



Lynchburg City School Board

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

Jennifer R. Poore
School Board District 2

Katie Snyder
School Board District 3

J. Marie Waller
School Board District 2

Thomas H. Webb
School Board District 2

Charles B. White
School Board District 1

School Administration

Scott S. Brabrand
Superintendent

John C. McClain
Assistant Superintendent of
Curriculum and Instruction

Ben W. Copeland
Assistant Superintendent of
Operations and Administration

Anthony E. Beckles, Sr.
Chief Financial Officer

Wendie L. Sullivan
Clerk

SCHOOL BOARD MEETING
December 2, 2014 5:30 p.m.
School Administration Building
Board Room

A. PUBLIC COMMENTS

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

B. SPECIAL PRESENTATIONS

- 1. Presentation of *Granny and the Wall*
Scott S. Brabrand. Page 2
Discussion
- 2. Financial Audit Report
Anthony E. Beckles, Sr. Page 3
Discussion

C. CONSENT AGENDA

D. STUDENT REPRESENTATIVE COMMENTS

E. UNFINISHED BUSINESS

- 1. Lynchburg City Schools Comprehensive Plan: Operations
and Personnel Update
Ben W. Copeland. Page 4
Discussion
- 2. Policy FFA Naming School Facilities and Policy KHZ-R Gifts,
Donations, and Bequests
Ben W. Copeland. Page 5
Discussion

F. NEW BUSINESS

- 1. Lynchburg City School Board Policy Updates
Ben W. Copeland. Page 9
Discussion

2. Capital Improvement Plan: School Administration Building
Ben W. Copeland. Page 24
Discussion/Action

3. High School Program of Studies: 2015-16
John C. McClain. Page 25
Discussion

4. XLR8 STEM Academy Budget: 2014-15
Anthony E. Beckles.Page 83
Discussion/Action

5. Central Virginia Governor’s School for Science and
Technology Budget: 2014-15
Anthony E. Beckles.Page 89
Discussion/Action

6. Blue Ridge Regional Jail Authority Special Education
Program Budget: 2014-15
John C. McClain. Page 92
Discussion/Action

7. VSBA Annual Convention
Scott S. Brabrand.Page 94
Discussion

G. SUPERINTENDENT’S COMMENTS

H. BOARD COMMENTS

I. INFORMATIONAL ITEMS

Next School Board Meeting: Tuesday, December 16, 2014, 5:30 p.m., Board Room, School Administration Building

J. ADJOURNMENT

Agenda Report

Date: 12/02/14

Agenda Number: A-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: 12/02/14

Agenda Number: B-1

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Presentation of *Granny and the Wall*

Summary/Description:

Mr. Brian S. Wray, director of prek – 12 instruction, and former principal of Paul Laurence Dunbar Middle School for Innovation, will present the book he authored, *Granny and the Wall*, to members of the school board. Mr. Wray will also provide background information about how the book came into being and about those who contributed its contents.

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: 12/02/14

Agenda Number: B-2

Attachments: No

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

Subject: Financial Audit Report

Summary/Description:

Mr. Norman D. Yoder of Brown, Edwards, & Company, LLP, will provide the school board with a report of the financial audit for 2013-14.

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: 12/02/14

Agenda Number: E-1

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Lynchburg City Schools Comprehensive Plan: Operations and Personnel Update

Summary/Description:

During this presentation, Mr. Ben W. Copeland, assistant superintendent of operations and administration, and Mrs. Marie F. Gee, director of personnel, will present updates to their portions of the comprehensive plan. Further, Mrs. Gee will provide the school board with updated teacher demographic profiles for the school division.

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: 12/02/14

Agenda Number: E-2

Attachments: Yes

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

Subject: Policy FFA Naming School Facilities and Regulation KHZ-R Gifts, Donations, and Bequests

Summary/Description:

Policy FFA Naming School Facilities was presented to the school board at several previous meetings. This policy provides procedures for the naming of school division properties, portions of properties, gymnasiums, and fields. As a result of discussions during those presentations, the policy has been revised, and those revisions have been reviewed by legal counsel.

Regulation KHZ-R Gifts, Donations, and Bequests is referenced in policy FFA Naming School Facilities and, therefore, will be discussed during this presentation.

Disposition: Action
 Information
 Action at Meeting on: 12/16/14

Recommendation:

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the school board meeting on December 16, 2014.

NAMING SCHOOL FACILITIES

The School Board retains the sole discretion and authority for the naming or renaming of all division properties including, but not limited to, school buildings and portions of buildings (such as gymnasiums, auditoriums, playing fields and entry ways) and fixtures (such as benches and trees). This Policy describes the procedure and considerations for naming such properties and fixtures.

The School Board will not accept compensation from individuals and businesses in exchange for the naming rights of school facilities. It will, however, accept financial contributions for the naming of fixtures or intangible things (such as scholarships, programs and endowments), in accordance with KH Public Gifts to the Schools and Regulation KHZ-R Gifts, Donations and Bequests.

I. Nomination Process

Names may originate at the School Board level or be solicited by the School Board from the community and staff for the naming of division properties and fixtures. Interested individuals or groups may submit a written nomination to the Superintendent. The nomination should identify the facility or fixture to be named and provide other relevant information, including any connection between the proposed name and the school where the proposed naming would occur. The Superintendent/designee should consult with the principal of the school where the proposed naming would occur. The Superintendent will consult with the School Board Chair regarding whether to take the nomination directly to the School Board, refer the nomination to a Naming Committee for consideration, or take no action.

II. Naming Committee

If the School Board Chair and Superintendent determine that a nomination should be referred to a naming committee, the Superintendent/designee will create an ad hoc committee of seven members to advise the Superintendent. The Committee will consist of:

- Assistant Superintendent of Operations & Administration
- An administrator from the school where the proposed naming would occur
- Two other division employees
- Two community members
- One School Board member

The Naming Committee will review the naming proposal and advise the Superintendent of its recommendation on the proposed naming. The Committee may also recommend alternative names or locations, or recommend against naming.

After receiving the Naming Committee's recommendation, the Superintendent will determine whether to recommend approval of the proposed name by the School Board.

III. Naming Considerations

- A. If the name of an individual is being considered, that individual should be a person

who has made an exceptional contribution to the school or the Division, and the area named should be related to the area in which the individual has contributed or otherwise appropriate. Individuals who have made outstanding state or national service contributions may also be considered. If the name of a living individual is under consideration, that individual should not be a current employee of the Division, and the Committee must have the individual's consent before recommending the individual's name to the School Board.

- B. Geographic and historical naming's are appropriate.
- C. The Committee should not recommend names that are contrary to community standards, or that advance religious, political or business organizations.
- D. Names should be consistent with the Division's basic educational mission, values and goals. The Committee should consider the impact the name will have on the students, the role the name will play in contributing to the Division's overall sense of identity, and the long term effects.
- E. The Committee may make other related recommendations, such as a proposed time duration for the naming.

IV. School Board Consideration

If the Superintendent recommends approval, the School Board will consider the Superintendent's recommendation in the form of a resolution at a regular Board business meeting that provides for public comment. The original nomination and any Committee recommendations will be submitted. At the discretion of the School Board Chair and Superintendent, representatives of the nominating party and/or the Naming Committee may be permitted to make a presentation.

The School Board shall base its decision on whether the proposal serves the best interest of the Division and is consistent with the Division's policies, vision, mission and goals. The School Board reserves the right to remove the name at any time.

GIFTS, DONATIONS AND BEQUESTS

The School Board encourages gifts from individuals, community groups and organizations to benefit the Division's educational mission. The School Board reserves the right to accept or decline any proposed gifts. The purpose of this Regulation is to establish the criteria and procedure for evaluating any gifts that may be offered to the School Division.

The Superintendent is authorized to accept or decline on behalf of the School Board, any gifts offered to the Division with a value less than \$1,000. The Superintendent will report to the School Board any gifts offered to the Division with a value of \$1,000 or more, along with any recommendations and/or a proposed gift agreement, as deemed appropriate.

Gifts will not be accepted if they would undermine the goal of equal educational opportunities to all students, or if the terms of acceptance unreasonably interfere with the School Board's control of its operation of the Division.

Gifts, donations and bequests to the School Division should:

- Be reasonably free of restrictions on their use;
- Not contain overt advertising or reflect commercial interests;
- Support equity in access to educational resources;
- Include installation costs, if significant;
- Not require excessive maintenance, personnel or other costs; and
- Be consistent with the Division's vision, mission and goals.

All gifts to a specific school must be approved by the building principal. If the total value of gift(s) from a donor during the school year will exceed \$250, gifts over that amount must be approved by the Superintendent/designee prior to acceptance.

If a gift would include the naming of a fixture (such as a bench, tree or painting) or an intangible thing (such as a scholarship, program or endowment), the Naming Considerations contained in Paragraph III of Policy FFA Naming School Facilities, shall be considered before accepting the gift or recommending acceptance by the School Board, as applicable.

Before accepting any gifts that would involve the management of funds, the Superintendent or his designee will verify that appropriate procedures have been implemented for the proper handling of the funds.

Agenda Report

Date: 12/02/14

Agenda Number: F-1

Attachments: Yes

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

Subject: Lynchburg City School Board Policy Updates

Summary/Description:

The Virginia School Boards Association (VSBA) sent several new policy revisions from the October 2014 update. These policies have been reviewed by legal counsel and reflect the latest changes in state and federal laws and regulations. All policies appear as attachments to the agenda report.

BBFA	School Board Members Conflict of Interest
BDDF	Voting Method
KH	Public Gifts to the Schools
KKA	Service Animals in Public Schools

Disposition: Action
 Information
 Action at Meeting on: 12/16/14

Recommendation:

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the school board meeting on December 16, 2014.

SCHOOL BOARD MEMBERS CONFLICT OF INTEREST

A. Purpose

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

B. Areas of Regulation

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

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

C. Definitions

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

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

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

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

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

"Contract" means any agreement to which a governmental agency is a party, or any agreement on behalf of a governmental agency which involves the payment of money appropriated

by the General Assembly or political subdivision, whether or not such agreement is executed in the name of the Commonwealth, or some political subdivision of it.

{“Council” means the Virginia Conflict of Interest and Ethics Advisory Council established in Va. Code § 30-355.}

~~“Dependent” means a son, daughter, father, mother, brother, sister or other person, whether or not related by blood or marriage, if such person receives from the officer or employee, or provides to the officer or employee, more than one-half of his financial support.~~

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

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

"Gift" means any gratuity, favor, discount, entertainment, hospitality, loan forbearance, or other item having monetary value. It includes services as well as gifts of transportation, local travel, lodgings, and meals, whether provided in-kind, by purchase of a ticket, payment in advance or reimbursement after the expense has been incurred. "Gift" does not include any offer of a ticket, **{ coupon,}** or other admission or pass unless the ticket, **{ coupon,}** admission, or pass is ~~used.~~ **"Gift" does not include {used;} honorary degrees and presents from relatives {degrees; any athletic, merit, or need-based scholarship or any other financial aid awarded by a public or private school, institution of higher education, or other educational program pursuant to such school, institution or program’s financial aid standards and procedures applicable to the general public; a campaign contribution properly received and reported pursuant to Va. Code § 24.2-945 et seq.; any gift related to the private profession or occupation of an officer or employee or of a member of the officer or employee’s immediate family; or gifts from relatives or personal friends}.** For the purpose of this definition, "relative" means the donee's spouse, child, uncle, aunt, niece, or nephew; a person to whom the donee is engaged to be married; the donee's or his spouse's parent, grandparent, grandchild, brother, or sister; or the donee's brother's or sister's spouse. **{For the purpose of this definition, “personal friend” does not include any person that the officer or employee knows or has reason to know is (a) a lobbyist registered pursuant to Va. Code § 2.2-418 et seq.; (b) a lobbyist’s principal as defined in Va. Code § 2.2-419; or (c) a person, organization or business who is a party to or is seeking to become a party to a contract with the School Board. For purposes of this definition, “person, organization, or business” includes individuals who are officers, directors or owners of or who have a controlling ownership interest in such organization or business.}**

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

"Immediate family" means (i) a spouse and (ii) any ~~other person residing~~ **{child who resides}**

in the same household as the officer or ~~employee~~, **{employee and}** who is a dependent of the officer or employee ~~or of whom the officer or employee is a dependent.~~

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

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

"Personal interest" means a financial benefit or liability accruing to an officer or employee or to a member of his immediate family. Such interest shall exist by reason of

- ownership in a business if the ownership interest exceeds three percent of the total equity of the business;
- annual income that exceeds, or may reasonably be anticipated to exceed, ~~\$10,000~~ **{ \$5,000 }** from ownership in real or personal property or a business;
- salary, other compensation, fringe benefits, or benefits from the use of property, or any combination thereof, paid or provided by a business or governmental agency that exceeds, or may reasonably be anticipated to exceed ~~\$10,000~~ **{ \$5,000 }** annually;
- ownership of real or personal property if the interest exceeds ~~\$10,000~~ **{ \$5,000 }** in value and excluding ownership in a business, income or salary, other compensation, fringe benefits or benefits from the use of property;
- personal liability incurred or assumed on behalf of a business if the liability exceeds three percent of the asset value of the business; or
- an option for ownership of a business or real or personal property if the ownership interest will consist of ~~(i) or (iv)~~ **{ the first or fourth bullets }** above.

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

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

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

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

body to the officer or employee.

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

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

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

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

2. The School Board may employ or pay, and the Superintendent may recommend for employment, any family member of the Superintendent or of a School Board member provided that
 - a) the member certifies that he had no involvement with the hiring decision; and
 - b) the Superintendent certifies to the remaining members of the school board in writing that the recommendation is based upon merit and fitness and the competitive rating of the qualifications of the individual and that no member of the board had any involvement with the hiring decision.
3. No family member (as listed in section D.1., above) of any employee may be employed by the School Board if the family member is to be employed in a direct supervisory and/or administrative relationship either supervisory or subordinate to the employee. The employment and assignment of family members in the same organizational unit is discouraged.

