naglieri Nonverbal Ability Test was selected for administration to students at this level due to its culturally fair design and its recognized value as a screening instrument for underrepresented groups.

Toward the middle of the school year, second grade students take the Stanford-10 Achievement Test. Students who score an 86 Local Percentile Rank or higher on any subtest are included in the talent pool upon parent/guardian approval.

During the second semester, second grade students complete a writing sample and illustration. These samples are reviewed by the teacher team and may result in a gifted identification referral. Any scoring of the writing sample and illustration for program placement is done by a team of school psychologists and certified gifted teachers using a division-created rubric.

B. Referral Procedures (8VAC20-40-60A.3)

This section provides referral procedures for each area of giftedness identified and served by the division. These procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. These procedures should include to whom referrals are submitted and the timeline for the division to provide parents/guardians with the results of the eligibility process. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Referral procedures for Specific Academic Aptitude - English**Referral procedures for Specific Academic Aptitude - Mathematics**

Referrals for gifted students are accepted for students in kindergarten through grade twelve. Teachers determine whether any of their students have exhibited a specific academic aptitude that merits a referral for gifted identification. Additionally, administrators, parents/guardians, or other concerned adults may refer a student for consideration. Referral forms are available from the Lead Instructional Coach at each elementary school and from the central office, and they are returned to the Lead Instructional Coach.

Students can be referred into the gifted identification process at any time. Gifted referral forms are available at each school and individuals can request these from the Lead Instructional Coach. The forms should be completed and returned to the instructional coach. The Lead Instructional Coach will then obtain parent permission to evaluate for gifted services if it has not already been collected or if the parent is not the referring source.

Once parent permission to evaluate is obtained, the gifted identification process begins.

The Gifted Screening Data Collection Form is collected along with the necessary data points and artifacts for review by the school's Gifted Eligibility Committee. The committee will determine if additional data is needed or what services can be offered to meet the student's needs. A gifted eligibility meeting will occur within 90 days of the original referral. At that time it will be determined if the student meets the criteria as a gifted student.

The majority of formal gifted-eligibility decisions are made during the second semester of a student's second grade year. However, it is important to note that students may have been receiving enrichment and academic challenge opportunities as a member of the school talent pool since the receipt of the signed Permission to Collect Data form.

The length of time dedicated to data collection for kindergarten and first graders is due to the difficulty in distinguishing academic giftedness from the effects of enriching experiences when dealing with these very young students. Past experience has demonstrated that taking the time to collect sufficient information from a variety of sources during kindergarten and first grade helps to eliminate identification errors and their unpleasant repercussions in later years.

Occasionally, however, a student can be identified as profoundly gifted in a given academic area even in kindergarten and first grade. For this rare child, inclusion in the talent pool and associated enrichment activities is appropriate, but may not be sufficient. The referral form on such a child should recommend, and justify, the immediate consideration for gifted identification by the building-level gifted committee. If the committee determines the student is eligible, a meeting is held with the student's parents/guardians, and an academic plan is created. Such a plan may include acceleration in the area of giftedness. The occurrence of this type of giftedness is by definition an extremely small percentage of the overall population. Classroom teachers are instructed to make any necessary referrals to the building-level gifted committee by the end of the first semester. Even students who have been previously found ineligible for gifted services may be referred. Referral forms are continually accepted from school staff, parents/guardians, peers, and community members. The acceptance of referral forms and the occurrence of building-level gifted eligibility meetings continue through middle school and high school.

Referral procedures for General Intellectual Aptitude

All students in grades 1-2 are screened in order to create a pool of potential candidates for Lynchburg City Schools' full time gifted program (Gifted Opportunities Center). A norm-referenced nonverbal group ability test is given to all first graders the 3rd nine weeks of school. All students whose ability index is 120 or higher become part of the pool. A norm-referenced group achievement test is given to all second graders the 2nd nine weeks of school. Students who score in the 86% or higher this assessment become part of the pool of potentially gifted students. Parents/guardians of students in this initial

pool are sent an information/permission form to collect additional information on the student.

Parents/guardians, teachers, the prospective student, peers, or a community member may also initiate a referral for students who did not score 120 ability index or 86% or above but wish to be considered for identification for gifted services. All referrals for full-time gifted services (GIA) must be submitted by the annually posted deadline available online at the Lynchburg City Schools website and posted in the front office of each elementary school.

C. Identification Procedures (8VAC20-40-60A.3)

This section provides identification procedures for each area of giftedness identified and served by the division. Identification in GIA programs shall be K-12 and must include a nationally norm-referenced aptitude test. Identification in SAA programs shall be K-12 or as assessment instruments exist to support identification, and must include either a nationally norm-referenced aptitude or achievement test. Identification in CTA and VPA programs shall be at the discretion of the school division. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

1. Multiple Criteria Listing (8 VAC 20-40-40D.3)

This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. This listing of categories should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: Selection of either item 5a or 5b or both counts as a single category.

General Intellectual Aptitude
 Specific Academic Aptitude - English
 Specific Academic Aptitude - Mathematics

- 1. Assessment of appropriate student products, performance, or portfolio
- 2. Record of observation of in-class behavior
- 3. Appropriate rating scales, checklists, or questionnaires
- 4. Individual interview
- 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
and/or
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s)

- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures

Specify: Division-wide assessments

D. Placement Procedures (8VAC20-40-60A.3)

This section provides procedures for the placement of gifted students in each area of giftedness identified and served by the division. These procedures include information about the identification and placement committee.

1. Identification/Placement Committee (8VAC 20-40-40D)

- a. This section includes the **number** of persons comprising the Identification/Placement Committee by category.

Specific Academic Aptitude - English
 Specific Academic Aptitude - Mathematics
 General Intellectual Aptitude

- 1 Classroom Teacher(s)
- 1 Gifted Education Resource Teacher(s)
- 1 Counselor(s)
- 1 School Psychologist(s)
- Assessment Specialist(s)
- 1 Principal(s) or Designee(s)
- 1 Gifted Education Coordinator
- 1 Other(s) Specify: Special Education Personnel

- b. Type of Identification/Placement Committee
 This section indicates the type of Identification/Placement Committee the division uses.

- School-level
- Division-level

2. Eligibility (8VAC20-40-60A.3)

This section includes a chart detailing all criteria that could be considered in the identification process for a specific area of giftedness identified by the division. A description of the eligibility process used by the committee to make decisions regarding eligibility for services shall follow the chart. It includes a timeline for making eligibility decisions within 90 instructional days of the school division's receipt of the parent's(s') or legal guardian's(s') consent for assessment.

General Intellectual Aptitude
 Specific Academic Aptitude - English
 Specific Academic Aptitude - Mathematics

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Achievement Record	Classroom teacher(s)	Lead Instructional Coach	Lead Instructional Coach
Teacher Perception Inventory	Classroom teacher(s)	Lead Instructional Coach	Lead Instructional Coach
Naglieri Nonverbal Ability Test	Classroom teacher(s)	Pearson Assessment	School Counselor
Stanford Achievement Test	Classroom teacher(s)	Pearson Assessment	School Counselor
Writing Sample	Classroom teacher(s)	Team of School Psychologists	Supervisor of Elementary Gifted
Interview	Lead Instructional Coach	Team of School Psychologists	Supervisor of Elementary Gifted
Parent/Guardian Questionnaire	Parents/Guardian	N/A	Lead Instructional Coach

Referrals for gifted services are accepted twice per year at the building level. The Lead Instructional Coach will notify their school community beginning in September/January that referrals are being accepted for building-level gifted service with a late October/March deadline.

Following the receipt of a referral, the Lead Instructional Coach will send home a Permission to Collect Data form and the Parent/Guardian Questionnaire. When the signed Permission to Collect Data form is returned, the Lead Instructional Coach works with the counselor, teacher team, and administrator to collect the necessary testing data and work samples.

Data should be collected by the building level committee meeting date established by the Lead Instructional Coach. During the building level committee meeting, all data is presented and discussed. The building-level committee, based on their professional judgment, experience, and training, makes the eligibility decisions for students in their building. There is a minimum or cut-off score available to assist with this process.

If a student is found ineligible, an Ineligibility Notification form is sent home to the parents/guardians within two weeks of the meeting. If the student is found eligible, the committee will also recommend service options for the student. This information is sent home in a letter requesting permission to provide gifted services to the student. Once this form is signed and returned, the student will receive the recommended services in a timely manner; in-class differentiation and enrichment can begin at once, whereas acceleration to a new grade level in a specific content or placement in school-based gifted classes may need to wait until the end of a grading period.

Gifted services are available to identified students in all schools. The school-based gifted program, DEPTH (Developing Expanded Perspectives Through Higher-level thinking), is available to students in grades 3-5 who have been identified as gifted. These students meet with a gifted resource teacher at least one class period per week. During this time, students work on projects and activities designed to challenge thinking and provide rigor in specific core content areas.

