



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

Gary E. Harvey
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

Kimberly Lukanich
Chief Financial Officer

Christi Meservy
Clerk

Chris Marotta
E.C. Glass High School
Student Representative

Taylor McClure
Heritage High School
Student Representative

Ian Garland
Heritage High School
Student Representative

SCHOOL BOARD MEETING
January 14, 2020 5:00 p.m.
School Administration Building
Board Room

A. AGENDA APPROVAL

1. Approval of Agenda – January 14, 2020
Susan D. Morrison Page 1
Discussion/Action

B. CLOSED MEETING

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

C. PUBLIC COMMENTS

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

D. FINANCE REPORT

1. Finance Report
Kimberly Lukanich.Page 5
Discussion

E. CONSENT AGENDA

1. School Board Meeting Minutes: December 3, 2019
(Regular Board Meeting)

2. Personnel Report	
Marie F. Gee	Page 10
Discussion/Action	

F. STUDENT REPRESENTATIVE COMMENTS

G. SCHOOL BOARD COMMITTEE REPORT

1. School Board Committees:

A) Finance Committee-Chair Atul Gupta

Meeting Dates:

August 13, 2019	September 10, 2019
October 8, 2019	December 10, 2019
January 21, 2020	February 11, 2020
March 10, 2020	April 14, 2020
May 12, 2020	June 9, 2020

B) Governor's School Committee-Chair Gary E. Harvey

Meeting Dates:

August 7, 2019	September 4, 2019
October 2, 2019	December 4, 2019
February 5, 2020	March 4, 2020
April 1, 2020	May 6, 2020

C) LAUREL Regional School Committee-Sharon Y. Carter

Meeting Dates:

August 28, 2019	December 4, 2019
February 5, 2020	May 6, 2020

D) XLR8 STEM Academy Committee-Robert O. Brennan

Meeting Dates:

August 13, 2019	November 12, 2019
January 28, 2020	March 24, 2020
May 19, 2020	August 11, 2020

E) Legislative Advocacy Committee-Chair Robert O. Brennan

Meeting Dates:

August 8, 2019	September 5, 2019
October 31, 2019	January 10, 2020

2. Advisory Committees to the School Board

A) General Career Technical Advisory Committee-Bradley Bryant

Meeting Dates:

October 22, 2019 January 31, 2020

April 24, 2020

B) Equity Task Force Committee-Ethel Reeves

Meeting Dates:

November 13, 2019 January 22, 2020

March 25, 2020 May 14, 2020

C) Health Advisory Board Committee-Anne Bond-Gentry

Meeting Dates:

October 16, 2019 November 13, 2019

January 22, 2020 March 25, 2020

May 14, 2020

D) Special Education Advisory Committee-Wyllys VanDerwerker

Meeting Dates:

August 27, 2019 September 24, 2019

October 22, 2019 February 18, 2020

March 24, 2020 April 21, 2020

H. COMPREHENSIVE STRATEGIC PLAN DISCUSSION

1. Comprehensive Strategic Plan Discussion

Crystal M. Edwards. Page 12
Discussion

I. UNFINISHED BUSINESS

1. Middle School Program of Studies: 2020-21

Tommy Coleman. Page 13
Discussion/Action

2. LCS Board Instruction and Program Policies and Regulations

Tommy Coleman. Page 38 & 39
Discussion/Action

3. Lynchburg City School Board Instruction & Program Policy Review

Crystal M. Edwards. Page 40
Discussion

J. NEW BUSINESS

- 1. Lynchburg City School Board Personnel Policies
Marie F. Gee. Page 41
Discussion

- 2. School Calendar: 2020-2021
Ben W. Copeland. Page 51
Discussion

K. SUPERINTENDENT’S COMMENTS

- 1. Superintendent’s Parent Advisory Council
October 24, 2019 December 12, 2019
February 12, 2020 April 30, 2020

- 2. Superintendent’s Personnel Advisory Committee
October 24, 2019 December 12, 2019
February 12, 2020 April 30, 2020

- 3. Additional Information

L. BOARD COMMENTS

M. INFORMATIONAL ITEMS

The next School Board Work Session is scheduled for January 28, 2020 at 5:00 p.m. in the board room at the Administration Building.

The next School Board Meeting will be held on Tuesday, February 4, 2020 at 5:00 p.m. in the board room at the Administration Building.

N. ADJOURNMENT

Agenda Report

Date: 01/14/20

Agenda Number: A-1

Attachments: No

From: Susan D. Morrison, School Board Chair

Subject: Approval of Agenda – January 14, 2020

Summary/Description:

Consider approval of agenda for the January 14, 2020, school board meeting.

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

Recommendation:

The school board chairman recommends that the school board approve the agenda for the January 14, 2020 meeting.

Agenda Report

Date: 01/14/20

Agenda Number: B-1

Attachments: No

From: Susan D. Morrison, School Board Chair

Subject: Notice of Closed Meeting

Summary/Description:

The school board needs to convene a closed meeting to discuss the following:

1. As permitted by Virginia Code §2.2-3711(A)(7), for consultation with legal counsel about the case of Travell Massie, et al. v. Lynchburg City School Board, et al, because consultation in an open meeting would adversely affect the negotiating or litigating posture of the School Board;
2. As permitted by Virginia Code §2.2-3711(A)(7), for consultation with legal counsel about the case of Twanna Hancock v. Lynchburg City Schools and Lynchburg City School Board, because consultation in an open meeting would adversely affect the negotiating or litigating posture of the School Board; and
3. As permitted by Virginia Code §2.2-3711(A)(7), for consultation with legal counsel about the case of John McClain v. Lynchburg City Schools and Lynchburg City School Board, because consultation in an open meeting would adversely affect the negotiating or litigating posture of the School Board.
4. As permitted by the Virginia Code §2.2-3711(A)(1), performance, evaluation or assignment of a principal and vice principal.

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

Recommendation:

The school board chair recommends that the school board approve a motion to convene a closed meeting to discuss the following as permitted by the Virginia Code §2.2-3711(A)(7), consultation with legal counsel.

Agenda Report

Date: 01/14/20

Agenda Number: B-2

Attachments: No

From: Susan D. Morrison, School Board Chair

Subject: Certification of Closed Meeting

Summary/Description:

The board chair moves that the Lynchburg School Board certify that, in the closed meeting just concluded, nothing was discussed except the matter or matters (1) specifically identified in the motion to convene in a closed meeting and (2) lawfully permitted to be so discussed under the provisions of the Virginia Freedom of Information Act cited in that motion.

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

Recommendation:

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

Agenda Report

Date: 01/14/20

Agenda Number: C-1

Attachments: No

From: Susan D. Morrison, School Board Chair

Subject: Public Comments

Summary/Description:

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

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

Agenda Report

Date: 01/14/20

Agenda Number: D-1

Attachments: Yes

From: Dr. Crystal M. Edwards, Superintendent
Kimberly Lukanich, Chief Financial Officer

Subject: Finance Report

Summary/Description:

The school administration, in accordance with the FY2019-20 school's operating budget, authorized, approved, and processed the necessary payments through November 30, 2019. The school administration certifies that the amounts approved are within budgetary limits and revenue.

The operating fund expenditure report summarizes the payments made through November 30, 2019 for the operating fund.

Total Operating Fund Budget	\$ 98,752,961.00
Prior Year Encumbrances/Open Purchase Orders	<u>\$ 850,804.44</u>
	\$ 99,603,765.44

Through November 30, 2019	
Actual Revenue Received	\$ 26,475,209.66
Actual Expenditures	\$ 34,659,807.95
Actual Encumbered	\$ 52,174,981.36

Percent of Budget Received	26.58%
Percent of Budget Used, excluding encumbrances	34.80%

As of 11/30/19 – 5 months	41.67%
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November Health Insurance Payments (Four payments):	
Administrative Fees	\$ 81,724.54
Medical and Pharmacy Claims	\$ 1,016,731.08
Health Insurance Payable Balance at November 30, 2019	\$ 118,335.15

The revenue and expenditure reports detail the transactions recorded through November 30, 2019. All reports appear as attachments to the agenda report.

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

Recommendation:

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

Lynchburg City Schools
 Operating Fund - Statement of Revenue
 For the Five Months ending November 30, 2019