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

1. Prohibited Conduct

Neither the School Board collectively, nor any member of the board, shall

- solicit or accept money, or anything else of value, for services performed within the scope of his or her official duties other than his or her regular compensation, expenses or other remuneration;
- offer or accept money, or anything else of value, for or in consideration of obtaining employment, appointment, or promotion in the school division;
- offer or accept any money or anything else of value for or in consideration of the use of his public position to obtain a contract for any person or business with the school division.
- use for his or her own economic benefit, or anyone else's, confidential information gained by reason of his or her office, and which is not available to the public; accept
- any money, loan, gift, favor or service that might reasonably tend to influence the discharge of duties;
- accept any business or professional opportunity from which a School Board member may gain a financial benefit, where the member knows or should know that there is a reasonable likelihood that the opportunity is being offered with intent to influence his or her conduct in the performance of official duties.

2. **{Prohibited Gifts**

For purposes of this subsection:

“Intangible gift” means a thing of temporary value or a thing that upon the happening of a certain event or expiration of a given date loses its value. “Intangible gift” includes entertainment, hospitality a ticket, admission, or pass, transportation, lodgings and meals that are reportable on Schedule E of the disclosure form prescribed in Va. Code § 2.2-3117.

“Tangible gift” means a thing of value that does not lose its value upon the happening of a certain event or expiration of a given date. “Tangible gift” includes currency, negotiable instruments, securities, stock options or other financial instruments that are reportable on Schedule E of the disclosure form prescribed in Va. Code § 2.2-3117. “Tangible gift” does not include payments or reimbursements received for an intangible gift.

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

School Board members and employees required to file a Statement of Economic Interests as prescribed in VA. Code § 2.2-3117 (i) shall not solicit, accept or receive within any calendar year any single tangible gift with a value in excess of \$250 or a combination of tangible gifts with an aggregate value in excess of \$250 from any person that the member or employee knows or has reason to know is (a) a lobbyist registered pursuant to Va. Code § 2.2-418 et seq.; (b) a lobbyist’s principal as defined in Va. Code § 2.2-419; or (c) a person, organization or business who is a party to or is seeking to become a party to a contract with the School Board

School Board members and employees required to file a Statement of Economic Interests shall report any tangible gift with a value of \$250 or less or any intangible gift received from any person listed in clause (i) on Schedule E of such disclosure form; and shall report any payments for talks, meetings, and publications on Schedule D of such disclosure

form.

The \$250 limitation imposed in accordance with this section shall be adjusted by the Council every five years, as of January 1 of that year, in an amount equal to the annual increases for that five-year period in the United States Average Consumer Price Index for all items, all urban consumers (CPI-U), as published by the Bureau of Labor Statistics of the U.S. Department of Labor, rounded to the nearest whole dollar.}

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

F. Prohibited Conduct Regarding Contracts

- 1. No School Board member shall have a personal interest in (i) any contract with the School Board or (ii) any contract with any government agency which is subject to the ultimate control of the Board;
- 2. Exceptions - The above prohibition shall not be applicable to:
 - A Board member's personal interest in a contract of employment provided the employment first began prior to the member becoming a member of the School Board
 - Contracts for the sale by a governmental agency of services or goods at uniform prices available to the general public
 - A contract awarded to a member of the School Board as a result of competitive sealed bidding where the School Board has established a need for the same or substantially similar goods through purchases prior to the election or appointment of the member to serve on the School Board; however, the member shall have no involvement in the preparation of the specifications for such contract, and the remaining members of the School Board, by written resolution, shall state that it is in the public interest for the member to bid on such contract
 - The sale, lease or exchange of real property between an officer or employee and a governmental agency, provided the officer or employee does not participate in any way as such officer or employee in such sale, lease or exchange, and this fact is set forth as a matter of public record by the governing body of the governmental agency or by the administrative head thereof
 - The publication of official notices
 - Contracts between the ~~government or School Board of a town or city with a population of less than 10,000~~ and an officer or employee of ~~that town or city government or {the}~~ School Board when the total of such contracts between the ~~town or city government or~~ School Board and the officer or employee of that town or city government or school board or a business controlled by ~~him~~ **{the officer or employee}** does not exceed \$10,000 per year or such amount exceeds \$10,000 and is less than \$25,000 but results from contracts arising from awards made on a sealed bid basis, and such officer or employee has made disclosure as provided for in Va. Code § 2.2-3115
 - An officer or employee whose sole personal interest in a contract with the governmental agency is by reason of income from the contracting firm or governmental agency in

excess of \$10,000 per year, provided the officer or employee or a member of his immediate family does not participate and has no authority to participate in the procurement or letting of such contract on behalf of the contracting firm and the officer or employee either does not have authority to participate in the procurement or letting of the contract on behalf of his governmental agency or he disqualifies himself as a matter of public record and does not participate on behalf of his governmental agency in negotiating the contract or in approving the contract

- Contracts between an officer’s or employee’s governmental agency and a public service corporation, financial institution, or company furnishing public utilities in which the officer or employee has a personal interest provided the officer or employee disqualifies himself as a matter of public record and does not participate on behalf of his governmental agency in negotiating or approving the contract
- Contracts for the purchase of goods or services when the contract does not exceed \$500
- Grants or other payment under any program wherein uniform rates for, or the amounts paid to, all qualified applicants are established solely by the administering governmental agency
- An officer or employee whose sole personal interest in a contract with his own governmental agency is by reason of his marriage to his spouse who is employed by the same agency, if the spouse was employed by such agency for five or more years prior to marrying such officer or employee
- Employment contracts and other contracts entered into prior to August 1,1987, provided such contracts were in compliance with the Virginia Conflict of Interests Act (or the Comprehensive Conflict of Interests Act)at the time of their formation and thereafter. Those contracts shall continue to be governed by the provisions of the appropriate prior Act. The employment by the same governmental agency of an officer or employee and spouse or any other relative residing in the same household shall not be deemed to create a material financial interest except when one of the persons is employed in a direct supervisory and/or administrative position with respect to the spouse or other relative residing in his household and the annual salary of the subordinate is \$35,000 or more.

G. Prohibited Conduct Regarding Transactions

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

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

- (i) attend any portion of a closed meeting authorized by the Virginia Freedom of Information Act when the matter in which he has a personal interest is

- discussed; or
 - (ii) discuss the matter in which he has a personal interest with other governmental officers or employees at any time.
 - b. may participate in the transaction if he is a member of a business, profession, occupation, or group of three or more persons, the members of which are affected by the transaction, and he complies with the declaration requirements of Va. Code § 2.2-3115 G;
 - c. may participate in the transaction when a party to the transaction is a client of his firm if he does not personally represent or provide services to such client and he complies with the declaration requirements of Va. Code § 2.2-3115 H; or
 - d. may participate in the transaction if it affects the public generally, even though his personal interest, as a member of the public, may also be affected by that transaction.
2. Disqualification under this section shall not prevent any employee having a personal interest in a transaction in which his employer is involved from representing himself or a member of his immediate family in such transaction provided he does not receive compensation for such representation and provided he complies with the disqualification and relevant disclosure requirements of this policy.
 3. If disqualifications under subsection 1.a. of this section leave less than the number required by law to act, the remaining member or members of the board shall constitute a quorum for the conduct of business and have authority to act for the board by majority vote, unless a unanimous vote of all members is required by law, in which case authority to act shall require a unanimous vote of remaining members.
 4. The provisions of this section shall not prevent a board member or employee from participating in a transaction merely because such a board member or employee is a defendant in a civil legal proceeding concerning such transaction.

H. Disclosure Requirements for School Board Members

1. School Board members will file, as a condition of assuming office, with the clerk of the school board a disclosure statement of their personal interests and other information as is specified on the form set forth in Va. Code § 2.2-3117 and shall thereafter file such statement annually on or before January 15.
2. Any board member or employee who is disqualified from participating in a transaction under Section G.1.a. of this policy, or otherwise elects to disqualify himself, shall forthwith make disclosure of the existence of his interest, including the full name and address of the business and the address or parcel number for the real estate if the interest involves a business or real estate and such disclosure shall be reflected in the school board's public records in the division superintendent's office for a period of five (5) years.
3. Any board member or employee who is required to disclose his interest under Section G.1.b. of this policy shall declare his interest by stating:
 - the transaction involved;
 - the nature of the board member's or employee's personal interest affected by the

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

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

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

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

Adopted: June 4, 2013

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

Cross Ref.: **{CBCA Disclosure Statement Required of Superintendent}**
GCCB Employment of Family Members

VOTING METHOD

Each School Board member’s vote on every decision is recorded in the minutes of the meeting. The minutes of the meeting also reflect the method and result of all votes. No votes are taken by secret or written ballot.

In any case in which there ~~shall be~~ **{is}** a tie vote of the School Board when all members are not present, the question shall be passed by until the next meeting when it shall again be voted upon even though all members are not present. In **{any case in which there is a tie vote on any question after}** complying with this procedure or in any case in which there is a tie vote when all the members of the School Board are present, the clerk shall record the vote and immediately notify the tie breaker, if any, to vote as provided in the Code of Virginia § 22.1-75. If no tie breaker has been appointed **{or elected}** as authorized by state law, any tie vote shall defeat the motion, resolution or issue voted upon.

Adopted: June 4, 2013

Revised: May 6, 2014

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3710, 22.1-57.3, 22.1-75.

Cross Refs.: BDD Electronic Participation in Meetings from Remote Locations
 BDDG Minutes

PUBLIC GIFTS TO THE SCHOOLS

The School Board shall act on offers of gifts to schools or to the school division. The School Board may impose reasonable conditions on donations.

When any real or personal property is given to and accepted by the Board, it shall be vested in the Board unless inconsistent with the terms of the gift, devise or bequest, and shall be managed by the Board, according to the wishes of the donor or testator. The Board shall, in addition to the regular settlement it is required to make of all school funds, settle annually before the commissioner of accounts so far as the management of the property bequeathed or devised is concerned.

In the case of any change in the boundaries of the division, the Board shall make provision for continuing the fulfillment of the purposes of the donor as far as practicable and settlement shall be made as provided for above.

Adopted: February 18, 2014

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1 - 126.

Cross Ref: FFA ~~School Names~~ {Naming School Facilities}
KJ Advertising in the Schools
KQ Commercial, Promotional, and Corporate Sponsorships and Partnerships

SERVICE ANIMALS IN PUBLIC SCHOOLS

A. SERVICE ANIMALS

An individual with a disability is permitted to be accompanied by his/her service animal on school property when required by law, subject to the conditions of this policy.

A “service animal” means a dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. (See, however, Section D regarding miniature horses.) The work or tasks performed by a service animal must be directly related to the individual’s disability ~~or necessary to mitigate a disability.~~

School officials can ask the owner or handler of an animal whether the animal is required because of a disability and what work or task the animal has been trained to do unless the answers to these inquiries are readily apparent. School officials may not ask about the nature or extent of the animal.

B. REQUIREMENTS THAT MUST BE SATISFIED BEFORE A SERVICE ANIMAL WILL BE ALLOWED ON SCHOOL PROPERTY

Request: A person who wants to be accompanied by his/her service animal must make a prior written request of the school’s principal if the service animal will come into a school. A person who wants to be accompanied by his/her service animal must make a prior written request of the Superintendent for all other locations. These requests must be renewed each school year.

Vaccination: The service animal must be immunized against diseases common to that type of animal.

Health: The service animal must be in good health. The owner or handler of the animal must submit to the school principal each school year documentation from a licensed veterinarian of the following: a current veterinary health certificate; and proof of the service animal’s current vaccinations and immunizations.

Control: A service animal must be under the control of its handler at all times. The service animal must have a harness, backpack, **{or}** vest identifying the dog as a trained service dog, ~~leash (blaze orange in color for hearing dogs),~~ **{a leash (blaze orange in color) for hearing dogs, a harness for guide dogs,}** or other tether unless either the handler is unable because of a disability to use a harness, backpack, vest, leash, or other tether, or the use of a harness, backpack, vest, leash, or other tether would interfere with the service animal’s safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler’s control.

C. SERVICE DOGS IN TRAINING

Experienced trainers of service animals may be accompanied on school property by a dog that is in training to become a service animal. The dog must be at least six months of age. Trainers must wear a jacket identifying the organization to which they belong. Persons conducting continuing training of a service animal may be accompanied by a service animal while on school property for the purpose of school business. Persons who are part of a three-unit service dog team

may be accompanied by a service dog while on school property provided that person is conducting continuing training of a service dog. A three-unit service dog team consists of a trained service dog, a disabled person, and a person who is an adult and who has been trained to handle the service dog. The dogs may accompany these persons while on school property for school purposes.

Use of Harnesses, Vests, etc. A dog that is in training to become a guide dog or a currently trained guide dog that is undergoing continuing training must be in a harness.

A dog that is in training to become a hearing dog or a currently trained hearing dog that is undergoing continuing training must be on a blaze orange leash.

A dog that is in training to become a service dog or a currently trained service dog that is undergoing continuing training must be in a harness, backpack, or a vest identifying the dog as a trained service dog.

The training cannot disrupt or interfere with a school's educational process. It is expected that training would not normally take place in the classroom during instructional time.

All requirements of this policy which apply to service animals, such as health certificates, annual written requests, and supervision, care and damages, also apply to dogs in training.

D. MINIATURE HORSES

The school division will make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. In determining whether reasonable modifications in policies, practices, or procedures can be made to allow a miniature horse into a specific facility, the school division must consider the following factors:

1. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
2. Whether the handler has sufficient control of the miniature horse;
3. Whether the miniature horse is housebroken; and
4. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

All additional requirements outlined in this policy, which apply to service animals, shall apply to miniature horses.

E. EXTRA CHARGES

The owner or handler of a service animal cannot be required to pay an admission fee or a charge for the animal to attend events for which a fee is charged.

F. SUPERVISION AND CARE OF SERVICE ANIMALS

The owner or handler of a service animal is responsible for the supervision and care of the animal, including any feeding, exercising, and clean up.

G. DAMAGES TO SCHOOL PROPERTY AND INJURIES

The owner or handler of a service animal is solely responsible for any damage to school property or injury to personnel, students, or others caused by the animal.