The Gifted Opportunities Center is a division-wide program for highly gifted students from each elementary school. The Gifted Opportunities Center is one service option for gifted students who reside in the city of Lynchburg. The Gifted Opportunities Center application process is distinct. Due to limited space, there are students identified as gifted and yet are not selected for the Gifted Opportunities Center.

When a student is referred for gifted eligibility to the Gifted Opportunities Center, each base school Lead Instructional Coach is responsible for gathering the applicants' data, including referral forms, standardized test scores, Permission to Collect Data forms, completed Gifted Screening Data Collection forms, and completed work samples and interview. The Achievement Record and Teacher Perception Inventory are both rated on a scale from 2 to 10 points as is the student's result on the Naglieri Nonverbal Ability Test-II (NNAT-2) and the Stanford 10 Achievement Test. The school division's school psychologists along with 3-4 certified gifted teachers, who meet over a period of two days, score the applicants' writing sample and interview using a rubric. That rubric score is translated into a scale from 2 to 10 points. All values are then totaled to create an overall score between 10 and 50. Since split scores (i.e., 6/7) are often generated in this process, students may have split total scores as well.

There are two third grade, two fourth grade, and two fifth grade classrooms in the Gifted Opportunities Center. Once students are placed in third grade, they are permitted to remain in the program through fifth grade. To determine which students will be placed in third grade, rising third grade applicants' total scores are ranked, with students having split totals considered to have the average for ranking purposes. The students with the ten highest scores are selected regardless of their base school. The remaining positions are allocated to the highest scoring students in each school based on the school's percentage of the school division's second graders. The division selection committee uses 34 points as a minimum guide for selecting students. Students with a split total are considered to have the higher value relative to meeting the minimum criteria. If a school does not have enough qualified students to fill its allocated positions, those positions revert to the next highest scoring students in the division, regardless of base school.

Division and base school waiting lists are created from all those students who meet the minimum criteria. Those students who do not meet these criteria receive a non-selection letter. As selected students accept or decline placement in the Gifted Opportunities Center, students are selected from the base school or division waiting list. If a base school has no more qualified students on its waiting list, the position is awarded to the next highest qualified student on the division waiting list, regardless of base school. If no qualified students remain on any waiting list, the position is not filled.

In both the building-level gifted identification process and the Gifted Opportunities Center application and selection process, all individuals involved are aware that no single criterion can deny or guarantee access to gifted program services. The committee uses the 34 point minimum score on the Gifted Eligibility Summary Form as the guide for eligibility into any gifted service.

Beginning in grade six, gifted students are served through a wide variety of advanced and accelerated course offerings. In addition, school based activities and clubs are offered as gifted students can be challenged in their areas of interest and explore other subjects.

Gifted students who reside in the city of Lynchburg in grades 10 & 11 are invited to apply for a position at the Central Virginia Governor's School for Math, Science, and Technology. Lynchburg purchases thirty-two slots as one of the gifted services offered to gifted students. Selection is based on class rank, current level of coursework, standardized test data (PSAT/SAT), teacher and counselor recommendations, average SOL scores, and demonstrated interest as noted in a student essay.

Students in grade 10 may also apply for acceptance into the Early College Program. This program is designed for students to meet their secondary education requirements while completing a college curriculum as well. Students who complete this program will receive their high school diploma and their Associate of Arts and Science degree in General Studies from Central Virginia Community College. Each year's cohort consists of 24 students. Selection is based on current high school GPA, scores on the Virginia Placement Test in mathematics and English, teacher recommendations, attendance history, and quality of the entire application packet.

Another opportunity for students in grade 10 to apply for is the Lynchburg Regional Governor's STEM Academy. This program is also located the Central Virginia Community College and focuses on Science, Technology, Engineering, and Math. There are two pathways for students to explore- Health Care Technologies and Mechatronics.

There are also several Summer Residential Governor's School Programs available to students entering grades eleven and twelve. These programs offer a month of intensive study in the areas of foreign languages, humanities, agriculture, life sciences, marine science, math/science, technology, medicine, visual art, instrumental music, vocal music, dance, and theatre.

Gifted services include any of the previously mentioned special programs as well as differentiated instruction within the regular classroom, vertical acceleration, inclusion in school based programs for gifted students, and participation in activities such as ACE, Stock Market Challenge, 24 Math, Chess Club, Lego League, Science Fair, History Day, and other activities that allow gifted students to excel at an individual pace. Access to the school division's numerous Advanced Placement (AP) and college dual enrollment courses are available to students beginning in grade 9

All standard referral and data collection forms are located in the Appendix of this document and are consistent with this information

3. Determination of Services (8VAC20-40-60A.3)

This section describes the process of determining appropriate educational services for identified K-12 students.

General Intellectual Aptitude

There are two third grade, two fourth grade, and two fifth grade classrooms in the Gifted Opportunities Center. Once students are placed in third grade, they are permitted to remain in the program through fifth grade. To determine which students will be placed in third grade, rising third grade applicants' total scores are ranked, with students having split totals considered to have the average for ranking purposes. The students with the ten highest scores are selected regardless of their base school. The remaining positions are allocated to the highest scoring students in each school based on the school's percentage of the school division's second graders. The division selection committee uses 34 points as a minimum guide for selecting students. Students with a split total are considered to have the higher value relative to meeting the minimum criteria. If a school does not have enough qualified students to fill its allocated positions, those positions revert to the next highest scoring students in the division, regardless of base school.

Division and base school waiting lists are created from all those students who meet the minimum criteria. Those students who do not meet these criteria receive a non-selection letter. As selected students accept or decline placement in the Gifted Opportunities Center, students are selected from the base school or division waiting list. If a base school has no more qualified students on its waiting list, the position is awarded to the next highest qualified student on the division waiting list, regardless of base school. If no qualified students remain on any waiting list, the position is not filled.

Specific Academic Aptitude - English**Specific Academic Aptitude - Mathematics**

The building-level gifted education committee determines the service options that are appropriate for each student. The committee members review the services options available at the student's grade level and recommend and communicate appropriate options to the parent(s)/guardian(s) in the Permission to Receive Gifted Services form.

After the signed form is returned to the Lead Instructional Coach, the recommended services will be made available to the student. While some service options can begin immediately, others (e.g., acceleration to a higher grade in a given content area) may be more appropriately provided at the end of a grading period.

Part IV: Notification Procedures (8VAC20-40-60A.4)

This section includes the procedures used for (a) notifying parents/guardians when the individual identification process is initiated; (b) requesting permission for individual testing and/or collection of additional information; (c) requesting permission for provision of appropriate service options; and, (d) parents/guardians wishing to file an appeal of the identification outcome, change in placement, or exit decision. Any procedural differences pertaining to a specific area of giftedness identified by the division should be clearly indicated.

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

When a student is referred for gifted identification, or if a student is screened into the process through a score on a standardized test or performance on the portfolio assessment, a High Score Letter or Permission to Collect Data form is sent to the parent/guardian. This form states that the student has been referred for gifted identification and that data will be collected on this student's abilities and achievement. It also may indicate that with the parent/guardian's permission the student will be included in the school's talent pool. After this signed form is returned, the data collection process begins and the student may be included in the school's talent pool.

Once a student has been found eligible to receive gifted services, a Permission to Receive Gifted Services letter will be sent to the parent/guardian. This letter will request permission for the student to receive specific services recommended by the building-level or division-level gifted education committee.

All standard notification and permission forms are located in the Appendix of this document and are consistent with this information.

Part V: Change in Instructional Services (8VAC20-40-60A.5)

This section includes the policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement procedures or exit policy from the program.

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

Students who are identified for gifted services retain their identification from the point of identification until graduation. It is the philosophy of Lynchburg City Schools that students need learning experiences based on their readiness level, their interest, and their learning profile. Because a continuum of services and varied delivery models are offered,

gifted services are dynamic and fluid. Parents/guardians may request that students not take part in the gifted services that are offered. This is a school-level decision that is facilitated by the parents/guardians, teacher(s), principal, and the Lead Instructional Coach. When this occurs, the parent/guardian may write a letter requesting the change in service. This letter is then placed in the student's scholastic file. The student maintains eligibility for gifted services and has the opportunity to take part in activities offered by the gifted program as available. Gifted staff remain in contact with the student and parent/guardian to make service modifications and disseminate program information as needed.

At the GO Center, support and intervention processes have been put in place. These processes provide opportunities for students to develop strategies to be successful in the event they experience difficulties. Rarely, a change in placement takes place; however, if this is a consideration, the Supervisor for Elementary Gifted will be notified in writing. Students are not exited out of the gifted program. Every area of service consistently assesses the needs of the students and modifications are made accordingly.