ACCOUNT TITLE	FY 2018-19			FY 2019-20			% RECEIVED	
	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	% RECEIVED	% RECEIVED
240308 SALES TAX RECEIPTS	10,878,445.00	11,041,245.97	(162,800.97)	11,678,652.00	3,985,638.50	7,693,013.50	101.50%	34.13%
240202 BASIC SCHOOL AID	22,895,425.00	22,484,685.00	400,740.00	21,783,406.00	9,076,419.19	12,706,986.81	98.25%	41.67%
240207 GIFTED & TALENTED	249,529.00	246,690.00	2,839.00	243,898.00	162,395.48	81,502.52	98.86%	66.58%
240208 REMEDIAL EDUCATION-SOQ	1,492,182.00	1,475,205.00	16,977.00	1,458,511.00	546,941.61	911,569.39	98.86%	37.50%
240204 REMEDIAL EDUCATION-SUMMER SCHOOL	218,153.00	124,428.00	93,725.00	124,428.00	51,845.00	72,583.00	57.04%	41.67%
SUPPL LOTTERY PER PUPIL ALLOCATION	1,677,233.00	1,796,641.00	(119,408.00)	1,792,359.00	0.00	1,792,359.00	107.12%	0.00%
240212 SPECIAL ED SOQ	3,044,252.00	3,009,615.00	34,637.00	2,975,558.00	1,115,834.23	1,859,723.77	98.86%	37.50%
240217 VOCATIONAL ED SOQ	628,813.00	621,658.00	7,155.00	614,623.00	256,092.90	358,530.10	98.86%	41.67%
240221 SOC SEC-INSTR	1,502,164.00	1,485,072.00	17,092.00	1,473,145.00	613,810.40	859,334.60	98.86%	41.67%
240223 VRS INSTRUCTIONAL	3,318,733.00	3,280,973.00	37,760.00	3,253,602.00	1,355,667.50	1,897,934.50	98.86%	41.67%
240241 GROUP LIFE INST	99,812.00	98,676.00	1,136.00	102,437.00	42,682.10	59,754.90	98.86%	41.67%
240228 READING INTERVENTN	219,007.00	221,113.00	(2,106.00)	219,007.00	0.00	219,007.00	100.96%	0.00%
240205 CAT-REG FOSTER	202,382.00	217,595.00	(15,213.00)	217,714.00	123,981.58	93,732.42	107.52%	56.95%
240246 CAT-HOMEBOUND	93,167.00	107,670.72	(14,503.72)	108,209.00	0.00	108,209.00	115.57%	0.00%
240248 REGIONAL TUITION	1,233,366.00	1,025,321.55	208,044.45	977,408.00	0.00	977,408.00	83.13%	0.00%
240265 AT RISK SOQ	1,584,718.00	1,741,793.91	(157,075.91)	1,899,911.00	791,629.60	1,108,281.40	109.91%	41.67%
240309 ESL	154,277.00	127,575.00	26,702.00	131,814.00	54,922.50	76,891.50	82.69%	41.67%
240281 AT RISK 4 YR OLDS	956,491.00	956,491.00	0.00	948,520.00	0.00	948,520.00	100.00%	0.00%
240252 CTE EQUIPMENT/CTE REV	6,028.74	24,139.37	(18,110.63)	0.00	0.00	0.00	0.00%	0.00%
240253 CTE OCC PREP	48,323.00	43,027.00	5,296.00	51,755.00	0.00	51,755.00	89.04%	0.00%
MATH/READING INSTR SPECIALISTS	41,254.00	41,254.00	0.00	43,031.00	0.00	43,031.00	100.00%	0.00%
EARLY READING SPECIALISTS INITIATIVE	82,509.00	82,509.00	0.00	43,031.00	0.00	43,031.00	0.00%	0.00%
240275 PRIMARY CLASS SIZE	1,846,920.00	1,794,510.00	52,410.00	1,776,566.00	0.00	1,776,566.00	97.16%	0.00%
240214 TEXTBOOKS	502,501.00	496,784.00	5,717.00	491,162.00	204,650.81	286,511.19	98.86%	41.67%
SALARY SUPPLEMENT	0.00	0.00	0.00	1,465,679.00	610,699.60	854,979.40	100.00%	41.67%
240405 ALGEBRA READINESS	145,199.00	143,093.00	2,106.00	140,863.00	0.00	140,863.00	98.55%	0.00%
COMMONWEALTH OF VA	53,110,883.74	52,687,765.52	423,118.22	54,015,289.00	18,993,211.00	35,022,078.00	99.20%	35.16%
330212 IMPACT AIDPL81-874	8,500.00	13,477.01	(4,977.01)	8,500.00	3,165.63	5,334.37	158.55%	37.24%
180303 MEDICAID REIMBURSE	350,000.00	730,760.90	(380,760.90)	350,000.00	46,971.99	303,028.01	208.79%	13.42%
JR ROTC	105,000.00	101,069.70	3,930.30	130,000.00	29,868.04	100,131.96	96.26%	22.98%
FEDERAL	463,500.00	845,307.61	(381,807.61)	488,500.00	80,005.66	408,494.34	182.37%	16.38%

Lynchburg City Schools
 Operating Fund - Statement of Revenue
 For the Five Months ending November 30, 2019

	FY 2018-19			FY 2019-20					
	REVENUE	YTD	BUDGET	%	REVENUE	YTD	BUDGET	%	
	BUDGET	TRANSACTIONS	BALANCE	RECEIVED	BUDGET	TRANSACTIONS	BALANCE	RECEIVED	
510500 CITY OPER APPR	43,115,071.00	43,115,071.00	0.00	100.00%	42,028,498.00	6,650,000.00	35,378,498.00	15.82%	
510500 FUND BALANCE RETURN	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%	
HEALTH INSURANCE RESERVE	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%	
CITY	43,115,071.00	43,115,071.00	0.00	100.00%	42,028,498.00	6,650,000.00	35,378,498.00	15.82%	
189912 MISC REV/OTH FUNDS	55,000.00	147,648.67	(92,648.67)	268.45%	45,000.00	12,627.85	32,372.15	28.06%	
180303 REBATES & REFUNDS	86,250.00	107,853.99	(21,603.99)	125.05%	40,000.00	12,009.99	27,990.01	30.02%	
189903 DONATIONS & SP GF	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%	
189909 SALE OTHER EQUIP	10,000.00	6,480.00	3,520.00	64.80%	15,000.00	577.00	14,423.00	3.85%	
189910 INSURANCE ADJUST	8,625.00	3,833.39	4,791.61	44.45%	50,000.00	17,120.29	32,879.71	34.24%	
E RATE REIMBURSEMENT	80,000.00	79,940.94	59.06	99.93%	0.00	33,376.76	(33,376.76)	0.00%	
MISCELLANEOUS	239,875.00	345,756.99	(105,881.99)	144.14%	150,000.00	75,711.89	74,288.11	50.47%	
150201 RENTS - LAUREL	123,000.00	123,000.00	0.00	100.00%	123,000.00	123,000.00	0.00	100.00%	
150201 RENTS - CVGS	43,000.00	43,000.00	0.00	0.00%	43,000.00	43,000.00	0.00	0.00%	
161201 TUITION DAY SCHOOL	100,000.00	120,529.09	(20,529.09)	120.53%	100,000.00	102,833.00	(2,833.00)	102.83%	
161206 TUITION ADULT	25,000.00	17,160.00	7,840.00	68.64%	25,000.00	6,435.00	18,565.00	25.74%	
161207 TUITION SUMMER SCH	30,000.00	31,840.00	(1,840.00)	106.13%	40,000.00	36,797.50	3,202.50	91.99%	
161202 SPEC PUPIL FEES	25,000.00	44,519.10	(19,519.10)	178.08%	18,000.00	6,115.50	11,884.50	33.98%	
161205 BUS RENTAL	325,000.00	449,835.87	(124,835.87)	138.41%	400,000.00	134,811.01	265,188.99	33.70%	
190101 TUIT FM OTH CO/CY	600,000.00	639,312.78	(39,312.78)	106.55%	600,000.00	0.00	600,000.00	0.00%	
161201 DUAL ENROLLMENT	150,000.00	152,806.50	(2,806.50)	101.87%	172,500.00	0.00	172,500.00	0.00%	
PRINT SHOP	50,000.00	54,196.16	(4,196.16)	108.39%	50,000.00	18,262.12	31,737.88	36.52%	
SCHOOL NUT UTILITIES	90,000.00	77,677.70	12,322.30	86.31%	85,000.00	18,486.78	66,513.22	21.75%	
FACILITY RENTALS	75,000.00	101,913.89	(26,913.89)	135.89%	125,000.00	56,380.70	68,619.30	45.10%	
INDIRECT COSTS	203,304.00	321,184.06	(117,880.06)	157.98%	289,174.00	130,159.50	159,014.50	45.01%	
CHARGES FOR SERVICES	1,839,304.00	2,176,975.15	(337,671.15)	118.36%	2,070,674.00	676,281.11	1,394,392.89	32.66%	
DESIGNATION - ENCUMBRANCES	187,785.76	0.00	187,785.76	0.00%	850,804.44	0.00	850,804.44	0.00%	
TOTAL OPERATING FUND	98,956,419.50	99,170,876.27	(214,456.77)	100.22%	99,603,765.44	26,475,209.66	73,128,555.78	26.58%	

Original budget	\$97,672,407.00
Additional State CTE Funds	\$ 6,028.74
Fund Balance Return	\$ 350,000.00
Prior Year Encumbrance	\$ 187,785.76
Insurance Proceeds Allocated	\$ 3,625.00
Textbook Reserve Withdrawal	\$ 736,573.00
Adjusted Budget	\$ 98,956,419.50
Original budget	\$ 98,752,961.00
Prior Year Encumbrance (Open Pos)	\$ 850,804.44
Adjusted Budget	\$ 99,603,765.44

Lynchburg City Schools
 Operating Fund - Statement of Expenditures
 For the Five Months ending November 30, 2019

	BUDGET	TRANSACTIONS	Fiscal Year 2019-20		ENCUMBRANCES	BUDGET AVAILABLE	BUDGET USED
			BUDGET % USED	BUDGET % USED			
INSTRUCTION							
FUNCTION 1100 CLASSROOM INSTRUCTION							
Personnel	\$ 50,434,175.09	\$ 16,660,531.47	33.03%	\$ 31,258,710.62	\$ 2,514,933.00	\$ 95.01%	
Other	\$ 5,007,968.93	\$ 987,583.25	19.72%	\$ 94,679.75	\$ 3,925,705.93	\$ 21.61%	
FUNCTION 1200 INST SUPPORT-STUDENT							
Personnel	\$ 4,307,014.12	\$ 1,475,884.74	34.27%	\$ 2,372,401.12	\$ 458,728.26	\$ 89.35%	
Other	\$ 137,864.00	\$ 17,609.29	12.77%	\$ 39,805.84	\$ 80,448.87	\$ 41.65%	
FUNCTION 1300 INST SUPPORT-STAFF							
Personnel	\$ 3,619,409.88	\$ 1,366,786.70	37.76%	\$ 2,209,276.06	\$ 43,347.12	\$ 98.80%	
Other	\$ 617,457.72	\$ 177,156.62	28.69%	\$ 135,432.91	\$ 304,868.19	\$ 50.63%	
FUNCTION 1400 INST SUPPORT-SCHOOL ADMIN							
Personnel	\$ 5,806,090.49	\$ 2,261,120.87	38.94%	\$ 3,380,760.36	\$ 164,209.26	\$ 97.17%	
Other	\$ 214,000.28	\$ 53,228.01	24.87%	\$ 84,457.72	\$ 76,314.55	\$ 64.34%	
TOTAL INSTRUCTION	\$ 70,143,980.51	\$ 22,999,900.95	32.79%	\$ 39,575,524.38	\$ 7,568,555.18	89.21%	
ADMINISTRATION							
FUNCTION 2100 ADMINISTRATION							
Personnel	\$ 2,507,253.53	\$ 914,655.30	36.48%	\$ 1,222,063.94	\$ 370,534.29	\$ 85.22%	
Other	\$ 1,398,494.04	\$ 477,753.67	34.16%	\$ 432,853.48	\$ 487,886.89	\$ 65.11%	
FUNCTION 2200 ATTENDANCE & HEALTH SERV							
Personnel	\$ 2,602,400.61	\$ 783,718.20	30.12%	\$ 1,510,494.38	\$ 308,188.03	\$ 88.16%	
Other	\$ 95,475.65	\$ 17,003.61	17.81%	\$ 31,387.40	\$ 47,084.64	\$ 50.68%	
TOTAL ADMINISTRATION	\$ 6,603,623.83	\$ 2,193,130.78	33.21%	\$ 3,196,799.20	\$ 1,213,693.85	81.62%	
PUPIL TRANSPORTATION							
FUNCTION 3100 MANAGEMENT & DIRECTION							
Personnel	\$ 445,550.32	\$ 173,002.91	38.83%	\$ 234,135.84	\$ 38,411.57	\$ 91.38%	
Other	\$ 128,054.66	\$ 80,676.23	63.00%	\$ 27,975.64	\$ 19,402.79	\$ 84.85%	
FUNCTION 3200 VEHICLE OPERATION SERVICE							
Personnel	\$ 3,245,890.09	\$ 997,467.16	30.73%	\$ 1,315,319.71	\$ 933,103.22	\$ 71.25%	
Other	\$ 998,057.02	\$ 515,637.40	51.66%	\$ 443,625.60	\$ 38,794.02	\$ 96.11%	
FUNCTION 3300 MONITORING SERVICE							
Personnel	\$ 782,115.82	\$ 247,988.45	31.71%	\$ 340,392.88	\$ 193,734.49	\$ 75.23%	
FUNCTION 3400 VEHICLE MAINT SERVICE							
Personnel	\$ 384,573.65	\$ 155,966.93	40.56%	\$ 168,425.33	\$ 60,181.39	\$ 84.35%	
Other	\$ 480,922.18	\$ 196,530.32	40.87%	\$ 199,239.22	\$ 85,152.64	\$ 82.29%	
FUNCTION 3500 BUS PURCHASE - REGULAR							
Other	\$ 1,476,563.00	\$ 635,003.00	0.00%	\$ -	\$ 841,560.00	\$ 43.01%	
TOTAL PUPIL TRANSPORTATION	\$ 7,941,726.74	\$ 3,002,272.40	37.80%	\$ 2,729,114.22	\$ 2,210,340.12	72.17%	
OPERATIONS & MAINTENANCE							
FUNCTION 4100 MANAGEMENT & DIRECTION							
Personnel	\$ 325,305.49	\$ 125,129.50	38.47%	\$ 174,530.90	\$ 25,645.09	\$ 92.12%	
Other	\$ 32,000.00	\$ 13,081.75	40.88%	\$ 15,741.43	\$ 3,176.82	\$ 90.07%	
FUNCTION 4200 BUILDING SERVICES							
Personnel	\$ 4,855,681.83	\$ 1,923,676.11	39.62%	\$ 2,437,472.19	\$ 494,533.53	\$ 89.82%	