H. REMOVAL OF SERVICE ANIMALS FROM SCHOOL PROPERTY

A school administrator can require an individual with a disability to remove a service animal from school property under the following circumstances:

1. The animal is out of control and the animal’s handler does not take effective action to control it;
2. The animal is not housebroken;
3. The presence of the animal poses a direct threat to the health or safety of others; or
4. The presence of an animal would require a fundamental alteration to the service, program, or activity of the school division.

If the service animal is removed, the individual with a disability shall be provided with the opportunity to participate in the service, program, or activity without the service animal.

I. DENIAL OF ACCESS AND GRIEVANCE

If a school official denies a request for access of a service animal or a dog in training, the disabled individual or parent or guardian can file a written grievance with the school division’s Section 504 Coordinator.

Adopted: February 18, 2014

Legal Refs.: 28 C.F.R. Part 35

Code of Virginia, 1950, as amended, § 51.5-44.

Cross Refs.:	DJG	Vendor Relations
	GB	Equal Employment Opportunity/Nondiscrimination
	JB	Equal Educational Opportunities/Nondiscrimination
	JBA	Section 504 Nondiscrimination Policy and Grievance Procedures
	JFHA/GBA	Sexual Harassment/Harassment Based on Race, National Origin, Disability and Religion
	KK	School Visitors
	KGB	Public Conduct on School Property
	KN	Sex Offender Registry Notification
	KNA	Violent Sex Offenders on School Property

Agenda Report

Date: 12/02/14

Agenda Number: F-2

Attachments: No

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

Subject: Lynchburg City Schools Administration Building Elevator Replacement Project

Summary/Description:

The 2014-15 capital improvement plan includes \$180,000 for replacement of the elevator in the School Administration Building. The City of Lynchburg Office of Procurement and Purchasing has received a total of _____ bids on the elevator project.

The school administration recommends _____ based on their bid of \$_____, which was the lowest bid. All bids received are listed below.

BIDDER					
BASE BID					

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

Recommendation:

The superintendent recommends that the school board authorize the school administration to enter into a contract with _____ in the amount of \$_____ for the elevator replacement project at the School Administration Building.

Agenda Report

Date: 12/02/14

Agenda Number: F-3

Attachments: Yes

From: Scott S. Brabrand, Superintendent
John C. McClain, Assistant Superintendent of Curriculum and Instruction

Subject: High School Program of Studies: 2015-16

Summary/Description:

Each year modifications are made to the *High School Program of Studies* to reflect changes at the federal, state, and/or local level.

The following local changes are recommended:

- Added CVCC Transition Program to the General Information section (page 3)
- Addition of AP Capstone diploma option (page 4)
- Advanced Placement (AP) Seminar and Advanced Placement (AP) Research courses (page 30)
- Included addendum to Mathematics course offering listing (page 35)
- Modified prerequisite for Chemistry (page 36)
- Computer Programming I is now Introduction to Computer Science (page 37)
- Computer Programming II is now Computer Science II (page 37)
- Added Advanced Placement (AP) Human Geography (page 39)
- Modified African-American History course (page 39)
- Drafting I, II, III and Advanced Robotic Work/Cell Technology now lists Algebra I as a preferred prerequisite. (Drafting I & II, page 46; Drafting III, pages 41 & 46)
- Athletic Training I now open to students in grades 10, 11 & 12. (page 43)
- Addition of Cybersecurity course will be as the third course in the CTE/IT sequence (page 45)
- Addition Information Technology Assistant I & II courses (page 45)
- Modified General Student Internship Program (interning for local companies) (page 52)
- Modified credit options for Academic Support classes (page 53)

Agenda Report

Date: 12/02/14

Agenda Number: F-3

Attachments: Yes

- Removal of Computer Student Intern course
- Removal of Cooperative Technical Education 1, 2, and 3. State has discontinued this program.

Disposition: Action
 Information
 Action at Meeting on: 12/16/14

Recommendation:

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the school board meeting on December 16, 2014.

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

LCS High School Program of Studies 2015 – 2016

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

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

School Board Approved:

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GENERAL INFORMATION

INTRODUCTION

The following pages contain the school division's graduation requirements and a listing of all courses in the high school curriculum. This listing contains course titles, course numbers, grade(s) in which students may select a particular course, the semester(s) each course will be taught, course credit value, prerequisites, and a brief description of each course. Except for several career-technical courses, the same courses are available in both schools. Whether or not a particular course is actually taught, however, depends upon the number of students enrolling in that course. All students who have successfully completed high school courses in middle school receive credit toward graduation as well as credit toward satisfying particular subject area requirements. The courses falling into this category in Lynchburg City Schools are advanced and regular Algebra I, advanced earth science, and the foreign languages. These courses, as well as any other traditional high school courses that may be taken for credit in middle school, are included in a student's high school Grade Point Average (GPA).

GIFTED EDUCATION

The high school program for gifted education is designed to serve those students who are gifted in the area of specific academic aptitude. The program is provided through course offerings listed in the program of studies under the heading of Advanced and Advanced Placement Courses. These courses offer students an opportunity to accelerate their program as well as provide an enriched and in-depth classroom experience. Any interested student may enroll in one or more of these courses as long as he or she has successfully completed any prerequisites. The Lynchburg City Schools also participates in the regional Central Virginia Governor's School (CVGS) for Science and Technology and the state-sponsored Summer Governor's School programs. These programs provide unique opportunities for gifted students to pursue special areas of interest. Students and their parents are encouraged to contact their counselor to learn more about these programs and the opportunities they provide. Course offerings for CVGS are included in another section of this program of studies.

EARLY COLLEGE PROGRAM

The Early College Program is designed for juniors and seniors who have exhibited the dedication to academics necessary to complete a college curriculum while also completing their secondary education requirements. Students accepted into the program will have the opportunity to receive their high school diploma and their Associate of Arts and Science degree in General Studies from Central Virginia Community College in two years. Each year's cohort class will consist of 24 students. Of the 24 students, eight (8) slots will be reserved for the top eight (8) applicants from each high school (16 total). The final eight (8) slots will be filled by the remaining top eight (8) applicants regardless of high school. A selection rubric based on current high school G.P.A., scores on the CVCC Compass assessment in mathematics and English, teacher recommendations, attendance history, and the general quality of the application packet will be used to rank all applicants. CVCC officials will assess and rank the applications. Parents/Families will be responsible for tuition fees to CVCC. Lynchburg City Schools will provide transportation to and from the student's high school to CVCC, the campus on which all classes will be held. The school division will also pay textbook costs. All students will complete the same courses, and all students' daily schedules will be the same. CVCC classes will begin at 8:00 a.m. and conclude by 1:00 p.m. A shuttle bus will return students to their high school campus in time for 7th period and after-school activities. All Early College students are eligible to participate in any extra-curricular sports and activities at their high schools. The Early College Program will follow the CVCC calendar for all Early College courses, including observing the same holidays and academic breaks (fall, semester, and spring). CVCC staff will use the 10-point LCS grading scale.

Junior Year

CVCC Course Number	LCS Course Number	Course Title	Credits First Sem.	Credits Second Sem.	Course Weight
English 111-112	1328AS/BS	College Composition	3	3	5.0
History 121-122	4318AS/BS	United States History I-II	3	3	5.0
Math 163	2328AS	Pre-Calculus I	3		5.0
Math 271	2338BS	Applied Calculus I		3	5.0
Biology 101-102	3328BS	General Biology I-II	4	4	5.0
Comm. Studies 100	5858AS	Principles of Public Speaking	3		4.0
Health 110	5248BS	Concepts of Personal and Comm. Health		3	4.0
Student Dev. 100	7770AS	College Success Skills	1		4.0

Senior Year

CVCC Course Number	LCS Course Number	Course Title	Credits First Sem.	Credits Second Sem.	Course Weight
English 241-242	1228AS/BS	Survey of American Literature I-II	3	3	5.0
Political Science 211-212	4328AS	U. S. Government I-II	3	3	5.0
Inform. Technology 115	8538AS/BS	Intro. to Computer Apps and Concepts	3		4.0
Math 164	2348AS	Pre-Calculus II	3		5.0
Math 240	2428BS	Statistics		3	5.0
Psychology 230	3438AS/BS	Developmental Psychology		3	4.5
Spanish 101-102	1828AS/BS	Beginning Spanish I-II	4	4	4.0

Agenda Report Attachment

LYNCHBURG REGIONAL GOVERNOR'S STEM ACADEMY

The Lynchburg Regional Governor's STEM Academy, located at Central Virginia Community College in the AREVA Technology Center, focuses on Science, Technology, Engineering and Math, thus the name STEM. This regional program for accepted high school juniors and seniors is supported by Region 2000 Technology Council; Future Focus Foundation; Central Virginia Community College; the Region 2000 Workforce Investment Board; area business partners including AMTI, AREVA, The Babcock and Wilcox Company, Centra Health and Delta Star; and the school divisions of Amherst, Appomattox, Bedford, Campbell and Lynchburg.

The goal of this program is to close the gap between education and industry, thereby furthering the economic vitality of this region. The STEM Academy differs from the Central Virginia Governor's School in that the courses will have a career and technical educational focus. The curriculum will be driven by needs and projected growth of regional industry. Currently, the two identified student pathways offered at the Academy will be Health Care Technologies and Mechatronics—the blending of mechanical and electrical engineering disciplines. Graduates of this program will be workforce-ready to further the economic growth in Region 2000.

Junior Year

CVCC STEM Course Number	LCS Course Number	Course Title	Credits First Sem.	Credits Second Sem.	Course Weight
EGR 115-123	6788AX/BX	Intro. to Engineering Design	5		4.5
IND160/EGR 120	6798AX/BX	Principles of Engineering		5	4.5
MTH 104-146	2368AX/BX	App. Tech. Mathematics/Elem Statistics	3	3	5.0
CHM 101-126	3368AX/BX/3378	Applied Chemistry I & II	4	4	5.0
SDV 100	7770AS	College Success Skills	1		4.0

Senior Year

CVCC STEM Course Number	LCS Course Number	Course Title	Credits First Sem.	Credits Second Sem.	Course Weight
IND 243-250	3777AX	Computer Integrated Manufacturing	5		4.5
ETR 113-123	3787AX	Digital Electronics		5	4.5
MTH 115-116	2459AX/BX	Engineering Math I & II	3	3	5.0
PHY 121-122	3369AX/BX	Applied Physics I & II	4	4	5.0
EGR 190	7720BX	Senior Internship		1	4.0
BIO 165-170-180	3338AX	Biotechnical Engineering	5		4.5
ETR 121-123	3787BX	Digital Electronics		5	4.5
MTH 115-116	2459AX/BX	Engineering Math I & II	3	3	5.0
BIO 141-142	3579AX/BX	Human Anatomy & Physiology I & II	4	4	5.0
EGR 190	7720BX	Senior Internship		1	4.0

OTHER CVCC OPPORTUNITIES

CVCC has created an opportunity for rising seniors who are interested in getting a head start on their career in the fields of RN, EMT, HVAC, Welding, or Machinist. Seniors will take required high school courses at their base schools and their college courses at CVCC. The courses taken at CVCC will count for both college and high school credit. Transportation will be provided, but tuition costs will be the responsibility of the students and their families. See your school's career or guidance counselor for more information.

CVCC TRANSITION PROGRAM

The CVCC College for Living plus program provides high school students with disabilities the opportunity to acquire skills leading to independent living, employment and self-advocacy. This program is available to high school students identified with disabilities through the Individual Education Plan (IEP). For additional information on this program please contact your child's IEP casemanager.

DUAL ENROLLMENT COURSES

The dual enrollment program with Central Virginia Community College allows students who are enrolled in certain high school courses to receive both high school and college credit. All dual enrollment core content courses (Advanced Composition; Advanced Pre-Calculus/Applied Calculus; and Advanced College Biology) are weighted at 5.0 quality points. Student interest defines which courses will be taught on a yearly basis. Students enrolled in these courses may earn college credit from CVCC by fulfilling course requirements and completed the course with a grade of C or better. Students must qualify for enrollment for these courses by taking the CVCC placement test or by ACT or SAT qualifying scores. The costs for required textbooks for dual enrollment courses will remain the responsibility of the school division. There is no tuition charged for dual enrollment classes taught in high schools. For more information, please contact the appropriate counselor at your child's school.

Agenda Report Attachment

AP CAPSTONE

AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate. AP Seminar may also be taken as a stand-alone option

SPECIAL EDUCATION

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

Students with disabilities shall be eligible to receive a Standard Diploma, Advanced Studies Diploma or Advanced Studies Diploma with Lynchburg Honors Seal upon earning the units of credit prescribed and by passing the Standards of Learning Tests. In addition, students entering the ninth grade between 2000-2012 may earn the Modified Standard Diploma. Beginning with the 2013-14 Freshman class, the Modified Standard Diploma will be folded into the Standard Diploma, and the Board of Education will establish, through guidelines, credit accommodations for students with disabilities. The Special Diploma is also an option for students with disabilities. Requirements for these diplomas are described in a later section of this program of studies.

ALTERNATIVE AND ADULT EDUCATION PROGRAM INFORMATION

Lynchburg City Schools offers a variety of alternative programs available to students on an individual basis. These programs include the Fort Hill Community School which also houses the homebound program, the Amelia Pride Center, RODEO (Reach Out to Develop Educational Opportunities) and other pre-General Educational Development (GED) certificate programs. Students in an alternative program completing requirements for a diploma will only be eligible to participate in the Pride Center graduation.

GRADUATION REQUIREMENTS

The *Regulations for Establishing Standards for Accrediting Public Schools in Virginia* specifies the standards that all students must meet in order to earn the Special Diploma, the Modified Standard Diploma, the Standard Diploma, and the Advanced Studies Diploma. These standards can be changed from one year to another, and each student must meet the requirements in place the year he or she first entered the ninth grade. There are additional local requirements to earn the Advanced Studies Diploma with a Lynchburg Honors Seal.

VERIFIED CREDITS

To receive a standard diploma, students must pass six Standards of Learning (SOL) tests. Students entering ninth grade after 2003-04 must pass English: Reading/Literature/Research, English: Writing, one math, one science, one history/social studies, and one other SOL test or substitute test. All students seeking an advanced studies diploma must pass nine Standards of Learning (SOL) tests including the 2 English, 2 math, 2 science, 2 history, and one other.