Appeals

This section includes the process used when an identification, change in placement, or exit decision is appealed for school based gifted services and GO Center placement

1. School-Based Appeal

Parents/guardians, teachers, or others who disagree for any reason with the decision of the school based Gifted Eligibility Committee may appeal the decision within 10 instructional days after being informed of the committee's decision. Appeals cover non-eligibility decisions for initial referrals and changes in service. For part-time gifted services, parents/guardians have the opportunity to meet with the school-based administrator to discuss the decision and review the identification paperwork. A formal appeal must be submitted in writing to the principal of the student's school. Following the receipt of an appeal, the principal and Lead Instructional Coach, acting as representatives of the Gifted Eligibility Committee, meet with the parents/guardians within 20 instructional days. Together there is a review of the identification file results. The principal may determine a need to override the committee decision and change the committee results, determining that a student is eligible for services. Decisions are filed in the student's confidential cumulative file. Final decisions of the school based appeal are submitted in writing to the Supervisor of Elementary Gifted.

2. Full-Time Services (GO Center) Appeal

For full-time gifted services at the G.O. Center, requests for appeals are addressed by the Supervisor for Elementary Gifted. Appeals cover non-eligibility decisions for referrals and changes in service. The formal appeal must be submitted in writing to the Supervisor for Elementary Gifted within 10 days of notification of the selection committee's

decision. Appeals are reviewed by the Central Office Appeal Committee which may be composed of the Supervisor of Elementary Gifted; the Supervisor for Elementary Language Arts; the Director for Equity, Engagement, and Opportunity; and the Director for Special Education; and the Director of Curriculum and Instruction. At the committee's meeting on the appeal, the committee will review all data that has been collected. Any additional material may be submitted by the parents/guardians, school staff, professional staff, and others who know or instruct the student. This additional material may include recent school work, products developed at school, end of school year testing, and grades. At this time, the committee will decide if additional assessment data is needed, and if so, will make a request to the Curriculum and Instruction department or for individual test(s) to be administered; or, the committee may determine that based on the data that has been submitted, no additional data is needed. Any testing administered as part of an appeal must be administered by staff of Lynchburg City Schools. No testing conducted outside the school division will be considered in the appeals process.

The committee's decisions may include one of the following:

- Uphold the original decision of the identification and placement committee or selection committee.
- Reverse the decision of the identification and placement committee or selection committee.

Committee decisions are filed in the student's confidential cumulative file. The Supervisor for Elementary Gifted is responsible for notifying parents/guardians and/or the individual initiating the appeal of the decision within twenty instructional days of receipt of the written appeal. All decisions made by the Central Office Appeal Committee are final.

Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth. Career and Technical aptitude programs and Visual and/or Performing Arts programs are offered at the discretion of the school division.

A. Service Options are Continuous and Sequential

This section provides evidence that the division's program of curricula and instruction for gifted learners is continuous and sequential. GIA programs need to provide evidence from kindergarten through twelfth grade. SAA programs need to provide evidence that service options are continuous and sequential from identification until twelfth grade.

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General Intellectual Aptitude
 Specific Academic Aptitude - English
 Specific Academic Aptitude - Mathematics

The unique characteristics of individual students should determine the type and level of support services the student receives. Some gifted students will require more intensive services than others. At all levels, the students in Lynchburg City Schools are provided instruction via a differentiated curriculum that is responsive to the educational needs of the student. By seeking out students early in their educational career, showing the potential or ability to achieve, creatively think, or problem-solve, these students will be provided with learning experiences specially designed to challenge and engage them. The division provides challenging learning experiences that are designed to meet the unique learning profile of a broad range of students with gifted attributes in grades K-12. Through a continuum of academic services, students engage in complex subject matter, thereby preparing them for more challenging and rigorous classes as they advance from grade to grade. The level and pace at which the curriculum is delivered is dependent on the readiness level of the student.

Lynchburg City Schools Continuum of Sequential Curricula and Instruction for GIA, SAA- English, & SAA- Mathematics					
Elementary	Critical and Problem Solving Skills Grades K-2	Differentiation in Language Arts, Mathematics Grades K-5 (SAA)	Advanced Curriculum Mathematics Grade 5	Part-Time Gifted Services Grades 3-5 (GIA, SAA)	Full-Time Academic Program Grades 3-5 (GIA)
Middle	Advanced Classes in Area of Academic Strength/Interest Grades 6-8 (GIA) & (SAA- English)			Advanced Curriculum Acceleration for high school credit- Algebra I, Algebra II Grades 6-8 (SAA-Mathematics)	
High	Advanced Classes AP Classes Independent Study Dual Enrollment Summer Residential Governor's School Early College STEM Academy Central Virginia Governor's School Grades 9-12 (GIA)	Advanced Classes AP Classes Independent Study Dual Enrollment Summer Residential Governor's School Early College STEM Academy Central Virginia Governor's School Grades 9-12 (SAA-English)	Advanced Classes AP Classes Dual Enrollment Summer Residential Governor's School STEM Academy Early College Central Virginia Governor's School Independent Study Grades 9-12 (SAA Mathematics)		

B. Service Options Provide Instructional Time with Age-level Peers

This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

Differentiation- Lynchburg City Schools focuses on aligned instructional practices in each classroom. Planning of lessons and then execution of the lesson with a focus on student learning, student engagement, and teaching approaches used. This approach then lends itself to differentiation within the classroom. Differentiation is the modifying of:

what students will know (content)

how students will think (critical, creative, and problem solving skills)

how students will access and use resources (research skills)

how students will summarize and share their learning (products)

Differentiation is a teacher's response to students' needs and is guided by general principles of differentiation, such as respectful tasks, flexible grouping, ongoing assessment, and adjustment. This allows students to work with age-level peers, but on their specific ability level.

Cluster Grouping Model- The resource-cluster model is an arrangement in which a group (cluster) of identified gifted students is assigned to a classroom with a cluster teacher who collaborates with the Lead Instructional Coach to provide differentiated curriculum and instruction. Students are assigned to cluster classrooms according to specific program guidelines. The cluster teacher is responsible for delivering gifted services in collaboration with the Lead Instructional Coach. The Lead Instructional Coach gives continuous training and support to the cluster teacher in the development of curriculum and the implementation of differentiated instruction in the classroom. In grades K-5 the Lead Instructional Coach also works with small groups of gifted or high academic-ability students who have indicated mastery of skills on special assignments in flexible groups. In grades 6-12 students spend instructional time with age-level peers in all classes. This model provides opportunities for students to work independently with intellectual and chronological peers.

C. Service Options Provide Instructional Time with Intellectual and Academic Peers

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade-level or course expectations for all learners. The description should include how these academic needs are met during the school day and week.

General Intellectual Aptitude

Local Plan for the Education of the Gifted

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Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

Instructional strategies and content in English/language arts and mathematics allow students to have opportunities for acceleration and enrichment beyond their grade-level or course-level peers. Services are designed to provide enrichment to the LCS curriculum, develop advanced thinking skills, and provide opportunities for creative expression and problem solving.

Full-time and part-time services provide acceleration and enrichment opportunities for identified gifted student. These are offered through instructional groupings and full-time placement at the G.O. Center. English and mathematics services are offered in cluster grouping within specific classrooms. This provides time with an intellectual peer group for instruction. Students in grades 3-5 in zoned schools also have opportunities to collaborate and create new learning experiences during planned times with the Lead Instructional Coach.

Students in grades 6-8 are clustered in advanced classes and accelerated courses. This provides the opportunity for students to collaborate, discuss, and debate within their advanced classes.

Students in grades 9-12 continue with advanced classes, Advanced Placement courses, and dual enrollment that provide opportunities for enrichment experiences with intellectual and academic peer group instruction and interaction.

Furthermore, other opportunities for acceleration are achieved through:

- Compacting curriculum to provide gifted students the opportunity to demonstrate mastery of objectives and their facility for expedient work in specific content areas.
- Accelerating the rate of instruction in classrooms for gifted students is achieved by focusing on broad-based concepts and themes in lieu of repetitive drill and practice.
- Using above grade level materials and providing tiered activities appropriate to the abilities of gifted students affords them the opportunity to go beyond grade level standards.

D. Service Options Provide Instructional Time to Work Independently

This section includes a description of the instructional strategies or program model used in the division to allow gifted learners to work independently during the school day and week.

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

A variety of instructional programs allows identified gifted students to work independently. These strategies and models include problem-based learning,

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project-based learning, independent research projects, curriculum compacting, individualized reading and writing activities, creative projects and productions, learning centers, pull out groups, mentors, product choice menus, independent contracts, and tiered lessons. Different strategies are chosen based on students' needs, which allows classroom teachers and the Lead Instructional Coach to tailor curriculum and differentiate by product, interest, and/or rigor. Students receive guidance or instruction from classroom teachers, Lead Instructional Coaches, IT-DARTs, librarians, and/or community members.

E. Service Options Foster Intellectual and Academic Growth

This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.