**Lynchburg City Schools
Operating Fund - Statement of Expenditures
For the Five Months ending November 30, 2019**

FUNCTION 4300 GROUNDS SERVICES	Other	\$ 4,943,528.20	\$ 2,104,857.71	42.58%	\$ 2,262,768.23	\$ 575,912.26	88.35%
	Personnel	\$ 278,310.62	\$ 115,716.36	41.58%	\$ 161,464.05	\$ 1,130.21	99.59%
	Other	\$ 25,000.00	\$ 7,105.76	28.42%	\$ -	\$ 17,894.24	28.42%
FUNCTION 4400 EQUIPMENT SERVICES	Other	\$ 88,500.00	\$ 7,077.51	8.00%	\$ 1,880.00	\$ 79,542.49	10.12%
FUNCTION 4500 VEHICLE SERVICES	Other	\$ 107,500.00	\$ 19,808.44	18.43%	\$ -	\$ 87,691.56	18.43%
FUNCTION 4600 SECURITY SERVICES	Personnel	\$ 24,592.81	\$ 8,871.52	36.07%	\$ 13,573.07	\$ 2,148.22	91.26%
	Other	\$ 402,000.00	\$ 183,462.61	45.64%	\$ 106,701.15	\$ 111,836.24	72.18%
FUNCTION 4700 WAREHOUSING SERVICES	Personnel	\$ 9,150.25	\$ 6,426.75	70.24%	\$ -	\$ 2,723.50	70.24%
TOTAL OPERATIONS & MAINTENANCE		\$ 11,091,569.20	\$ 4,515,214.02	40.71%	\$ 5,174,121.02	\$ 1,402,234.16	87.36%
Other Non-Instructional Operations							
FUNCTION 5000 Non-Instructional Operations - Other		\$ 19,200.00	\$ 699.41	3.64%	\$ -	\$ 18,500.59	3.64%
TOTAL Non-Instructional Operations		\$ 19,200.00	\$ 699.41	3.64%	\$ -	\$ 18,500.59	3.64%
FACILITIES							
FUNCTION 6200 SITE IMPROVEMENTS	Personnel	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
	Other	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
FUNCTION 6600 BLDG ADD & IMP SERVICES	Personnel	\$ 17,369.08	\$ 11,279.62	64.94%	\$ -	\$ 6,089.46	64.94%
	Other	\$ 20,505.92	\$ 2,745.00	13.39%	\$ 17,760.92	\$ -	100.00%
TOTAL FACILITIES		\$ 37,875.00	\$ 14,024.62	37.03%	\$ 17,760.92	\$ 6,089.46	83.92%
DEBT SERVICE							
FUNCTION 7100 DEBT SERVICE -	Other	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
TOTAL DEBT SERVICE		\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
TECHNOLOGY							
FUNCTION 8100 CLASSROOM INSTRUCTION	Personnel	\$ 1,819,909.37	\$ 720,292.02	39.58%	\$ 1,094,281.09	\$ 5,336.26	99.71%
	Other	\$ 374,084.18	\$ 68,606.74	18.34%	\$ 2,578.51	\$ 302,898.93	19.03%
FUNCTION 8200 INSTRUCTIONAL SUPPORT	Personnel	\$ 412,418.79	\$ 164,348.69	39.85%	\$ 238,994.41	\$ 9,075.69	97.80%
	Other	\$ 1,129,556.82	\$ 981,318.32	86.88%	\$ 145,807.61	\$ 2,430.89	99.78%
FUNCTION 8500 PUPIL TRANSPORTATION	Other	\$ 29,821.00	\$ -	0.00%	\$ -	\$ 29,821.00	0.00%
TOTAL TECHNOLOGY		\$ 3,765,790.16	\$ 1,934,565.77	51.37%	\$ 1,481,661.62	\$ 349,562.77	90.72%
CONTINGENCY RESERVES							
FUNCTION 9100 CLASSROOM INSTRUCTION		\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
FUNCTION 9300 ADMINISTRATION		\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
FUNCTION 9500 PUPIL TRANSPORTATION		\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
FUNCTION 9600 OPERATIONS & MAINTENANCE		\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
TOTAL CONTINGENCY RESERVES		\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
TOTAL OPERATING BUDGET		\$ 99,603,765.44	\$ 34,659,807.95	34.80%	\$ 52,174,981.36	\$ 12,768,976.13	87.18%

Agenda Report

Date: 01/14/2020

Agenda Number: E-2

Attachments: Yes

From: Dr. Crystal Edwards

Subject: Personnel Report

Summary/Description:

The personnel recommendations for December 03, 2019 – January 14, 2020 appear as an attachment to this agenda report.

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

Recommendation:

The superintendent recommends that the school board approve the personnel recommendations for December 03, 2019 – January 14, 2020.

Agenda Report

01/14/20

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

NOMINATIONS, INSTRUCTIONAL PERSONNEL, 2019-2020:

Andersen Neli	Saarland Germany University of	MA / (Lv. 7	7 yrs 3)	Dunbar Middle School World Language Teacher	01-06-2020
Nelson Dominique	Liberty University	BA / (Lv. 0	0 yrs 1)	Dunbar Middle School Social Studies Teacher	12-09-2019
Roark Kelsey	Lynchburg University of	BA / (Lv. 2	2 yrs 1)	Sheffield Elementary 1 st Grade Teacher	01-06-2020
Sand Elizabeth	Hollins University	MA / (Lv. 3	3 yrs 3)	Sandusky Middle School Special Education Teacher	12-09-2019
Wheelock Darren	Liberty University	BA / (Lv. 0	0 yrs 4)	Sheffield Elementary School ESL Teacher	01-06-2020

RESIGNATIONS:

Heath Robert	Randolph Macon College	BA / (Lv. 14	14 yrs 4)	Heritage High School Science Teacher	12-13-2019
Kissel Amanda	Lynchburg University of	MA / (Lv. 4	4 yrs 3)	Heritage High School Special Education Teacher	12-20-2019

RETIREMENTS:

NONE

LEAVE OF ABSENCE:

NONE

Agenda Report

Date: 1/14/20

Agenda Number: H-1

Attachments: No

From: Crystal M. Edwards, Superintendent
Tommy Coleman, Director of Curriculum and Instruction

Subject: Comprehensive Strategic Plan Discussion

Summary/Description:

The Lynchburg City School Board is committed to an ongoing review of the 5 -Year Comprehensive Strategic Plan. The focus of tonight's discussion will be:

Goal 1: Student Growth, Development and Success

- Objective 1.2.2 – Reduce the achievement gap by increasing the percentage of targeted subgroup populations (Black, Economically Disadvantaged, Students with Disabilities), passing the reading/English SOL assessment to equal or exceed the state average.
- Objective 1.3.2 - Reduce the achievement gap by increasing the percentage of targeted subgroup populations (Black, Economically Disadvantaged, Students with Disabilities), passing the math SOL assessment to equal or exceed the state average.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

Agenda Report

Date: 01/14/20

Agenda Number: I-1

Attachments: Yes

From: Crystal M. Edwards, Superintendent
Tommy Coleman, Director of Curriculum & Instruction

Subject: Middle School Program of Studies: 2020-21

Summary/Description:

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

The team worked to ensure this handbook includes information consistent with current Virginia Department of Education requirements. The updates made to the 2020-21 Middle School Program of Studies provide a better understanding of courses for parents and students.

Middle school counseling departments will use the 2020-21 Program of Studies to begin meeting with parents and scheduling students in January.

Disposition: **Action**
 Information
 Action at Meeting on: January 14, 2020.

Recommendation:

The superintendent recommends that the school board approve the Middle School Program of Studies: 2020-21.



Every Child, By Name and By Need, to Graduation.