LOCALLY AWARDED VERIFIED CREDIT OPTION

The current *Regulations for Establishing Standards for Accrediting Public Schools in Virginia* provide for locally awarded verified credits in science and history/social studies for students in the ninth grade class of 2003-2004 and beyond who are working toward a standard diploma (8 VAC 20-131-110 B.3).

A verified credit is received when a student passes a high school credit course and the associated Standards of Learning (SOL) end-of-course state test. A locally awarded verified credit is an option available for some students who pass a science or history/social studies class but do not pass the associated SOL end-of-course test and do not have enough verified credits to graduate with a standard diploma. Locally awarded verified credits apply only to the standard diploma. No locally awarded verified credit may be used for the advanced studies diploma. Locally awarded verified credits apply only to science and history/social studies. No locally awarded verified credits are available for math, reading, or writing.

To be eligible to earn a local verified credit in science or history/social studies, a student must:

- pass the high school course but not pass the associated state SOL end-of-course test,
- score at least 375 on any administration of the SOL test having taken the test at least twice,
- be working toward a standard diploma, and
- demonstrate achievement in the academic content through a local appeal process.

The appeal process in Lynchburg includes the following:

- A school-based panel will review semester grades of students eligible for a local verified credit. A local verified credit will be awarded if a student has achieved a final grade of "C" or better for both semesters of the science or history course.
- Students eligible for a local verified credit who receive a "D" for one or both semesters of the science or history course will receive a local verified credit if they receive a grade of "C" or higher on the exam for the semester or semesters in which they made a "D."
- Students not meeting one of the above criteria may review course content and complete a released SOL test. Once they receive a perfect score on the released test, they are eligible for a locally verified credit. Students may use notes when completing the released test. This option is available until the student scores 100%.
- The school-based panel has final authority in determining whether to (a) award the verified credit, (b) deny the verified credit, or (c) suggest participation in a remedial program followed by retesting. Any appeals regarding locally awarded verified credits should be directed to the assistant superintendent of curriculum and instruction.

NOTE: Students with disabilities who qualify for credit accommodations may be awarded local verified credits in any subject area if they meet the criteria above.

GRADUATION REQUIREMENTS (continued)

The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students shall be awarded a diploma upon graduation from a Virginia high school.

The following requirements are in effect for students entering the ninth grade for the first time prior to the fall of 2011.

STANDARD DIPLOMA (Entering 9th grade prior to 2011)

Discipline Area	Standard Units of Credit Required (Year Courses)	Verified Units of Credit Required (SOL tests passed with courses)
English	4	2
Math ¹	3	1
Science ^{2, 6}	3	1
Social Studies ^{3, 6}	3	1
Health and P.E.	2	
Fine Arts or Career and Technical Education	1	
Electives ⁴	6	
Student Selected Tests ⁵		1
Total	22	6

Students in the graduating classes of 2007 and beyond must pass 6 of 12 Standards of Learning (SOL) end-of-course tests as indicated in the chart. Courses designed specifically to meet the requirements of the Modified Standard Diploma shall not be counted toward the requirements for the Standard Diploma.

¹Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, geometry, Algebra II, or other mathematics courses above the level of algebra and geometry.

²Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics.

³Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both.

⁴Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality

⁵A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education or other areas as prescribed by the board in 8 VAC 20-131-110.

⁶Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

GRADUATION REQUIREMENTS (continued)

The following Requirements are in effect for students entering ninth grade for the first time in the fall of 2011 through the fall of 2012.

STANDARD DIPLOMA (Entering 9th grade in the fall of 2011 or the fall of 2012)

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics ¹	3	1
Laboratory Science ^{2, 6}	3	1
History and Social Sciences ^{3, 6}	3	1
Health and Physical Education	2	
Foreign Language, Fine Arts or Career and Technical Education ⁷	2	
Economics and Personal Finance	1	
Electives ⁴	4	
Student Selected Test ⁵		1
Total	22	6

1. Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra 1, Geometry, Algebra, Functions, and Data Analysis, Algebra 2, or other mathematics courses above the level of Algebra 2.
2. Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics.
3. Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both.
4. Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
5. A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics, or other areas as prescribed by the board in 8 VAC 20-131-110.
6. Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.
7. Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

GRADUATION REQUIREMENTS (continued)

The following Requirements are in effect for students entering ninth grade for the first time in the fall of 2013 and beyond.

STANDARD DIPLOMA (Entering 9th Grade for first time in the fall of 2013 or beyond)

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics ¹	3	1
Laboratory Science ^{2,6}	3	1
History and Social Sciences ^{3,6}	3	1
Health and Physical Education	2	
Foreign Language, Fine Arts or Career and Technical Education ⁷	2	
Economics and Personal Finance	1	
Electives ⁴	4	
Student Selected Tests ⁵		1
Career and Technical Education Credential ⁸		
Total ^{9, 10}	22	6

¹Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, Algebra, Functions, and Data Analysis, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.

²Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.

³Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.

⁴Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

⁵A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board in 8VAC20-131-110.

⁶Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student-selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

⁷Pursuant to § 22.1-253.13:4 of the Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

(Continued on next page)

GRADUATION REQUIREMENTS (continued)

⁸Students shall earn a career and technical education credential approved by the Board of Education that could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.

⁹Students shall successfully complete one virtual course, which may be a noncredit-bearing course or a required or elective credit-bearing course that is offered online.

¹⁰For students with IEPs or 504 Plans, the Board of Education shall establish, through guidelines, credit accommodations to the standard and verified credit requirements for a Standard Diploma. The student's Individual Education Program (IEP) or 504 Plan would specify any credit accommodations that would be applicable for the student.

SEQUENTIAL ELECTIVES REQUIREMENT

Students earning the Standard or Modified Standard Diploma must successfully complete two sequential electives to satisfy graduation requirements. Courses used to satisfy this requirement may be in any discipline as long as the courses are not specifically required for graduation. Courses used to satisfy the one-credit requirement in the fine arts or career and technical education **may also** be used to partially satisfy this requirement. For example, if a student selects Art I to satisfy the fine arts or career and technical education requirement, then Art I and a second course in the art sequence **may also** be used to satisfy the sequential electives requirement. The second course could then also count toward the six other required elective credits. Courses to satisfy the sequential elective requirement do **not** have to be completed in consecutive years, and they may be semester or year-long courses. Exploratory courses may **not** be used to meet the sequential elective requirement, but introductory courses **may** be used. **Specifically approved sequences of courses meeting this requirement can be found on pp. 20-22 of this document.** Questions regarding sequential electives may be directed to the counselor of your child's school.

GRADUATION REQUIREMENTS (continued)

ADVANCED STUDIES DIPLOMA (Entering 9th grade prior to 2011)

Discipline Area	Standard Units of Credit Required (Year Courses)	Verified Units of Credit Required (SOL tests passed w/courses)
English	4	2
Math ¹	4	2
Science ²	4	2
History/Social Studies ³	4	2
Foreign Language ⁴	3	
Health & P.E.	2	
Fine Arts or Career Technical Education ⁵	1	
Electives	2	
Student Selected Tests ⁶		1
Total	24	9

Students must pass 9 Standards of Learning (SOL) end-of-course tests as indicated in the chart above.

¹Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II.

²Courses from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics.

³Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both.

⁴Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

⁵A student who successfully completes a full credit of one of the courses listed under Computer Science, CVGS Senior Technology Seminar, or CVGS College Computer Science in the High School Program of Studies will meet the requirement for a credit for CTE content under the CTE content option.

⁶ A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education or other areas as prescribed by the board in 8 VAC 20-131-110.

GRADUATION REQUIREMENTS (continued)

ADVANCED STUDIES DIPLOMA (Entering 9th grade in fall of 2011 or later)

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics ¹	4	2
Laboratory Science ²	4	2
History and Social Sciences ³	4	2
Foreign Language ⁴	3	
Health and Physical Education	2	
Fine Arts or Career and Technical Education	1	
Economics and Personal Finance	1	
Electives	3	
Student Selected Test ⁵		1
Total⁶	26	9

1. Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II.
2. Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics.
3. Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both.
4. Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
5. A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the board in 8 VAC 20-131-110.
6. **Beginning with the ninth grade class of 2013-2014, students shall successfully complete one virtual course, which may be a noncredit-bearing course, or may be a course required to earn this diploma that is offered online.**

ADVANCED STUDIES DIPLOMA WITH LYNCHBURG HONORS SEAL (all students)

Students who wish to earn the Advanced Studies Diploma with Lynchburg Honors Seal must meet all the course and verified credit requirements for the Advanced Studies Diploma. In addition, they must meet the following additional criteria:

- 1) English must include a minimum of six semesters in courses designed for students with above average skills in reading and writing. Four of these semester courses must be taken during the junior and senior years.
- 2) The four math credits must include Algebra 1 and three credits above the level of Algebra I. The minimum must include progress through trigonometry/functions.
- 3) Science credits must include choices from Earth Science, Biology I, Biology II, Anatomy and Physiology, Biology II, Ecology, chemistry, physics, AP Chemistry, AP Physics, AP Biology, and Dual Enrollment Biology.
- 4) Social studies credits must include Advanced World History and Geography I (to 1500 AD), Advanced World History and Geography II (1500 AD to Present) or AP World History, Advanced American History, AP American History, Advanced U.S. Government or AP Government, AP European History, and AP Microeconomics and Macroeconomics.
- 5) Students must take and pass at least two advanced placement or dual enrollment courses (or one of each) in different content areas during the senior year. These courses may be in English, Math, Science, or Social Studies.

GRADUATION REQUIREMENTS (continued)

MODIFIED STANDARD DIPLOMA (Entering 9th grade prior to 2013)

1. Every student shall be expected to pursue a Standard Diploma or Advanced Studies Diploma. The Modified Standard Diploma program is intended for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. Eligibility and participation in the Modified Standard Diploma program shall be determined by the student's Individualized Education Program (IEP) team (including the student, as appropriate) at any point after the student's eighth grade year.
2. The school must secure the informed written consent of the parent/guardian and the student to choose this diploma program. Such a choice occurs only after review of the student's academic history and the full disclosure of the student's options.
3. The student who has chosen to pursue a Modified Standard Diploma shall also be allowed to pursue the Standard or Advanced Studies Diploma at any time throughout that student's high school career, and the student must not be excluded from courses and tests required to earn a Standard or Advanced Studies Diploma.
4. Students pursuing the Modified Standard Diploma shall pass literacy and numeracy competency assessments prescribed by the state Board of Education.
5. Courses designed to satisfy the requirements of the Modified Standard Diploma are listed in a section near the end of the Program of Studies.

Credits required for a Modified Standard Diploma for students (Entering 9th grade prior to 2013)

Discipline Area	Standard Units of Credit Required (Year Courses)
English	4
Math ¹	3
Science ²	2
Social Studies ³	2
Health and P.E.	2
Fine or Career Technical Education	1
Electives ⁴	6
Total	20

¹ Courses completed shall include content from among algebra, geometry, personal finance, and statistics in courses that have been approved by the State Board of Education.

² Courses completed shall include content from at least two of the following: earth science, biology, chemistry, or physics in courses approved by the State Board of Education.

³ Courses completed shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the state Board of Education.

⁴ Courses completed shall include at least two sequential electives as required for the Standard Diploma.

SPECIAL DIPLOMA (all students)

Students identified with disabilities who complete the requirements of their individualized education programs shall be awarded special diplomas by local school boards if they do not fulfill any other diploma requirements.

CERTIFICATE OF PROGRAM COMPLETION (all students)

Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates by local school boards if the students do not qualify for diplomas.

GENERAL ACHIEVEMENT DIPLOMA (all students)

Students who exit high school without a diploma but then plan to pursue a General Achievement Diploma (GAD) must meet both the course credit and testing requirements of this program. Additional information on these programs is available by contacting the Amelia Pride Adult Learning Center at 515-5160.

GRADUATION REQUIREMENTS (continued)

PROMOTION AND COURSE LOAD

According to Lynchburg City School Board Policies and Administrative Regulations Policy 7-25 Promotion, Retention, Acceleration high school credit requirements for promotion are as follows:

- 9-10th grades (4 credits)
- 10-11th grades (9 credits)
- 11-12th grades (15 credits)

On April 16, 2010, the school board approved revisions to P 7-24 Student Course Load that states students in grades 9-11 must carry the equivalent of six credit-bearing courses and must elect to carry another approved course, a repeat course, or a study hall in seventh period. All students in grade twelve (senior students) must carry the equivalent of four credit-bearing courses. Unless a waiver is granted, senior students must also carry other approved courses, repeat courses, or study halls in the other three periods. Senior students for whom a waiver is granted may be dismissed from school after the fourth, fifth, or sixth period. Transportation from school to home will not be provided for students who are dismissed early. For additional information, please contact your appropriate counselor.

AWARDS FOR EXEMPLARY PERFORMANCE

Students who complete the requirements for a diploma may be eligible for the following seals if they meet the requirements as defined in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*:

1. Students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), or dual enrollment courses shall receive the **Governor's Seal** on the diploma.
2. Students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average grade of "A" shall receive a **Board of Education Seal** on the diploma.
3. The Board of Education's **Career and Technical Education Seal** will be awarded to students who earn a Standard or Advanced Studies Diploma and
 - a. complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses; or
 - b. pass an examination or an occupational competency assessment in a career and Virginia Department of Education technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association or
 - c. acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.
4. The Board of Education's **Seal of Advanced Mathematics and Technology** will be awarded to students who earn either a Standard or Advanced Studies Diploma and satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and either
 - a. pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association; or
 - b. acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or
 - c. pass an examination approved by the board that confers college-level credit in a technology or computer science area. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.
5. The Board of Education's **Seal for Excellence in Civics Education** will be awarded to students who earn either a Standard or Advanced Studies Diploma and: (i) complete Virginia and United States History and Virginia and United States Government courses with a grade of "B" or higher; and, (ii) have good attendance and no disciplinary infractions as determined by local school board policies and, (iii) complete 50 hours of voluntary participation in community service or extracurricular activities. Activities that would satisfy the requirements of clause (iii) of this subdivision include:
 - a. volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate;
 - b. participating in Boy Scouts, Girl Scouts, or similar youth organizations;
 - c. participating in JROTC;
 - d. participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly;
 - e. participating in school-sponsored extracurricular activities that have a civics focus.
 - f. any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.

