



Lynchburg City School Board

Sharon Y. Carter
School Board District 2

James E. Coleman
School Board District 3

Regina T. Dolan-Sewell
School Board District 1

Mary Ann Hoss
School Board District 1

Michael J. Nilles
School Board District 3

Derek L. Polley
School Board District 1

Jennifer R. Poore
School Board District 2

Katie Snyder
School Board District 3

J. Marie Waller
School Board District 2

School Administration

Scott S. Brabrand
Superintendent

John C. McClain
Assistant Superintendent of
Student Learning and Success

Ben W. Copeland
Assistant Superintendent of
Operations and Administration

Anthony E. Beckles, Sr.
Chief Financial Officer

Wendie L. Sullivan
Clerk

SCHOOL BOARD MEETING
May 3, 2016 4:30 p.m.
School Administration Building
Board Room

A. CLOSED MEETING

- 1. Notice of Closed Meeting
Scott S. Brabrand. Page 1
Discussion/Action
- 2. Certification of Closed Meeting
Scott S. Brabrand. Page 2
Discussion/Action

B. PUBLIC COMMENTS

- 1. Public Comments
Scott S. Brabrand. Page 3
Discussion (30 Minutes)

C. STUDENT RECOGNITION

- 1. Student Recognition
Scott S. Brabrand. Page 4
Discussion

D. CONSENT AGENDA

- 1. School Board Meeting Minutes: April 14, 2016 (Work Session)
April 19, 2016 (Regular Meeting)
- 2. Personnel Report
Marie F. Gee. Page 5
Discussion/Action

E. STUDENT REPRESENTATIVE COMMENTS

F. UNFINISHED BUSINESS

- 1. Policy KFB Surveys
Ben W. Copeland. Page 7
Discussion/Action

2. Special Education Annual Plan/Part B, Section 611, Flow-through Application and Section 619 Preschool Grant Applications: 2016-17
John C. McClain. Page 13
Discussion/Action
3. Request for Reallocation of Budget
Anthony E. Beckles.Page 30
Discussion/Action
4. School Board Governance Norms and Protocols
Mary Ann Hoss.Page 33
Discussion/Action
5. William Marvin Bass Elementary School Academic Calendar: 2016-17
John C. McClain.Page 38
Discussion/Action
6. Middle School Program of Studies: 2016-17
John C. McClain.Page 40
Discussion/Action
7. Comprehensive Plan: Update
John C. McClain.Page 78
Discussion
8. Financial Update
Anthony E. Beckles, Sr.Page 79
Discussion

G. NEW BUSINESS

1. Carl Perkins Funds: 2016-17
John C. McClain.Page 80
Discussion

H. SUPERINTENDENT’S COMMENTS

I. BOARD COMMENTS

J. INFORMATIONAL ITEMS

School Board Work Session: Wednesday, May 4, 2016, 5:30 p.m.,
Board Room, School Administration Building

School Board Training Session: Virginia School Boards Association,
200 Hansen Road, Charlottesville, Virginia, Friday, May 6, 2016

School Board Work Session: Monday, May 9, 2016, 5:30 p.m.
Board Room, School Administration Building

Next School Board Meeting: Tuesday, May 17, 2016, 5:30 p.m., Board Room,
School Administration Building

K. ADJOURNMENT

Agenda Report

Date: 05/03/16

Agenda Number: A-1

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Notice of Closed Meeting

Summary/Description:

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

Legal Counsel

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

Recommendation:

The superintendent recommends that the school board approve a motion to enter into Closed Meeting in accordance with the Code of Virginia §2.2-3711 (A) (7) to receive legal counsel.

Agenda Report

Date: 05/03/16

Agenda Number: A-2

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Certification of Closed Meeting

Summary/Description:

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

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

Recommendation:

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

Agenda Report

Date: 05/03/16

Agenda Number: B-1

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Public Comments

Summary/Description:

In accordance with School Board Policy 1-41: 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 superintendent recommends that the school board receive this agenda report as an informational item.

Agenda Report

Date: 05/03/16

Agenda Number: C-1

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Student Recognition

Summary/Description:

E. C. Glass High School and Central Virginia Governor's School student Tom Baker won the Grand Award in Biological Sciences at the 39th annual Central Virginia Regional Science Fair in March, and he will represent Central Virginia at the Intel International Science and Engineering Fair in May in Phoenix, Arizona. He will be among 1,600 finalists from around the world competing at this event.

Lynchburg City Schools had numerous winners out of the 74 students entered from high schools representing Amherst County, Appomattox County, Bedford County, Campbell County and the City of Lynchburg.

Grand Award: Biological Sciences

Tom Baker, ECG/CVGS - "A comparison of the effects of lipopolysaccharides O55:B5 and O111:84 on RAW 264.7 murine macrophages"

All first place winners were nominated to the Virginia State Science Fair to be held on April 8 and 9 at Virginia Military Institute.

Category Awards

Animal Sciences

2nd place - Melissa Poletti, ECG/CVGS
Honorable Mention - Carter Cundiff, ECG/CVGS

Behavioral and Social Sciences

2nd place - Christina Bennett, ECG/CVGS
Honorable Mention - Virginia Corsini, ECG/CVGS

Cellular and Molecular Biology

1st place – Tom Baker, ECG/CVGS

Computer Science

2nd place – Chloe Seng, ECG

Agenda Report

Date: 05/03/16

Agenda Number: C-1

Attachments: No

Environmental Science

3rd place – Gabby Coradazzi, HHS/CVGS
Honorable Mention – Turner Lee, HHS/CVGS

Medicine and Health

Honorable Mention - Rabiea Ashraf, HHS/CVGS

Special Awards

ASCE Local Engineering Awards

2nd place - Turner Lee, HHS/CVGS

Naval Research Award

Reagan Kinder, ECG/CVGS

Virginia Dental Society Awards for Recognizing Science Talent (Recognition Award)

Tom Baker ECG/CVGS
Danny Bass, ECG/CVGS

Microbiology

1st place – Danny Bass, ECG/CVGS

Plant Sciences

2nd place – Paisley Williams, HHS/CVGS

Virginia Lakes and Watersheds

Turner Lee, HHS/CVGS

Women Geoscientists Award

Gabby Coradazzi, HHS/CVGS

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

Agenda Report

Date: 05/03/16

Agenda Number: D-2

Attachments: Yes

From: Scott S. Brabrand, Superintendent
Marie F. Gee, Director of Personnel

Subject: Personnel Report

Summary/Description:

The personnel recommendations for April 19 – May 3, 2016 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 April 19 – May 3, 2016.

NAME	COLLEGE	DEGREE/ EXPERIENCE	SCHOOL/ ASSIGNMENT	EFFECTIVE DATE
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NOMINATIONS, INSTRUCTIONAL PERSONNEL, 2015-2016:

Bower Katherine	Longwood College	BA / 0 yrs (Lv. 0 3)	Linkhorne Middle Math Teacher	8-04-16
Kennen Jillian	Northern Arizona University	MA / 12yrs (Lv. 12 3)	Perrymont Elementary Special Education	8-04-16

RESIGNATIONS:

Ayers Julie	Liberty University	MA / 1 yr (Lv. 0 3)	Perrymont Elementary Fifth Grade Teacher	6-06-16
Saville Melissa	Radford University	BA / 3 yrs (Lv. 2 3)	Carl. B Hutcherson ELC Pre-K Teacher	6-10-16

Agenda Report

Date: 05/03/16

Agenda Number: F-1

Attachments: Yes

From: Scott S. Brabrand, Superintendent
Ben W. Copeland, Assistant Superintendent of Operations and Administration

Subject: Policy KFB Surveys

Summary/Description:

The process of converting the Lynchburg City Schools' (LCS) policies to the Virginia School Board Association (VSBA) format is ongoing process which has involved the conversion of entire sections of the LCS policy manual at a time. Periodically, updates to a VSBA policy are received that need to be immediately adopted as a LCS policy. Rather than delay until the entire section is converted, individual policies will be brought to the Board for conversion.

VSBA Policy KFB – Surveys will be presented to the school board for consideration.

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

Recommendation:

The superintendent recommends that the school board approve Policy KFB Surveys.

ADMINISTRATION OF SURVEYS AND QUESTIONNAIRES

I. Instructional Materials and Surveys

A. Inspection of Instructional Materials

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used as part of the educational curriculum for a student or which will be used in connection with any survey, analysis, or evaluation as part of any federally funded program shall be available for inspection by the parents or guardians of the student in accordance with Policy KBA Requests for Information.

B. Participation in Surveys and Evaluations

No student shall be required, as part of any federally funded program, to submit to a survey, analysis, or evaluation that reveals information concerning

- (1) political affiliations or beliefs of the student or the student's parent,
- (2) mental or psychological problems of the student or the student's family,
- (3) sex behavior or attitudes,
- (4) illegal, anti-social, self-incriminating, or demeaning behavior,
- (5) critical appraisals of other individuals with whom respondents have close family relationships,
- (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers,
- (7) religious practices, affiliations, or beliefs of the student or student's parent, or
- (8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

C. Surveys Requesting Sexual Information

In any case in which a questionnaire or survey requesting that students provide sexual information, mental health information, medical information, information on student health risk behaviors pursuant to Va. Code § 32.1-73.8, other information on controlled substance use, or any other information that the School Board deems to be sensitive in nature is to be administered, the School Board shall notify the parent concerning the administration of such questionnaire or survey in writing at least 30 days prior to its administration. The notice will inform the parent of the nature and types of questions included in the questionnaire or survey, the purposes and age-appropriateness of the questionnaire or survey, how information collected by the questionnaire or survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results will be disclosed. In any case in which a questionnaire or survey is required by state law or is requested by a state agency, the relevant state agency shall provide the School Board with all

information required to be included in the notice to parents. The parent has the right to review the questionnaire or survey in a manner mutually agreed upon by the school and the parent and exempt the parent's child from participating in the questionnaire or survey. Unless required by federal or state law or regulation, school personnel administering any such questionnaire or survey shall not disclose personally identifiable information.

No questionnaire or survey requesting that students provide sexual information shall be administered to any student in kindergarten through grade six.

D. Additional Protections

A parent or emancipated student may, upon request, inspect any instructional material used as part of the educational curriculum of the student and any survey created by a third party before the survey is administered or distributed to a student. Any inspection shall be in accordance with Policy KBA Requests for Information.

In addition, in the event of the administration or distribution of a survey containing one or more of the subjects listed in subsection I.B. above, the privacy of students to whom the survey is administered will be protected. **Participating students complete the survey on-line at their school's computer labs. Survey administration standards and procedures were established, and administration standards were designed to protect the confidentiality of participants and the quality of the data collected**

II. Physical Examinations and Screenings

If the Lynchburg City School Division administers any physical examinations or screenings other than

- those required by Virginia law, and
- surveys administered to a student in accordance with the Individuals with Disabilities Education Act,

policies regarding those examinations or screenings will be developed and adopted in consultation with parents.

III. Commercial Use of Information

Questionnaires and surveys shall not be administered to public school students during the regular school day or at school-sponsored events without written, informed parental consent when participation in such questionnaire or survey may subsequently result in the sale for commercial purposes of personal information regarding the individual student.

This subsection does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- college or other postsecondary education recruitment, or military recruitment;

- book clubs, magazines, and programs providing access to low-cost literary products;
- curriculum and instructional materials used by elementary schools and secondary schools;
- tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- the sale by students of products or services to raise funds for school-related or education-related activities; and
- student recognition programs.

IV. Notification

Notification of Policies

The Board shall provide notice of this policy directly to parents of students annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy. The Board will also offer an opportunity for the parent (or emancipated student) to opt the student out of participation in

- activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose);
- the administration of any survey containing one or more items listed in subsection I.B. above; or
- any nonemergency, invasive physical examination or screening that is
 - required as a condition of attendance;
 - administered by the school and scheduled by the school in advance; and
 - not necessary to protect the immediate health and safety of the student, or of other students.

Notification of Specific Events

The Board will directly notify the parent of a student, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled, or expected to be scheduled:

- activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose);
- the administration of any survey containing one or more items listed in subsection I.B. above; or
- any nonemergency, invasive physical examination or screening that is
 - required as a condition of attendance;

- administered by the school and scheduled by the school in advance; and
- not necessary to protect the immediate health and safety of the student, or of other students.

V. Definitions

Instructional material: the term "instructional material" means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Invasive physical examination: the term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

Parent: the term "parent" includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

Personal information: the term "personal information" means individually identifiable information including

- a student or parent's first and last name;
- a home or other physical address (including street name and the name of the city or town);
- a telephone number; or
- a Social Security identification number.

Survey: the term "survey" includes an evaluation.

Adopted:

Legal Refs.: 20 U.S.C. § 1232h.
 Code of Virginia, 1950, as amended, § 22.1-79.3.

Cross Refs.: JHDA Human Research
 KBA Requests for Information
 KF Distribution of Information/Materials

Agenda Report

Date: 05/03/16

Agenda Number: F-2

Attachments: Yes

From: Scott Brabrand, Superintendent
John C. McClain, Assistant Superintendent of Student Learning and Success

Subject: Special Education Annual Plan/PartB, Section 611, Flow-through Application and Section 619 Preschool Grant Applications: 2016-17

Summary/Description:

The Annual Special Education Plan is a formal agreement between the local school board and the Virginia Board of Education for the implementation of state and federal laws and regulations related to services mandated for students with disabilities. Accordingly, the disbursement of funds to the school division is contingent upon school board approval of the plan.

Lynchburg City Schools will apply for **\$2,237,751.00** in special education Flow-through Funds for the 2016-2017 school year. The application for funds for the 2016-2017 school years must be approved by the school board and submitted to the Virginia Department of Education for plan approval and financial reimbursement. A total amount of **\$2,064,860.03** of this funding will be used to provide salaries for Special Education staff, and **\$172,890.97** of the 611 Flow-through funds will be used to provide special education and speech therapy services to parentally-placed students with disabilities attending local private schools or are homeschooled.

The Lynchburg City Schools will also apply for **\$61,129.00** in Section 619 Preschool Funds for the 2016-2017 school year. This funding will be used to support Hutcherson Early Learning Program as they provide special education and related services to preschool children (ages 2-5) who have been determined eligible for special education services. Funds provide inclusion support through special education placements in local private preschools, staff development, and instructional materials.

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

Recommendation:

The superintendent recommends that the school board approve the Special Education Annual Plan/part B, Section 611, Flow-through Application and Section 619 Grant Applications for 2016-17.