General Intellectual Aptitude

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Lynchburg City Schools provides opportunities for gifted students to participate in challenging and meaningful educational experiences which promote intellectual and academic growth and nurture 21st century learning skills. To foster growth, students' program placement, academic setting, and program curriculum are monitored by the Lead Instructional Coach, classroom teachers, school counselors, and administrators. Identified students are recommended for program service options based on an area of academic strength. Teachers select, adapt, and employ a repertoire of instructional strategies which address the distinctive needs of gifted students.

Instructional strategies utilized include:

<p>Authentic assessment Using approaches such as product or performance-based activities that allow students to demonstrate what they have learned as a result of meaningful instruction.</p>	<p>Interdisciplinary connections Guiding students in making connections among and between content areas and disciplines through the use of overarching concepts, issues, and themes.</p>
<p>Curriculum compacting The elimination of material that students already know to allow for instruction of new material or extension activities.</p>	<p>Metacognition Students develop the skill of thinking about their own thinking and reflecting on learning processes.</p>
<p>Decision-making Student choice supported and valued while guidance is given to build decision-making skills.</p>	<p>Parallel Curriculum Four parallels: core curriculum, curriculum of connections, curriculum of practice, and curriculum of identity, with each aspect of the model focused on building ascending intellectual demand into the curriculum.</p>
<p>Diagnostic-prescriptive instruction Continuous informal and formal assessments used to plan instruction to meet objectives.</p>	<p>Problem-based learning Providing students with unstructured problems or situations where they must discover answers, solutions, and concepts or draw conclusions and generalizations.</p>
<p>Differentiation Varying curriculum and instruction through process/thinking skills, content, and pursuing material in greater depth.</p>	<p>Problem solving Providing students with problem solving strategies matched to differing problem types.</p>
<p>Discussion Providing both teacher and student directed discussion to probe student thinking and in-depth exploration.</p>	<p>Questioning techniques Questions used in discussion or activities that draw on advanced levels of information and require challenging thinking.</p>
<p>Goal setting and planning Students involved in personal goal setting and involvement in planning, monitoring, and assessing their own learning for efficient and effective use of time and resources.</p>	<p>Self-directed projects Structured projects agreed upon by student and teacher that allow a student to investigate an area of high interest or to advance knowledge.</p>
<p>Higher-order thinking Analytical skills developed to allow students to explore and grasp complex concepts.</p>	<p>Student competitions Various opportunities provided through the classroom, school, and community.</p>
<p>In-depth topic development Extended instruction to provide opportunities for greater exploration and knowledge acquisition.</p>	<p>Technology Technology used to deliver instruction and as a tool for student learning and product development.</p>

F. Procedures for Assessing Academic Growth in Gifted Students

This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.

General Intellectual Aptitude

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Lynchburg City Schools uses a variety of procedures to assess academic growth for K-12 gifted students. Students are assessed using both formal and informal measures, in conjunction with summative and formative assessments. Assessment is ongoing and provides the data for teachers to make informed decisions about the readiness levels, interest areas, and learning styles of their students. In addition, classroom teachers and Lead Instructional Coaches provide additional growth assessments through student portfolios, teacher narratives, pre- and post-assessments, diagnostic tests, student self-assessments, peer assessments, and product rubrics.

- Lynchburg City Schools offers instructional and curricular benchmark guides for students in grades K-12. Curriculum and instruction is designed to meet the needs of gifted students and is in alignment with the division learner outcomes. Assessment resources for teachers offer vertical alignment and assessment options and include the Pacing and Resource (PAR) guides for the four content areas (English, mathematics, science, and social studies) and an online mathematics toolbox each mathematics Virginia Standard of Learning.
- A balanced-assessment system is in place throughout the division which is focused on multiple and varied methods of assessment.
- Course grade data provides evidence that intellectually gifted students demonstrate success in rigorous courses.
- AP test score data provides evidence that students have high levels of understanding, knowledge, and skills.
- Data regarding performance on division-wide performance benchmarks and digital profiles provides evidence that gifted students demonstrate higher-order thinking skills. Also, teachers are able to report data indicating whether underachieving gifted students improve their performance.
- SOL test score data provides evidence that gifted students have high levels of understanding, knowledge, and skills.
- Scores on national assessments such as the ACT, PSAT, and SAT provide evidence that students have high levels of understanding, knowledge, and skills.
- Graduation data demonstrates that gifted students acquire high levels of understanding, knowledge, and skills.

Part VII: Program of Differentiated Curriculum and Instruction (8VAC20-40-60A.11)

The *Regulations Governing Educational Services for Gifted Students* defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division's appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted learners.

General Intellectual Aptitude

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

The Lynchburg City Schools believes that no single model can effectively meet the needs of all identified gifted students, and that a variety of programs provided in grades K-12 will offer the necessary program options and educational opportunities to meet their needs. Three models that are used with gifted students in the Lynchburg City Schools include Joseph Renzulli's enrichment model that focuses on exploration, skill development, and investigation; Carol A. Tomlinson's differentiated instruction model; and the cluster grouping model.

Students identified as gifted in Lynchburg City Schools are provided instruction by means of a differentiated curriculum that is responsive to the educational needs of the students. At all educational levels, the gifted program is grounded in general education curriculum based on the Virginia Standards of Learning, but is differentiated, modified, and expanded to provide appropriate learning challenges in general and specific areas of giftedness. Differentiated instruction for Lynchburg City Schools is characterized by the introduction of advanced content, open-ended tasks, variations in pacing, and complexity of thought. The dual commitment to establishing strong foundations in the core learning objectives for all grades and implementing curriculum extensions is a key to modifying learning for gifted students. Teachers working with these students recognize that the principles of differentiation guide the modification of the following five key areas: content, process, product, learning environment, and affect. Teachers of gifted students are also required to incorporate problem solving, critical inquiry, creativity, and self-directed learning into their classes.

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Students included as part of a school's talent pool and those that have been identified as gifted, participate in enrichment through a variety of methods. It is the responsibility of the general education teacher to provide opportunities for exploration, skill development, and investigation within the general education setting. The teachers also work collaboratively with the Lead Instructional Coach to focus enrichment opportunities for students who show specific strengths in either English or mathematics. That enrichment can occur within the classroom or in a pull-out environment. The goal of each school is to provide some enrichment to the entire school body as a means of providing opportunities for each student to explore, develop, and investigate.

Cluster grouping is utilized to provide flexible instructional groups to accommodate different instructional needs within the classroom. The level and pace at which the curriculum is delivered is dependent on the academic readiness level of the student.

**Part VIII: Policies and Procedures for Access to Programs and Advanced Courses
(8VAC20-40-60A.12)**

This section provides the school division's policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with the learning needs of the gifted student.

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

Policy P6-26**A. Purpose**

Education for the gifted necessitates that educational opportunities appropriate to exceptional abilities be provided. The responsibility of providing each student with the opportunity to realize his/her potential is recognized by the school board. Gifted students require a unique, advanced, and challenging educational program in order to enhance the development of their special abilities.

It is the position of the school board to actively promote and develop a qualitatively differentiated educational program for the gifted students in order to facilitate the fullest development of their potential. The program shall be in compliance with the Standards of Quality and Objectives for Public Schools in Virginia as prescribed by the General Assembly.

B. Definition

Gifted students, as identified by professionally qualified persons, are those who by virtue of outstanding abilities are capable of superior performance. These are students who require differentiated educational programs and/or services, beyond those normally provided by the regular school program, in order to realize their contributions to self and society.

C. Identification

Gifted students are those students who are identified through the use of multiple criteria. The criteria include the following:

1. Standardized test scores,
2. Staff recommendations,
3. Rating scales of behavioral characteristics,
4. Achievement records,
5. Portfolios
6. Interview

D. Program Goals

To develop an understanding of the characteristics which distinguish gifted students from the general school population.

To identify those individuals who are gifted.

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To provide continuous staff development for administrators, teachers, and parents.

To provide educational programs which will enable each gifted student to develop his/her abilities to their fullest potential.

To provide for continuous formative and summative evaluation of the program for the gifted.

E. Program Design

Program designs are those organizational patterns which provide the educational environment that best develops the potential of each gifted student. The basis for program design shall be obtained through the use of enrichment, grouping, acceleration, guidance, and all-day centers. Enrichment refers to experiences which replace, supplement, or extend learning as the basis for each program design. Grouping as a program design allows for provisions which facilitate the students' access to learning activities. Activities which promote learning beyond the regularly prescribed curriculum are referred to as accelerated programs including special classes and advanced courses. Guidance and counseling provide experiences which promote understanding of the self and others and opportunities for exploration of careers. City-wide programs and all-day centers provide services. The program for the gifted shall allow for flexibility through the combination of these basic elements of design and the identified needs of gifted students.

Instruction within the program design shall be based upon sound learning theory and upon specific needs of the gifted.