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 three levels of courses, and each allocates a different number of quality points for a given grade. For most classes, an "A" is worth 4 points, a "B" is worth 3 points, a "C" is worth 2 points, a "D" is worth 1 point, and an "F" is worth zero points. If a student takes an advanced level course, an additional 0.5 points is added to any grade earned above an "F". If a student takes an Advanced Placement (AP) course, an additional full point is added to any grade earned above an "F".

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

Calculating the Semester GPA

To calculate the GPA for a given semester, total the Quality Points (QP) earned for the grade in each class. Divide this sum by the number of classes taken. For example, if a student had 6 graded classes and earned three "A's" and three "B's," the calculation would be $4 + 4 + 4 + 3 + 3 + 3 = 21$ Total Quality Points which, when divided by six total classes, yields a semester GPA of 3.5.

If a student takes an advanced level or Advanced Placement (AP) course, each grade is worth more QP. The calculation of the semester GPA follows the same process, however. Using the previous example, if the first "A" was in an advanced course and the last "B" was in an AP course, the calculation would be $4.5 + 4 + 4 + 3 + 3 + 4 = 22.5$ Total Quality Points. When divided by six classes, this total yields a semester GPA of 3.75.

If you would like additional explanation about these calculations, please contact the guidance department at your child's school.

Grading Scale

All courses follow a nine-week grading period. Credits are earned on a semester basis. The following grading scale will be used in grade levels 9-12 for all students:

A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = 59 and below

WEIGHTED GPA CLASSES

ADVANCED PLACEMENT (AP) COURSES

As mentioned previously, due to the rigor and work load, all of these AP courses are weighted at 5.0 quality points for an "A." All students completing Advanced Placement (AP) courses must take the associated AP exams in May. **If a student is unable to participate in the AP exam for a course, that course will be recognized on the student's transcript as an advanced level course (weighted at 4.5 rather than 5.0 quality points) for the second semester, and the student must sit for the corresponding final exam (unless a senior exam exemption applies) and that exam will constitute 10% of the student's second semester grade for the course. In the case of extreme extenuating circumstances, appeals to this practice may be submitted to the assistant superintendent of curriculum and instruction.**

- All Governor's School courses
- Any dual enrollment courses in math, science, social studies, and English
- Advanced Placement Language/Composition
- Advanced Placement Literature
- Advanced Placement American History
- Advanced Placement World History
- Advanced Placement European History
- Advanced Placement Micro and Macro Economics
- Advanced Placement Calculus AB
- Advanced Placement Calculus BC
- Advanced Placement Statistics
- Advanced Placement Latin (Vergil)
- Advanced Placement Spanish Language V
- Advanced Placement French Language V
- Advanced Placement German Language V
- Advanced Placement American Government
- Advanced Placement Comparative Government
- Advanced Placement Human Geography
- Advanced Placement Chemistry
- Advanced Placement Physics
- Advanced Placement Biology
- Advanced Placement Art History
- Advanced Placement Portfolio Art
- Advanced Placement Music Theory
- Advanced Placement Psychology
- Advanced Placement Computer Science
- Advanced Placement Environmental Science
- Other courses as noted in Edgenuity and in the current Virtual Virginia On-Line Program brochure
- Advanced Placement Seminar
- Advanced Placement Research

VIRTUAL VIRGINIA COURSES <http://www.virtualvirginia.org>

In addition to the AP courses offered locally, the Lynchburg City Schools' high schools recognize and participate in Virginia's VIRTUAL AP SCHOOL. Students may participate in these distance learning courses if students meet all prerequisite and eligibility criteria, including prior approval by the high school principal. If students are enrolled in AP virtual courses, then students must take the associated exams in May. These virtual AP courses are graded and weighted at a 5.0 for an A (just as other AP courses are), and they are equivalent in rigor and work load to on-site AP courses, however, not all virtual courses are at the advanced placement level. There are non-weighted courses available as well. Students who are most successful in online or televised courses are those who can work independently with minimum supervision, have good time management skills, and a strong desire to learn. A successful online student can stay on task and maintain a regular schedule of logging on and keeping up with the readings, course assignments, homework, and other expectations. Interested students should contact their counselor for more information.

Criteria for Participation

1. Only juniors or seniors will be scheduled into Virtual AP courses. Students below the junior grade level may enroll in a Virtual course, including AP courses, with permission from the guidance counselor and principal.
2. Only students who have successfully completed an AP level course in the past will be scheduled into Virtual AP courses.
3. Only students who have completed any and all prerequisites listed for the course in the Lynchburg City Schools High School Program of Studies will be scheduled into a Virtual AP course.
4. Students will only be scheduled into Virtual AP courses for which a section of that same course is not being offered in the high school that year. Exceptions due to rare scheduling conflicts (i.e., VSA or CVGS schedules must be approved by the assistant superintendent of curriculum and instruction.)
5. Students will be scheduled into only one Virtual AP course during a period.
6. Students will only be scheduled into Virtual AP courses during the seven defined periods during the regular school day.
7. Students will not be scheduled into any Virtual AP courses if it would cause them to then have more than seven courses in a given semester.
8. The student must obtain prior approval by the high school principal for any Virtual Virginia course.
9. Students who enroll in Virtual Virginia courses and withdraw after 21 calendar days must pay the State administrative withdrawal fee of \$75.00.

Additional Information

After three weeks from the start of the course, students will only be allowed to drop the course per the Virtual Virginia guidelines. They will complete the course and the grade that they earn will be transcribed and included in their GPA calculation. The counselor at each school will provide the parents of students being scheduled into a Virtual course with all the information noted in this section.

In addition, both the student and the parent will be required to sign a form indicating that they understand the rigor of the courses, the nature of the instruction, the need for the student to be self-motivated and self-monitoring, and the specifics of the "drop/withdrawal"

WEIGHTED GPA CLASSES (continued)

period. The counselor at each school will contact the parents of each student enrolled in a Virtual course prior to the end of the first three weeks of the course in order to remind them of the deadline for dropping the course.

Courses Available Through the Virtual Virginia School

Please note that a "D," indicating distance learning, will be at the end of each of the Virtual AP course numbers. In some cases this will be the only difference between the on-site AP course number and the Virtual AP course number. AP Human Geography 4459AD (and BD) is not available in the LCS High School Program of Studies. Students may enroll in online AP courses due to scheduling conflicts or low enrollment. Interested students should contact their counselor for more information.

If you have any questions about non-weighted or advanced placement courses available through Virtual Virginia, please visit the Virtual Virginia website: <http://www.virtualvirginia.org>. For questions regarding eligibility requirements, please contact your counselor.

ADVANCED COURSES

The following courses are at an advanced level. Due to the rigor and work load, all of these courses are weighted at 4.5 quality points for an "A." Some courses are weighted at 5.0 quality points and are noted with an asterisk (*).

- Governor's School courses as noted in the program
- Advanced World Literature & Composition I
- Advanced World Literature & Composition II
- Advanced American & World Literature & Composition
- Advanced English Literature & Composition
- Advanced Composition (Dual Enrollment)*
- Advanced Algebra in the 8th grade
- Advanced Earth Science in the 8th grade
- Advanced Algebra II
- Advanced Geometry with Trigonometry
- Advanced Math Analysis
- Advanced Pre-Calculus/Applied Calculus (Dual Enrollment)*
- Advanced Physics
- Advanced Chemistry
- Advanced Biology
- Advanced College Biology (Dual Enrollment)*
- Advanced World History & Geography I (to 1500 AD)
- Advanced World History & Geography II (1500 AD to Present)
- Advanced American History
- Advanced U.S. Government
- Advanced French IV
- Advanced Spanish IV
- Advanced German IV
- Advanced Latin Literature
- Advanced Studio Art
- Advanced Building Trades II/Carpentry I (Dual Enrollment)
- Advanced Computer Systems Technology II/PC Repair I (Dual Enrollment)
- Advanced Precision Machining II/Machine Tools I (Dual Enrollment)
- Advanced Robotic Work/Cell Technology (Dual Enrollment)
- Advanced Early Childhood Education II (Dual Enrollment)
- Advanced Culinary Arts (Dual Enrollment)

NON-WEIGHTED DISTANCE LEARNING COURSES

The following distance learning courses are weighted at 4.0:

- World Mythology (4410AD)
- Creative Writing (1310AD)
- Psychology (3430AD)
- Arabic I (1410AD)
- Chinese I (1420AD)

INDEPENDENT STUDY COURSES

Independent study courses provide an opportunity for conscientious and mature students to schedule a course which they otherwise would not be able to take. These courses are scheduled individually, and they require the participation of a certified instructor and the prior approval of the principal. The instructor must meet with the student at least once a week, and the student must complete all work and tests assigned. **All independent study courses are graded pass/fail.** The student will receive credit for the course, and the course will appear on the student's transcript, but the course will be graded Pass/Fail and will not count in the cumulative GPA. The student could still receive college credit by obtaining an acceptable score on the AP exam. Course numbers used for independent study courses include the following: Acting (7310A, 7310B); Technical Theater (7320A, 7320B); Art (7330A, 7330B); Mathematics (7220A, 7220B); English (7210A, 7210B); Social Studies (7240A, 7240B); Science (7230A, 7230B); Foreign Language (7250A, 7250B); Music (7340A, 7340B); Technology (7350A, 7350B), and Physical Education (7590A, 7590B, 7510A, 7501B).

WITHDRAWAL FROM A COURSE BEFORE THE END OF THE SEMESTER

All requests for a student to be withdrawn from a course shall be made in writing, signed by a parent/guardian, and turned in to the guidance department by the end of the 15th school day of the semester. If a student is withdrawn after the 15th school day of the semester, the student's transcript will reflect the course and a grade of withdrawal passing (WP) or withdrawal failing (WF) for the semester. These designations (WP and WF) are not considered in Grade Point Average calculations. A parent/guardian must file a written request for such consideration with the building principal, and that request must clearly indicate the extenuating circumstances to justify a withdrawal. For additional procedures, please refer to Lynchburg City School Board Policies and Administrative Regulations 6-58.

Agenda Report Attachment

NCAA & NAIA COLLEGE FRESHMAN ATHLETIC ELIGIBILITY STANDARDS

All potential college student-athletes must register with the NCAA Initial-Eligibility Clearinghouse and meet NCAA academic requirements. Excerpts from the Eligibility Standards are provided on this page. Please see your counselor for additional information.

Core Courses

- **NCAA Division I requires 16 core courses as of August 1, 2008.** This rule applies to any student first entering any Division I college or university on or after August 1, 2008. Please see the chart below for a breakdown of this 16 core-course requirement.
- **NCAA Division II requires 14 core courses.** See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

Test Scores

- **Division I** has a sliding scale for test score and grade-point average.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.**

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- **Be sure** to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.ncaaclearinghouse.net.
- **Division I** grade-point-average requirements are listed on the NCAA web site.
- **The Division II** grade-point-average requirement is a minimum of 2.0.

DIVISION I 16 Core-Course Rule	
<u>16 Core Courses:</u>	
4	years of English.
3	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
1	year of additional English, mathematics or natural/physical science.
2	years of social science.
4	years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

DIVISION II 14 Core-Course Rule	
<u>14 Core Courses:</u>	
3	years of English.
2	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
2	years of additional English, mathematics or natural/physical science.
2	years of social science.
3	years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

OTHER IMPORTANT INFORMATION:

Students enrolling at an NCAA Division I or II institution for the first time need to complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to www.ncaa.org. You should click on "Academics and Athletes" then "Eligibility and Recruiting." You can also visit the Eligibility Center Web site at www.ncaaclearinghouse.net.

You can also call the NCAA Eligibility Center if you have questions. The toll-free number is 877-262-1492.

NAIA	
Graduate from high school and also meet two out of three of the following requirements:	
•	Achieve a minimum of 18 on the ACT or 860 on the SAT
•	Achieve a minimum GPA of 2.0
•	Graduate in the top half of the senior class

NCAA Divisions I and II Initial-Eligibility Requirements

Core Courses

- **NCAA Division I requires 16 core courses. NCAA Division II currently requires 14 core courses.** Division II will require 16 core courses for students enrolling on or after August 1, 2013. See the charts below.
- **NCAA Division I will require 10 core courses** to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement.
 - *Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.*

Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- **Be sure** to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I** GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for competition on or after August 1, 2016, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **The Division II** core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

Division I 16 Core Courses	Division II 14 Core Courses	Division II 16 Core Courses (2013 and After)
4 years of English.	3 years of English.	3 years of English.
3 years of mathematics (Algebra I or higher).	2 years of mathematics (Algebra I or higher).	2 years of mathematics (Algebra I or higher).
2 years of natural/physical science (1 year of lab if offered by high school).	2 years of natural/physical science (1 year of lab if offered by high school).	2 years of natural/physical science (1 year of lab if offered by high school).
1 year of additional English, mathematics or natural/physical science.	2 years of additional English, mathematics or natural/physical science.	3 years of additional English, mathematics or natural/physical science.
2 years of social science.	2 years of social science.	2 years of social science.
4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).	3 years of additional courses (from any area above, foreign language or comparative religion/philosophy).	4 years of additional courses (from any area above, foreign language comparative religion/philosophy).

Agenda Report Attachment

Sequential Electives

The following sequences are approved to meet the sequential electives requirement of the Standard Diploma or Modified Standard Diploma.