VIRGINIA DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION AND STUDENT SERVICES

Local Special Education Annual Plan/Part B Flow-Through Application and Report
2016-2017

Division and Contact Information - to be Completed by School Division

Division Applicant Name (Legal Name of Agency) LEA Questions regarding this plan should be directed to:
LYNCHBURG CITY PUBLIC SCHOOLS Number 115 Wyllys D. VanDerwerker
Mailing Address (Street, City or Town, Zip Code) DUNS 120708805

P.O. Box 2497, 915 Court Street, Lynchburg, VA 24505

Phone (ext): (434) 515-5030 Fax: (434) 522-3774
Numbers Only Ext. Numbers Only

Region: 5 E-mail: vanderwerkerwd@lcsedu.net

SUPERINTENDENT'S CERTIFICATION

For the purpose of implementing the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), I certify that throughout the period of the 2016-2017 grant award, this School Division will comply with the requirements outlined in each of the following:

- (1) Part B of IDEA, including the eligibility requirements of Section 613;
(2) The IDEA federal implementing regulations, dated October 13, 2006, and revised April 9, 2007, and December 31, 2008, at 34 C.F.R. Part 300 et seq.; and
(3) Virginia's "Regulations Governing Special Education Programs for Children with Disabilities in Virginia," at 8 VAC 20-81 et seq., effective January 25, 2010, and any revisions.

I certify that this school division has developed local policies and procedures for the provision of special education and related services, which are kept current, and which ensure compliance with the requirements of, and any revisions to the IDEA, its federal implementing regulations, and the Virginia Board of Education's regulations.

I certify that all students, including those who may be placed in regional programs by this agency, are afforded all assurances as delineated in this document.

Finally, I certify that this Annual Plan/Flow-Through Application for Part B Funds under the provisions of IDEA, was approved by the School Board on _____ Date

Division Superintendent (Signature)

_____ Date

Typed Name

ANNUAL PLAN/PART B FLOW-THROUGH APPLICATION POLICY STATEMENTS
(continued on next page)

This LEA assures that it has in effect policies, procedures, and programs which have been established and administered to comply with the IDEA, and its federal implementing regulations, including 34 CFR §§ 300.201-300.213, and which are consistent with the policies and procedures that VDOE has established in accordance with IDEA, and its federal implementing regulations, including 34 CFR §§ 300.101-300.163, and 300.165-300.174, to ensure each of the following:

- A free appropriate public education will be available for each child with disabilities, ages two to 21, inclusive.
- All children, ages two to 21, inclusive, residing in the LEA who have disabilities and need special education and related services, who have not been parentally-placed in a private or home school, are identified, located, evaluated, and placed in an appropriate educational program.
- An individualized education program (IEP) will be maintained for each child with a disability, as required.
- To the maximum extent appropriate, children with disabilities will be educated with children who are nondisabled in the Least Restrictive Environment.
- Children with disabilities and their parents or guardians are guaranteed procedural safeguards in the process of identification, evaluation, educational placement, or the provision of a free appropriate public education, including the right to access dispute resolution options.
- Surrogate parents will be appointed, when appropriate, to act as advocates to serve the education interest of children, ages two to 21, inclusive, who are suspected of being or are determined to be disabled.
- Testing and evaluative materials used for the purpose of classifying and placing children with disabilities are selected and administered so as not to be racially or culturally discriminatory.
- The confidentiality of personally identifiable information, that is collected, maintained, or used under IDEA, shall be protected.
- Children with disabilities, who are participating in Part C early intervention programs, and who will be participating in Part B preschool programs, will experience a smooth and effective transition between the programs.
- All children, ages two to 21, inclusive, who have disabilities and need special education and related services, and who are parentally-placed in a private school or home school, that is located within the geographic boundaries of the LEA, are identified, located, evaluated and provided services, in accordance with the results of a timely and meaningful consultation process.
- Homeless children with disabilities will be served in accordance with the requirements of the McKinney-Vento Homeless Assistance Act.
- Special education and related service personnel, including paraprofessionals, are appropriately and adequately prepared and trained, and measurable steps will be taken to recruit, hire, train, and retain highly qualified personnel to provide special education and related services to children with disabilities.
- Valid and reliable data is submitted to the VDOE, as requested, including data regarding the performance goals and indicators established by the VDOE to determine the progress of children with disabilities, and the performance of the LEA toward targets outlined in Virginia's State Performance Plan.
- Policies and procedures will be in effect that are designed to prevent the inappropriate overidentification, underidentification, or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment.

ANNUAL PLAN/FLOW-THROUGH APPLICATION POLICY STATEMENTS
(continued on next page)

- Children with disabilities are not required to obtain prescription medication as a condition of attending school, receiving an evaluation, or receiving special education and related services.
- Children with disabilities are given the right to participate in the state assessment system.
- There will be ongoing parent consultation.
- Funding will be used to develop and implement coordinated early intervening educational services, as required.
- Children with disabilities who attend charter schools are provided services in the same manner as other children with disabilities who attend public schools.
- Instructional materials will be provided to children with a visual impairment or other print disabilities in a timely manner.
- Efforts will be made to cooperate with the United States Department of Education (USED) to ensure the linkage of records pertaining to migratory children with disabilities.
- All documents relating to the LEA's eligibility under IDEA will be made available to the public.

SUBMISSION STATEMENT (continued on next page)

Under the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and its federal implementing regulations, at 34 C.F.R. Part 300 et seq., a local educational agency, that desires to receive funds under the Act, must provide the following assurances:

1. The local educational agency shall be responsible for (1) the control of funds provided under Part B of the Act; (2) title to property acquired with those funds; and (3) the local educational agency will administer such funds and property.
2. The local educational agency shall maintain records that show that where Part B funds are used to supplement existing services or to provide additional services to meet special needs, those services shall be at least comparable to services provided to other children with disabilities in the local educational agency with state and local funds.
3. The local educational agency application and all pertinent documents related to such application, including all evaluations and reports relative to the application, shall be made available for public inspection.
4. The local educational agency shall maintain records showing that Part B funds are used to supplement and, to the extent practicable, increase the level of state and local funds expended for the education of children with disabilities. Part B funds shall, in no case, be used to supplant local and state funds.
5. The funds provided under Part B of the Act shall be used to employ only those professional personnel who meet appropriate State standards. In addition, all other professional personnel employed, such as therapists, etc., shall be properly licensed.
6. The Virginia Department of Education assumes rights to all materials and/or products developed in this project, including equipment purchased with Part B funds.
7. No person shall, on the grounds of race, color, national origin, sex, disabling condition or age, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received financial assistance under the provisions of the Act.
8. The local educational agency shall provide students enrolled in private schools an opportunity to participate in programs funded through Part B of IDEA.
9. The local educational agency will ensure that projects involving construction, are consistent with overall State plans for the construction of school facilities. In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973 and subsequent amendments in order to ensure that facilities constructed with the use of Federal funds are accessible to, and usable by, individuals with disabilities.
10. The local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in Part B programs significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.
11. The local educational agency will ensure that none of the funds expended under Part B programs will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
12. Except when used to provide coordinated early intervening services, the local educational agency will ensure that funds expended under Part B of IDEA will only be used for the costs which are directly attributable to the education of children with disabilities, and which exceed the average annual per student expenditure during the preceding year as computed in accordance with 34 C.F.R. § 300.202, Appendix A of the IDEA federal implementing regulations, and as documented using the new Web-based application.

SUBMISSION STATEMENT (continued from previous page)

13. The local educational agency will ensure that funds expended under Part B of IDEA will not be used to reduce the level of expenditures made from local funds below the amount expended for the education of children with disabilities from state or local funds during the preceding fiscal year, in accordance with 34 C.F.R. §§ 300.203 to 300.205 of the IDEA federal implementing regulations, and as documented using the new Web-based application.
14. The school division will ensure that, in accordance with 34 C.F.R. § 300.133, and Appendix B of the IDEA federal implementing regulations, during the grant award period, a proportionate share of the school division's Section 611 subgrant will be set aside to be expended for children with disabilities, ages 3 through 21, who are parentally-placed in a private school within the school division, and a proportionate share of its Section 619 subgrant will be set aside to be expended for children with disabilities, ages 3 through 5, who are parentally-placed in a private school within the school division. This school division further assures that if it has not expended for equitable services all of its set-aside funds by the end of the fiscal year for which it was appropriated, the school division will obligate any remaining funds for one additional year to provide special education and related services to children with disabilities who are parentally placed in a private school within the school division. Actual proportionate set-aside amounts will be submitted using the new Web-based application.
15. The local educational agency shall maintain records demonstrating compliance with the provisions of IDEA and its federal implementing regulations, including each of the assurances outlined above, and afford the Virginia Department of Education access to those records that it may find necessary to ensure the correctness and verification of the information required under this Act.
16. The local educational agency certifies this application as a material representation of its compliance with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 82 § 82.110—New Restrictions on Lobbying; 34 CFR Part 85 § 85.105 and § 85.110—Governmentwide Debarment and Suspension (Nonprocurement); and 34 CFR Part 84 §§ 84.200 through 84.230, and 84.300 – “Governmentwide Requirements for Drug-Free Workplace” (Grants).

**IDENTIFICATION OF BARRIERS AND DESCRIPTIONS OF
STEPS TO OVERCOME THEM IN ACCORDANCE
WITH PROVISIONS IN SECTION 427 OF
THE GENERAL EDUCATION PROVISIONS ACT**

Applicants for federal assistance are required under Section 427 of Title II, the General Education Provisions Act (GEPA), enacted as a part of the *No Child Left Behind Act of 2001* amendments to the *Elementary and Secondary Education Act of 1965*, to address equity concerns that may affect full participation of potential program beneficiaries (teachers, students or parents) in designing their federally-assisted projects. Section 427 requires identification of barriers to full participation, if any, and a description of steps taken, or that will be taken to overcome them. The legislation highlights six characteristics that describe broad categories of persons or groups that may more frequently encounter barriers to participation. The characteristics are: Gender, Race, National Origin, Color, Disability, and Age.

Choose One:

Division has no barriers

Division has barriers (Please provide explanation in the space provided)

<p>OTHER FACTORS THAT MIGHT LIMIT PARTICIPATION</p>	
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2016-2017 SPECIAL EDUCATION IN LOCAL AND REGIONAL JAILS

Each local school division with a regional or local jail in its jurisdiction shall establish an interagency agreement with the sheriff or jail administrator responsible for the operation of the jail. The interagency agreement shall address staffing and security issues associated with the provision of special education and related services in the jail. It is suggested that you review your agreement annually.

Interagency Agreement

Name of Local or Regional Jail:
Blue Ridge Regional Jail Authority

1. Is there a local or regional jail located within the geographic boundaries of your school division?

Yes

Please complete question 2

2. Has the interagency agreement between your school division and the jail been revised since the submission of your most recent annual plan?

No

Your existing Interagency Agreement will remain in effect until revisions are made, you do not need to submit it

Instructions for Using drop box

**REPORT ON IMPLEMENTATION
OF THE 2014-2015 ANNUAL PLAN**

Submit a report indicating the extent to which the annual plan for the 2014-2015 school year has been implemented (*Code of Virginia*, Section 22.1-215). (Maximum capacity of each text box is 975 characters.)

The Special Education Annual Plan was implemented as planned. Staff development activities were provided to support the school division's work on the Special Education State Performance Plan Indicators. Special Education and speech therapy services were provided to students with federal set aside service plans attending local private schools or homeschooled. Special Education services were provided by special education teachers as per student specific Individualized Education Plans.

School Division: LYNCHBURG CITY PUBLIC SCHOOLS

Division Number:

115

Maintenance of Effort

The Virginia Department of Education (VDOE) is required by federal regulation to ensure all school divisions in Virginia comply with §300.203 of the Individuals with Disabilities Education Act (IDEA), which mandates that school divisions meet a maintenance of effort (MOE) obligation. This regulation requires school divisions to spend at least the same amount from at least one of the following sources: (i) local funds; (ii) state plus local funds; (iii) local per capita; or (iv) state plus local per capita for a current school year on the delivery of special education and related services, as were spent for the most recent fiscal year (i.e.g, 2014 - 2015) for which the information is available, subject to the Subsequent Years rule.

34 CFR §300.203(a) requires that in order for an LEA to be eligible for an IDEA Part B subgrant for the upcoming fiscal year, the LEA must budget, in each subsequent year, at least the same amount that it actually spent for the education of children with disabilities in the most recent fiscal year for which information is available, subject to the Subsequent Years rule. When establishing eligibility, an LEA is **not** required to use the same method it used to meet compliance standard in the most recent fiscal year for which the information is available. An LEA can change methods to establish eligibility from one year to the next, as long as the division uses the same method for calculating the amount it spent in the comparison year for which it is establishing eligibility.

Provide the total local and the total state plus local expenditure budget and per capita amount for the school division's total special education program for the years designated below. The projected/estimated expenditure budget amounts provided must be reviewed and confirmed by the division's fiscal's office.

Local		Local plus State	
	School Year 2016-2017 (estimated/projected)		School Year 2016-2017 (estimated/projected)
Dollar \$	TBD	Dollar \$	TBD
	School Year 2016-2017 (estimated/projected)		School Year 2016-2017 (estimated/projected)
Per Capita	TBD	Per Capita	TBD

If an LEA determines that the budget above did not meet the eligibility standard in any of the four methods for which the information is available, an LEA is allowed to consider Exceptions under §300.204 and Adjustments to MOE under §300.205 to the extent the information is available. These exceptions and adjustments must also be taken in the intervening year (i.e., SY2015-2016) and that the LEA reasonably expect to take these exceptions and adjustments in the year it is budgeting (i.e., SY2016-2017). Please describe which allowable exceptions will be used and provide the corresponding dollar amount. For additional guidance, refer to:

http://www.doe.virginia.gov/special_ed/grants_funding/index.shtml

NOTE: The Dec. 1, 2015 Child Count totals should be used to compute the per capita amounts. The Child Count should be adjusted to exclude students funded through CSA. The Division must budget the same or higher amounts to meet the MOE eligibility requirements using either dollar or per capita amounts.

Each local school division shall ensure Coordinated Early Intervening Services and Proportionate Set-aside requirements have been addressed.

Is your school division required to set aside 15% or voluntarily setting aside Part B funds for Coordinated Early Intervening Services?

Enter Yes or No

If yes, provide narrative of how funds will be used. An information packet requesting additional information will be sent at a later time

Is your school division required to set aside funds for parentally-placed students in private schools or students identified during child find?

Enter Yes or No

If no, explain why the division is not required and if yes, explain how funds will be used. The actual budget will be determined when the division submits its data in the Proportionate Set-Aside (speced-PSA) application.

Lynchburg City Schools conducts an annual count of parent-placed students with disabilities attending local private schools, including homeschooled. The count is reported to the VDOE and a calculation is performed to determine the Federal Set-Aside portion of the Federal funds that must be "set-aside" for the identified population. After conducting the VDOE required "meaningful consultation" with local private schools and parents of students with disabilities who are homeschooled, LCS will provide special education instruction and speech therapy to students with federal set aside plans for the 2016-17 school year. Services will be limited to the designated set-aside dollars.