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

LYNCHBURG CITY SCHOOL BOARD

Dr. Crystal Edwards
Superintendent of Schools

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District 3 (Vice Chair)

Mrs. Belle Evans
District 1

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District 3

Mr. Gary Harvey
District 2

Ms. Susan D. Morrison
District 1 (Chair)

Dr. Michael J. Nilles
District 3

Dr. Kimberly A. Sinha
District

MIDDLE SCHOOLS OF LYNCHBURG CITY SCHOOLS

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

**Paul Laurence Dunbar Middle
School for Innovation**
1200-1208 Polk Street
Lynchburg, VA 24504
Phone: (434) 515-5310

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

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MIDDLE SCHOOL PROGRAM OF STUDIES OVERVIEW

The purpose and intent of our Middle School Program of Studies is to help students, along with their parents/guardians, to:

- Learn about courses and programs offered in our middle schools
- Successfully make the academic and personal-social transition from elementary school
- Make informed decisions concerning courses and receive answers to commonly asked questions
- Better prepare for and understand Virginia's graduation requirements
- Gain understanding of the importance of school performance and how it relates to an individual's goals for further education and career choices
- Help plan and develop academic and career plans to meet educational and career goals

The middle school provides instruction in core content knowledge and skills as well as elective and exploratory experiences appropriate to the developmental needs of early adolescents. In bridging the gap between elementary school and high school, the middle school moves the student from the smaller environment of the elementary school to the departmentalized, diversified, and comprehensive instructional program available in the high school. Students are encouraged to explore and challenge themselves through a variety of subject areas and activities. The middle school day consists of seven periods.

The city's three middle schools offer a unified body of instruction based on the Standards of Learning for the Commonwealth of Virginia. All middle school students take at least one period of each of the four core academic areas: English, math, science, and social studies. Descriptions for these core academic courses are found in the core curriculum section of this document.

In addition to the core academic courses, all students participate in a physical education and health course along with the opportunity for exploratory classes and/or electives. The exploratory classes are generally nine weeks in length whereas elective offerings are year-long or semester courses. In addition, some students are scheduled into RISE English or RISE math courses in order to provide additional support for academic success in one of these content areas.

Keys to Middle School Success

Middle school can be a rewarding experience for every student but can bring anxiety due to the variety of transitions that occur at this age. We have found that students who experience success in school have identified the following as keys to their success:

- Attending school regularly
- Applying consistent effort
- Participating in class
- Completing all assignments
- Asking for assistance if information is not understood
- Being organized (keeping an agenda)
- Setting time aside daily to study and review material
- Engaging in extracurricular activities according to special interests

Course Selection Decisions

The selection of courses for a student in middle school should be a decision that will provide instructional rigor and challenge students in every subject area. Therefore, we want students and parents/guardians to continue to select courses that will support the student's personal academic and career goals.

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

Grade Level or Regular Course

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

Advanced Course

Course content includes the rigor of SOLs while also requiring additional content and/or deeper application of the content. Assignments may include additional work that may also require more self-direction by the student. Some advanced courses include components of gifted instructional approaches.

High School Credit Course

Several courses are offered for high school credit, typically beginning in 8th grade. Courses for high school credit are offered in math, science, and world language.

In determining the right level of a course for a student, there are three pathways for enrolling in an advanced level course:

1. Achievement score - The student scores at or above a certain score on an achievement test (usually an SOL and/or **quarterly assessments**).
2. Teacher recommendation - The teacher recommends the student for a more rigorous course based on the student's achievement in the course and self-direction in learning. A teacher recommendation adds opportunities for students; it does not take opportunities away.
3. Parent request - A parent may request that the student take an advanced course instead of a regular level course. The request is typically honored unless prior achievement suggests the student may experience a high degree of difficulty in that course. If this is the case, the school may establish a plan with the student and parent for staying on track in the advanced course.

Lynchburg City Schools urges students to pursue the most rigorous classes of which they are capable. The courses selected during middle school can impact which courses students can take during high school.

Registering for Classes at Middle School

The registration process for rising 6th graders and current 6th, 7th, and 8th graders generally begins early in the spring semester. School counselors initiate the process and involve teachers in making recommendations for the upcoming school year concerning course placement.

- The school counselor meets with students to explain course options, recommendations, and requirements. Course selections are based on the student's current academic progress and interests, teacher recommendations, and parent/guardian input.
- The student is required to share these initial course selections with parents/guardians for feedback and approval and then return the signed course selection sheet to the designated teacher. Parents are encouraged to schedule a meeting with the school counselor for questions and/or concerns regarding course selection and registration.
- The parent/guardian may request that a student be enrolled in an advanced level course even if that is not recommended by the teacher. Please contact the school counselor for more information.

Academic and Career Plans

All middle school students will transition to the high school with a comprehensive academic and career plan (ACP) that will be developed each year during middle school by using various learning and career inventories to help establish each student's academic and career interests. This is normally started in the beginning of their 7th grade year and completed by the spring of their 8th grade year.

The components of the ACP shall include, but are not limited to middle and high school course selections, career interests, and diploma requirements. This is a working document that is reviewed each year and amended based on the changing desires and needs of the individual student. The goal is to maximize student achievement by remaining focused on what is required to obtain his/her personal postsecondary and career readiness through a personal learning plan.

High School Graduation Requirements

High school graduation requirements are listed in the High School Program of Studies and can be found on the Lynchburg City Schools' website. A printed copy is available in the counseling department for any parent/guardian who would like to obtain one. Also, all 8th graders will receive a printed copy of the High School Program of Studies.

Grade Point Average (GPA) Calculations

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

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

Quality Points Per Full Year Credit

Advanced Placement, CVGS, and Dual Enrollment Courses in Core Content Areas	Advanced Courses and Specified Dual Enrollment Courses	All Other Courses
A - 5	A - 4.5	A - 4
B - 4	B - 3.5	B - 3
C - 3	C - 2.5	C - 2
D - 2	D - 1.5	D - 1
F - 0	F - 0	F - 0

Agenda Attachment

Calculating Grade Point Average (GPA)

The information below pertains to high school level courses. There are only a few high school level courses offered in middle school, but this information is provided as students begin to take and plan for courses that will impact graduation and beyond.

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

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

- 9th grade – 4.3
- 10th grade – 4.3
- 11th grade – 4.4
- 12th grade – 4.5 or higher

Retention and Remediation

Students in middle school are expected to pass all courses. Report cards are sent home at the end of each nine-week grading period. Students who are earning any grade below a C may also receive an interim report in the middle of the grading period to have signed by the parent/guardian. A proactive approach will be in place to minimize the possibility a student may fail a course by its conclusion. Various supports and options for remediation are available to students who are struggling academically.

Examples of options for remediation may include the following:

- RISE courses in math and English
- After school tutoring sessions
- In class differentiation
- 21st Century Program
- Saturday School
- Summer School

Additional information regarding the retention policy will be found in Policy IGBE-Z.

Process for Expunging Grades of High School Courses Taken in Middle School

In accordance with the current Regulations Establishing Standards for Accrediting Public Schools in Virginia, parents/guardians of a middle school student enrolled in a high school credit course may request that the grade earned in that course be expunged, or deleted, from their child's transcript. Under these guidelines, the grades earned in such classes are not included in the high school GPA, nor will the student receive a credit toward graduation for this course. This process for expunging grades is only applicable for a high school credit course taken in middle school.

The school counseling department will send home an expunge form with the final report card. At that time, to have the course removed from the transcript, a completed form will need to be returned for each course to be removed. The form must be returned to the middle school counseling department by June 30th or to the school counseling department of the high school the student will attend (rising 9th graders) on or before August 1st of the year in which the student completes the 8th grade.

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

If a student is struggling in the first semester of a course, the parent/guardian may instead request for the student to be switched out of a high school credit class prior to the end of the first semester. The course the student switched out of will be on the student's report card but no credit will be given to the student for the course. In this instance, there is no need to expunge the grade.

When a student remains in the course for most of the school year, that student will take any associated state Standards of Learning test, and that test score will be maintained in the student's scholastic record.

Should you have any questions regarding the expunging grades process, please do not hesitate to contact your middle school Counseling Department. A copy of the expunge form can be found in Appendix A of this program of studies.

CORE CURRICULUM DESCRIPTIONS SIXTH GRADE

The sixth grade student will have four required core classes (English, math, science, and social studies), health/physical education, English and/or math remediation (if needed), and choices among exploratory rotations and/or a music course in his/her first year of middle school. The following provides a description of the course options that are available for sixth graders. In addition, the school will share additional information on certain courses and rotations offered that are specific to the school.

English

English 6

Course: 961XY

This course provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. Reading instruction integrated with the domains of writing (composing/written expression and usage/mechanics) to produce multi-paragraph narratives, descriptions, explanations, and persuasive writings will be the focus of this course. Near the end of the school year, students will take the 6th grade Reading Standards of Learning (SOL) test.

English 6A

Course: 961AY

This advanced-level class is designed to meet the needs of 6th grade students with well-developed reading and writing skills. Vocabulary, literature, language, and writing instruction are taught, and instruction moves at a faster pace than in a non-advanced course. In addition, students in the advanced-level class will have wider reading and writing experiences than those required by the 6th grade English SOL. Selection factors for considering placement of students into this advanced-level class include success on the 5th grade SOL test, teacher recommendation, and other test scores. Near the end of the school year, students will take the 6th grade Reading SOL test.

Mathematics

Math 6

Course: 962XY

This course covers the 6th grade math Standards of Learning curriculum. The development of problem solving skills will be a major goal. Students will use appropriate technologies such as calculators and computers. A wide range of skills and strategies will be developed in the following areas: number and number sense, computation and estimation, measurement, geometry, probability, statistics, patterns, and algebra. Near the end of the school year, students will take the 6th grade math SOL test.

Math 6A

Course: 962AY

This advanced course covers the 7th grade math SOL. Students will be required to identify applications of the mathematical principles that can be applied to science and other disciplines. Appropriate technologies such as calculators, videos, and computers will be utilized. There are selection factors for considering placement of students into this advanced-level class which can be found in the recommended instructional sequences section. Near the end of the school year, students will take the 7th grade math SOL test.

PETAL Math Block 6/6A (Promoting Excellence Through Accelerated Learning)

Course: 962AYP

This is a special program offered to selected students in a two-period course. The program is a division initiative to address the achievement gap while encouraging underrepresented populations of students to access more rigorous courses. Students in this course complete 6th grade math Standards of Learning curriculum and part of 7th grade math Standards of Learning curriculum. Appropriate technologies such as calculators, videos, and computers will also be utilized. Rising 6th grade students who were in the on-grade level math course in 5th grade are invited to participate in this program based on factors which include the following: math achievement in fifth grade, elementary math SOL test scores, scores on LCS Division quarterly assessments in math, teacher recommendations, and previous participation in the PETAL summer math program. Near the end of the school year, students will take the 6th grade SOL test. For additional information on the Sixth Grade PETAL Math Block, please contact the supervisor of secondary mathematics, science, and gifted at (434) 515-5065.