Business Management and Marketing Course sequences:

Business Law Business Management Computer Applications Keyboarding Keyboarding Applications Personal Finance & Economics	Followed by	Accounting I
Accounting I Computer Applications Personal Finance & Economics	Followed by	Accounting II
Business Law Business Management Computer Applications Keyboarding Keyboarding Applications	Followed by	Computer Information Systems
Computer Applications Computer Information Systems Keyboarding Keyboarding Applications	Followed by	Design, Multimedia & Web Technologies
Business Law Business Management Computer Applications	Followed by	Principles of Business & Marketing
Business Law Business Management Computer Applications	Followed by	Personal Finance & Economics
Keyboarding Keyboarding Applications	Followed by	Computer Applications
Keyboarding	Followed by	Keyboarding Applications
Business Management Personal Finance & Economics Principles of Business and Marketing Sports, Entertainment & Recreation Marketing	Followed by	Marketing I
Sports, Entertainment & Recreation Marketing Marketing I	Followed by	Marketing II
Personal Finance & Economics Principles of Business & Marketing	Followed by	Sports, Entertainment & Recreation Marketing
Coop Tech Education I	Followed by	Coop Tech Education II
Public Speaking I	Followed by	Public Speaking II
Accelerated Reading I	Followed by	Accelerated Reading II

Communication & Information Systems Sequences:

Communication Systems	Followed by	Video & Media Technology
Introduction to Information Technology	Followed by	Computer Systems Technology I
Computer Systems Technology I	Followed by	Computer Systems Technology II
Intro to Information Technology Computer Systems Technology I	Followed by	Computer Systems Technology II
Introduction to Computer Science	Followed by	Advanced Computer Science

Sequential Electives (continued)

Cultural Arts

Orchestra I	Followed by	Orchestra II
Concert Band I	Followed by	Symphonic Band I
Concert Band I Symphonic Band I	Followed by	Jazz Ensemble Wind Ensemble Percussion Ensemble
Chorus I	Followed by	Chorus II
Chorus I	Followed by	Chorus III
Chorus II	Followed by	Chorus III
Art I	Followed by	Drawing Painting I Sculpture I Digital Photography and Printmaking Photography Commercial Art
Painting I	Followed by	Painting II
Sculpture I	Followed by	Sculpture II
Introduction To Theater	Followed by	Musical Theatre Dance Acting I Applied Theatre Tech I Technical Theatre I Design Technical Theatre I Production
Acting I	Followed by	Acting II
Applied Theatre Tech I	Followed by	Applied Theatre Tech II
Technical Theatre I Design	Followed by	Technical Theatre II Costuming
Technical Theatre I Production	Followed by	Technical Theatre II Costuming
Creative Writing	Followed by	Playwriting and Directing

Note: Taking Orchestra II, Concert Band I, or Chorus I twice for elective credit may fulfill the sequential elective requirement as long as the student is progressing through a set of skills outlined in the curriculum.

Foreign Languages

French I	Followed by	French II
German I	Followed by	German II
Latin I	Followed by	Latin II
Spanish I	Followed by	Spanish II

Health Sciences

Dental Careers I	Followed by	Dental Careers II
Medical Assistant I	Followed by	Medical Assistant II
Athletic Training I	Followed by	Athletic Training II
Nurse Aide I	Followed by	Nurse Aide II

Note: Health and Medical Sciences Exploratory may not be used to partially fulfill the sequential elective requirement.

Human Services & Resources

Intro to Culinary Arts	Followed by	Culinary Arts I
Culinary Arts I	Followed by	Culinary Arts II
Cosmetology I	Followed by	Cosmetology II
Intro to Early Childhood	Followed by	Early Childhood I Teachers for Tomorrow
Early Childhood I	Followed by	Early Childhood II
Any JROTC Courses	Followed by	Any other JROTC Courses

Sequential Electives (continued)

Industrial, Manufacturing & Engineering Systems

Basic Technical Drawing	Followed by	Architectural Drawing Engineering Drawing Nuclear Technology
Architectural Drawing Engineering Drawing	Followed by	Nuclear Technology
Intro to Building Trades	Followed by	Building Trades I
Building Trades I	Followed by	Building Trades II
Precision Machining I	Followed by	Precision Machining II
Intro To Auto Service Technology	Followed by	Auto Service Technology I
Auto Service Technology I	Followed by	Auto Service Technology II
Technology Foundations	Followed by	Technology Transfer

Note: Newspaper, Yearbook, Leadership Training, and SOL Review courses may not be used to partially fulfill the sequential elective requirement.

Additional Options for the Modified Standard Diploma Sequential Elective Requirement

Any two of the Writing Skills courses

Any two of the Life Skills courses

Any two of the Work Skills courses

Education for Employment followed by Work Experience I

Work Experience I followed by Work Experience II

Reading I followed by Reading II

Note: Resource classes do not meet the requirement for sequential electives.

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TRANSFER CREDITS

The following information is taken from the *Regulations for Establishing Standards for Accrediting Public Schools in Virginia: 8 VAC 20-131-60. A summary table of the graduation requirements for transfer students is provided at the end of this document.*

A. The provisions of this section pertain generally to students who transfer into Virginia high schools. Students transferring in grades K-8 from Virginia public schools or nonpublic schools accredited by one of the approved accrediting constituent members of the Virginia Council for Private Education shall be given recognition for all grade-level work completed. The academic record of students transferring from all other schools shall be evaluated to determine appropriate grade placement in accordance with policies adopted by the local school board.

B. For the purposes of this section, the term "beginning" means within the first 20 hours of instruction per course. The term "during" means after the first 20 hours of instruction per course.

C. Standard or verified units of credit earned by a student in a Virginia public school shall be transferable without limitation regardless of the accreditation status of the Virginia public school in which the credits were earned. Virginia public schools shall accept standard and verified units of credit from other Virginia public schools and state operated programs. Standard units of credit also shall be accepted for courses satisfactorily completed in accredited colleges and universities when prior written approval of the principal has been granted or the student has been given credit by the previous school attended.

D. A secondary school shall accept credits toward graduation received from Virginia nonpublic schools accredited by one of the approved accrediting constituent members of the Virginia Council for Private Education (VCPE). The Board of Education will maintain contact with the VCPE and may periodically review its accrediting procedures and policies as part of its policies under this section. Nothing in these standards shall prohibit a public school from accepting standard units of credit toward graduation awarded to students who transfer from all other schools when the courses for which the student receives credit generally match the description of or can be substituted for courses for which the receiving school gives standard credit, and the school from which the child transfers certifies that the courses for which credit is given meet the requirements of 8 VAC 20-131-110 A. Students transferring into a Virginia public school shall be required to meet the requirements prescribed in 8 VAC 20-131-50 to receive a Standard, Advanced Studies, or Modified Standard Diploma, except as provided by subsection G of this section. To receive a Special Diploma or Certificate of Program Completion, a student must meet the requirements prescribed by the Standards of Quality.

E. The academic record of a student transferring from other Virginia public schools shall be sent directly to the school receiving the student upon request of the receiving school in accordance with the provisions of the 8 VAC 20-150-10, Management of the Student's Scholastic Records in the Public Schools of Virginia.

TRANSFER CREDITS (continued)

F. The academic record of a student transferring into Virginia public schools from other than a Virginia public school shall be evaluated to determine the number of standard units of credit that have been earned, including credit from schools outside the United States, and the number of verified units of credit needed to graduate in accordance with subsection G of this section. Standard units of credit also shall be accepted for courses satisfactorily completed in accredited colleges and universities when the student has been given credit by the previous school attended. Students transferring above the tenth grade from schools or other education programs that do not require or give credit for health and physical education shall not be required to take these courses to meet graduation requirements.

G. Students entering a Virginia public high school for the first time after the tenth grade shall earn as many credits as possible toward the graduation requirements prescribed in 8 VAC 20-131-50. However, schools may substitute courses required in other states in the same content area if the student is unable to meet the specific content requirements of 8 VAC 20-131-50 without taking a heavier than normal course load in any semester, by taking summer school, or by taking courses after the time when he otherwise would have graduated. In any event, no such student shall earn fewer than the following number of verified units, nor shall such students be required to take SOL tests or additional tests as defined in 8 VAC 20-131-110 for verified units of credit in courses previously completed at another school or program of study, unless necessary to meet the requirements listed in subdivisions 1 and 2 of this subsection:

1. For a Standard Diploma:

- a. Students entering a Virginia high school for the first time during the ninth grade or at the beginning of the tenth grade shall earn credit as prescribed in 8 VAC 20-131-50;
- b. Students entering a Virginia high school for the first time during the tenth grade or at the beginning of the eleventh grade shall earn a minimum of four verified units of credit: one each in English, mathematics, history, and science. Students who complete a career and technical education program sequence may substitute a certificate, occupational competency credential or license for either a science or history and social science verified credit pursuant to 8 VAC 20-131-50; and
- c. Students entering a Virginia high school for the first time during the eleventh grade or at the beginning of the twelfth grade shall earn a minimum of two verified units of credit: one in English and one of the student's own choosing.

2. For an Advanced Studies Diploma:

- a. Students entering a Virginia high school for the first time during the ninth grade or at the beginning of the tenth grade shall earn credit as prescribed in 8 VAC 20-131-50;
- b. Students entering a Virginia high school for the first time during the tenth grade or at the beginning of the eleventh grade shall earn a minimum of six verified units of credit: two in English and one each in mathematics, history, and science and one of the student's own choosing; and

TRANSFER CREDITS (continued)

c. Students entering a Virginia high school for the first time during the eleventh grade or at the beginning of the twelfth grade shall earn a minimum of four verified units of credit: one in English and three of the student's own choosing.

H. Students entering a Virginia high school for the first time after the first semester of their eleventh grade year must meet the requirements of subdivision G 1 c or G 2 c of this section. Students transferring after 20 instructional hours per course of their senior or twelfth grade year shall be given every opportunity to earn a Standard, Advanced Studies, or Modified Standard Diploma. If it is not possible for the student to meet the requirements for a diploma, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified unit of credit requirements may be available to the student. The Department of Education may grant such waivers upon request by the local school board in accordance with guidelines prescribed by the Board of Education.

I. Any local school division receiving approval to increase its course credit requirements for a diploma may not deny either the Standard, Advanced Studies, or Modified Standard Diploma to any transfer student who has otherwise met the requirements contained in these standards if the transfer student can only meet the division's additional requirements by taking a heavier than normal course load in any semester, by taking summer school, or by taking courses after the time when he otherwise would have graduated.

J. The transcript of a student who graduates or transfers from a Virginia secondary school shall conform to the requirements of 8 VAC 20-160-10, Regulations Governing Secondary School Transcripts.

K. The accreditation status of a high school shall not be included on the student transcript provided to colleges, universities, or employers. The board expressly states that any student who has met the graduation requirements established in 8 VAC 20-131-50 and has received a Virginia diploma holds a diploma that should be recognized as equal to any other Virginia diploma of the same type, regardless of the accreditation status of the student's high school. It is the express policy of the board that no student shall be affected by the accreditation status of the student's school.

TRANSFER CREDITS (continued)

The following information is taken from the Lynchburg City Schools School Board Regulation 6-58.1:

1. If a particular grade is weighted at the school from which a student transfers and this Division weights the grade for the same course, the transferred grade will be weighted.
2. If a particular grade is weighted at the school from which a student transfers and this Division does not weight the grade for the same course, the transferred grade will not be weighted.
3. If [particular courses are] noted as honors program courses and are weighted in this Division, the grades will be weighted even if the other division did not weight [them].
4. If [particular courses are] not weighted [and are not] noted as honors courses elsewhere, the grades will not be weighted.

Course Numbers for Transfer Courses

When possible, transfer courses should be equated to corresponding courses in the Program of Studies, and those courses should be transcribed with a "T" appended to the course number.

However, in some cases courses approved for credit in other states might not have an equivalent match in this Program of Studies. In those cases, a generic course number indicating the grade and content area can be used. All such courses are weighted at 4.0 for an "A." The course numbers in the table below represent the first semester courses. By placing a "B" where the "A" is, the second semester course numbers can be derived.

Subject Area	Grade 9	Grade 10	Grade 11	Grade 12
English	1190AT	1100AT	1110AT	1120AT
Math	2190AT	2100AT	2110AT	2120AT
Science	3190AT	3100AT	3110AT	3120AT
History	4190AT	4100AT	4110AT	4120AT
Elective	5190AT	5100AT	5110AT	5120AT

First-time Transfers to a Virginia Public School

NOTE: This information is relevant for students transferring into a Virginia public school for the first time.
Beginning = Within the first 20 hours of instruction and **During** = After the first 20 hours of instruction

During 9th Grade OR Beginning of 10th Grade:		Standard Diploma for 9 th Graders in 2003-04 and beyond	Advanced Studies Diploma 9 th Graders in 2000-01 and beyond
	English	2	2
	Mathematics	1	2
	Science	1	2
	History & Social Science	1	2
	Student Selected	1	1
	Must Earn	6 Verified Credits	9 Verified Credits:
During 10th Grade OR Beginning of 11th Grade:		Standard Diploma for 9 th Graders in 2003-04 and beyond	Advanced Studies Diploma 9 th Graders in 2000-01 and beyond
	English	1	2
	Mathematics	1	1
	Science	1	1
	History & Social Science	1	1
	Student Selected		1
	Must Earn	4 Verified Credits	6 Verified Credits:
During 11th Grade OR Beginning of 12th Grade:		Standard Diploma for 9 th Graders in 2003-04 and beyond	Advanced Studies Diploma 9 th Graders in 2000-01 and beyond
	English	1	1
	Student Selected	1	3
	Must Earn	2 Verified Credits	4 Verified Credits:
During 12th Grade:	Students should be given every opportunity to earn a diploma; if this is not possible, arrange to have the previous school award the diploma; or seek a waiver of the verified credit requirement from the VDOE.		