EXPENDITURE ACCOUNTS	OBJECT CODE	Section 611		Section 619	
		(D) CEIS	(E) Proportionate Set-Aside	(D) CEIS	(E) Proportionate Set-Aside
Personal Services	1000		125,743.15		
Employee Benefits	2000		44,126.06		
Purchased Services	3000		3,021.76		
Internal Services	4000				
Other Services	5000				
Materials / Supplies	6000				
Capital Outlay	8000				
TOTAL PROPOSED BUDGET		0.00	172,890.97	0.00	0.00

For additional instructions for completing this section of the Annual Plan/Part B Flow-Through Application, please review Section F of the "LEA Instructions" tab.

**VIRGINIA DEPARTMENT OF EDUCATION
PART B, SECTION 611 (Flow-Through Funds)
GRANT PERIOD: JULY 1, 2016 – SEPTEMBER 30, 2018
*Joint Applications Only!***

For joint applications, please select the Fiscal Agent below, and provide the requested contact information.
If this is not a joint application move directly to the next section below.

Fiscal Agent:		LEA Code:
Joint Application Project	N/A	
Director:		
Mailing Address of Project		
Director:		
Phone:		
E-mail:		

If this is a joint application and allocations are to be combined into a single award issued to the fiscal agent designated above, list participating LEAs and the amounts to be combined into a single award. Note: All participating agencies must still complete the remainder of this tab.

Participating Agency Name	Code Number	Amount Released
Total Amount to be issued to Fiscal Agent:		\$0.00

In narrative format, please provide a description and budget outline of all personnel (i.e., teachers, instructional assistants, administrators, clerical, support personnel, and others) to be supported in whole or in part with IDEA, Part B, Section 611 grant funds (with proposed amounts and FTEs).

Lynchburg City Schools plans to use 611 funds as follows: Salaries for (30 FTE) special education teachers, and (6 FTE) special education instructional assistants who will provide special education services to LCS enrolled students with disabilities. Federal Set Aside services will be provided by: (1) full time Speech Pathologist and 1.5 FTE Special Education teachers. Note to Virginia Department of Education: Lynchburg City Schools has budgeted funding under proportionate set-aside funds for the purpose of providing speech therapy and/or special education services to parents placed students with disabilities attending local private schools or are homeschooled. LCS is not required to set aside 15% of our 611 flow through funding for Coordinated Early Intervening Services. LCS is not voluntarily setting aside funds for Coordinated Early Intervening Services.

In narrative format, please provide a detailed description and budget outline of all additional activities, goods and services to be supported with IDEA, Part B, Section 611 grant funds.

\$2,064,860.03 in IDEA, Part B, Section 611 funds will be used for special education salaries/fringe benefits. \$172,890.97 in federal set aside funds will be used for speech therapy and special education services provided to parentally placed students enrolled in local private schools or homeschooled.

**Virginia Department of Education
SPECIAL EDUCATION FEDERAL PROGRAM
PROPOSED GRANT BUDGET**

Part B, Section 611, Flow-Through Funds (July 1, 2016-September 30, 2018)

Complete column C, by allocating PROPOSED grant funds to object code categories 1000 through 8000. A description of the object code categories is available on the VDOE's Web site. See the instruction tab for the Web address. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the LEA who have responsibility for completing the Annual School Report – Financial Section.

List all equipment items costing five thousand dollars (\$5,000) or more and also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc., to be purchased with grant funds, and provide information on proposed out-of-state/country travel to be supported with grant funds.

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) Budget	(D) CEIS	(E) Proportionate Set-aside	(F) Total Budget
Personal Services	1000	1,540,822.67	0.00	125,743.15	1,666,565.82
Employee Benefits	2000	524,037.36	0.00	44,126.06	568,163.42
Purchased Services	3000		0.00	3,021.76	3,021.76
Internal Services	4000		0.00	0.00	0.00
Other Services	5000		0.00	0.00	0.00
Materials / Supplies	6000		0.00	0.00	0.00
Capital Outlay	8000		0.00	0.00	0.00
TOTAL PROPOSED BUDGET		2,064,860.03	0.00	172,890.97	2,237,751.00

Proposed Equipment: List items costing \$5,000 or more. Also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc.

Proposed Out-of State/Country Travel (destination, purpose, estimated cost, number of people):

For additional instructions for completing this section of the Annual Plan/Part B Flow-Through Application, please review Section F of the "LEA Instructions" tab.

**VIRGINIA DEPARTMENT OF EDUCATION
PROPOSAL SUMMARY
PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT)
GRANT PERIOD: JULY 1, 2016 – SEPTEMBER 30, 2018**

ECSE Contact Person:	N/A
Title:	
Mailing Address:	
Phone:	
E-mail:	

Joint Applications Only!

For joint applications, please select the Fiscal Agent below, and provide the requested contact information.

If this is not a joint application move directly to the next section below.

Fiscal Agent:	LEA Code:
Joint Application Project	
Director:	
Mailing Address of Project	
Director:	
Phone:	
E-mail:	

If this is a joint application and allocations are to be combined into a single award issued to the fiscal agent designated above, list participating LEAs and the amounts to be combined into a single award. Note: All participating agencies must still complete the remainder of this tab.

Participating Agency Name	Code Number	Amount Released
Total Amount to be issued to Fiscal Agent:		\$0.00

**PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT)
GRANT PERIOD: JULY 1, 2016 – SEPTEMBER 30, 2018**

In narrative format, please provide a description and budget outline of all personnel (i.e., teachers, instructional assistants, administrators, clerical, support personnel, and others) to be supported in whole or in part with IDEA, Part B, Section 619 grant funds (with proposed budget amounts and FTEs).

Summer Child Find/Curriculum Development with the associated FICA benefits comprise the first expenditure account on the budget table. In object code 1000, the total amount for staff salaries to cover Child Find/Curriculum Development is \$2,500.00. \$191.00 in object code 2000 will be used for FICA benefits. \$50,000.00 in object code 3000 / purchased services will be used to serve preschoolers in regular education settings as the foundation for the provision of special education services in age appropriate inclusive settings. This practice is encouraged by the Virginia Department of Education. In object code 5000, \$2,500.00 in other services reflects the expenses for staff development and travel associated with training opportunities. In object code 6000, \$5,938.00 in materials will be used to purchase the instructional items needed to provide the supports and special education services for young children with disabilities.

In narrative format, please provide a detailed description and budget outline of all additional activities, goods and services to be supported with IDEA, Part B, Section 619 grant funds.

Virginia Department of Education
PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT) APPLICATION
PROPOSED GRANT BUDGET
 Part B, Section 619, Preschool Funds (July 1, 2016-September 30, 2018)

Complete column C, by allocating PROPOSED grant funds to object code categories 1000 through 8000. A description of the object code categories is available on the VDOE's Web site. See the instruction tab for the Web address. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the LEA who have responsibility for completing the Annual School Report -- Financial Section.

List all equipment items costing five thousand dollars (\$5,000) or more, and also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc., to be purchased with grant funds, and provide information on proposed out-of-state/country travel to be supported with grant funds.

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) Budget	(D) CEIS	(E) Proportionate Set-aside	(F) Total Budget
Personal Services	1000	2,500.00	0.00	0.00	2,500.00
Employee Benefits	2000	191.00	0.00	0.00	191.00
Purchased Services	3000	50,000.00	0.00	0.00	50,000.00
Internal Services	4000		0.00	0.00	0.00
Other Services	5000	2,500.00	0.00	0.00	2,500.00
Materials / Supplies	6000	5,938.00	0.00	0.00	5,938.00
Capital Outlay	8000		0.00	0.00	0.00
TOTAL PROPOSED BUDGET		61,129.00	0.00	0.00	61,129.00

Proposed Equipment: List items costing \$5,000 or more. Also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc.

Proposed Out-of State/Country Travel (destination, purpose, estimated cost, number of people):

Agenda Report

Date: 05/03/16

Agenda Number: F-3

Attachments: No

From: Scott S. Brabrand, Superintendent
Anthony E. Beckles, Sr., Chief Financial Officer

Subject: Request for Reallocation of Budget

Summary/Description:

The school administration has recognized a need to reallocate funds to various salary and operating accounts throughout the school division. Funds to:

- fund local share of E-Rate grand and to purchase of E-Rate IT equipment \$ 300,000
- repair of chiller at Paul Munro \$ 275,000
- purchase of bus lift for bus shop \$ 150,000
- purchase of mobile buildings for FHCS \$ 84,000
- purchase replacement grounds truck \$ 60,000
- purchase of cleaning supplies for the summer \$ 60,000
- purchase of aerial articulating boom lift \$ 50,000
- purchase of computer cart for Heritage Elementary School \$ 30,000
- purchase of fork lift for Maintenance Department \$ 30,000
- purchase of custodial cleaning equipment \$ 30,000
- purchase of folding chairs and tables \$ 25,000
- install sound attenuation between auditorium and music room at T.C. Miller Elementary School \$ 20,000
- install sound attenuation of aux gym at E.C. Glass High School \$ 20,000
- repair 4 entrance roofs at E.C. Glass High School courtyards \$ 20,000
- purchase playground mulch \$ 15,000
- purchase two (2) towable light towers \$ 12,000
- purchase fertilizer and seeds \$ 10,000
- repair bus parking lot erosion problem \$ 5,000

Total reallocation requests \$1,096,000
=====

Agenda Report

Date: 05/03/16

Agenda Number: F-3

Attachments: No

Given school board approval, the funds to purchase or make adjustments to existing budgets will come from available funds within the existing operating budget.

Various Salaries and Non-Personnel accounts

\$1,096,000

=====

The school administration requests these budget adjustments be approved for the 2015-16 school year in order to fund these one-time adjustments or purchases.

Additional Information on some of the above items:

Information Technology (\$300,000) – Lynchburg City Schools applied for funds to improve our technology infrastructure to the Universal Service Administrative Company (USAC), an administrative company appointed by the Federal Communications Commission to administrate the E-Rate program. Our grant request was approved in the amount of \$994,778 which requires a 20% local match of \$200,000. Included in our request of \$300,000 is the local match of \$200,000 and \$100,000 to purchase E-Rate IT equipment that was not funded. The grant is to be used for specific IT infrastructure as approved in the grant. Wireless access points, antennas, and data distribution switches are examples of items that were funded.

Facilities & Maintenance (\$275,000) – The compressor on the chiller unit at Paul Munro failed resulting in the unit only capable of operating at 50% capacity. Due to the age of the chiller, continued repairs would be more costly than a complete replacement; therefore the decision was made to replace the chiller unit. The \$275,000 includes the cost of the chiller of \$130,000 and some installation cost of \$145,000. The total installation cost is \$295,000. Only the cost of the installation work that can be completed before June 30, 2016 is included in this request.

Transportation (\$150,000) – Transportation's bus garage existing bus lift is the original lift installed when the shop built and is not configured to work on the new buses. In addition, due to the length of some of our buses, when they are on the lift the shop door cannot be closed.

Agenda Report

Date: 05/03/16

Agenda Number: F-3

Attachments: No

Fort Hill Community School (\$84,000) – LCS currently leases two (2) mobile units at FHCS at an annual cost of \$8,400 each. The cost to purchase the same mobile units would be \$42,000 each for a total cost of \$84,000. Since there are no plans to construct permanent builds at FHCS, it would make sense to purchase the mobile units which would pay for itself in five years.

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

Recommendation:

The superintendent recommends that the school board approve the request for reallocation of budget.

Agenda Report

Date: 05/03/16

Agenda Number: F-4

Attachments: Yes

From: Mary Ann Hoss

Subject: School Board Governance Norms and Protocols

Summary/Description:

The Lynchburg City School Board met with the Virginia School Boards Association for a professional development activity in March regarding board governance norms and protocols and roles and responsibilities. As a result of that meeting, the school board developed the attached document that provides clear guidelines and procedures for all aspects of board communication, school board meeting agenda development, interactions with the school community, professional development, and the evaluation of the superintendent and itself.

By approving this document, the school board agrees to employ and follow the governance norms and protocols contained therein.

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

Recommendation:

The superintendent recommends that the school board approve the Lynchburg City Schools Governance Norms and Protocols.

Lynchburg City School Board

Governance Norms & Protocols

We agree to employ the following norms in all our interactions:

- **We will hear each opinion, but ultimately act as one.** We will speak candidly and courteously to each other and listen to dissenting or different viewpoints with an open mind. We will help each other to depersonalize disagreements. Once we reach a decision or compromise as a board, we will each support the will of the board in word and deed.
- **The chairman (or designee) will speak as the official voice of the board.** A single board member will not represent the board without the consent of the board, and board members making personal statements (in any format, including speeches, articles, social media posts, etc.) should clearly state that these statements are their opinion and not the position of the board.
- **We will be mindful of the different roles and responsibilities throughout the school system and maintain a focus on policy and governance.**
- **We will be aware of the different roles that we play as individuals (board member, citizen, parent, etc.).**
- **We will be focused on our work as a board and not interfere with the day-to-day operations of the school system, which is the responsibility of the superintendent.**
- **We will maintain open communication with each other, the administration, and the community-at-large.** Information shared with one board member will be shared with all members. If considerable work or time is required to generate data, the full board must endorse the request.