Pre-Algebra 7A

Course: 972AY

This course covers the 8th grade math SOL, including content that reviews and extends the concepts and skills learned in previous grades and new content that reviews and extends the concepts and skills learned in previous grades and new content that prepares students into this advanced-level class which can be found in the recommended instructional sequences section. Near the end of the school year, students will take the 8th grade math SOL test. Placement testing is required for this course to ensure no significant gaps are present prior to this double acceleration. (See page 23 for further details)

Science

Life Science 6

Course: 963XY

This course emphasizes a complex understanding of changes, cycles, patterns, and relationships in the living world. Students use the inquiry approach to manipulate variables in experimentation, organize and analyze mathematical data, and summarize conclusions. Students study both the general science 6th grade SOL and the life science SOL.

Life Science 6A

Course: 963AY

This advanced-level course covers the same science SOL as the regular life science course but moves at a faster pace to allow time for additional opportunities for enrichment. Throughout the year, students complete alternative assessments to demonstrate their understanding and application of the course content.

Social Studies

United States History 6 (Part I)

Course: 964XY

This course covers the history of the United States from Pre-Columbian times until 1865. Students learn fundamental concepts in civics, economics, and geography as they understand ideas and events that strengthened the United States. Responsible citizenship is an emphasis as are the use of primary and secondary sources. Throughout the year, students complete performance assessments to demonstrate their understanding and application of the course content.

United States History 6A (Part II)

Course: 964AY

This advanced-level course covers the same SOL as the regular US History 1 course but moves at a faster pace to allow time for additional opportunities for enrichment of the curriculum. Throughout the year, students complete performance assessments to demonstrate their understanding and application of the course content.

Physical Education

PE/Health 6

The 6th grade physical education curriculum introduces students to physical activities which promote personal wellness, physical fitness, body management, and a basic knowledge of sports for leisure-time pursuits. Through the health curriculum, students develop more sophistication in understanding health issues and practicing health skills. They apply physical, emotional, social, and environmental health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Students also learn injury-prevention behaviors at school and elsewhere. Sixth grade family life deals with the physical, social, emotional, and psychological changes that occur at the time of puberty, reproduction basics, sexually transmitted diseases, substance abuse, and identifying abusive behaviors.

Academic Support

RISE English 6

Course: 961YE

This course provides an opportunity for selected students to build their foundational skills in order to be successful in English 6. Students are identified by using achievement data such as SOL scores and grades. The course focus is on those skills that prove to be challenging for students and to help them become more proficient in their abilities to read, write, and be better critical thinkers.

RISE Math 6

Course: 962YE

This course provides an opportunity for selected students to build their foundational skills in order to be successful in Math 6. These students are identified by using achievement data such as SOL scores and grades. The course focus is on those skills that prove to be challenging for students and to help them become more confident/proficient/successful in their abilities to do mathematics and be better mathematical problem solvers.

CORE CURRICULUM DESCRIPTIONS SEVENTH GRADE

The seventh grade student will have four required core classes (English, math, science, and social studies), health/physical education, English and/or math remediation (if needed), and choices among semester electives and/or a music course in his/her second year of middle school. The following provides a description of the course options that are available for seventh graders. In addition, the school will share additional information on certain courses and rotations offered that are specific to the school.

English

English 7

Course: 971XY

This course provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. Reading instruction integrated with the domains of writing (composing/written expression and usage/mechanics) to produce multi-paragraph narratives, descriptions, explanations, and persuasive writings will be the focus of this course. Near the end of the school year, students will take the 7th grade Reading SOL test.

English 7A

Course: 971AY

This advanced-level class is designed to meet the needs of 7th grade students with well-developed reading and writing skills. Vocabulary, literature, language, and writing instruction are taught, and instruction moves at a faster pace than in the English 7 format. In addition, students in the advanced-level class will have wider reading and writing experiences than those required by the 7th grade English SOL. Selection factors for considering placement of students into this advanced-level class include success on the 6th grade SOL test, teacher recommendation and other test scores. Near the end of the school year, students will take the 7th grade Reading SOL test.

Mathematics

Math 7

Course: 972XY

This course covers 7th grade math Standards of Learning curriculum. The development of problem solving skills will be a major goal. Students will use appropriate technologies such as calculators and computers. A wide range of skills and strategies will be developed in the following areas: number and number sense, computation and estimation, measurement, geometry, probability, statistics, patterns, and algebra. Near the end of the school year, students will take the 7th grade math SOL test.

PETAL Math Block 7/7A (Promoting Excellence Through Accelerated Learning)

Course: 972AYP

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

Pre-Algebra 7A

Course: 972AY

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

Advanced Algebra I

Course: 2387Y

High School Credit (1.0 credit). Prerequisite: Teacher recommendation and/or Advanced Pre-Algebra.

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

Advanced Geometry/Trigonometry (9th) with successful completion of Advanced Algebra I. A placement test score of 70% or higher is required to be placed in this course to ensure no significant gaps are present prior to this double acceleration.

Science

Physical Science 7

Course: 973XY

This course provides an in-depth understanding of matter and energy. Students use experiments, technology, and literature reviews to build upon their investigation skills. Students in this course study the physical science SOL.

Physical Science 7A

Course: 973AY

This advanced-level course covers the same science SOL as the regular physical science course but moves at a faster pace to allow time for enrichment of the curriculum and a solid review of previous science SOL. Near the end of the school year, students will take the 8th grade Science SOL test.

Social Studies

United States History 7 (Part II)

Course: 974XY

This course covers the history of the United States from 1865 to the present. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Political, economic, and social challenges facing the nation reunited are examined as students develop an understanding of how the American experience shaped the world's political and economic landscapes. Responsible citizenship is also an emphasis of this course. Throughout the year, students complete performance assessments to demonstrate their understanding and application of the course content.

United States History 7A (Part II)

Course: 974AY

This advanced-level course covers the same SOL as the regular US History 2 course but moves at a faster pace to allow time for enrichment of the curriculum. Throughout the year, students complete performance assessments to demonstrate their understanding and application of the course content.

Physical Education

PE/Health 7

The physical education curriculum in the 7th grade focuses on the development of proficiency in specific areas of physical fitness through instruction and participation in team, individual, and dual sports. Emphasis is placed on skill development, playing strategies and rules of the game, and an appreciation for the aesthetic value of body management as it relates to dance and gymnastics.

Through the health curriculum, students learn to generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health. Family life topics include family roles, saying no to premarital sex and abusive relationships, types of sexually transmitted diseases, consequences of premarital sex and pregnancy, importance of family planning, healthy dating and peer relationships, internet safety, and recognizing and appreciating differences.

Academic Support

RISE English 7

Course: 971YE

This course provides an opportunity for selected students to build their foundational skills in order to be successful in English 7. These students are identified by using achievement data such as SOL scores and grades. The course focus is on those skills that prove to be challenging for students and to help them become more proficient in their abilities to read, write, and be better critical thinkers.

This course provides an opportunity for selected students to build their foundational skills in order to be successful in Math 7. These students are identified by using achievement data such as SOL scores and grades. The course focus is on those skills that prove to be challenging for students and to help them become more confident/proficient/successful in their abilities to do mathematics and be better mathematical problem solvers.

CORE CURRICULUM DESCRIPTIONS EIGHTH GRADE

The eighth grade student will have four required core classes (English, math, science, and social studies), health/physical education, English and/or math remediation (if needed), and choices among semester electives and/or a music course in his/her third year of middle school. High school credit courses are also available in this year (some course offerings are dependent upon sufficient enrollment). The following provides a description of the course options that are available for eighth graders. In addition, the school will share additional information on certain courses and rotations offered that are specific to the school.

English

English 8

Course: 981XY

This course provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. Reading instruction integrated with the domains of writing (composing/written expression and usage/mechanics) to produce multi-paragraph narratives, descriptions, explanations, and persuasive writings will be the focus of this course. Near the end of the school year, students will take the 8th grade Reading and 8th grade Writing SOL tests.

English 8A

Course: 981AY

This advanced-level class is designed to meet the needs of 8th grade students with well-developed reading and writing skills. Vocabulary, literature, language, and writing instruction are taught, and instruction must move at a faster pace than in the non-advanced course. In addition, students in the advanced-level class will have wider reading and writing experiences than those required by the 8th grade English SOL. Selection factors for considering placement of students into this advanced-level class include success on the 7th grade SOL test, teacher recommendation and other standardized tests scores. Near the end of the school year, students will take the 8th grade Reading and 8th grade Writing SOL tests.

Mathematics

Foundations of Algebra 8

Course: 982XY

This course covers the 8th grade math Standards of Learning curriculum and some of the Algebra I Standards of Learning curriculum. This course provides introductory instruction in the properties and basic operations of rational numbers including algebraic and graphical representation, linear equations and inequalities, and solving of these equations. Appropriate technologies such as calculators, videos, and computers will also be utilized. Near the end of the school year, students will take the 8th grade math SOL test unless that SOL was completed in 7th grade.

Advanced Algebra I

Course: 2387Y

High School Credit (1.0 credit). Prerequisite: Teacher recommendation and/or Advanced Pre-Algebra.

This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA). This course includes instruction in greater depth than the traditional Algebra I course. Students attach meaning to the abstract concepts of algebra by using tables and graphs to interpret equations and inequalities and to analyze functions. Calculators, computers, spreadsheets, and graphing calculators or computer graphing simulators are used to assist in solving problems. Advanced algebra is the initial course in the sequence of courses designed for a five-year accelerated math program. Near the end of the school year, students will take the Algebra I SOL test.

Advanced Algebra II

Course: 2397Y

High School Credit (1.0 credit). Prerequisite: Advanced Algebra I.

This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA). The first semester includes the study of equations, inequalities, relations, functions, systems of equations, polynomials, irrational numbers, complex numbers, and conic sections. The second semester of this course includes the study of higher degree polynomials, rational and exponential functions, and statistics and probability. Appropriate technologies such as calculators, videos, and computers will also be utilized. Near the end of the school year, students will take the Algebra II SOL test.