Agenda Report Attachment

COURSE OFFERINGS LISTED IN THE PROGRAM OF STUDIES

(DE=Dual Enrollment)

*Courses for the Modified Standard Diploma or Special Diploma are contained on page 54

Art - pg 50

5510 Art I
 5520 Drawing
 5530 Painting I
 5540 Painting II
 5550 Sculpture I
 5551 Sculpture II
 5560 Photography
 5570 Digital Photography &
 Printmaking
 5580 Commercial Art
 5517 Adv. Studio Art
 5519 AP Portfolio Art
 5529 AP Art History

Architecture & Construction - pg 41

6760 Drafting III
 8241 Intro to Building Trades
 8240 Building Trades I
 8250 Building Trades II

Arts, A/V Technology & Communications - pg 41

8561 Communication System
 7450 Video & Media Technology

Business, Management, Administration & Finance-pgs 41-42

6160 Accounting I
 6170 Accounting II
 6140 Business Management
 6150 Business Law
 3740 Computer Applications
 6340 Computer Information Systems
 6260 Design, Multimedia & Web
 Technologies
 6240 Keyboarding
 6250 Keyboarding Applications
 6370 Principles of Business &
 Marketing

Computer Science - pg 37

3750 Intro to Computer Science
 3760 Computer Science II
 3729 AP Computer Science

Drama - pg 51

5610 Intro to Theatre
 5611 Musical Theatre Dance
 5620 Acting I
 5630 Acting II
 5621 History of Musical Theatre
 5622 Playwriting
 5623 Directing
 5640 App Tech Theatre I

Drama (cont) – pg 51

5641 Tech Theatre I Design
 5360 Jazz Ensemble
 5642 Tech Theatre I Production
 5650 App Tech Theatre II
 5651 Tech Theatre II
 5652 Costuming

Economics - pg 28

6151 Personal Finance & Economics
 4439A AP Microeconomics
 4449B AP Macroeconomics

Education & Training - pgs 42-43

6540 Intro to Early Childhood Ed
 6541 Early Childhood Ed I
 6542 Early Childhood Ed II
 6550 Teachers for Tomorrow

English/Speech- pgs 29-30

1190 World Lit & Comp I
 1297 Adv. World Lit & Comp
 1100 World Lit & Comp II
 1207 Adv. World Lit & Comp II
 1110 American Lit & Comp
 1217 Adv. American & World Lit &
 Comp

1319 AP Language & Comp
 1120 English Lit & Comp
 1227 Adv. English Lit & Comp
 1328 Adv. College Comp (DE)
 1329 AP Lit & Comp
 5850 Public Speaking I
 5860 Public Speaking II
 1310 Creative Writing
 1429 AP Seminar
 1419 AP Research

Foreign Language - pgs 31-32

1590 French I
 1500 French II
 1510 French III
 1527 Adv. French IV
 1529 AP French V
 1690 German I
 1600 German II
 1610 German III
 1627 Adv. German IV
 1629 AP German V
 1790 Latin I
 1700 Latin II
 1710 Latin III
 1737 Adv. Latin Literature
 1729 AP Latin Vergil
 1890 Spanish I
 1800 Spanish II
 1810 Spanish III

Foreign Language - pgs 31-32

1827 Adv. Spanish IV
 1829 AP Spanish V

Health – pg 40

5240 Driver's Ed & Personal Health
 5250 Health & Family Living

Health Sciences – pg 43

6840 Health & Medical Sciences Exp
 6810 Dental Careers I
 6820 Dental Careers II
 8360 Nurse Aide I
 8362 Nurse Aide II
 5260 Athletic Training I
 5261 Athletic Training II

Hospitality & Tourism - pg 44

6440 Intro to Culinary Arts
 6441 Culinary Arts I
 6442 Culinary Arts II

Human Services - pg 44

8340 Cosmetology I
 8350 Cosmetology II

Information Technology - pgs 44-45

8540 Computer Systems Tech I
 8550 Computer Systems Tech II
 8553 Cyber Security
 7140 Information Tech Assistant I
 7150 Information Tech Assistant II

Law, Public Safety, Corrections and Security pg 45

8702 Criminal Justice I
 8703 Criminal Justice II

Leadership - pg 52

7770 Leadership Training

Manufacturing - pg 45

8440 Manufacturing Systems
 8450 Precision Machine Tech I
 8460 Precision Machine Tech II/Intro
 to Machine Tools

Marketing Sales & Service-pg 46

6942 Sports, Entertainment, & Rec
 6951 Marketing I
 6960 Marketing II

Mathematics - pgs 34-35

2110 Algebra, Functions, & Data
 Analysis
 2290 Algebra I
 2387 Adv. Algebra I (gr. 8)
 2200 Algebra II
 2397 Adv. Algebra II
 2210 Geometry

Agenda Report Attachment

COURSE OFFERINGS LISTED IN THE PROGRAM OF STUDIES (continued)

(DE=Dual Enrollment)

*Courses for the Modified Standard Diploma or Special Diploma are contained on page 54

Mathematics (cont) pgs 34-35

2290 AP Algebra I PETAL
 2397BP Adv Algebra II PETAL
 2307 Adv/ Geometry/Trig
 2220 Trig/Functions
 2328AC Adv. Pre-Calc (DE)
 2338BC App Calc (DE)
 2317 Adv. Math Analysis
 2429 AP Statistics
 2329 AP Calculus AB
 2339 AP Calculus AB/BC

Music - pg 49

5340 Concert Band I
 5350 Symphonic Band I
 5370 Wind Ensemble
 5380 Percussion Ensemble
 5460 Chorus I
 5470 Chorus II - Concert Choir
 5480 Chorus III
 5410 Orchestra I
 5420 Orchestra II
 5430 Beginning Midi & Computer
 Applications in Music
 5439 AP Music Theory

Newspaper & Yearbook - pg 52

7410 Newspaper
 7420 Yearbook

Physical Education - pg 40

5140 Physical Ed Drill
 5190 Physical Ed 9
 5191 Physical Ed 10
 5151 Weight Training I
 5152 Weight Training II
 5161 Fitness for Life

Positive Parenting Program- pg 52

5241 Family Health & Social Dev.
 7480 Child Development & Care
 7481 Nutrition & Food Preparation

Reserve Officer Training Corps (ROTC) - pgs 47-48

5710 MCJROTC Leadership Ed I
 5720 MCJROTC Leadership Ed II
 5730 MCJROTC Leadership Ed III
 5740 MCJROTC Leadership Ed IV
 5750 AFJROTC Leadership Ed I
 5760 AFJROTC Leadership Ed II
 5770 AFJROTC Leadership Ed III
 5780 AFJROTC Leadership Ed IV

Science - pgs 36-37

3290 Earth Science
 3387 Adv. Earth Science (gr. 8)
 3200 Biology I
 3397 Adv. Biology I
 3210 Biology II Anatomy & Phys.
 3211 Biology II Ecology
 3220 Chemistry
 3307 Adv. Chemistry
 3317 Adv. Physics
 3459 AP Chemistry
 3469 AP Physics
 3328 Adv. College Biology (DE)
 3439 AP Psychology
 3449 AP Biology

Science, Technology, Engineering & Math - pgs 46-47

6740 Drafting I
 6750 Drafting II
 6760 Drafting III
 6770 Adv. Robotic Work/Cell Tech
 6640 Tech Foundations
 6650 Tech Transfer

Social Studies - pgs 38-39

4690 World Geo
 4290 World History & Geo I
 4397 Adv. World History & Geo I
 4200 World History & Geo II
 4307 Adv. World History & Geo II
 4469 AP World History
 4210 American History
 4317 Adv. American History
 4419 AP American History
 4220 US Govt
 4327 Adv. US Govt
 4429 AP American Govt Politics &
 Comparative Govt Politics
 4409 AP European History
 4740 African-American Studies
 4459 AP Human Geography

Student Intern Programs – pg 52

7110 Teacher/Office Intern
 7130 Elem./Middle Student Intern
 7131 General Student Intern

Transportation, Distribution & Logistics – pg 47

8141 Intro to Auto Service Tech
 8140 Auto Service Tech I
 8150 Auto Service Tech II

Academic Support - pg 53

7211 SOL Review – English
 7212 SOL Review – Writing
 7221 SOL Review – Math
 7231 SOL Review – Science
 7241 SOL Review – Soc. Stud.
 7610 SAT Prep
 1930 ELL Support
 1192 Accelerating – Reading I
 1130 Accelerating – Reading II
 7222 Math Lab
 STUDYA & B Study Hall
(These courses can be taken repeatedly for elective credit)

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3217 Research Course
 3219 Physics
 2317 Math Analysis/Pre-Calculus (DE)
 3329 College Anatomy & Phys (DE)
 3227 Senior Tech Seminar
 3729 College Comp Science (DE)
 2329 Calculus-Single Variable I & II (DE)
 2228 Connections in Math
 2429 Linear Alg./Vector Calc (DE)
 3339 Human Anat. & Physiology (DE)

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***** Any prerequisite listed for a course in any content area may be waived pending principal's approval. Please contact your child's counselor for any questions regarding prerequisites for courses.**

ECONOMICS

PERSONAL FINANCE & ECONOMICS (6151A, 6151B), Grades 10-12, 1st & 2nd Sem., One-half Credit per Sem.

Prerequisite: None

Students explore many facets of financial decision-making involved in daily life. Skills in money management, record keeping, and banking are enhanced through the study of basic concepts of economics, insurance, credit, and other related topics. **Students need to take the WISE Financial literacy exam to meet diploma requirements.** See page 16 for sequential elective options with career-technical courses.

ADVANCED PLACEMENT (AP) MICROECONOMICS & MACROECONOMICS (4439A, 4449B), Grades 11-12, 1st and 2nd Sem. One-half Credit Per Sem.

The first semester of this course (microeconomics) aims to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The second semester (macroeconomics) explores the principles of economics that apply to an economic system as a whole. Particular emphasis will be placed on the study of national income and price-level determination, economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. **All students are required to take both advanced placement examinations in May.**

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ENGLISH**WORLD LITERATURE & COMPOSITION I A & B (1190A, 1190B), Grade 9, 1st & 2nd Sem. One-half Credit Per Sem.**

These classes emphasize reading comprehension, vocabulary, study skills, oral communication, and composition skills, including grammar, usage, and mechanics, through the study of world literature. Students will read widely and think, speak, and write about what they have read. Emphasis is on enabling students to develop strategies for future academic success.

ADVANCED WORLD LITERATURE & COMPOSITION I A & B (1297A, 1297B), Grade 9, 1st & 2nd Sem. One-half Credit Per Sem.

Designed for students in the advanced diploma program, these classes emphasize reading, thinking, oral communication, and composition skills, including grammar, usage, and mechanics, through the study of world literature. Students must read and write extensively and participate in in-depth literature study. Vocabulary development, study and test-taking skills, and organization skills necessary to meet the demands of the advanced program are integral parts of these classes.

WORLD LITERATURE & COMPOSITION II A & B (1100A, 1100B), Grade 10, 1st & 2nd Sem. One-half Credit Per Sem.

With world literature as the vehicle, these classes will follow an integrated approach to language arts, combining reading, writing, grammar, and vocabulary study. Experiences in the classes will reflect the needs of literate adults in the community and stress the processes for writing, speaking, and reading effectively and correctly.

ADVANCED WORLD LITERATURE & COMPOSITION II A & B (1207A, 1207B), Grade 10, 1st & 2nd Sem. One-half Credit Per Sem.

First semester emphasizes writing instruction through a thematic approach to expository and creative composition genres. Through the study of models and extensive opportunities to write, students improve their writing styles and ability to write different types of compositions. Literature study is used as inspiration for many writing activities. During second semester while continuing to improve writing skills, students engage in an in-depth study of literary works organized in thematic units. Vocabulary development, grammar, usage, and mechanics are stressed in both semesters.

AMERICAN LITERATURE & COMPOSITION A & B (1110A, 1110B), Grade 11, 1st & 2nd Sem. One-half Credit Per Sem.

These classes combine a study of the development of American literature with instruction in communication skills. Vocabulary study, oral reporting, and frequent writing assignments are based on representative selections from each literary period. Near the end of the school year, students will take the 11th grade Standards of Learning tests in literature and writing.

ADVANCED AMERICAN & WORLD LITERATURE & COMPOSITION A & B (1217A, 1217B), Grade 11, 1st & 2nd Sem. One-half Credit Per Sem.

During first semester students analyze pieces of literature considered landmarks of American literature while in second semester the emphasis shifts to landmarks in world literature (e.g. Plato's *Republic*, Shakespeare's *King Lear*,

ENGLISH (continued)

and Hugo's *Les Miserables*). In both semesters students do independent research, read and write extensively, and make oral reports on what they have read and researched. Near the end of the school year, students will take the 11th grade Standards of Learning tests in literature and writing.

ADVANCED PLACEMENT (AP) LANGUAGE & COMPOSITION A & B (1319A, 1319B), Grade 11, 1st & 2nd Sem. One-half Credit Per Sem.

These classes prepare students to take the College Entrance Examination Board Advanced Placement Language and Composition Test. Emphases of the classes are rhetoric and the structure of language as they relate to effective composition. Students will also cover the 11th grade Virginia Standards of Learning in preparation for the required Standards of Learning tests in literature and writing administered near the end of the school year. Students enrolling should be competent in composition and able to work independently on a variety of writing assignments and projects. **All students are required to take the advanced placement examination in May.**

ENGLISH LITERATURE & COMPOSITION A & B (1120A, 1120B), Grade 12, 1st & 2nd Sem. One-half Credit Per Sem.

These classes combine a study of English literature, culture, and language development with instruction in communication skills. Instruction in writing a variety of multi-paragraph themes is provided along with the usual activities involving vocabulary study, sentence structure, paragraph development, oral reporting, and research.

ADVANCED ENGLISH LITERATURE & COMPOSITION A & B (1227A, 1227B), Grade 12, 1st & 2nd Sem. One-half Credit Per Sem.

These classes are an in-depth study of major authors in all literary periods of English literature. Instruction in formal organizational patterns in writing and advanced research skills is integral. Students must do independent research, parallel reading, and oral reporting as well as frequent writing assignments and a research paper. The emphasis during second semester is on error-free writing.