We agree to follow the following protocols:

<p>Developing the board agenda</p>	<p>Superintendent develops the draft agenda and provides to the chairman for review prior to distribution.</p> <p>Timing Considerations</p> <p>Step 1: The “working draft” (minus supporting documents) provided to the chairman one week prior to agenda distribution for initial feedback.</p> <p>Step 2: The draft agenda (with supporting documents) provided to the chairman one day prior to agenda distribution for final review.</p> <p>Step 3: The final agenda will be distributed to the board on the Thursday prior to the meeting.</p>
<p>Placing items on the board meeting agenda</p>	<p>Requests should be submitted to the chairman, who will then poll the board to see if there is board majority interest in adding the item to the agenda.</p> <p>Policy BDDC</p>
<p>Obtaining information or clarification about board meeting agenda items before the meeting</p>	<p>Requests for information/clarification should be directed to the superintendent. Responses will be sent to all board members.</p>
<p>Responding to staff or community complaints at board meetings</p>	<p>The board does not respond to public comment at the meetings. The chairman will send a written response/ acknowledgement.</p> <p>**Add verbal statement at the beginning of public comment clarifying that comments will not receive a verbal response at the meeting.</p>
<p>Responding to staff or community complaints outside of board meetings</p>	<p>Limit discussion, advise person of chain of communication and notify superintendent.</p>
<p>Communications between and among board members</p>	<p>1-on-1 communication. E-mail (no “reply all”). Phone calls.</p>

Communications between board members and the superintendent	<p>As appropriate, superintendent will Cc other board members when responding to requests for information by an individual board member.</p> <p>Friday Memo</p> <p>Individual calls, e-mails, meetings, as needed.</p> <p>Quarterly 1-on-1.</p>
Communications between board members and staff (including requests for information)	<p>Communication should be directed to the superintendent, who will then direct staff, as appropriate.</p> <p>Information request responses will be sent to all board members.</p>
Assignment of committee members	<p>Volunteer, by interest. If needed, chairman will assign. Seniority given to board service.</p>
Committee reporting expectations	<p>The chairman of the committee will report at each board meeting.</p>
Responding to media inquiries	<p>The chairman, or board designee, is the official media spokesperson for the board.</p>
Use of social media	<p>Board members are encouraged to share official LCS content.</p> <p>**Board members should not create/alter content regarding the division or speak/post on behalf of the board.</p> <p>**Discussion re: being Facebook friends with fellow board members.</p>
How, when and whom to notify about visiting school sites	<p>Requests for official school visits should be coordinated with the principal and superintendent Cc'd.</p>
How, when and whom to notify about volunteering in schools or at school events	<p>Board members will notify the superintendent.</p>
How, when and whom to notify about attending	<p>Encouraged. No notification required.</p>

school events (concerts, sporting events, etc.)	
Expectations for participation in professional development	In accordance with the Code of Virginia §22.1-253.13:5 (A) and (D)
Expectations for participation in meetings and conferences	In accordance with the Code of Virginia 22.1-253.13:5 (A) and (D)
When and how the board evaluates the superintendent	In accordance with the Superintendent’s Evaluation Document adopted by the Lynchburg City School board on August 20, 2013.
When and how the board conducts a self-evaluation	TBD
When and how the board monitors and updates the comprehensive plan	Official review annually at school board retreat. Ongoing use for alignment with budget, status on progress, etc.

Violation of these norms and protocols will result in the following actions:

VIOLATION 1

Through consensus, the chairman speaks with school board member.

VIOLATION 2

Through consensus, the chairman sends a letter to the school board member.

VIOLATION 3

Through consensus, the chairman reports violations to Lynchburg City Council as information for its deliberation in the re-appointment process.

VIOLATION 4

Agenda Report

Date: 05/03/16

Agenda Number: F-5

Attachments: No

From: Scott S. Brabrand, Superintendent
John C. McClain, Assistant Superintendent for Student Learning and Success

Subject: William Marvin Bass Elementary School Academic Calendar: 2016-17

Summary/Description:

The school board approved several modifications to the 2016-17 academic calendar for the school division at its last meeting. One of those modifications included moving early dismissal days adjacent to other breaks in the calendar. Modifications were also made to the Bass academic calendar for 2016-17 consistent with the division calendar. A copy of the revised calendar appears as an attachment to this agenda report.

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

Recommendation:

The superintendent recommends that the school board approve revisions to the 2016-17 academic calendar for William Marvin Bass Elementary School.

2016-2017 Bass Academic Year Calendar Draft

version 4/21/16

July 2016						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2016						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016						
S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
S	M	T	W	Th	F	Sa
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017						
S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- New Teacher Workdays = 3
- Professional Development/Planning Days = 9
- Student Days = 180
- Holidays for Students and Staff = 22
- Intersessions = 25 Days

- Planning Days that can be flexed = 2
 - Last Day of Quarter/Half Day for Students
 - Half Day for Students/Half Day PD
- Q1=43 Days, Q2=45 Days, Q3=48 Days, Q4=44 Days

Agenda Report

Date: 05/03/16

Agenda Number: F-6

Attachments: Yes

From: Scott S. Brabrand, Superintendent
John C. McClain, Assistant Superintendent for Student Learning and Success

Subject: Middle School Program of Studies: 2016-17

Summary/Description:

The school board annually reviews and approves the Middle School Program of Studies for the next school year. The updated version for 2016-17 was introduced in March, with the following key changes recommended:

- Updated introductory explanation of middle school and course selection
- Organization of the course by grade level
- Description of math pathways
- Course placement criteria
- Intent to provide Latin and Algebra 2 at middle school if possible
- Retention policy
- Expunging policy
- Upcoming updates to gifted services

Over the last several weeks, feedback was gathered from each middle school's PTO and an online survey. This information will be shared as the school board considers this item for action.

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

Recommendation:

The superintendent recommends that the school board approve the Middle School Program of Studies for 2016-17.

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

Lynchburg City Schools Middle School Program of Studies 2016 - 2017

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

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

REVISED DATE: 04/22/16

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Lynchburg City School Board 2015-2016

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Superintendent of Schools

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MIDDLE SCHOOLS OF LYNCHBURG CITY SCHOOLS

Paul Laurence Dunbar Middle School for Innovation

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Linkhorne Middle School

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Sandusky Middle School

805 Chinook Place
Lynchburg, VA 24502
Phone: (434) 515-5350
Mr. Leverne Marshall, Principal



Dear LCS Students and Parents:

Welcome to middle school! We are proud of our three comprehensive middle schools. Although each middle school has unique features, there are many common characteristics that provide for an environment and structure especially created for the middle school student. They include the following:

- **Team planning:** Middle school teachers have team planning time that allows them to develop instructional units, plan team activities, and monitor student progress.
- **Electives:** Middle schools offer a variety of elective options that vary depending on student/parent interest and staff availability.
- **After-School Academic Support:** LCS bus transportation is provided to support after-school academic support at our middle schools on designated days of the week.

The Middle School Program of Studies is designed to assist parents and students with course selections by giving a brief description of the curriculum content of each course. Required courses in English, mathematics, physical education/health, science and social studies are offered at each school. An overview of electives offered at your child's middle school is available through the school counselor.

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

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

Sincerely,

Scott S. Brabrand, Ed.D.
Superintendent

Middle School Program of Studies Overview

The purpose and intent of our Middle School Program of Studies is to help students and their parents:

- 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 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 child-centered and unit approach 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 is divided into eight academic periods and a lunch period.

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 semester courses and both vary among the schools. We have outlined the various offerings in the middle school electives section of the Program of Studies.

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 to continue to select courses that will support the student's personal academic and career goals.

Differences between Grade Level and Advanced Courses -

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

Grade Level 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 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.

***Note:** Parents should be aware that our school division expects 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. Also, math and/or foreign language courses bearing high school credit are an option to some students based on their math placement in 7th or 8th grade and/or foreign language placement in 8th grade.

Registering for Classes at Middle School

The registration process for rising 6th graders and current 6th, 7th, and 8th graders generally begins during third quarter each year. School counselors initiate the process and involve teachers in making recommendations for the following school year concerning course placement.

- The school counselor meets with students to explain course options, recommendations, and requirements. Course selections are based on the student's current academic progress and interests, teacher recommendations, and parent feedback.
- The student is required to share these initial course selections with parents/guardians for feedback and approval and then returns the signed course selection sheet to the designated teacher. Parents are encouraged to schedule a meeting with the school counselor for questions and/or concerns regarding registration.

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 who would like to obtain one. Also, all 8th graders will receive a printed copy of the HS 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 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 up to three levels of courses, and each level allocates a different number of quality points for a given grade. For regular 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 or identified Dual Enrollment courses or CVGS courses, an additional full point is added to any grade earned above an “F”.

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

Calculating the Grade Point Average (GPA) for High School Credit Courses

During the 2016-2017 school year, LCS will begin a new method of calculating the GPA. The new GPA will be calculated as follows.

The calculation of GPA, used for determining class rank, will be made by dividing the sum of quality points by the number of credits.

- This calculation will be adjusted if a student exceeds a threshold of the number of course points above 4.0. The maximum number of quality points above a 4.0 for a course that can count in the GPA is:
 - 1.5 points from middle school
 - 2.5 points in 9th grade
 - 2.5 points in 10th grade
 - 4.5 points in 11th grade
 - 5.0 points in 12th grade
- If a student is taking six graded classes as a full load and has a GPA for the year that is above a 4.0, then that student's GPA calculation includes adding a 4.0 to the year's courses and dividing by 7 courses.
- A student must be taking a full load of courses each year to be considered for class rank honors. Special exceptions require approval by the principal and assistant superintendent.
- Courses taken during the summer count in the GPA for the school year beginning that fall.

The new GPA calculations will be implemented according to the following timeline:

- For students who are in 10th grade or younger in the 2016-2017 school year, the new GPA calculations will be applied to all high school credits earned in the 2016-2017 school year and beyond. Credits earned prior to the 2016-2017 school year will be calculated as they had been under the previous GPA.
- For students who are in 11th or 12th grade in the 2016-2017 school year, the previous GPA calculations will be used for all prior and future high school credits.

Middle School Retention Policy

Students in middle school are expected to pass each of the four core courses. A proactive approach should be in place to minimize the possibility that a student may fail a course by its conclusion.

If a student has a failing grade at the end of any quarter during the year, the school should meet with the parent and establish an intervention plan for the student to make progress and minimize the possibility of a failing grade for the course. The intervention plan should include support during intersession and at other times and the student should not participate in afterschool sports or activities unless also involved in tutoring support and making progress.

If a student does not pass a core course at the time of the end of the school year, the following apply:

6th and 7th grades

- If the student fails only one core course:
 - If the course had an SOL and the student passed the SOL, the student may receive a passing grade for the course if the student adequately completes a summer assignment (provided by the school) no later than July 31. The student could also elect to enroll in summer school and pass the summer school course.
 - If the student did not have a passing SOL test for the course not passed, then the student must attend summer school. The student may receive a passing grade for the course if the student passes the summer school course and, if the course is English or math, must also pass a course proficiency assessment.
 - If the student did not attend summer school or did not pass the summer course and assessment, then the student must repeat the course during the next school year. The student will be promoted to the next grade level, but must take the failed course in addition to the next year's courses. The course may require staying after school and working with a teacher until the course and proficiency test is passed.
- If the student fails two core courses:
 - The student may be promoted to the next grade IF the student is able to pass at least one of the courses during the summer (including the course and proficiency assessment, or the summer assignment if the student had passed the SOL). The student would then need to re-take the remaining failed course the next school year in addition to the next year's courses. Any remaining course may need to be taken during an after-school time, as described above.
- If the student fails three core courses:
 - The student may be promoted to the next grade IF the student is able to pass two courses during the summer (including the course and proficiency assessment, or the summer assignment if the student had passed the SOL). The student would then need to re-take the remaining failed course the next school year in addition to the next year's courses. Any remaining failed course may need to be taken during the after-school time, as described above.
 - If the student does not pass two courses such that only one course remains as failed, then the student will need to repeat the grade level and re-take all core courses at that grade level. If the student has already repeated a grade level and would be two years older than peers if the grade level was repeated, the student will instead be enrolled in an alternative school in order to provide ongoing support in a smaller environment.

Middle School Retention Policy (continued)

- If the student fails four core courses:
 - The student will need to repeat the grade level and re-take all core courses at that grade level. If the student has already repeated a grade level and would be two years older than peers if the grade level was repeated, the student will instead be enrolled in an alternative school in order to provide ongoing support in a smaller environment.

8th grade

- If the student fails only one core course:
 - If the course had an SOL and the student passed the SOL, the student may receive a passing grade for the course if the student adequately completes a summer assignment (provided by the school) no later than July 31. The student could also elect to enroll in summer school and pass the summer school course.
 - If the student did not have a passing SOL test for the course not passed, then the student must attend summer school. The student may receive a passing grade for the course if the student passes the summer school course and, if the course is English or math, must also pass a course proficiency assessment.
- If the student fails more than one course or does not achieve a pass by the end of the summer for a single failed course, the student will need to repeat 8th grade. If the student has already repeated a grade level and would be two years older than peers if the grade level was repeated, the student will instead be enrolled in an alternative school in order to provide ongoing support in a small environment.

If a student fails an elective, the student may be promoted to the next grade but a conference with the student, parent, and counselor is required prior to the next school year.

See page 33 for a flowchart depicting the retention policy.

LCS Expunging Grades Policy

High School Credit Courses Taken in Middle School

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

The school counseling department will send home an *expunge form* with the final report card. At that time, to have the course removed from the transcript, a completed form will need to be returned for each course to be removed, and that form must be returned to the middle school counseling department by June 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 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 policy, 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, and choices among exploratory rotations and/or a music course in his/her first year of middle school. The number of courses a student may take beyond the four core courses depends on how many double-period core courses the student takes. 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 (961XYB): This two-period course provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. Reading instruction integrated with the two 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 (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 in one class period, and thus instruction must move at a faster pace than in a one or two-period format. In addition, students in the advanced-level class will have opportunities for wider reading and writing experiences than those required by the 6th grade English SOL. Selection factors for considering placement of students into this advanced-level class include success on the 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 (962XYB): This two-period course covers the 6th grade math SOL. 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 (Accelerated) (962AY): This course covers the 7th grade math SOL. Students will also identify applications of the mathematical principles that can be applied to science and other disciplines. Appropriate technologies such as calculators, computers, laser discs, and videos 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 7th grade math SOL test.

PETAL Math Block 6/6A (Promoting Excellence Through Accelerated Learning) 962XAP & 962ABP: This is a special program offered to selected students in a two-period course. Students in this course complete the 6th grade math SOL first semester and the 7th grade math SOL second semester. Rising 6th grade students who were in the on-grade level math course in 5th grade are invited to participate in this program during the summer based on factors which include the following: math achievement in fifth grade, elementary math SOL test scores, scores on LCS Division-benchmarks in math, teacher recommendations, and previous participation in the PETAL summer math program. Near the end of the school year, students will take the 6th grade SOL test. For additional information on the Sixth Grade PETAL Math Block, please contact the office of Engagement, Equity, and Opportunity in the School Administration Building, 434-515-5048.

Core Curriculum Descriptions

Sixth Grade (continued)

Science

Life Science 6 (963XY): This course emphasizes a complex understanding of changes, cycles, patterns, and relationships in the living world. Students use the inquiry approach to manipulate variables in experimentation, organize and analyze mathematical data, and summarize conclusions. Students study both the general science 6th grade SOL and the life science SOL.

Life Science 6A (Advanced) (963AY): This 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 1) 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 alternative assessments to demonstrate their understanding and application of the course content.

United States History 6A (Part 1) (Advanced) 964AY: This advanced 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 alternative 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. The health curriculum covers the development of healthy personal characteristics and includes information on self-esteem, decision-making, self-discipline, acceptance, loyalty, honesty, cooperation, diligence, tolerance, and trustworthiness. Sixth grade family life deals with the physical, social, emotional, and psychological changes that occur at the time of puberty, and includes AIDS education.