Legal Reference:

Code of Va., § 22.1-253.13:1. Standard 1. Basic skills, selected programs, and instructional personnel.-- . . . D. Local school boards shall also implement the following:

7. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs. . . ." (1997)

Virginia Board of Education Regulations, "Governing Educational Programs for Gifted Students." (January, 1991) 8VAC20-40-20. Definitions. The words and terms, when used in this chapter, shall have the following meanings, unless the content clearly indicates otherwise:

"Appropriately differentiated curricula" for gifted students refer to curricula designed in response to their cognitive and effective needs. Such curricula provide emphasis on both accelerative and enrichment opportunities for (i) advanced content and pacing of instruction, (ii) original research or production, (iii) problem finding and solving, (iv) higher level thinking that leads to the generation of products, and (v) a focus on issues, themes, and ideas within and across areas of study.

"Gifted students" means those students in public elementary and secondary schools beginning with kindergarten through graduation whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated abilities and who have evidence of high performance capabilities, which may include leadership, in one or more of the following areas:

1. Intellectual aptitude or aptitudes. Students with advanced aptitude or conceptualization whose development is accelerated beyond their age peers as

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demonstrated by advanced skills, concepts, and creative expression in multiple general intellectual ability or in specific intellectual abilities.

2. Specific academic aptitude. Students with specific aptitudes in selected academic areas: mathematics; the sciences; or the humanities as demonstrated by advanced skills, concepts, and creative expression in those areas.

3. Technical and practical arts aptitude. Students with specific aptitudes in selected technical or practical arts as demonstrated by advanced skills and creative expression in those areas to the extent they need and can benefit from specifically planned educational services differentiated from those provided by the general program experience.

4. Visual or performing arts aptitude. Students with specific aptitudes in selected visual or performing arts as demonstrated by advanced skills and creative expression who excel consistently in the development of a product or performance in any of the visual and performing arts to the extent that they need and can benefit from specifically planned educational services differentiated from those generally provided by the general program experience.

"Identification" is the process of reviewing student data collected at the screening level and conducting further evaluation of student potential to determine the most qualified students for the specific gifted program available.

"Identification/Placement Committee" means a standing committee which is composed of a professional who knows the child, classroom teacher or teachers, others representing assessment specialists, gifted program staff and school administration, and others deemed appropriate. This committee may operate at the school or division level. In either case, consistent criteria must be established for the division.

"Placement" means the determination of the appropriate educational option for each eligible student.

"Screening" is the process of creating the pool of potential candidates using multiple criteria through the referral process, review of test data, or from other sources.

Screening is the active search for students who should be evaluated for identification.

"Service options" include the instructional approach or approaches, setting or settings, and staffing selected for the delivery of appropriate service or services that are based on student needs.

"Student outcomes" are specified expectations based on the assessment of student cognitive and affective needs. Such outcomes should articulate expectations for advanced levels of performance for gifted learners. (1997)

8VAC20-40-40. Identification. A. Each school division shall establish a uniform procedure with common criteria for screening and identification of gifted students. If the school division elects to identify students with specific academic aptitudes, they shall include procedures for identification and service in mathematics, science, and humanities. These procedures will permit referrals from school personnel, parents or legal guardians, other persons of related expertise, peer referral and self-referral of those students believed to be gifted. Pertinent information, records, and other performance evidence of referred students will be examined by a building level or division level identification committee. Further, the committee or committees will determine the eligibility of the referred students for differentiated programs. Students who are found to be eligible by the Identification/Placement Committee shall be offered a differentiated program by the school division.

B. Each school division shall maintain a division review procedure for students whose cases are appealed. This procedure shall involve individuals, the majority of whom did not serve on the Identification/Placement Committee.

Adopted by School Board: January 6, 1981

Part IX: Personal and Professional Development (8VAC20-40-60A.13)

School divisions must provide evidence of professional development based on the following teacher competencies outlined in 8VAC20-542-310 below.

1. Understanding of principles of the integration of gifted education and general education, including:
 - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
 - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.
2. Understanding of the characteristics of gifted students, including:
 - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
 - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
 - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).
3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
 - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
 - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
 - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
 - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
 - e. The evaluation of data collected from student records such as grades, honors, and awards;
 - f. The use of case study reports providing information concerning exceptional conditions; and
 - g. The structure, training, and procedures used by the identification and placement committee.
4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
 - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;

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- b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
 - c. The development of learning environments that guide students to become self-directed, independent learners.
5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
- a. The integration of multiple disciplines into an area of study;
 - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
 - c. The development of analytical, organizational, critical, and creative thinking skills;
 - d. The development of sophisticated products using varied modes of expression;
 - e. The evaluation of student learning through appropriate and specific criteria; and
 - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
- a. The systematic gathering, analyzing, and reporting of formative and summative data; and
 - b. Current local, state, and national issues and concerns.

Gifted education services in Lynchburg City Schools are dependent on collaborative work among Lead Instructional Coaches, cluster teachers, parents/guardians, administrators, and community members. As the program leaders, the Department of Curriculum and Instruction personnel play an essential role in the success of gifted programs in Lynchburg City Schools. As such, professional development is highly valued. No one model provides the theoretical framework for the Lynchburg City Schools gifted curriculum. It is an eclectic mix that incorporates the best practices of several gifted education models, such as facets of Renzulli's Enrichment Triad model; the differentiated instruction model of Carol Ann Tomlinson; the Depth and Complexity Model developed by Sandra Kaplan; and other research-based gifted pedagogical practices.

Understanding of Principles of the Integration of Gifted Education and General Education, Lynchburg City Schools provides opportunities for professional development and training for all teachers who work with students who exhibit gifted attributes. A sample of professional development opportunities which target appropriate researched-based and evidence-based educational practices for gifted students includes:

- Differentiating Instruction for Gifted students
- Characteristics of Gifted students
- Engaging Strategies and Practices for Diverse Learners in Advanced Placement
- Finding and Nurturing Advanced Academic Potential in Underrepresented Populations
- Introduction to Gifted Learners
- Socio-Emotional Needs of Gifted Learners
- Models and Strategies for Challenging and Engaging Gifted Learners

- Teaching Critical and Creative Thinking Skills
- Twice Exceptional—Smart Students with Learning Challenges

In addition, there are workshops that support the screening, referral, identification, and placement process for each elementary school. This training is critical as the work that is collected by each teacher provides important evidence to support recommendations for gifted series.

Understanding and Application of a Variety of Educational Models, Teaching Methods, and Strategies for Selecting Materials and Resources

To ensure academic rigor and the development of learning environments that guide students to foster independent and self-directed learning, curriculum planning and development is ongoing and focuses on topics including inquiry-based problem solving strategies, performance-based assessments, and promoting higher-level thinking and discussion.

The following provides an overview of the LCS professional development plan of action focused on gifted students:

POSITION	PROGRAM	REQUIRED TRAINING
Lead Instructional Coaches	GIA, SAA	Local training in differentiation of curriculum and instruction, gifted pedagogy, and social and emotional needs of gifted students; endorsement in gifted education
Gifted Opportunity Center Teachers	GIA, SAA	Local training in the characteristics of gifted students as well as curriculum differentiation, gifted pedagogy, and social and emotional needs of gifted students; add-on endorsement in gifted education
Classroom Teachers who teach full-time advanced students	GIA, SAA	Local training in the characteristics of gifted students as well as curriculum differentiation, gifted pedagogy, and social and emotional needs of gifted students; endorsement in gifted education
K-12 Teachers	GIA, SAA,	Local training in gifted pedagogy, underrepresented populations, gifted program services, differentiation of curriculum and instruction, and social and emotional needs of gifted students

Part X: Procedures for Annual Review of Effectiveness (8VAC20-40-60A.14)

This section provides the procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes and the academic growth of gifted students. School divisions may decide to focus on one or more areas to review each year. However, reviews shall be based on multiple criteria and shall include multiple sources of information.

The annual review of the effectiveness of the gifted education program is based on the following criteria:

1. A report on each elementary school for part-time services that includes the number of students referred, screened, and found eligible by ethnic group and gender.
2. A report on the central screening and selection process for full-time services that includes the number of students referred, screened, and found eligible by ethnic group and gender.
3. The number of AP course offerings.
4. The number of AP courses taken by individual students by graduation.
5. Progress made toward reaching the Program Goals and Objectives.

Additionally, the Local Plan for the Education of Gifted Students shall be reviewed and revised, as needed, by the designated director of gifted education for Lynchburg City Schools. Any changes made to the plan are reported to the superintendent and school board by the designated director of gifted education for approval.

Part XI: Procedures for the Establishment of the Local Advisory Committee (8VAC20-40-60B)

Each school division may establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division's procedures for the establishment of the local advisory committee for the gifted program if the division has elected to establish a committee.

Part XII: Assurances (8VAC20-40-60A.6; A.7; A.8; A.9)

In accordance with the *Regulations Governing Educational Services for Gifted Students*, the following assurance must be provided by the school division:

- Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;
- Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer’s instructions;
- Assurances that accommodations or modifications determined by the school division’s special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student’s gifted education services; and
- Assurances that a written copy of the school division’s approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.