Science

Principles of Science 8

Course: 983XY

This course enables students to complete an extended study of general, life, and physical science courses. The living world, matter, energy, and scientific experimentation are explored in depth. Students completing this course take the 8th grade Science SOL test.

Advanced Earth Science 8

Course: 3387Y

High School Credit (1.0 Credit). Prerequisite: Advanced physical science.

This advanced course is weighted as a 4.5 quality point course in terms of HS Grade Point Average (GPA). The major topics studied in this course are oceanography, meteorology, geology, and astronomy, each with accompanying laboratory activities. Near the end of the school year, students take the Earth Science SOL test.

Social Studies

Civics and Economics 8

Course: 984XY

This course covers the Constitutions of the United States and Virginia, as well as the structure and functions of government institutions at the national, state, and local levels. Students also study the basic principles, structure, and operation of the American economy. Standards for this course examine the roles citizens play in the political, governmental, and economic systems in the United States. Responsible citizenship is also an emphasis of this course. Near the end of the school year, students take the Civics/Economics SOL test.

Civics and Economics 8A

Course: 984AY

This advanced-level course covers the same SOL as the regular civics/economics course but moves at a faster pace to allow time for enrichment of the curriculum. Near the end of the school year, students take the Civics/Economics SOL test.

World Languages

Spanish I

Course: 1880Y

High School Credit (1.0 credit).

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

French I

Course: 1580Y

High School Credit (1.0 credit).

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

Latin I

Course: 1780Y

High School Credit (1.0 credit).

This first-year Latin course provides the foundation for understanding Latin and the basis for learning any world language. Students enlarge their vocabulary, refine grammar in English, and learn about the origins of our traditions and institutions while reading the history, myths, and legends of the ancient Romans. (This may require transport to high school.)

German I

Course: 1680Y

High School Credit (1.0 credit). Paul Laurence Dunbar Middle School for Innovation only.

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

Physical Education

PE/Health 8

This course emphasizes the further development of flexibility, agility, cardiovascular endurance, balance, coordination, time, and speed. Students continue to develop skills in physical coordination and movement through the performance of dance and gymnastics routines. The history of team, individual, and dual sports is introduced, and specific rules and knowledge of playing strategies are reinforced. Through the health curriculum, students in grade eight have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information. Family life topics include family roles, saying no to premarital sex and abusive relationships, types of sexually transmitted diseases (including HIV), consequences of premarital sex and pregnancy, importance of family planning, healthy dating and peer relationships, internet safety, and the importance of positive decision making.

Academic Support

RISE English 8**Course: 981YE**

This course provides an opportunity for selected students to build their foundational skills in order to be successful in English 8. These students are identified by using achievement data such as SOL scores and grades. The course focus is on those skills that prove to be challenging for students and to help them to become more proficient in their abilities to read and write and be better critical thinkers

Rise Math 8**Course: 982YE**

This course provides an opportunity for selected students to build their foundational skills in order to be successful in Foundations of Algebra. These students are identified by using achievement data such as SOL scores and grades. The course focus is on those skills that prove to be challenging for students and to help them to become more confident/proficient/successful in their abilities to do mathematics and be better mathematical problem solvers.

EXPLORATORY, ELECTIVES & CAREER-TECH

Middle School Exploratory Overview

Exploratory courses are offered in 6th grade. The courses are offered in the areas of world language, cultural arts, technology, career-technology, and enrichment of the core subjects. Each middle school offers a varied array of exploratory rotations that usually range from nine to eighteen weeks in length. School specific offerings are available through the course scheduling form and from your school counseling office. Exploratory rotations are courses that students are scheduled into that afford students opportunities to explore their interests and talents. Exploratory course offerings are subject to change based on interest inventories, scheduling constraints, and staffing availability.

Middle School Electives Overview

Lynchburg City Schools' middle schools offer a wide array of elective offerings. School specific offerings are available from the individual school. In support of the middle school philosophy, all three middle schools offer elective and enrichment courses in the areas of world language, fine and performance arts, and career and technological education. Electives are courses students choose or "elect" to take. Specialized electives and enrichment opportunities provide students with differentiated instruction and an advanced curriculum to address students' unique intellectual gifts and talents. Elective and enrichment offerings are subject to change based on interest inventories, scheduling constraints, and staffing availability.

Career-Technical Education Overview

A wide variety of Career and Technical Education (CTE) courses are offered at each middle school. Each middle school is unique in the CTE offerings available. A full list of CTE courses are available through the school counseling department at each school.

Examples of middle school CTE courses are listed below.

- Family and Consumer Science
- Business and IT
- Webpage Design
- Computer Applications
- Technology Systems/STEM
- Health and Medical Sciences/STEM
- Technical Drawing/CAD
- Inventions and Innovations (CAD)
- Digital Photography
- TV and Media Production
- Career Investigation
- Project Lead the Way
- Robotics

HIGH SCHOOL CREDIT COURSES OFFERED AT THE MIDDLE SCHOOL LEVEL

World Languages

Spanish I (1880Y) High School Credit (1.0 credit): See page 12 for course description.

French I (1580Y) High School Credit (1.0 credit): See page 12 for course description.

Latin I (1780Y) High School Credit (1.0 credit): See page 12 for course description.

German I (1680Y) High School Credit (1.0 credit): See page 12 for course description.

Drama

Introduction to Theatre

Course: 5610Y

High School Credit, Grade 8 (1.0 credit). Prerequisite: Teacher Recommendation.

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

Mathematics

Advanced Algebra I

Course: 2387Y

High School Credit (1.0 credit).

Prerequisite: teacher recommendation and/or Advanced Pre-Algebra. This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA). This course includes instruction in greater depth than the traditional Algebra I course. Students attach meaning to the abstract concepts of algebra by using tables and graphs to interpret equations and inequalities and to analyze functions. Matrices are used to organize and manipulate data. Calculators, computers, spreadsheets, and graphing calculators or computer graphing simulators are used to assist in solving problems. Advanced algebra is the initial course in the sequence of courses designed for a five-year accelerated math program. Near the end of the school year, students will take the Algebra I SOL test.

Advanced Algebra II

Course: 2397Y

High School Credit (1.0 credit).

Prerequisite: Advanced Algebra I. This course is weighted as a 4.5 quality point in terms of Grade Point Average (GPA). The first semester includes the study of equations, inequalities, relations, functions, systems of equations, matrices, polynomials, irrational numbers, complex numbers, and conic sections. The second semester of this course includes the study of higher degree polynomials, rational and exponential functions, and statistics and probability. Near the end of the school year, students will take the Algebra II SOL test.

Science

Advanced Earth Science 8

Course: 3387Y

High School Credit (1.0 Credit).

Prerequisite: Advanced physical science. This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA). The major topics studied in this course are oceanography, meteorology, geology, and astronomy, each with accompanying laboratory activities. Near the end of the school year, students take the Earth Science SOL test.

MATH INSTRUCTIONAL SEQUENCES

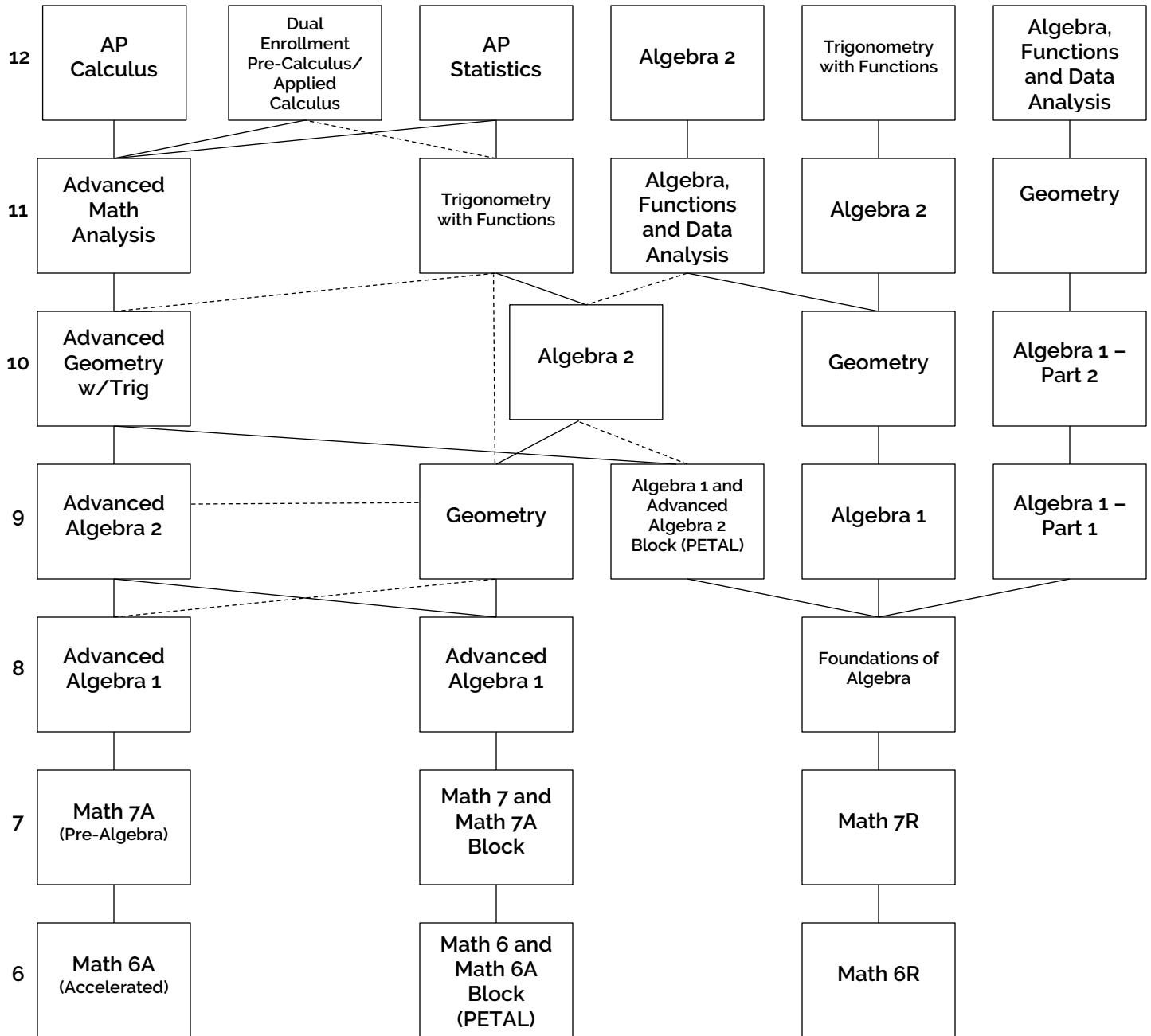
The following chart illustrates possible math course sequences and placement for the courses in middle school. Each student should select courses within the sequences which are most closely related to his or her strengths and educational/career goals of students. Students may also move from one sequence to another as students, parents/guardians, teachers and school counselors perceive a need and as the student's progress indicates. Advanced Placement (AP) and dual enrollment (DE) courses, which can provide both high school and college credit, are available to high school students who meet the requirements. Additional information on these high school courses may be obtained from the school counseling department at each high school.