Core Curriculum Descriptions

Seventh Grade

The seventh grade student will have four required core classes (English, math, science, and social studies), health/physical education, and choices among semester electives and/or a music course in his/her second year of middle school. The number of courses a student may take beyond the four core courses depends on how many double-period core courses the student takes. 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 (971XYB): This two-period course provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. Reading instruction integrated with the two 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. This class also includes oral communication. Near the end of the school year, students will take the 7th grade Reading SOL test

English 7A (971AY): This **advanced-level class** is designed to meet the needs of 7th grade students with **well-developed reading and writing skills**. Vocabulary, literature, language, and writing instruction are taught in one or two class periods. Instruction must move at a faster pace than in the English 7 format. In addition, students in the advanced-level class will have opportunities for wider reading and writing experiences than those required by the 7th grade English SOL. Selection factors for considering placement of students into this advanced-level class include success on the 6th grade SOL test, teacher recommendation and other test scores. Near the end of the school year, students will take the 7th grade Reading SOL test

Mathematics

Math 7 (972XYB): This two-period course covers the 7th grade math SOL. 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.

Pre-Algebra 7A (Accelerated) (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 prepares students for more abstract concepts in algebra. There are selection factors for considering placement of students into this advanced-level class which can be found in the recommended instructional sequences section. Near the end of the school year, students will take the 8th grade math SOL test.

Advanced Algebra I (2387Y) High School Credit (1.0 credit): *Prerequisite: Teacher recommendation and/or Advanced Pre-Algebra. This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA).* This course includes instruction in greater depth than the traditional Algebra I course. Students attach meaning to the abstract concepts of algebra by using tables and graphs to interpret equations and inequalities and to analyze functions. 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. It is recommended for the student to take Advanced Algebra II (8th) and Advanced Geometry/Trigonometry (9th) with successful completion of Advanced Algebra I.

Core Curriculum Descriptions **Seventh Grade (continued)**

Science

Physical Science 7 (973XY): This course provides an in-depth understanding of matter and energy. Students use experiments, technology, and literature reviews to build upon their investigation skills. Students in this course study the physical science SOL.

Physical Science 7A (Advanced) (973AY): This course covers the same science SOL as the regular physical science course but moves at a faster pace to allow time for additional opportunities for enrichment of the curriculum and a solid review of previous science SOL. Near the end of the school year, students will take the 8th grade Science SOL test.

Social Studies

United States History 7 (Part 2) 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 alternative assessments to demonstrate their understanding and application of the course content.

United States History 7A (Part 2) (Advanced) 974AY: This advanced course covers the same SOL as the regular US History 2 course but moves at a faster pace to allow time for additional opportunities for enrichment of the curriculum. Throughout the year, students complete alternative 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. Health instruction includes information on the effects of alcohol and other drugs; information on the causes, symptoms, prevention, and treatment of communicable and non-communicable diseases; and first aid techniques. The relationship between nutrition and the development of good mental, physical, and emotional health is also covered. Family life topics include family relationships, human sexuality and loving relationships, and the causes and treatments of sexually transmitted diseases, including AIDS.

Core Curriculum Descriptions

Eighth Grade

The eighth grade student will have four required core classes (English, math, science, and social studies), health/physical education, 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. The number of courses a student may take beyond the four core courses depends on how many double-period core courses the student takes. 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 (981XYB): This two-period course provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. Reading instruction integrated with the two 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 (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 in one or two class periods, and thus instruction must move at a faster pace than in the one or two-period format. In addition, students in the advanced-level class will have opportunities for 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 8A (982AYB): This two-period course covers the 8th grade math SOL and some of the Algebra I SOL 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. 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 (2387Y) High School Credit (1.0 credit): *Prerequisite: Teacher recommendation and/or Advanced Pre-Algebra. This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA).* This course includes instruction in greater depth than the traditional Algebra I course. Students attach meaning to the abstract concepts of algebra by using tables and graphs to interpret equations and inequalities and to analyze functions. Matrices are used to organize and manipulate data. Calculators, computers, spreadsheets, and graphing calculators or computer graphing simulators are used to assist in solving problems. Advanced algebra is the initial course in the sequence of courses designed for a five-year accelerated math program. Near the end of the school year, students will take the Algebra I SOL test.

Advanced Algebra II (2397Y) High School Credit (1.0 credit): *Prerequisite: Advanced Algebra I. This course is weighted as a 4.5 quality point course 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.

Core Curriculum Descriptions

Eighth Grade (continued)

Science

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

Advanced Earth Science 8 (3387Y) High School Credit (1.0 Credit): *Prerequisite: Teacher recommendation and/or physical science. This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA).* The major topics studied in this course are oceanography, meteorology, geology, and astronomy, each with accompanying laboratory activities. Near the end of the school year, students take the Earth Science SOL test.

Social Studies

Civics and Economics 8 (984XY): This course covers the Constitutions of the United States and Virginia, as well as the structure and functions of government institutions at the national, state, and local levels. Students also study the basic principles, structure, and operation of the American economy. Standards for this course examine the roles citizens play in the political, governmental, and economic systems in the United States. Responsible citizenship is also an emphasis of this course. Near the end of the school year, students take the Civics/Economics SOL test.

Civics and Economics 8A (Advanced) (984AY): This advanced course covers the same SOL as the regular civics/economics course but moves at a faster pace to allow time for additional opportunities for enrichment of the curriculum. Near the end of the school year, students take the Civics/Economics SOL test.

Foreign Language

LATIN I (1780Y) High School Credit (1.0 credit): This first-year Latin course provides the foundation for understanding Latin and the basis for learning any foreign language. Students enlarge their vocabulary, refine grammar in English, and learn about the origins of many aspects of our culture while reading the history, myths, and legends of the ancient Romans.

SPANISH I (1880Y) High School Credit (1.0 credit): This introductory course is an initiation into language as a means of active communication for which a reasonable proficiency in understanding, speaking, reading, and writing Spanish is the overall goal. Frequent conversational activities, projects, and dramatizations involve students actively in the language.

FRENCH I (1580Y) High School Credit (1.0 credit): Communicating in French is the highlight of these beginning semesters of language study. Students become involved immediately in using the language to simulate daily life situations. Activities include speaking, listening, writing, reading, and learning about French culture. Correlated audio-visuals serve as stimuli to involve students in conversations of interest to teenagers.

Core Curriculum Descriptions

Eighth Grade (continued)

Foreign Language

GERMAN I (1680Y) High School Credit (1.0 credit): In this introductory course, students become involved with the German language through conversations and readings relating to everyday chores, school, family, leisure-time activities, foods, weather, travel, parties, and shopping. During the second semester, students read longer narratives in the target language about important cities, states, German-speaking regions, and holidays. Authentic audio-visual aids reinforce aural-oral skills while lending authentic cultural insights. **(Paul Laurence Dunbar Middle School for Innovation only)**

Physical Education

PE/Health 8: This course emphasizes the further development of flexibility, agility, cardiovascular endurance, balance, coordination, time, and speed. Students continue to develop skills in physical coordination and movement through the performance of dance and gymnastics routines. The history of team, individual, and dual sports is introduced, and specific rules and knowledge of playing strategies are reinforced. Health units continue instruction on the effects of tobacco, alcohol, and other drugs. Personal wellness and good mental health are promoted through the study of healthy lifestyles. Emphasis is placed on safety at home, at school, and in the community. Family life units focus on the stages of human growth and development. Emphasis is placed on responsible behaviors in dealing with sexuality, and topics covered include sexual abstinence, coping skills, teen pregnancy, the prevention of sexual assault, and AIDS awareness and prevention.

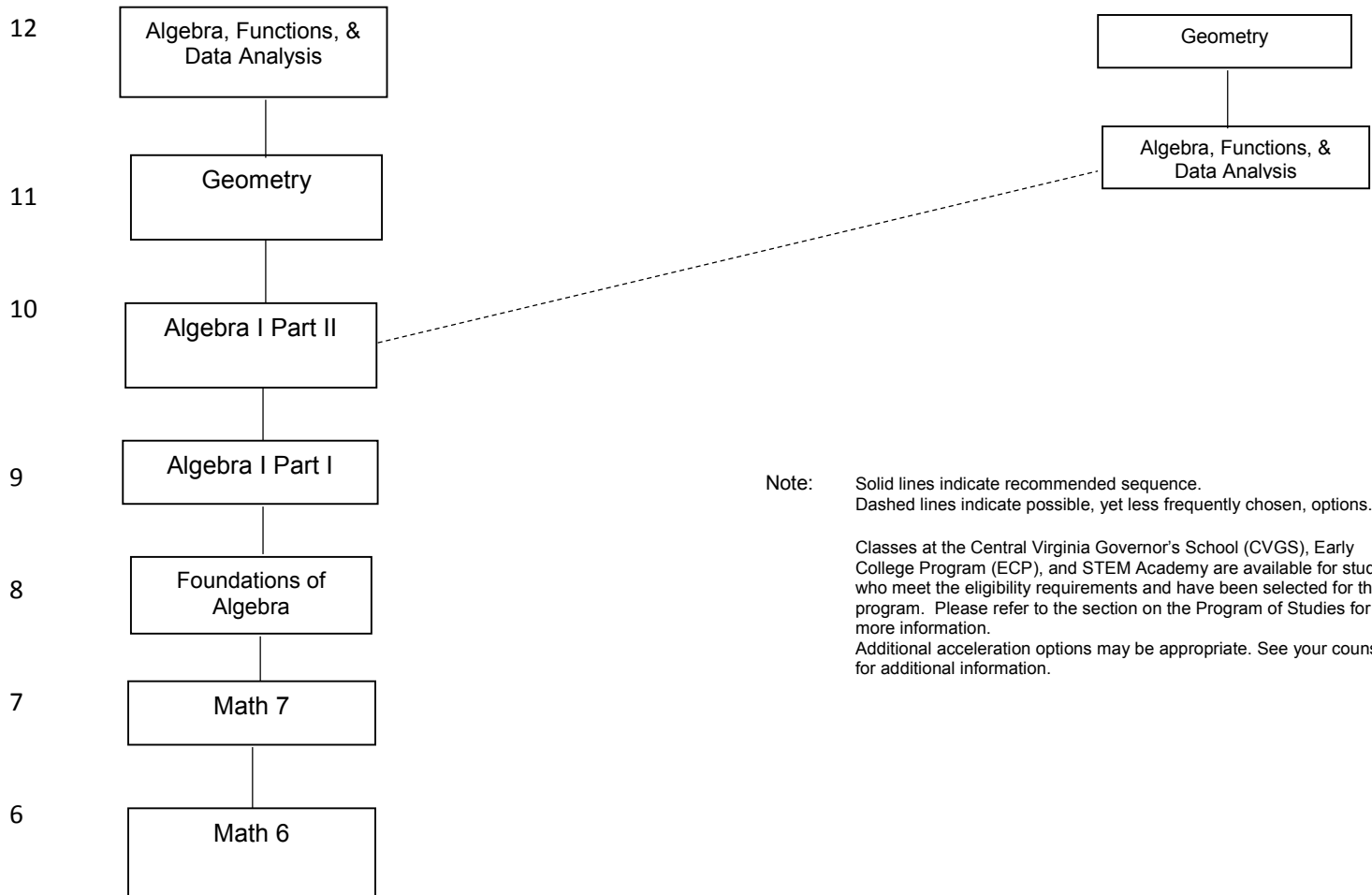
Math Instructional Sequences

The following charts illustrate possible math course sequences and placement for the courses in middle school. Each student should select courses within the sequences which are most closely related to his or her strengths and educational/career goals of students. Students may also move from one sequence to another as students, parents, 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 and students review frequently the graduation and diploma requirements. Graduation and diploma requirement information can be found in the high school program of studies and at <http://www.lcsedu.net/departments/curriculum/program-of-studies>.

Mathematics Instructional Sequence Options

OPTION 1– Algebra I Part I in 9th Grade

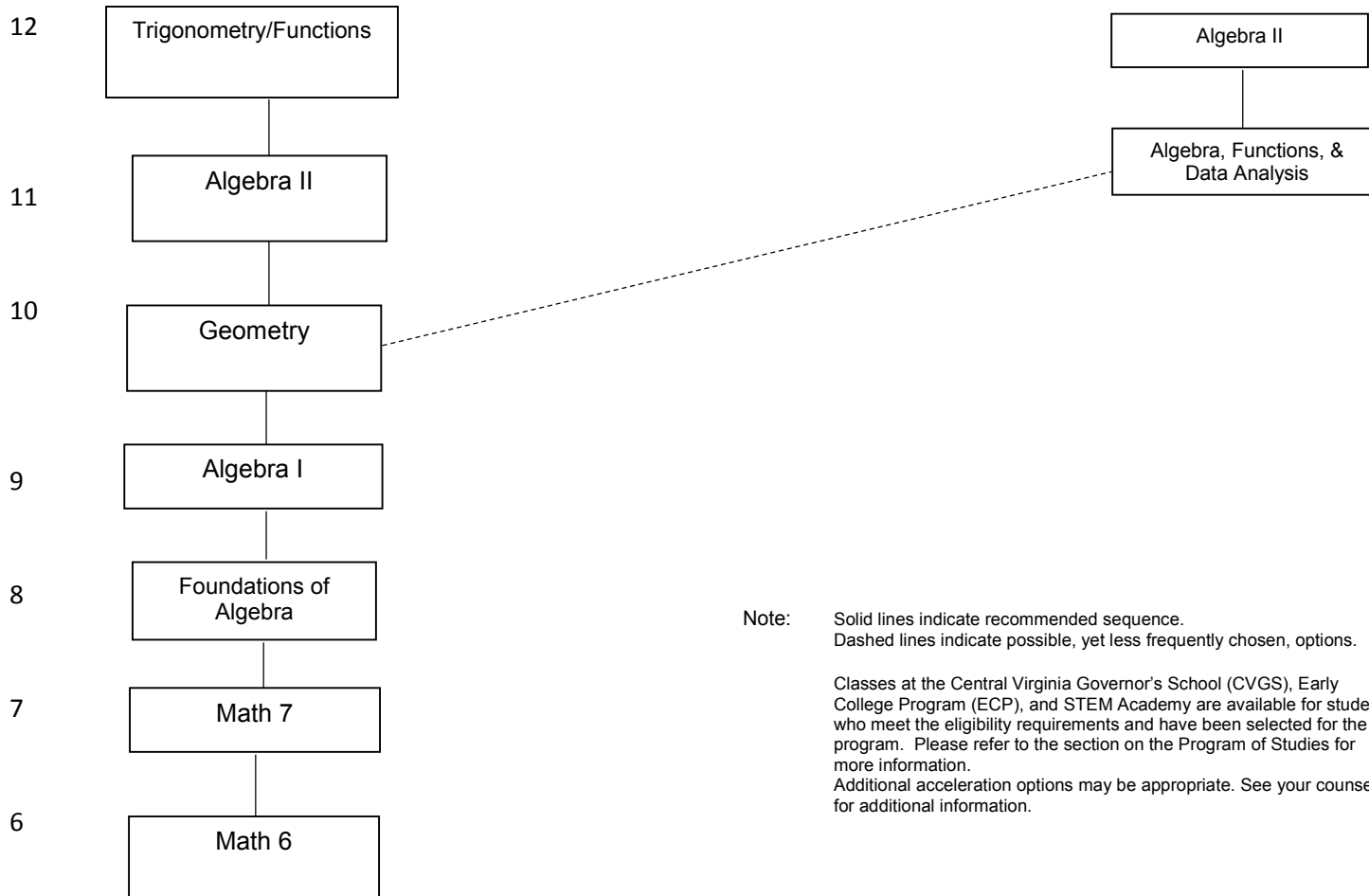


Note: Solid lines indicate recommended sequence.
Dashed lines indicate possible, yet less frequently chosen, options.