Pursuant to these requirements, I hereby certify that the school division is in compliance with this language.

Division Superintendent’s Signature	Printed Name	Date
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Appendix

Appendix: These documents are the forms and letters used in the referral, screening, and identification of gifted students enrolled in Lynchburg City Schools.

- i. Gifted Eligibility Referral Form
- ii. High Score Letter NNAT
- iii. High Score Letter Stanford
- iv. Gifted Screening Data Collection Form K-5
- v. Gifted Screening Data Collection Form 6-8
- vi. Gifted Screening Data Collection Form High School
- vii. Permission to Collect Data and Participate in Talent Pool
- viii. Teacher Perception Inventory
- ix. Parent Questionnaire
- x. Gifted Eligibility Summary Sheet
- xi. Permission to Participate in Gifted Services-School based
- xii. Ineligibility for Gifted Services Letter
- xiii. GO Center Invitation Letter
- xiv. GO Center Permission Form
- xv. GO Center Waiting List Letter
- xvi. GO Center Ineligibility Letter, No Services Offered
- xvii. GO Center Waiting List Selection Letter



Gifted Services Referral Form

Please type or print clearly. Referral form may not be retyped. Responses must fit on this form; attachments may not be submitted.

Student's Last Name	First Name	Parent(s)/Guardian(s)
Grade/Teacher(s)		Parent Phone Number
LCS School Attending		Referring Source
Lead Instructional Coach		Referral for: <input type="checkbox"/> School Based Pull-Out Gifted Services <input type="checkbox"/> GO Center

In the space provided below, please explain why the student should be considered for gifted services.

Signature of Referral Source
Relationship to Student
Date of Referral



NNAT High Score Letter

DATE

Dear Parent/Guardian:

This year all first grade students in Lynchburg City Schools were administered the Naglieri Nonverbal Ability Test. The results of this test are used to determine students who will be screened for potentially receiving gifted services in the future.

Your child scored high enough on this test to be included in the first grade pool of candidates who will be considered for gifted eligibility. Please note that being in the pool of students to be screened does not mean the student is eligible for gifted services. A file will be prepared and kept at the school for review next spring for gifted services. If you do not wish to have your child included in the gifted identification process, please note that on the permission form below.

In addition to collecting data, students who are a part of this pool of candidates may also receive enrichment opportunities in their schools. These opportunities may include differentiated instruction in the classroom, placement in advanced groups, and enrichment activities.

Please check the appropriate box below, sign, and return to school within 10 school days. Feel free to contact me if you have questions regarding the gifted process.

Sincerely,

Lead Instructional Coach

Do Not Detach

- I give permission for my child to participate in enrichment activities and for data to be collected for the gifted identification process.
- I do not give permission for my child to participate in enrichment activities and for data to be collected for the gifted identification process.

Parent or Guardian Signature

Date

Student Name



Stanford High Score Letter

DATE

Dear Parent/Guardian:

This year all second grade students in Lynchburg City Schools were administered the Stanford Achievement Test. The results of this test are used to determine students who will be screened for potentially receiving gifted services in the future.

Your child scored high enough on this test to be included in the second grade pool of candidates who will be considered for gifted eligibility. Please note that being in the pool of students to be screened does not mean the student is eligible for services. A file will be prepared and kept at the school for review later this spring for gifted services. If you do not wish to have your child included in the gifted identification process, please note that on the permission form below.

In addition to collecting data, students who are a part of this pool of candidates may also receive enrichment opportunities in their schools. These opportunities may include differentiated instruction in the classroom, placement in advanced groups, and enrichment activities.

Please check the appropriate box below, sign, and return to school within 10 school days. Feel free to contact me if you have questions regarding the gifted process.

Sincerely,

Lead Instructional Coach

Do Not Detach

- I give permission for my child to be included in the gifted identification process and for data to be collected on my child.
- I do not wish for my child to be included in the gifted identification process at this time.

Parent or Guardian Signature

Date

Student Name

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LYNCHBURG CITY SCHOOLS

Gifted Screening Data Collection

(K-5 Students)

This form is to be used as information and is collected on any student referred or otherwise screened into the Lynchburg City Schools' Gifted Identification Program in grades K-5.

Except in extreme cases, providing gifted services, data collection and assessment will continue until a gifted identification meeting is held during the second semester of the second grade year. However students may be referred, evaluated, and served in kindergarten and 1st grade when appropriate.

Once a child has been screened into the pool of gifted identification candidates, his/her teacher(s) should be notified near the beginning of each year. A Data Collection Form should be completed by the current teacher(s) each time a child is screened/referred for gifted services.

Name: _____

School: _____ **Grade Level:** _____

Referred by: _____ **Relationship:** _____ **Date:** _____

Parent(s): _____

Street Address: _____

Zip Code: _____ **Phone Number:** _____

Standardized Test Data

NNAT Local Percentile Rank-Stanine Score (L/PR-S): _____ Date Tested: _____

Stanford 10 Complete Battery Local Grade Percentile Score: _____ Date Tested: _____

Standards of Learning Scores: Reading _____ Math _____ Grade _____

Achievement Record and Classroom Performance Scale:

Teacher's Name(s) _____

(Please rate achievement from 1 to 5, with a 1 indicating below grade-level achievement, a 2.5 denoting average work, and a 5 indicating consistent excellence and above grade-level achievement and performance in that subject area.)

Note: Scores should be consistent with the academic performance as noted on report cards.

Reading: _____ Math: _____ Social Studies: _____ Language Arts: _____ Science: _____

Average of all 5 scores: _____

Teacher Perception Inventory Score (from bottom of inventory): _____

Committee Decision: _____ Chair: _____ Date: _____

Agenda Report Attachment

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Lynchburg City Schools

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Gifted Screening Data Collection

(Sixth, Seventh, or Eighth Grade Students)

LYNCHBURG CITY SCHOOLS

This form is to be used as information and is collected on any student referred or otherwise screened into the Lynchburg City Schools' Gifted Identification Program in sixth, seventh, or eighth grade. (Please attach the gifted referral form to this sheet.)

Name: _____ Student # _____

School: _____ Grade Level: _____

Referred by: _____ Relationship: _____ Date: _____

Parent(s): _____

Street Address: _____

Zip Code: _____ Phone Number: _____

<u>SOL Scaled Scores</u>	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
English-Reading	_____	_____	_____	_____	_____
Math	_____	_____	_____	_____	_____
History & Social Science		_____	_____	_____	_____
Science		_____			_____
Writing					_____

Achievement Record and Classroom Performance Scale:

Teacher's Name(s) _____

(Please rate achievement from 1 to 5, with a 1 indicating below grade-level achievement, a 2.5 denoting average work, and a 5 indicating consistent excellence and above grade-level achievement and performance in that subject area.)

Note: Scores should be consistent with the academic performance as noted on report cards

Reading: _____ Math: _____ Social Studies: _____ Language Arts: _____ Science: _____

Teacher Perception Inventory Score (from bottom of form): _____

Committee Decision: _____ Chair: _____ Date: _____

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Lynchburg City Schools

A TRADITION OF EXCELLENCE FOR ALL



Gifted Screening Data Collection (High School Students)

LYNCHBURG CITY SCHOOLS

This form is to be used as information and is collected on any student referred or otherwise screened into the Lynchburg City Schools' Gifted Identification Program in High School.
(Please attach the gifted referral form to this sheet.)

Name: _____ Student # _____

School: _____ Grade Level: _____

Referred by: _____ Relationship: _____ Date: _____

Parent(s): _____

Street Address: _____

Zip Code: _____ Phone Number: _____

<u>SOL Scaled Scores</u>	8 th Grade	<u>End of Course SOL Scores</u>	
English	_____	Test _____	Score _____
Math	_____	Test _____	Score _____
History & Social Science	_____	Test _____	Score _____
Science	_____	Test _____	Score _____
Writing	_____	Test _____	Score _____

Achievement Record and Classroom Performance Scale:

Teacher's Name(s) _____

(Please rate achievement from 1 to 5, with a 1 indicating below grade-level achievement, a 2.5 denoting average work, and a 5 indicating consistent excellence and above grade-level achievement and performance in that subject area.)

Note: Scores should be consistent with the academic performance as noted on report cards

Reading: _____ Math: _____ Social Studies: _____ Language Arts: _____ Science: _____

Teacher Perception Inventory Score (from bottom of form): _____

Committee Decision: _____ Chair: _____ Date: _____

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

DATE

Parent/Guardian Permission to Collect Data for Gifted Services and Participate in Enrichment

To the parents/guardians of _____:

This letter is to inform you that your child has been referred into our gifted identification process. A teacher, an administrator, your child's score on a standardized assessment, or you may have generated this referral. That information, along with the rationale for the referral, is available to you in your child's scholastic record.