It is encouraged that parents/guardians and students frequently review the graduation and diploma requirements. Graduation and diploma requirement information can be found in the high school program of studies and at <http://www.lcsedu.net/departments/curriculum/program-of-studies>.

Mathematics Instructional Sequence Options

Agenda Attachment

Item I-1



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

Note: Dotted lines indicate possible, yet infrequently chosen, options.

Math Course Placement Criteria Overview

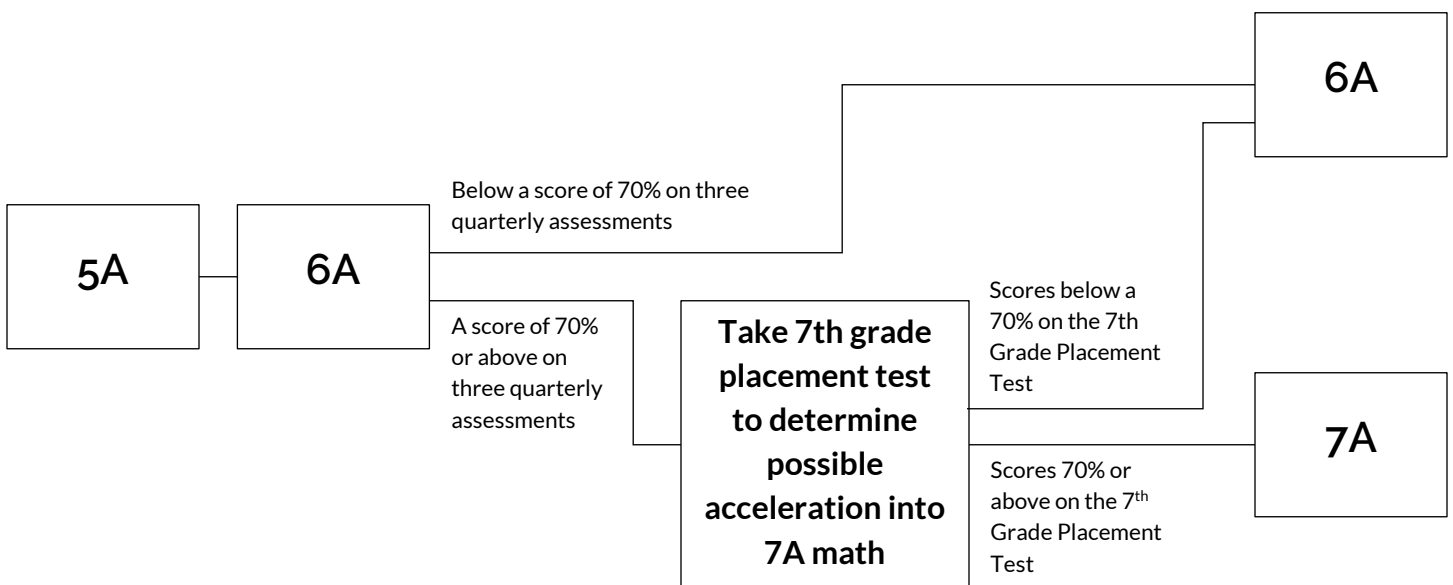
The following charts illustrate the criteria used to determine advanced or accelerated placement in math courses. Each chart shows possible pathways to an advanced/accelerated course such as:

1. Achievement score - The student scores at or above a certain score on an achievement test (usually an SOL and/or **quarterly assessments**).
2. Teacher recommendation - The teacher recommends the student for a more rigorous course based on the student's achievement in their current course and self-direction in learning. A teacher recommendation adds opportunities for students; it does not take opportunities away.
3. Parent request - A parent may request that the student take an advanced course instead of a regular level course. The request is typically honored, unless prior achievement suggests the student may experience a high degree of difficulty in that course. If this is the case, the school may establish a plan with the student and parent for staying on track in the advanced course.

Lynchburg City Schools urges students to pursue the most rigorous classes of which they are capable. The courses selected during middle school can impact which courses students can take during high school.

Math Placement

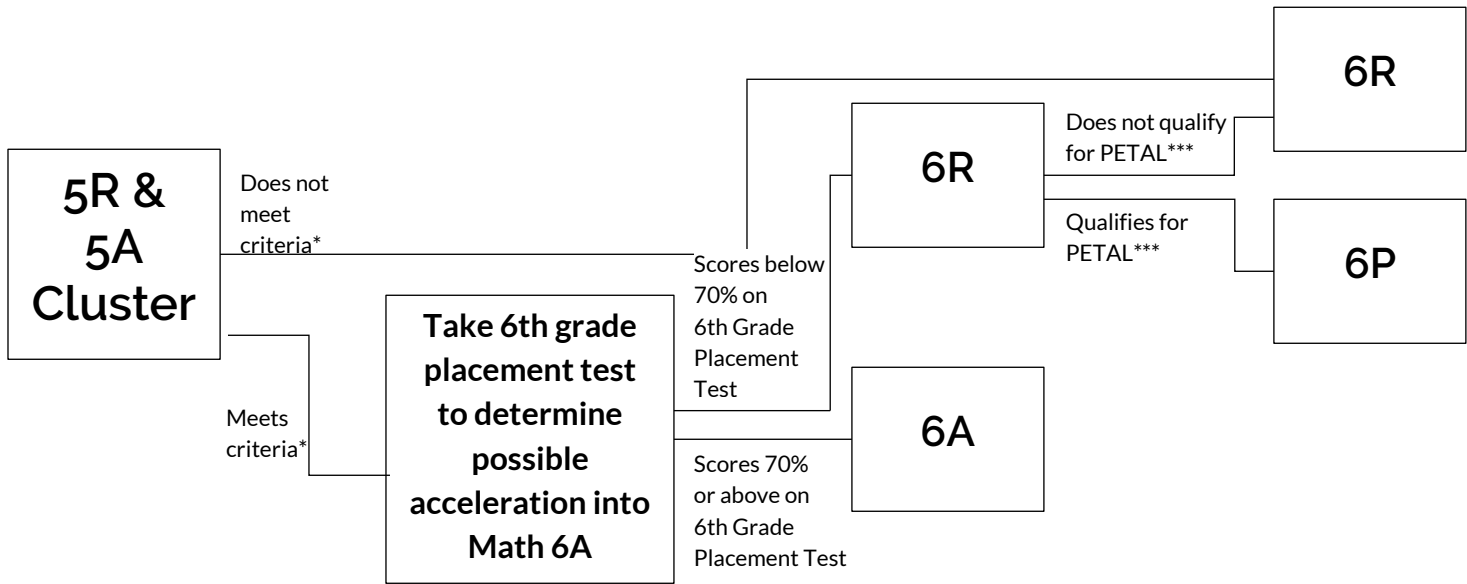
5th Grade Advanced (5A) Math Class to 6th Grade



CRITERIA for Consideration for 7A Math (follows Grade 8 Pre-Algebra standards)

Meets one or more:

- Average of 70% or higher on three quarterly assessments
- Teacher recommendation
- History of “Pass Advanced” scores on previous math SOL tests
- Parent request to take 7th Grade Placement Test



***CRITERIA**

Meets one or more:

- Average score of 70% or higher on three quarterly assessments
- Teacher recommendation
- Parent request to take 6th Grade Placement Test

*****PETAL CRITERIA**

A student scheduled to take Math 6R can be placed in the PETAL program based on:

1. Proven achievement in math in 5th grade
2. History of passing SOL math scores
3. Teacher recommendation
4. Previous participation in Summer PETAL Academy (optional)

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

SPECIALIZED PROGRAMS

Paul Laurence Dunbar Middle School for Innovation

This magnet school draws from an applicant pool of eligible students in all three middle school attendance zones. Paul Laurence Dunbar Middle School for Innovation offers innovative programs focused on problem based learning and Science, Technology, Engineering, Arts, & Math (STEAM). The school offers an extensive curriculum in foreign languages including Spanish, French and German. Paul Laurence Dunbar Middle School for Innovation also offers a diverse drama after-school curriculum and schedules a variety of performances throughout the school year. The school is also home to Earth Zone, a program that allows for hands-on herpetology and aquatic biology classes. Inquiries regarding the school for innovation applications to Paul Laurence Dunbar Middle School for Innovation should be directed to the secondary supervisor of counseling at (434) 515-5091. The application period closes in mid-March.

Gifted Education

The middle school program for gifted education is designed to serve students who demonstrate a specific academic aptitude. The program is provided primarily through advanced courses offered in English, math, science, and social studies as well as through differentiated instruction within the classroom. Eighth graders have the opportunity to accelerate their program of studies by taking high school credit courses in the areas of math, science, and foreign language. Additional gifted course offerings may be available during exploratory periods. The Lynchburg City Schools Local Plan for the Education of the Gifted provides information on referral and identification processes, as well as the services provided for identified students. Students and their parents/guardians are encouraged to contact the school principal to learn more about all the gifted services available to middle school students and the opportunities they provide.

Special Education

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

The Lynchburg City School Division does not discriminate in admission to, or access to, or treatment or employment in its educational programs, services, or activities based on race, color, national origin, sex, disability, or age in accordance with state and federal laws. Inquiries regarding this policy may be directed to the Director of Personnel Services, 915 Court Street, P.O. Box 2497, Lynchburg, Virginia 24505-2497; telephone number (434) 515-5050.