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

Mathematics Instructional Sequence Options

OPTION 2– Algebra I in 9th Grade

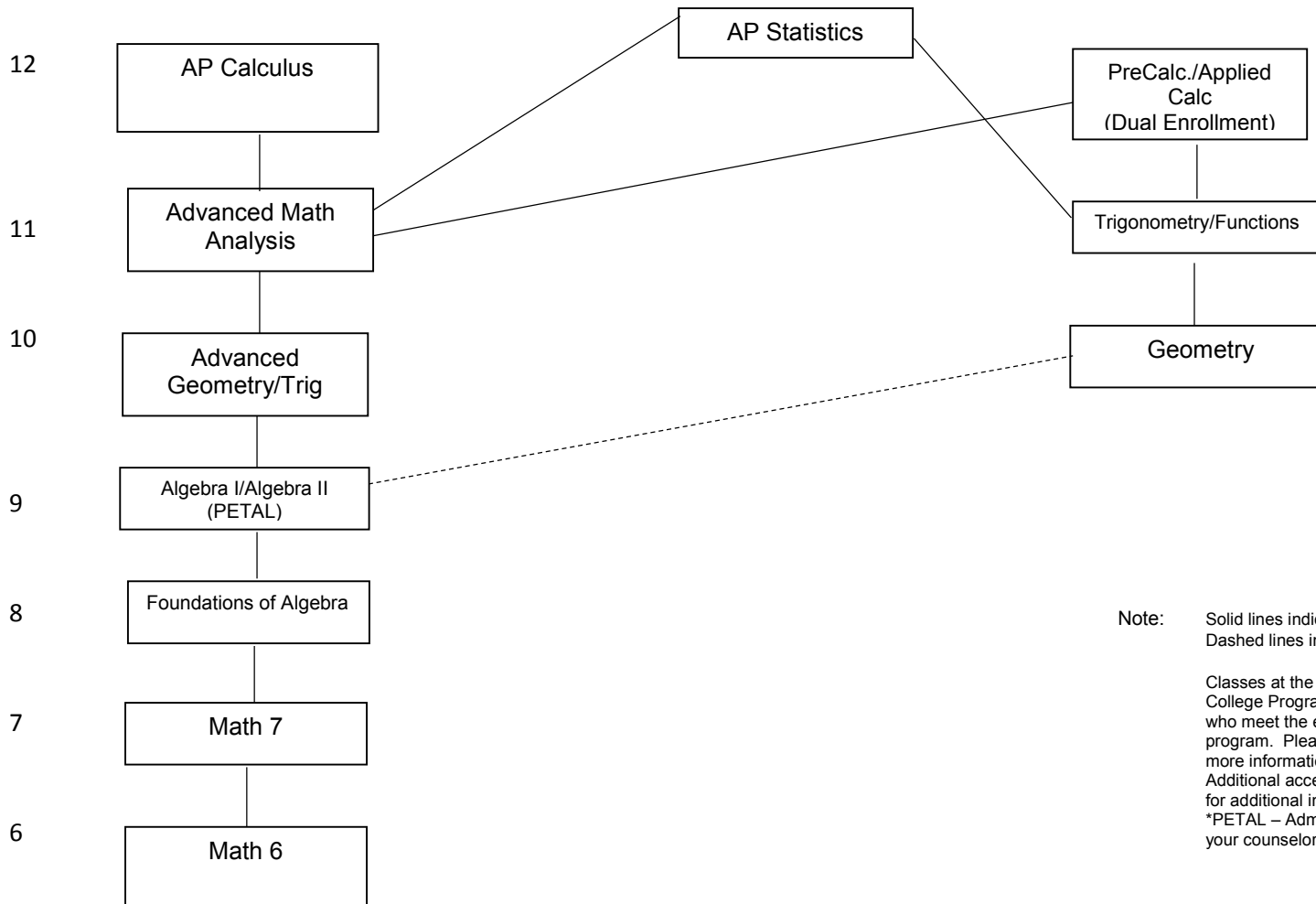


Note: Solid lines indicate recommended sequence.
Dashed lines indicate possible, yet less frequently chosen, options.

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

Mathematics Instructional Sequence Options

OPTION 3 – Algebra I/ Algebra II (PETAL) in 9th grade

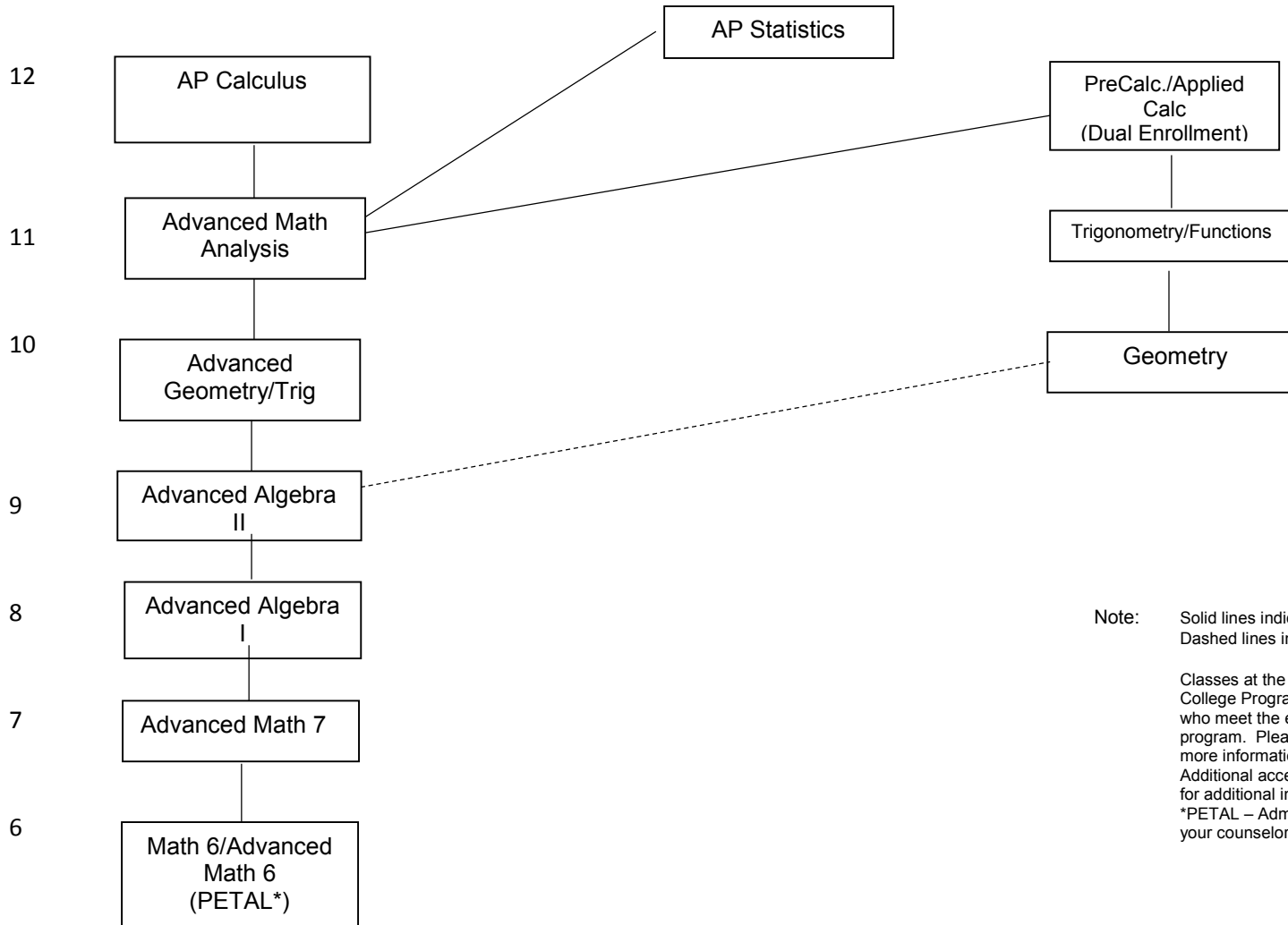


Note: Solid lines indicate recommended sequence.
Dashed lines indicate possible, yet less frequently chosen, options.

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

Mathematics Instructional Sequence Options

OPTION 4 – Advanced Algebra II in 9th Grade (PETAL in 6th Grade)

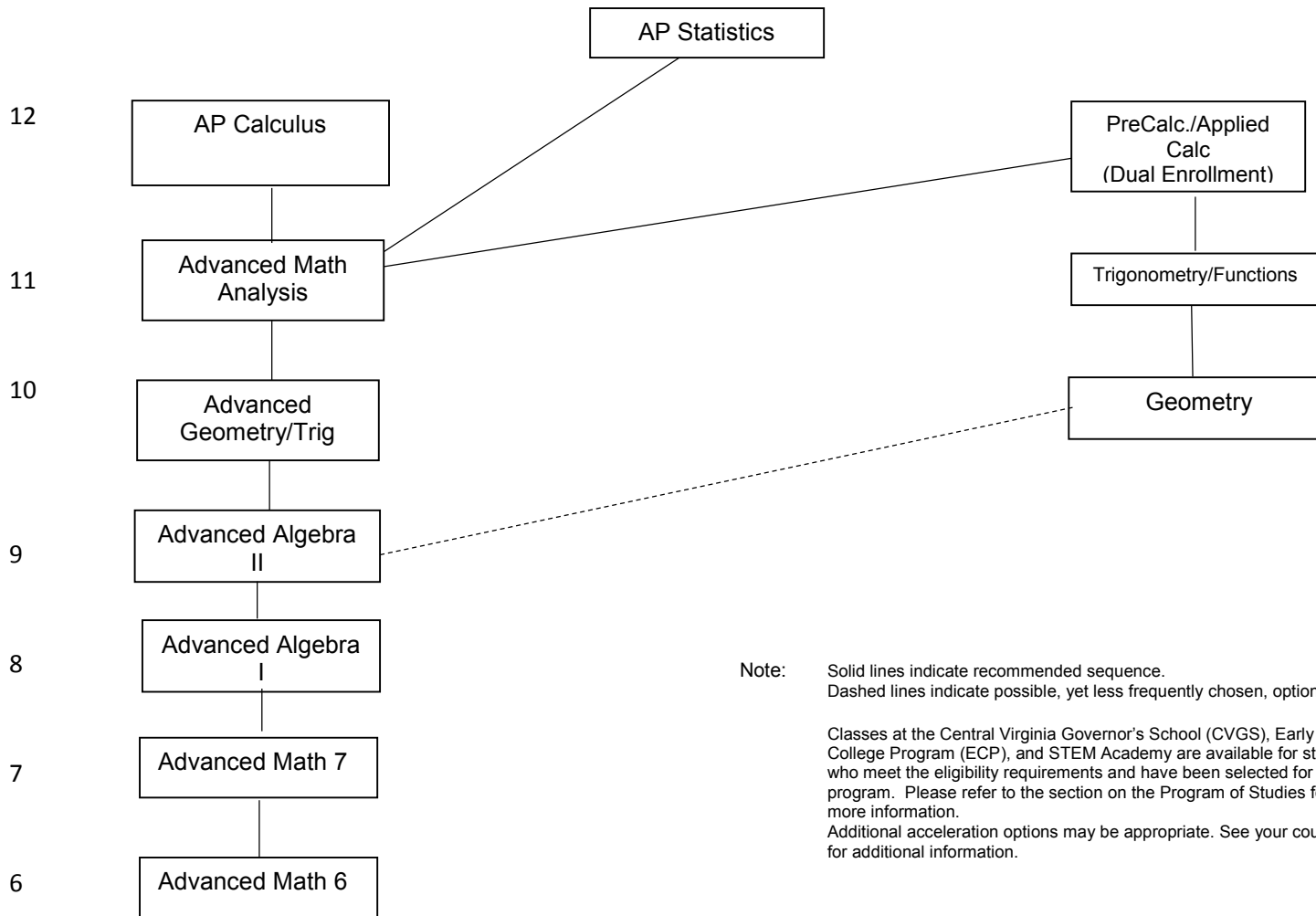


Note: Solid lines indicate recommended sequence.
Dashed lines indicate possible, yet less frequently chosen, options.