In order to begin the gifted identification process, we would like your permission to collect information on your child's academic abilities as they relate to your child's potential giftedness. The collected information may include standardized testing data, scholastic achievement record, a teacher perception inventory, work samples from class, classroom observations, a problem solving interview, and other data that would showcase the student's characteristics of giftedness.

In addition, we would like your permission to provide additional enrichment opportunities to your child if it is determined appropriate. These activities may include differentiated instruction in the classroom, placement in advanced groups, and enrichment activities.

If you consent to our collecting data for the gifted identification process and to having your student enriched, please place a check next to the first statement, sign the form, and return this page to your school's Lead Instruction Coach. If you do not give this permission, please place a check next to the second statement, sign the form, and then return this page. If you have any questions related to your child's referral form, the data that is collect, or any other aspect of the gifted identification process, please contact your school's Lead Instructional Coach.

Sincerely,

Lead Instructional Coach

****Do Not Detach****

- I give permission for my child to participate in enrichment activities and for data to be collected for the gifted identification process.
- I do not give permission for my child to participate in enrichment activities and for data to be collected for the gifted identification process.

Parent/Guardian Name (please print)

Student Name (please print)

Parent/Guardian Signature

Date

Gifted Eligibility Summary Sheet

Current Grade

School: _____ Student #: _____

Student's Last Name (Print): _____

Student's Given First Name (Print): _____

Please Note: For all scoring areas it is appropriate to record a split value rather than one number. The minimum score for eligibility is 34/50.

I. Achievement Record and Work Sample: Value: _____

Achievement Record average from Data Collection Form _____ (max 5)
+ Work Sample Rubric Score _____ (max 5)

II. Teacher Perception Inventory: Value: _____

72-76 = 10, 58-62 = 7, 43-47 = 4,
68-72 = 9, 53-57 = 6, 38-42 = 3,
63-67 = 8, 48-52 = 5, 33-37 = 2

III. NNAT Ability Index Score: Score: _____ Value: _____

130+ = 10, 119—121 = 7, 110—112 = 4,
125—129 = 9, 116—118 = 6, 107—109 = 3,
122—124 = 8, 113—115 = 5, < 107 = 2

Other non-verbal scores can be used here if NNAT is not available

IV. Interview: Value: _____

Total score from Interview Rubric

V. Stanford 10 Local Grade Percentile: Score: _____ Value: _____

97—99 = 10, 88—90 = 7, 79—81 = 4,
94—96 = 9, 85—87 = 6, 76—78 = 3,
91—93 = 8, 82—84 = 5, < 75 = 2

Other achievement scores can be used here if Stanford-10 is not available

Total Score:

Note: a minimum score of 34/50 is required for gifted eligibility



Slocumb-Payne Teacher Perception Inventory

Revised from the work of Paul D. Slocumb, Ed.D., and Ruby K. Payne, Ph.D.

Student Name _____ Date _____

School _____ Grade _____ Age _____

Teacher/person completing this form _____

How long have you known this student? _____ Years _____ Months

Directions: This scale is designed to obtain a teacher’s perception of a student’s characteristics as a potentially gifted student. This is not a recommendation form; it is a perception of a student within the context of a classroom or school.

The items are derived from the research literature dealing with characteristics of gifted and creative persons. A considerable number of individual differences can be found within any student population; therefore, the profiles are likely to vary a great deal. There is no right answer to any question.

Each descriptor item in each row should be read from the left and from the right, and then circle the applicable number that best describes your perception of the student as he/she relates to that descriptor. **You are to circle only one number in each row.** Each descriptor is designed to be “two sides of the same coin.” Persons completing this instrument may find it helpful to first read the descriptor on the left, then on the right, and then place a check mark beside the descriptor that best aligns with your perception of the student under consideration. Then, using that descriptor, circle the number that most closely describes your perception of the student in relation to the descriptor.

One descriptor item per row (either the one on the left or the right) is to be rated as follows:

- 1 = Seldom or never
- 2 = Occasionally
- 3 = Frequently
- 4 = Almost always

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Perception of attributes	Seldom or never	Occasionally	Frequently	Almost always	Almost always	Frequently	Occasionally	Seldom or never	Perception of attributes
1. Curious about information; inquisitive; doesn't accept information at first glance; questions and pushes for more information.	1	2	3	4	4	3	2	1	1. Incessant with questions; likes to "stump" people with hard questions; enjoys questions with "shock value"; questions authority; unwilling to follow rules.
2. Sticks to a task; gets job done; doesn't give up easily even when things are difficult.	1	2	3	4	4	3	2	1	2. Willful; avoids tending to other things that need to be done just because he/she is not through with his/her priority.
3. Learns at a faster rate than his/her peer group; absorbs more with less practice; able to accelerate his/her learning; displays eagerness to do work.	1	2	3	4	4	3	2	1	3. Finds it hard to wait for others; unwilling to do detail work; shows reluctance to do some assignments because he/she already "knows" content or skill.
4. Understands subtleties of language in his/her primary language; uses language in powerful ways; displays unique sense of humor; able to use language to build personal relationships.	1	2	3	4	4	3	2	1	4. Sarcastic; master at put-downs of others; uses humor in destructive manner; unable to relate to peers because his/her sense of humor isn't as sophisticated; class clown.

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Lynchburg City Schools

<p>5. Thirsts for knowledge; seeks answers to questions; motivated to do research to find answers to questions; likes rhetorical questions; curious about ideas.</p>	1	2	3	4	4	3	2	1	<p>5. Shows little interest in what is to be learned; wants to pursue only those things that spark his/her curiosity; is more curious about people than events.</p>
<p>6. Commits to long-range projects and tasks; focused; goal-oriented; strives to meet high standards.</p>	1	2	3	4	4	3	2	1	<p>6. Has difficulty completing tasks; unaware of deadlines; oblivious to those around him/her; very focused on and committed to his/her priorities.</p>
<p>7. Able and willing to ascertain and solve problems; does not need specific directions; may set own goals that surpass teacher's expectations.</p>	1	2	3	4	4	3	2	1	<p>7. Loves ambiguity and dislikes being given specific directions and/or parameters; unable to be specific with other people who need specific directions; comes across as highly creative/inventive.</p>
<p>8. Deeply interested in many things; is good at many things; loves to learn new things.</p>	1	2	3	4	4	3	2	1	<p>Unable to make decisions—or makes decisions quickly without regard for consequences; may hop from one thing to another without experiencing closure in anything; appears random.</p>
<p>9. Develops high standards and expectations of self; self-starter who needs little supervision; has self-control.</p>	1	2	3	4	4	3	2	1	<p>9. Perfectionist; nothing is ever good enough; can't finish something because it still isn't correct; may display low self-image about academic performance.</p>

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<p>10. Excellent facility with language; can elaborate on thoughts and ideas; uses formal register when communicating with others.</p>	1	2	3	4	4	3	2	1	<p>10. Has trouble listening while others talk; interrupts other to point of rudeness; talks at inappropriate times; may be reluctant to write; very expressive in casual register.</p>
<p>11. Highly developed social conscience; concern for social issues and problems; awareness of global issues; has internal locus of control.</p>	1	2	3	4	4	3	2	1	<p>11. Over-concern for social problems and issues to extent that depression results; doomsday view of life; overwhelmed with despair in world/community; sees self as victim.</p>
<p>12. Able to comprehend complex ideas and thoughts; able to learn advanced and more complex content.</p>	1	2	3	4	4	3	2	1	<p>12. Out of touch with reality/day-to-day routines; bored by simpler things in life; unwilling or unable to abide by basic requirements and/or rules.</p>
<p>13. Sees patterns in things; can transfer learning in new situations; sees big picture; discovers new information; supports generalizations with facts/details.</p>	1	2	3	4	4	3	2	1	<p>13. Unwilling to learn facts to support generalizations; can be a great "talker" but is unable to produce because work lacks substance.</p>
<p>14. Makes connections; see relationships between/among diverse ideas and events.</p>	1	2	3	4	4	3	2	1	<p>14. Difficult to stay focused because of random thoughts/ideas; highly creative but perceived as "weird" by peers.</p>

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15. Generates large number of ideas or solutions to problems and questions; often offers unusual, unique, clever responses.	1	2	3	4	4	3	2	1	15. Shows clever, unique responses to questions and problems; often responds with humor or offers "silly" response to questions.
16. Sensitive to beauty; tunes in to aesthetic characteristics of things.	1	2	3	4	4	3	2	1	16. Appreciates color; likes to doodle and draw; has affinity for scribbles, scrawls, and/or lettering.
17. Uninhibited in expressions of opinion; sometimes radical and spirited in disagreement; tenacious.	1	2	3	4	4	3	2	1	17. Uninhibited in expressions of opinion; sometimes appears radical and disagreeable; may show anger when disagreeing with others.
18. High risk-taker in academic endeavors; is adventurous and speculative in his/her thinking.	1	2	3	4	4	3	2	1	18. Risk-taker; dares to break rules and then challenges authority when caught; unafraid to challenge others.
19. Criticizes constructively in socially acceptable manner; unwilling to accept authoritarian pronouncements without critical examination.	1	2	3	4	4	3	2	1	19. Criticizes openly; unwilling to accept authoritarian rules and procedures; orally and openly condemns them; may irritate others.
FOR OFFICE USE ONLY Add each column; enter totals here →									
									Sum total of all eight columns here ↑

<p>Lynchburg City Schools</p> <p>Parent/Guardian Questionnaire</p>
--

Student _____	School Currently Attending _____
School Year _____	Current Grade Level _____

Please print clearly or type. Check the appropriate box: **occasionally**, **frequently**, or **consistently**. Give an **example for each**.