APPENDIX A



REQUEST TO EXPUNGE GRADE FOR HIGH SCHOOL COURSE TAKEN IN MIDDLE SCHOOL

-INCOMPLETE FORMS CANNOT BE PROCESSED-

(PRINT)

FULL NAME OF STUDENT
ADDRESS
NAME OF PARENT/GUARDIAN
PARENT/GUARDIAN PHONE NUMBER
NAME OF HIGH SCHOOL STUDENT WILL ATTEND FOR THE FOLLOWING SCHOOL YEAR (HHS or ECG)

- I wish to expunge the following high school credit-bearing course taken by my child while in middle school during grades 6, 7, and/or 8.
- I understand that my child will receive no high school credit toward graduation for this course and may have to repeat this course if it is a required prerequisite course.
- I understand that the SOL verified credit will not be awarded to my child until course is passed and credit awarded.
- I further understand that decision is irreversible and must be made prior to enrollment in high school.

NAME OF HIGH SCHOOL CREDIT COURSE	GRADE LEVEL/YEAR IN WHICH COURSE WAS TAKEN	WILL THE CLASS BE REPEATED?

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

**Return this form to the Middle School Counseling Department on or before June 30th.
Or
Return this form to the High School Counseling Department on or before August 1st.**

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

Improvements/Corrections to Middle School Program of Studies for 2020-21		
Location	Heading	Rationale
Page 7, 9, 13	Academic Support	Moved 6 th , 7 th , and 8 th RISE Courses under new heading Academic Support since RISE cannot be taken in place of the core class. They were previously listed under the core subject titles.
Page 11	Foundations of Algebra 8	Change of Course # only. The course number previously contained an "A" which indicated it was an advanced course and it isn't.
Page 12	World Languages	Add this statement for clarity: This may require transport to high school for 1 st period
Pages 4, 6, 18 & 19	Math Course Placement Criteria Overview	Changed language to reflect name of current testing from Student Growth Assessment SGA to quarterly assessments.
Page 16	Advanced Earth Science	Changed prerequisite from Teacher Recommendation and physical science to Advanced Physical Science

Agenda Report

Date: 01/14/20

Agenda Number: I-2

Attachments: Yes

From: Crystal M. Edwards, Superintendent
Tommy Coleman, Director of Curriculum and Instruction

Subject: Lynchburg City School Board Instruction and Program Policies and Regulations

Summary/Description:

On November 18, 2019, the Instruction and Program Policy Workgroup reviewed the policies and regulations listed below. All policies being presented have been reviewed by legal counsel. The group recommends adopting the following policies as written.

IA	Instructional Goals and Objectives
IAA	Notification of Learning Objectives
IKH	Retaking SOL Assessments
IL	Testing Programs
LI	Relations with Educational Accreditation Agencies

The workgroup recommends the addition of proposed language to the following:

AD	Educational Philosophy (<i>adding Mission Statement</i>)
IKC	Grading and Student Evaluation (<i>appealing an assigned grade</i>)
JNZ-R	Student Fees, Fines, Charges, and Tuition (<i>removal of specific fees and direction to division website</i>)

(Language added to encompass additional protected classes)

AC	Nondiscrimination
GB	Equal Employment Opportunity/Nondiscrimination
JBZ	Equal Educational Opportunities/Nondiscrimination
GBAZ	Prohibition Against Harassment and Retaliation
JFHAZ	Prohibition Against Harassment and Retaliation

Agenda Report (continued)

Date: 01/14/20

Agenda Number: I-2

Attachments: Yes

In addition, current outdated LCS policies and regulations were discussed by the workgroup for deletion. These policies are being presented for School Board review.

- P 6-1 Mission Statement
- P 6-1.1 Objectives
- P 6-1.2 Accreditation
- P 6-2 Grade Level Organization
- P 6-2.1 Kindergarten
- P 6-3 Title IX Policy
- P 6-20 Evaluation of Curriculum and Instructional Program
- R 6-38 Scheduling Students for More than One Required Course in the Same Subject Area
- P 6-58 Student Evaluation and Grading
- P 6-59 Tests
- P 6-60.1 State Testing Program

[\(Please click on link provided for attachment. Hard copy provided to board.\)](#)

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

The superintendent recommends that the school board approve the Lynchburg City School Board Instruction and Program Policies and Regulations.

Agenda Report

Date: 01/14/20

Agenda Number: I-3

Attachments: No

From: Crystal M. Edwards, Superintendent

Subject: Lynchburg City School Board Instruction & Program Policy Review

Summary/Description:

At the December 17, 2019 work session, the school board provided guidance to modify the volunteer policy/regulation based on the recommendations presented by the Equity Task Force during the August 19, 2019 work session. A volunteer review committee has been formed and the following policy/regulation language changes and protocols are being reviewed and developed.

Option 2: Modify the existing language in regulation IICB-R/IICC-R

~~“Anyone convicted of a felony offense will be disqualified from volunteer activity. Anyone convicted of~~ **or** a misdemeanor may be disqualified depending upon the nature of the offense and/or volunteer activity.” **Details and protocols would need to be outlined and approved prior to policy adoption and implementation.**

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board receive this agenda report as an informational item at the school board meeting on January 14, 2020.

Agenda Report

Date: 01/14/20

Agenda Number: J-1

Attachments: Yes

From: Crystal M. Edwards, Superintendent
Marie F. Gee, Director of Personnel

Subject: Lynchburg City School Board Personnel Policies

Summary/Description:

The Personnel Policy Workgroup met on December 16, 2019. The group recommends for approval the following changes as noted to the policies and regulations listed below:

CBE	Severance Benefits (<i>no change</i>)
CF	School Building Administration (<i>no change</i>)
GBEF	Lactation Support (<i>no change</i>)
GCBD-RZ	Sick Leave (<i>changes as noted</i>)
GCI	Professional Staff Assignments and Transfers (<i>changes as noted</i>)

Disposition: Action
 Information
 Action at Meeting on: February 4, 2020

Recommendation:

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the school board meeting on February 4, 2020.

SEVERANCE BENEFITS

Any severance benefits provided to a departing Superintendent will be publicly announced prior to the Superintendent's departure.

Adopted: September 16, 2014

Legal Ref.: Code of Virginia, 1950, as amended, § 15.2-1510.1.

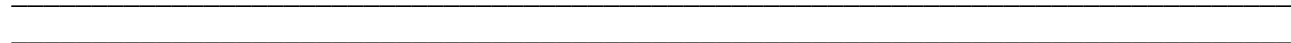
SCHOOL BUILDING ADMINISTRATION

The Lynchburg City School Board, upon recommendation of the Superintendent, employs principals and assistant principals who hold licenses as prescribed by the Board of Education.

A principal provides instructional leadership in, is responsible for the administration of, and supervises the operation and management of the school or schools and property to which he has been assigned, in accordance with the rules and regulations of the School Board and under the supervision of the Superintendent.

A principal may submit recommendations to the Superintendent for the appointment, assignment, promotion, transfer and dismissal of all personnel assigned to his supervision.

Adopted: June 17, 2014



Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-293.

Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals, Virginia Board of Education.

Cross Refs.: EB School Crisis, Emergency Management, and Medical Emergency Response Plan
 DGC School Activity Funds
 DGD Funds for Instructional Materials and Office Supplies
 GCN Evaluation of Professional Staff

LACTATION SUPPORT

The Superintendent shall designate a non-restroom location in each school as an area in which any mother who is employed by the Lynchburg City School Board or enrolled as a student in the division may take breaks of reasonable length during the school day to express milk to feed her child until the child reaches the age of one. The area must be shielded from public view.

Adopted: September 16, 2014

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-79.6.

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.
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 to 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 Deputy Superintendent, 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 paid 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 Deputy Superintendent, 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. Employees on Leave

Hybrid Employees on Short Term Disability

Hybrid employees can receive up to 125 work days of short term disability if approved by the disability provider. If the employee is approved by the provider for long term disability status, the employee's contract with Lynchburg City Schools will be terminated. The termination date will be the day that long term disability benefits become payable.

Legacy Employees

The Family Medical Leave Act protects an employee's position for up to 12 weeks (60 days). Employees who are out on leave past the 60 days may request an additional 30 days of Extended Medical Leave, if a doctor's note states that additional time is needed. Once the additional 30 days of Extended Medical Leave is exhausted, if the employee is not able to return to work fulltime and has exhausted all sick and other available leave, the employee's contract with Lynchburg City Schools' may be terminated. Workers Compensation leave for more than 5 days runs concurrent with FMLA and the same rules would apply.}

G(H). 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(I). 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

Revised: August 7, 2018

PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

Principals and other supervisory personnel may submit recommendations to the Superintendent for the appointment, assignment, promotion, transfer and dismissal of all personnel assigned to their supervision.

Upon recommendation of the Superintendent, the Lynchburg City School Board shall place all employees within the various schools and facilities located in the school division. The Superintendent has the authority to assign such employees to their respective positions within the school or facility wherein they have been placed by the School Board.

The Superintendent may also reassign any such employee for that school year to any school or facility within such division, provided no change or reassignment during a school year shall affect the salary of such employee for that school year. However, no one will be employed in or reassigned to a situation where a family member, as defined in Policy GCCB Employment of Family Members, is directly responsible for that employee's supervision.

~~Any employee seeking a transfer of assignment to another work location for the next school year must make a request in writing to the Superintendent or the Superintendent's designee, with copies to the current supervisor, not later than April 1. This type of request, if granted, will be considered a voluntary transfer.~~ ***{Employees seeking a transfer of assignment to another work location for the next school year should make their supervisor aware of their desire to transfer. Employees should apply for open positions that they are interested in being considered for. Supervisors will follow the same process of selecting candidates for interviews, and when complete, sending a recommendation for hire to the Director of Personnel.}*** A change of assignment within an immediate work station is the responsibility of the immediate supervisor.

Adopted: June 17, 2014

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-293, 22.1-295, 22.1-297.

Cross Ref: GCCB Employment of Family Members

Agenda Report

Date: 01/14/20

Agenda Number: J-2

Attachments: Yes

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

Subject: School Calendar: 2020-21

Summary/Description:

The proposed school calendar for the 2020-21 school year contains many of the features that were included in the school calendar for 2019-20. During this presentation, members of the calendar committee listed below will review the proposed calendar with the school board.

Rose Flaugher
Ron Proffitt
Matt Mason
Sharon Anderson
Renee Anderson
Angel Garcia-Ablanque
Chuck Yarbrough
Ben Copeland

Disposition: Action
 Information
 Action at Meeting on: February 4, 2020

Recommendation:

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the school board meeting on February 4, 2020.

DRAFT

2020-2021 Bass Academic Year Calendar Draft 2.3																																				
July 2020				August 2020				September 2020				October 2020																								
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