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

Mathematics Instructional Sequence Options

OPTION 5 – Advanced Algebra II in 9th Grade



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

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

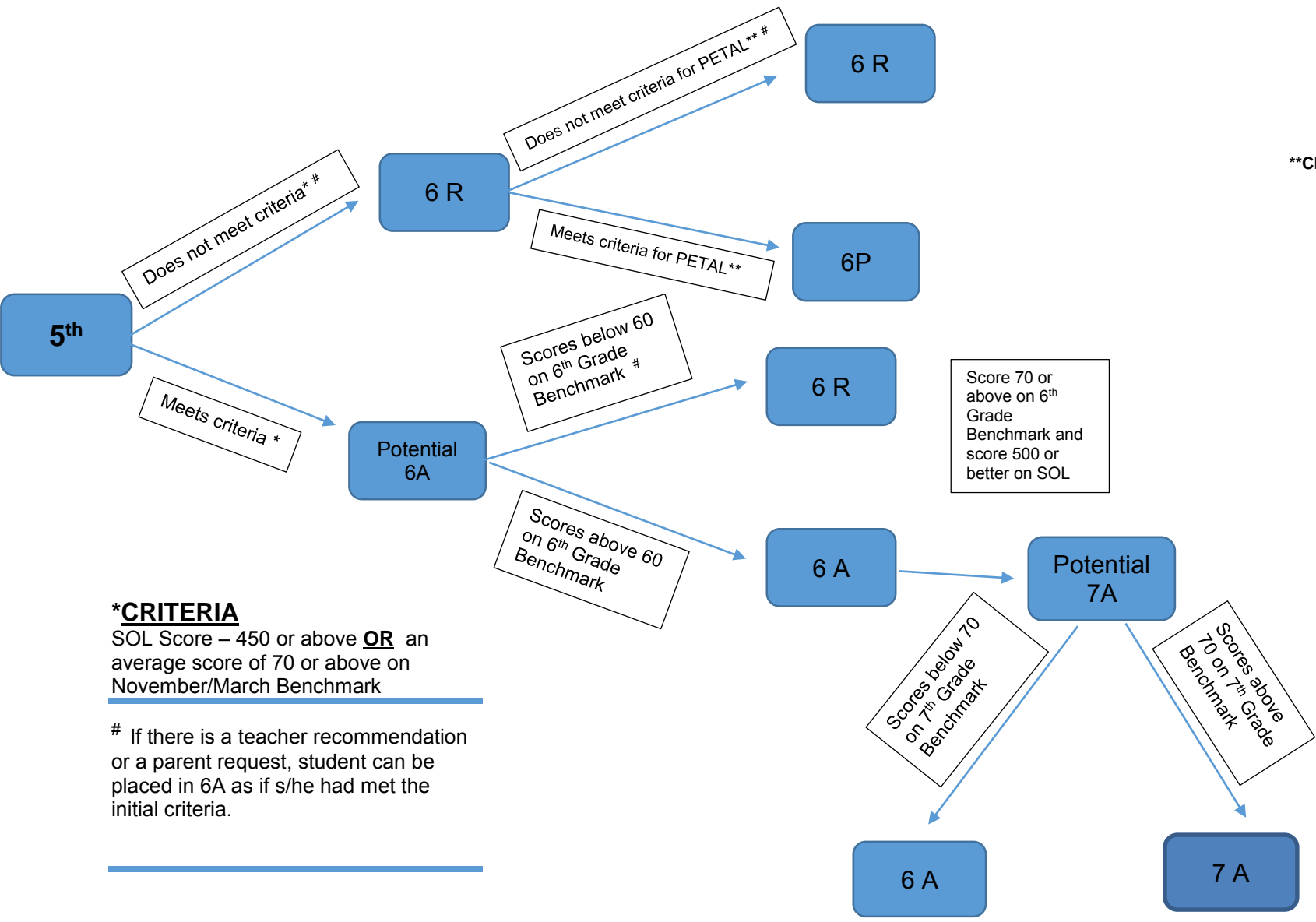
Course Placement Criteria Overview

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

1. Achievement score - The student scores at or above a certain score on an achievement test (usually an SOL test).
2. Teacher recommendation - The teacher recommends the student for a more rigorous course based on the student's achievement in the course and self-direction in learning. A teacher recommendation adds opportunities for students; it does not take opportunities away.
3. Parent request - A parent may request that the student take a course at one level more advanced than he or she would otherwise be enrolled in. The request will be honored, except that if prior achievement suggests the student may experience a high degree of struggle in that course, the school may establish a plan with the student and parent for staying on track in the course.

A student may be enrolled in a more advanced course using any of these three options and it is important that parents and teachers not see the first pathway as the only one. Lynchburg City Schools urges students to pursue the most rigorous classes of which they are capable. The courses selected during middle school can impact which courses students can take during high school.

MATH PLACEMENT CRITERIA

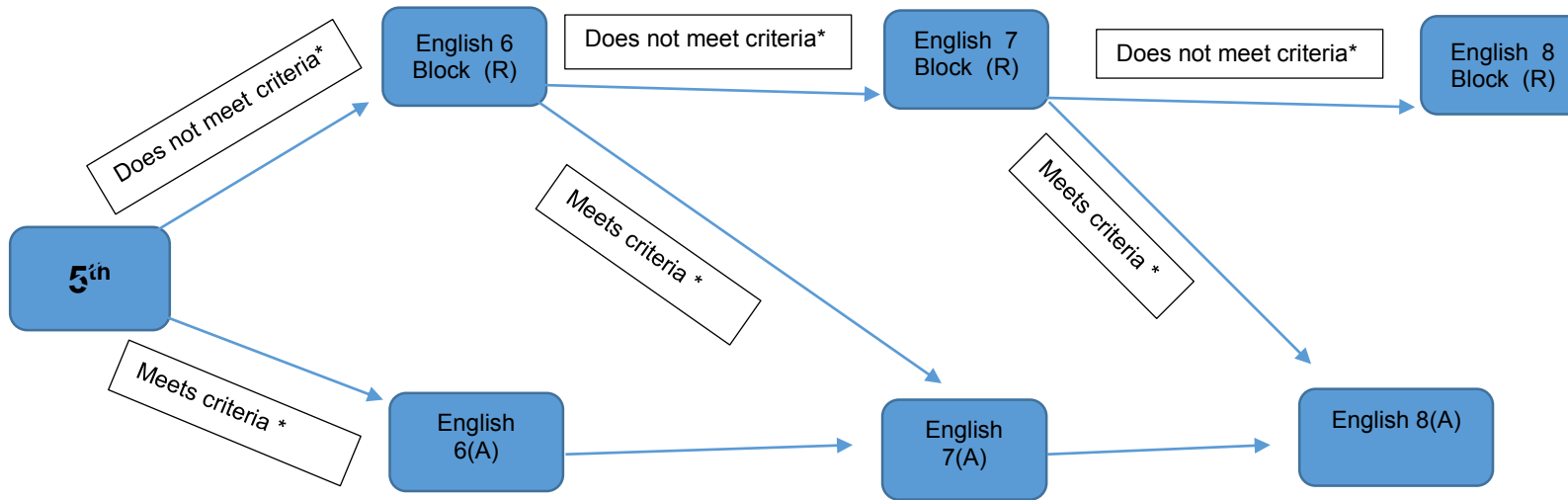


- **CRITERIA FOR PETAL**
1. Targets under represented
 2. Math Achievement in 5th
 3. SOL Scores
 4. Teacher Recommendation
 5. Previous participation in Summer PETAL Academy (optional)

***CRITERIA**
 SOL Score – 450 or above **OR** an average score of 70 or above on November/March Benchmark

If there is a teacher recommendation or a parent request, student can be placed in 6A as if s/he had met the initial criteria.

ENGLISH PLACEMENT CRITERIA



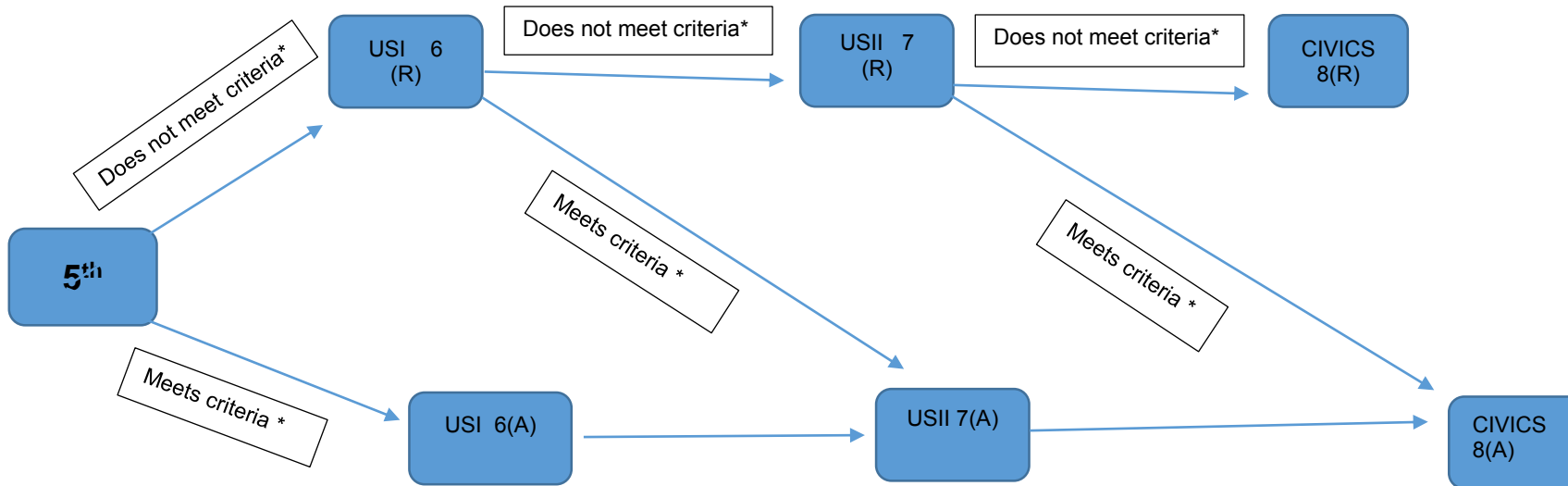
***CRITERIA**

SOL Score – 450 or above **OR** an average score of 70 or above on November/March Benchmark

Teacher Recommendation (report on effort – can only help student)

If there is a teacher recommendation or a parent request, student can be placed in 6A as if s/he had met the initial criteria.

SOCIAL STUDIES PLACEMENT CRITERIA

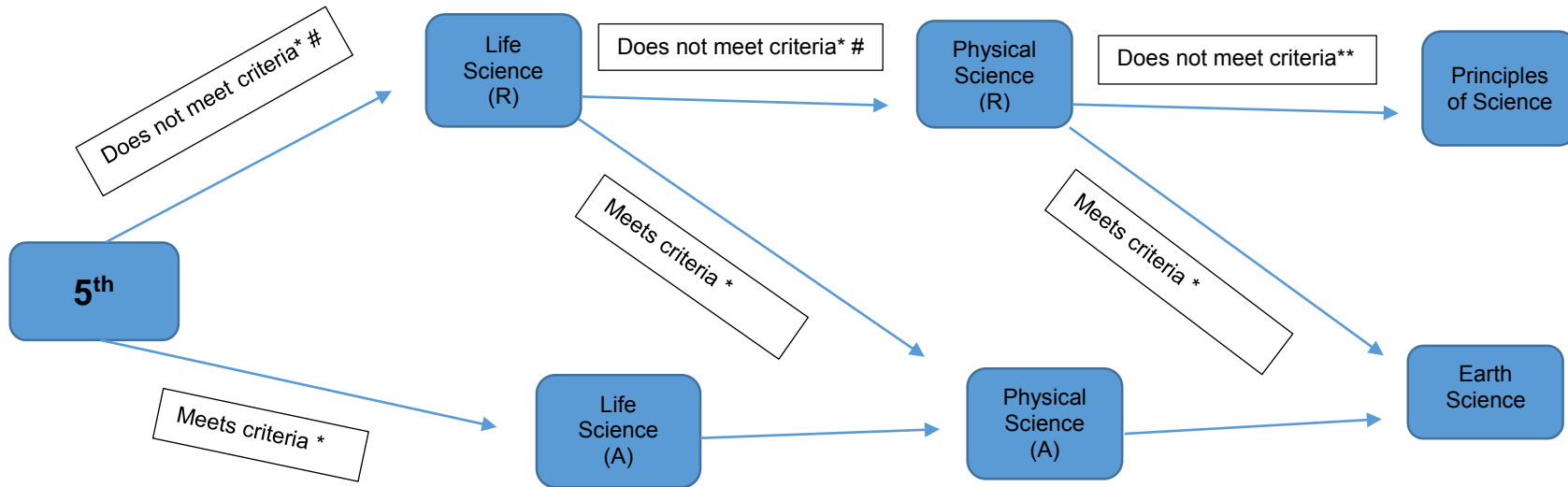


***CRITERIA**

SOL Score – 450 or above **OR** an average score of 70 or above on November/March Benchmark Teacher Recommendation (report on effort – can only help student)

If there is a teacher recommendation or a parent request, student can be placed in 6A as if s/he had met the initial criteria.

SCIENCE PLACEMENT CRITERIA



***CRITERIA**

1. SOL Score – 450 or above **OR** an average score of 70 or above on November/March Benchmark combined
2. Teacher Recommendation (report on effort – can only help student)

If there is a teacher recommendation or a parent request, student can be placed in 6A as if s/he had met the initial criteria.

Middle School Exploratory Overview

Exploratory courses are offered in the areas of foreign language, cultural arts, technology and career-technology, and enrichment of the core subjects. Each middle school offers a varied array of exploratory rotations that 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 bases on interest inventories, scheduling constraints, and staffing availability.

Middle School Electives Overview

Lynchburg City Schools' middle schools offer a wide array of elective offerings based on course enrollment. School specific offerings are available on each school's website. In support of the middle school philosophy, all three middle schools offer elective and enrichment courses in the areas of foreign language, cultural arts, theatre, technology and career-technology. Electives are courses student's choose or "elect" to take. Specialized electives and enrichment opportunities provide students with differentiated instruction and an advanced curriculum to address students' unique intellectual gifts and talents. Elective and enrichment offerings are subject to change based on interest inventories, scheduling constraints, and staffing availability.

Career-Technical Education Overview

A wide variety of Career and Technical Education courses are offered at each middle school. A full list of CTE courses are available through the school counseling department at each school.

Middle school opportunities exist in:

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

High School Credit Courses offered at the Middle School Level

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

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

Keyboarding Applications (6250B) High School Credit (0.5 credits per semester): *Prerequisite:*

Keyboarding (6240A) or mastery of touch typing. Students enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students compose and produce a variety of personal, educational, and professional documents with an emphasis on speed and accuracy. **(Linkhorne Middle School only)**

Foreign Language

LATIN I (1780Y) High School Credit (1.0 credit): See page 16 for course description.

SPANISH I (1880Y) High School Credit (1.0 credit): See page 16 for course description.

FRENCH I (1580Y) High School Credit (1.0 credit): See page 16 for course description.

GERMAN I (1680Y) High School Credit (1.0 credit): See page 17 for course description.