	Occasionally	Frequently	Consistently
My child makes connections and asks unusual questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child comes up with imaginative and/or unusual ways of doing things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can figure out solutions to problems on his/her own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can find humor in everyday situations or events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can focus on a particular topic for an unusually long period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does your child have a special need that you want to communicate to the committee? Yes No
If YES, please explain (such as learning disability).

Parent/Guardian Signature

Date

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LYNCHBURG CITY SCHOOLS

School-Based Gifted Services Eligibility Letter

DATE

Dear Parent/Guardian:

Your child has been identified as eligible for school-based gifted services. This decision was based on a review of multiple criteria including test scores, work samples, parent input, and classroom observations. School-based gifted services are designed to provide opportunities for students to develop specific academic strengths through more rigorous and challenging curriculum and instruction.

The school-based gifted services program is designed to be an opportunity for students to work with like-minded peers on activities and projects that extend beyond the general education curriculum using critical and creative thinking, problem solving, and reasoning strategies. Your child will meet with a small group at least once per week for 45 minutes to participate in these enriching activities and projects. Your school’s Lead Instructional Coach will lead the group enrichment lessons. Information regarding the pull out schedule for your child is attached.

Please complete the permission form, and return it to your child’s classroom teacher by DATE.

Sincerely,

Lead Instructional Coach

**** Do Not Detach****

- I give permission for my child to receive School-Based Gifted Services.
- I do **not** give permission for my child to participate in School-Based Gifted Services.

Parent/Guardian Signature

Student Name

Date



**School-Based Gifted Services
Ineligibility Letter**

DATE

Dear Parent/Guardian:

This letter is to inform you of the gifted education committee’s determination regarding the current academic needs of your child. After an evaluation of classroom assessments, classroom achievement indicators, and standardized test scores, it has been determined that, at this time, the standard academic program in our school will appropriately serve your child’s academic needs.

However, we recognize that each child’s abilities will develop at different rates and may be expressed at different levels at different times. In keeping with this belief, we encourage parents and guardians to refer their children into the gifted identification process at any time they feel the standard academic program is insufficient to meet their child’s demonstrated academic needs. An additional referral will re-initiate the data collection and gifted eligibility process.

If you would like to appeal this decision, you may do so by writing a letter requesting an appeal to the principal of your school. By writing this letter, you will put the appeal process in motion. Once this letter is received, the data collected for your child’s gifted eligibility meeting will be forwarded to the supervisor of gifted education in the administration building. An appeal committee will be convened within four weeks of the receipt of this information, and you will be notified of the appeal committee’s decision within two weeks of the meeting.

If you have any questions related to the data that has been collected, initiating a referral, the appeal procedures, or any other aspect of the gifted identification process, please contact your school’s Lead Instructional Coach.

Sincerely,

Lead Instructional Coach

Please Sign & Return - Do Not Detach

Parent/Guardian’s Name (please print)

Student’s Name (please print)

Parent/Guardian’s Signature

Date



GO Center Eligibility Letter

DATE

Dear Parent/Guardian:

After an extensive review of your child’s academic records, the division-wide central selection committee has determined that your child is eligible for the Lynchburg City Schools full-time gifted services program at the Gifted Opportunities (GO) Center, which is housed at R.S. Payne Elementary School. This placement is effective beginning with the fall semester, which starts on DATE . Once accepted, the placement is effective through the end of fifth grade.

Should you choose to **not** accept placement in the full-time gifted services program at the GO Center at this time, your child is eligible for gifted services through the part-time school-based gifted program at your child’s zoned school. If you would like your child to be considered for full-time gifted services eligibility in the future, you must submit a new Gifted Services Referral Form by the published deadline. The form is available at your zoned school.

An orientation will be held at the GO Center on ORIENTATION DATE for parents and students from 9-11 a.m.

The enclosed form must be completed and returned to the Supervisor of Elementary Math, Science, and Gifted by DATE to accept your invitation to the GO Center.

Congratulations, and I look forward to working with your family!

Sincerely,

NAME

Supervisor of Math, Science, and Gifted

Enclosure: GO Center Permission Form

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GO Center Waiting List Letter

[Date]

Dear Parent or Guardian:

Recently, your child was referred to the Lynchburg City Schools' Gifted Education Eligibility Committee for consideration for attendance at the Gifted Opportunity (GO) Center at Robert S. Payne Elementary School. Following a review of assessment data (record of school achievement, standardized testing, work samples, teacher and parent input), we are unable to offer your child a position at the GO Center at this time. However, we are pleased to inform you that he/she has been placed on the waiting list of eligible students.

Please commend your child not only on being referred for eligibility, but also for achieving a position on the waiting list, both are clear indications of the high quality of his/her abilities and talents. The strength of the approximately one hundred twenty students referred to the committee made the eligibility decisions extremely difficult. The students were selected to attend or were placed on the waiting list according to the guidelines published in the Lynchburg City Schools' Local Plan for the Education of Gifted Students. Students who do not attend the GO Center will be considered for eligibility to participate in school-based enrichment activities provided for gifted and talented students. Each of our schools provides appropriate instruction for a full range of student abilities.

Should a position become available during the summer, you will receive an acceptance form to fill out and return. If you do not receive further notice over the summer, your child will remain in the program at the base school for the coming academic year and can be reconsidered next school year.

If you have any questions, comments, or concerns, please feel free to contact me at (434) 515-5067.

Sincerely,

[Name]
Supervisor of Elementary Math, Science, and Gifted

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

GO Center Ineligibility Letter

[Date]

Dear Parent or Guardian:

Recently, your child was referred to the Lynchburg City Schools’ Gifted Education Eligibility Committee for consideration for attendance at the Gifted Opportunity (GO) Center at Robert S. Payne Elementary School. Following a review of assessment data (a record of school achievement, standardized testing, work samples, teacher and parent input), we are unable to offer him/her a position at the GO Center.

This decision in no way diminishes your child’s accomplishments or ability. The strength of the approximately one hundred twenty students referred to the committee made the eligibility decisions extremely difficult. Students who do not attend the GO Center will be considered for eligibility to participate in school-based enrichment activities provided for gifted and talented students. Each of our schools provides appropriate instruction for a full range of student abilities.

Of course, as educators, we are concerned whenever we must select students for any program that must limit the number of participants. Whether it is sports teams, Governor’s School, or the GO Center, we desire to minimize any negative effect on those students not selected. You may help us by employing the following specific strategies should your child express concern about not attending the GO center.

- Many students referred to the committee are not found eligible. There are simply more exceptional students than there are positions available. This is why there are excellent gifted activities provided at each elementary school
- Emphasize that he/she will still be able to pursue the most advanced and challenging programs offered in the middle and high schools.
- Compliment your child on being referred, indicating that the referral itself is a recognition of the high quality of his/her abilities and talents.

Should you have any questions or require additional information please contact the Lead Instructional Coach at your child’s school or you may call me at (434) 515-5067.

Sincerely,

[Name]

Supervisor of Elementary Math, Science, and Gifted

A TRADITION OF EXCELLENCE FOR ALL



GO Waiting List Selection Letter

LYNCHBURG CITY SCHOOLS

[Date]

Dear Parent or Guardian:

Thank you for your patience as we work through our selection process. At this time your student has been selected to receive services in the Gifted Opportunity (GO) Center (in grade #) at Robert S. Payne Elementary School. Please congratulate him/her on this achievement as the strength of the approximately one hundred twenty students referred to the committee continues to make the eligibility decisions extremely difficult.

Due to the limited enrollment opportunities of this program, it is critically important for us to determine (in writing) which students will attend and which choose to decline. We are excited about the program and your student’s opportunity to participate in it. By accepting this opportunity and returning the completed form in a timely fashion, you will be able to secure your student’s placement in the program. If your family chooses to decline, a prompt response will make it possible for us to select another student to participate.

The deadline for this form to be received in our office is [date]. Please fill in the necessary information, sign this form, and return it in the enclosed envelope. If you have any questions or concerns, please call me at (434) 515-5067.

Sincerely,

[Name]

Supervisor of Elementary Math, Science, and Gifted

Enclosure: GO Center Permission Form