Drama

INTRODUCTION TO THEATRE, Grade 8 (0.5 credits per semester): *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. **(Paul Laurence Dunbar Middle School for Innovation only)**

Mathematics

Advanced Algebra I (2387Y) High School Credit (1.0 credit)

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

Advanced Algebra II (2397Y) High School Credit (1.0 credit)

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

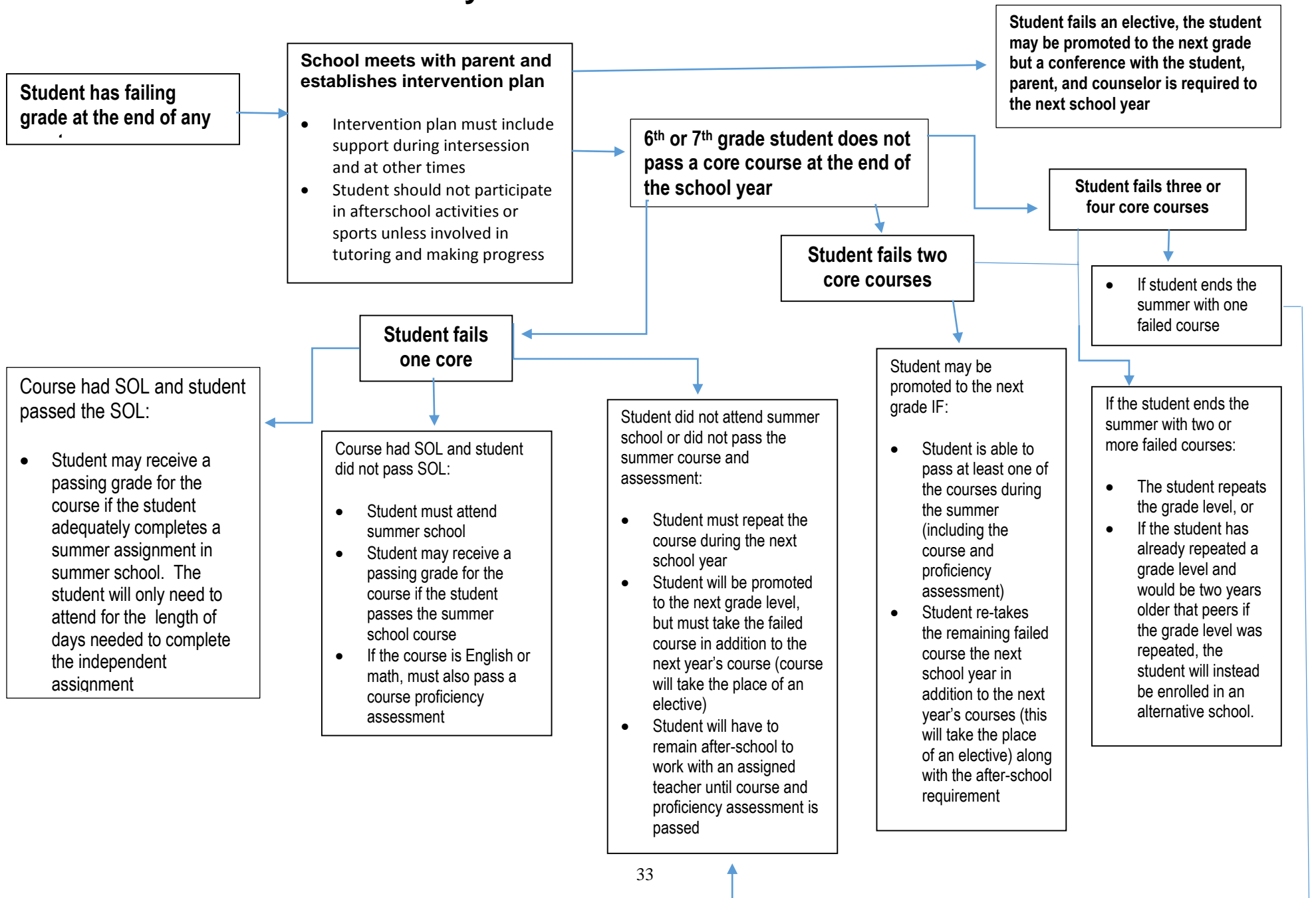
High School Credit Courses offered at the Middle School Level (continued)

Science

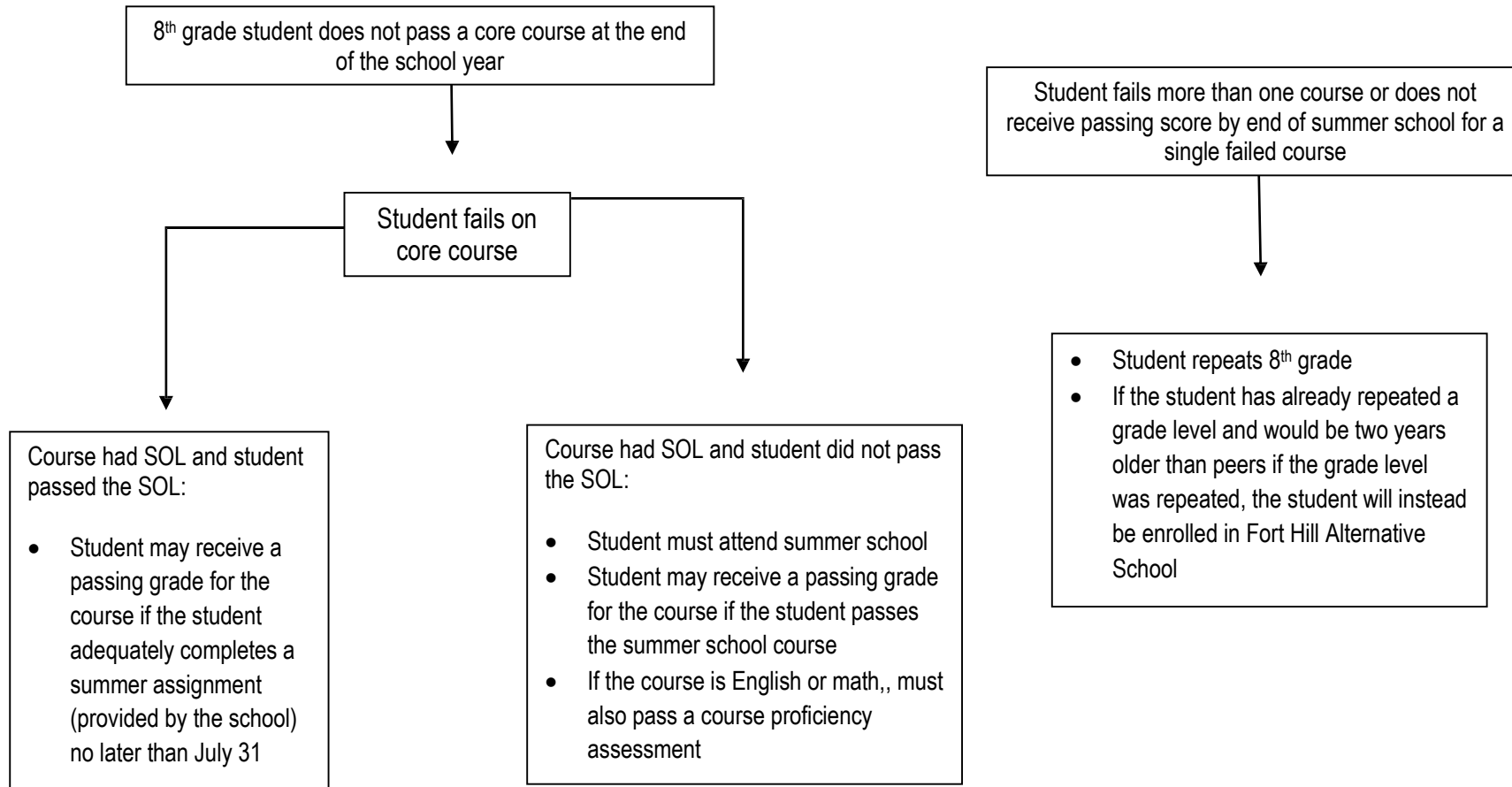
Advanced Earth Science 8 (3387Y): High School Credit (1.0 Credit)-SOL Test

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

Middle School Retention Policy Flowchart



Middle School Retention Policy Flowchart



Specialized Programs

Paul Laurence Dunbar Middle School for Innovation

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

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 and accelerated 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 maybe available during exploratory periods. *The Lynchburg City Schools Local Plan for the Education of the Gifted* provides detailed information on referral and identification processes, as well as the services provided for identified students. Students and their parents are encouraged to contact the school principal to learn more about all the gifted services available to middle school students and the opportunities they provide.

Special Education

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

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

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

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



Lynchburg City Schools
 915 Court Street
 Lynchburg, VA 24504

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

-INCOMPLETE FORMS CANNOT BE PROCESSED-

(PRINT)

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

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

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

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

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

Agenda Report

Date: 05/03/16

Agenda Number: F-7

Attachments: No

From: Scott S. Brabrand, Superintendent
John C. McClain, Assistant Superintendent for Student Learning and Success

Subject: Comprehensive Plan: Update

Summary/Description:

The LCS Comprehensive Plan is updated with data periodically during the year. A recent update with data through the end of the third quarter will be shared during the presentation.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board receives this agenda report as an information item.

Agenda Report

Date: 05/03/16

Agenda Number: F-8

Attachments: No

From: Scott S. Brabrand, Superintendent
Anthony E. Beckles, Sr., Chief Financial Officer

Subject: Financial Update

Summary/Description:

The school administration has review the Average Daily Membership (ADM) for March and found that the student membership is less than projected. This will affect funding that is received from the state department for the 2015-16 school year.

The school board will receive information about budget projections for the remainder of the school year and how the school administration will monitor revenue and expenditures over the course of the next two months.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

Agenda Report

Date: 05/03/16

Agenda Number: G-1

Attachments: Yes

From: Scott S. Brabrand, Superintendent
John C. McClain, Assistant Superintendent Student Learning and Success

Subject: Carl Perkins Funds: 2016-17

Summary/Description:

The Lynchburg City Schools' application for Career-Technical Funds for the 2016-2017 fiscal year has been prepared with an approved Carl Perkins Grant allocation of \$227,979.56. The budget, outlining proposed expenditures based on allocated funds, was developed following consultation with the General Career-Technical Education Advisory Committee, which is composed of a business/industry representative from each of the 15 career-technical programs.

The federal funding will allow for the purchase of equipment and instructional materials, along with professional development and student organizational activities in the Trade and Industrial, Technology Education, Marketing, Health Occupations, Family and Consumer Sciences, Career Connection, and Business and information Technology Programs.

The approval of the grant proposal by the school board is necessary prior to submitting the local application to the Virginia Department of Education. A summary of proposed expenditures for 2016-2017 appears an attachment to this agenda report.

Disposition: Action
 Information
 Action at Meeting on: 05/17/16

Recommendation:

The superintendent recommends that the school board receive this agenda report as an informational item and consider approval during the school board meeting on May 17, 2016.

Proposed 2016-2017 Carl Perkins Spending

Estimated Funding Available: \$227,979.00

<p><u>Career Guidance</u></p> <ul style="list-style-type: none"> • We will provide funds to be used for “Career Assessment” reports to parents and students. • We will also provide transportation to local businesses and colleges for review of special workforce development programs for high school seniors. • We also plan to purchase “non-traditional” career program curriculum materials. • We plan to purchase two televisions for CTE promotions in high school guidance departments. 	<p>\$ 6,000.00</p>
<p><u>Vocational Student Organization</u></p> <ul style="list-style-type: none"> • Assist Career-Technical student organizations with travel expenses for local, state and national competitions. 	<p>\$ 15,000.00</p>
<p><u>Professional Development</u></p> <ul style="list-style-type: none"> • Provide Perkins Funds for teachers to participate in local, state and national training, certification courses and professional development. 	<p>\$ 15,000.00</p>
<p><u>Business and Information Technology</u></p> <ul style="list-style-type: none"> • We plan to upgrade the new Heritage High School Business/IT labs with 25 new HP Computers (\$18,000). • We also plan to purchase 30 laptops and a mobile storage cart for 3 Economics and Finance classes to share at Heritage High School (\$30,000). 	<p>\$ 48,000.00</p>
<p><u>Computer Systems Technology</u></p> <ul style="list-style-type: none"> • We plan to upgrade the new Heritage High School Computer Systems Technology lab with the purchase of 25 new HP computer stations (\$18,000). 	<p>\$ 18,000.00</p>
<p><u>Marketing Education</u></p> <ul style="list-style-type: none"> • We plan to upgrade our new Heritage High School Marketing lab with the purchase of 8 laptop computers, 1 color printer and scanner (\$8,000). 	<p>\$ 8,000.00</p>
<p><u>Communication Systems</u></p> <ul style="list-style-type: none"> • We plan to upgrade the new Heritage High School Communications Systems lab with a new HP T795 Graphic Format printer (\$5,000). • We also plan to purchase a new paper cutter for this lab (\$2,000). • We also plan to purchase digital “My Book” software and 2 external hard drives (\$2,000) 	<p>\$ 9,000.00</p>

<u>Technology Education</u>	\$ 29,000.00
<ul style="list-style-type: none"> • We will upgrade our new Heritage High School Technology Foundations lab with 22 new HP computers (\$19,000). • We also plan to start our new “Project LEAD the Way” course in the Technology Systems lab. We plan to purchase a 3D printer and 3 laptops (\$10,000) 	
<u>Sports Medicine</u>	\$ 5,000.00
<ul style="list-style-type: none"> • We will upgrade our new Sports Medicine lab at Heritage High School with the purchase of a new Electrical Impulse scanner machine (\$5,000) 	
<u>Family and Consumer Sciences</u>	\$ 20,500.00
<ul style="list-style-type: none"> • We will upgrade our Culinary labs at each school with the purchase of 10 laptops (\$8,500). • We also plan to purchase new culinary books for our new school (\$3,500). • We also plan to purchase a classroom set of Hospitality (2) text books (\$3,500). • We also need to buy basic knife sets, blenders, food processors, kitchen ware and table settings for our new lab at Heritage High School (\$5,000). 	
<u>Technical Drawing-Engineering</u>	\$ 13,000.00
<ul style="list-style-type: none"> • We plan to modernize our Engineering lab at E.C. Glass with the purchase of 10 HP laptops for student use at competitions. These laptops will run all engineering software at higher speeds (\$13,000). 	
<u>Cosmetology</u>	\$ 2,000.00
<ul style="list-style-type: none"> • We plan to upgrade our new lab with the purchase of 25 sets of electric professional clippers (\$2,000). 	
<u>Nurse Aide</u>	\$ 6,500.00
<ul style="list-style-type: none"> • We plan to upgrade our new lab at Heritage High School with the purchase of 5 laptops for use with student exams and competitions (\$4,500). • We also plan to purchase student diagnostic kits for ears, eyes, nose and throat (\$2,000) 	
<u>Video Production</u>	\$ 13,000.00
<ul style="list-style-type: none"> • We will expand our Video Production program to E.C. Glass High School. • We will purchase 5 27” IMac computers (\$9,000). • We also plan to purchase JVC camcorders and accessories and digital “My Book” software (\$4,000). 	
<u>Auto Service Technology</u>	\$ 19,979.00
<ul style="list-style-type: none"> • We plan to upgrade our Auto Service Technology lab at E.C. Glass with the purchase of new tire changer and wheel balance machines (\$15,976) • We also plan to purchase two GM “ATECH” Electronics Training modules (\$4,000) 	
TOTAL	\$227,979.00