ADVANCED COLLEGE COMPOSITION A & B (1328AC, 1328BC), Dual Enrollment English, Grades 11-12, 1st & 2nd Sem., One-half Credit Per Sem. (5.0 GPA for A)

These classes offer students achieving a grade of C or better the opportunity to earn six hours of college credit through the dual enrollment program with Central Virginia Community College. A comprehensive survey of major authors in English literature, these classes emphasize the development of writing skills and writing as process, including instruction in formal organizational patterns and style. Students work toward error-free writing and receive instruction in advanced research skills. **Students who have completed the course with a grade of C or better receive 6 semester hours of credit from CVCC for English 111 and 112. Students must qualify for enrollment for this course by taking the CVCC placement test or by ACT or SAT qualifying scores. Because this course is a dual enrollment course, certain fees may apply. (see page 2 for details)**

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ENGLISH (continued)**ADVANCED PLACEMENT (AP) LITERATURE & COMPOSITION A & B (1329A, 1329B), Grade 12, 1st & 2nd Sem., One-half Credit Per Sem.**

These classes prepare students to take the College Entrance Examination Board Advanced Placement Literature and Composition Test. Emphases are the analytic reading of fiction and poetry and the writing of critical essays. Students enrolling should be competent in composition, experienced in literary interpretation, and able to think abstractly. Students must also be able to work independently on a variety of reading and writing projects. **All students are required to take the advanced placement examination in May.**

CREATIVE WRITING (1310A, 1310B), Grades 9-12, 1st & 2nd Sem., One-half Credit Per Sem.

This course will expose students to many aspects of the writing process, including generating ideas, writing and revising drafts, and editing. Students will write extensively and participate in helpful critiques of their own work and that of their peers. This course will be designed to allow teachers to work individually with students during conferences. Through frequent writing exercises, students will study voice, imagery, characterization, dialogue, and narration. Students will work in free verse poetry, prose poetry, fiction, and creative nonfiction.

ADVANCED PLACEMENT (AP) SEMINAR (1429A, 1429B), Grades 9-12, 1st & 2nd Sem., One-half Credit Per Sem.

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

There are no prerequisites for the AP Seminar course. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense; where you answer 3-4 questions from a panel of trained evaluators. **Course satisfies Social Studies graduation requirements.**

ENGLISH (continued)**ADVANCED PLACEMENT (AP) RESEARCH (1419A, 1419B), Grades 9-12, 1st & 2nd Sem., One-half Credit Per Sem.**

Prerequisite: AP Seminar

The second course in the **AP Capstone™** program. AP Seminar is a prerequisite for AP Research. If you earn scores of 3 or higher in both AP Seminar and AP Research as well as on four additional AP Exams of your choosing, you will receive the **AP Capstone Diploma™**. This signifies outstanding academic achievement and attainment of core academic and research skills. Alternatively, if you earn scores of 3 or higher on the AP Seminar and AP Research Exams only, you will receive the **AP Seminar and Research Certificate™** signifying your attainment of college-level academic and research skills. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.

SPEECH**PUBLIC SPEAKING I (5850A, 5850B), Grades 9-12, 1st or 2nd Sem., One-half Credit.**

Content includes instruction and practice in clarity of oral expression, logical reasoning, and proper organization of material. The student will learn to prepare speeches to inform, convince, persuade, demonstrate and entertain.

PUBLIC SPEAKING II (5860A, 5860B), Grades 9-12, 1st or 2nd Sem., One-half Credit. Prerequisite: Public Speaking I

In Public Speaking II, students will refine oral interpretation skills, expand persuasive speaking skills, perform impromptu speeches, deliver special occasion speeches, and develop expertise in at least one major speech category.

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FOREIGN LANGUAGE

The secondary schools offer a sequential program in French, Spanish, German, and Latin. First-year study for high school credit is available to 8th grade students in French, Spanish, and Latin at all three middle schools.

Each language in the foreign language offerings is designed for any student who has demonstrated a reasonable proficiency in his or her native language and wishes to develop facility in another language. To obtain full benefit of the language program, students are encouraged to begin study in the 8th or 9th grade. College-bound students are advised to investigate the specific foreign language requirements of colleges in which they have interest. All students should work closely with their counselors in planning their foreign language programs.

In all cases, the prerequisite for a second semester course is the corresponding first semester course.

FRENCH I A & B (1590A, 1590B), Grades 8-12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: None

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-visuials serve as stimuli to involve students in conversations of interest to teenagers.

FRENCH II A & B (1500A, 1500B), Grades 9-12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: French I A & B

Emphasis on the four basic skills of speaking, listening, reading, and writing is continued during second year study. Oral discussions in French based on themes of contemporary interest provide the basis for student involvement. Study of the geography and culture of French-speaking countries is an integral part of the language study. Students' use of concepts and vocabulary is cumulative.

FRENCH III A (1510A, 1510B), Grades 10-12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: French II A & B

This course builds on the vocabulary and grammar bases acquired in levels I and II. Audio-lingual experiences continue to help students develop both aural and oral competency as they listen to more extensive passages and participate in more complex speaking exercises. The focus on reading and writing also increases at this level as students read excerpts from current literature and read and write about the culture of francophone countries.

ADVANCED FRENCH IV A & B (1527A, 1527B), Grade 11 or 12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: French III A & B

This course focuses on the use of all concepts and vocabulary from previous study in addition to new vocabulary and idioms. Culture-based readings from periodicals and selections from literature are the basis for refining composition and reading skills and provide the topics for conversation. Experience in listening to extended passages develops students' comprehension skills and provides practice in using higher level thinking skills.

FOREIGN LANGUAGE (continued)

ADVANCED PLACEMENT (AP) FRENCH V A & B (1529A, 1529B), Grade 12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: French IV A & B (May be waived by recommendation of instructor.)

This Advanced Placement Language course is equivalent in content and skills developed to the third year college level. Students engage in intensive drills of extemporaneous speaking, grammar review, analyses of reading material and listening to many types of selections to develop a high level of listening comprehension. **All students are required to take the advanced placement examination in May.**

GERMAN I A & B (1690A, 1690B), Grades 9-12, Grade 8, Paul Laurence Dunbar Middle School for Innovation Only 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: None

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.

GERMAN II A & B (1600A, 1600B), Grades 9-12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: German I A & B

German II students continue to build facility with the language through conversations and reading/writing activities. Topics first semester include vacations, school, health, home, employment, and clothing. During second semester, students discuss leisure time activities, cars, famous Germans, and selected German-speaking cities.

GERMAN III A & B (1610A, 1610B), Grades 10-12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: German II A & B

The refinement of oral and written communication skills through conversational practice and the reading of selections by modern German authors constitute the major portion of third-year study. Students read and discuss German children's literature, poetry, current events from newspaper and magazine articles, and short stories. During discussions, students learn about levels of language and the appropriateness of each in various situations.

ADVANCED GERMAN IV A & B (1627A, 1627B), Grades 11 & 12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: German III A & B

At this level of language study, students are expected to have achieved facility in the German language, which is now used in instruction, conversation, reading, and discussion. Students continue to discuss German literature and everyday topics of conversation. In addition, frequent writing assignments enhance skills in grammar and serve to increase vocabulary.

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FOREIGN LANGUAGE (continued)**ADVANCED PLACEMENT (AP) GERMAN V A & B (1629A, 1629B), Grade 12, 1st & 2nd Sem. One-half Credit Per Sem.**

Prerequisite: German IV A & B (may be waived by recommendation of instructor)

This Advanced Placement Language course is equivalent in content and skills developed to the third year college level. Students engage in intensive drills of extemporaneous speaking, grammar review, analyses of reading material and listening to many types of selections to develop a high level of listening comprehension. **All students are required to take the advanced placement examination in May.**

LATIN I A & B (1790A, 1790B), Grades 8-12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: None

The 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 of our traditions and institutions while reading the history, myths, and legends of the ancient Romans.

LATIN II A & B (1700A, 1700B), Grades 9-12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: Latin I A & B

Latin II begins with a thorough grammar review based on readings from Roman history and continues to develop the vocabulary and reading comprehension necessary to read Latin. During the second semester, readings from Julius Caesar and other celebrated authors help students learn more about their own traditions and develop reading skills and concepts applicable to Latin or any other language.

LATIN III A & B (1710A, 1710B), Grades 10-12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: Latin II A & B

Latin III is a general introduction to the politics and government of Rome. During first semester, students study the political, environmental, and economic problems of Rome in the 1st century BC through readings from Sallust and Cicero, among others. In second semester, students read selections from Ovid, Seneca, Catullus, Tacitus, Pliny, and other writers as they explore Latin literature from the 1st century AD through the Middle Ages.

ADVANCED LATIN LITERATURE A & B (1737A, 1737B), Grades 11 or 12, 1st & 2nd Sem. One-half Credit Per Sem.

Prerequisite: Latin III A & B

Students will read and study a variety of prose and poetry selections from a wide range of Latin authors, excluding Vergil. Catullus, Ovid, Cicero, and Horace will be the subjects of study along with other writers of their eras. Advanced Latin Literature with its inclusion of both prose and poetry and its breadth of authors offers the student a broader preparation for college study and a deeper understanding of classical literature than Advanced Placement Latin Vergil alone. Taught alternate years with Advanced Placement Latin Vergil A & B.

FOREIGN LANGUAGE (continued)**ADVANCED PLACEMENT (AP) LATIN VERGIL A & B (1729A, 1729B), Grades 11 or 12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: Latin III A & B**

Students will read selected books and individual passages from Vergil's *Aeneid* to learn about the epic tradition, the legend of the founding of Rome, and the basic precepts of literature. In addition, students will study parallel themes in Classical and English literature. **All students are required to take the advanced placement examination in May.** Taught alternate years with Advanced Latin Literature A & B.

SPANISH I A & B (1890A, 1890B), Grades 8-12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: None

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.

SPANISH II A & B (1800A, 1800B), Grades 9-12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: Spanish I A & B

All fundamental structures of the beginning course are reinforced during second-year study with an increased emphasis on the development of oral skills in active conversation. However, this course expands to encompass more comprehensive materials and structures so that by the end of the two-year sequence, students should be able to use effectively the four linguistic tools.

SPANISH III A & B (1810A, 1810B), Grades 10-12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: Spanish II A & B

At this level, the Spanish language is used in the classroom for conversational and instructional purposes. Emphasis is placed on increasing the scope of vocabulary, verb tenses, and grammatical structures relating to thematic units. During second semester topics of spontaneous interest and comparative cultures are increasingly emphasized.

ADVANCED SPANISH IV A & B (1827A, 1827B), Grades 11 or 12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: Spanish III A & B

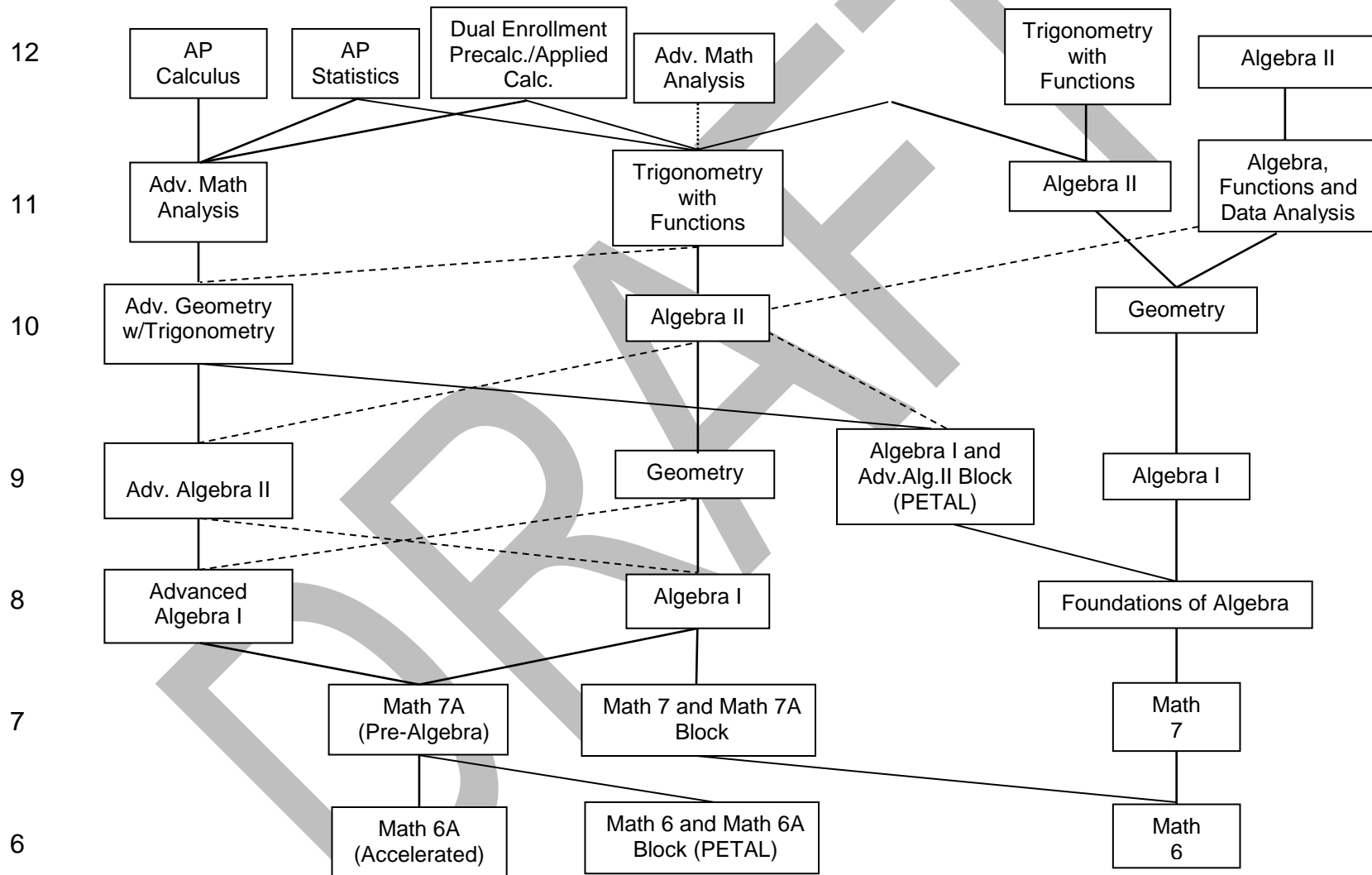
Conversation and composition are stressed as students converse about daily occurrences in addition to reading and reacting to literature and historical/cultural accounts.

ADVANCED PLACEMENT (AP) SPANISH V A & B (1829A, 1829B), Grade 12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: Spanish IV A & B (May be waived by recommendation of instructor)

Students will read extensively, take notes from lectures, listen to taped lectures, describe series of pictures, and refine grammatical structures. In addition, students will spontaneously initiate, respond to, and discuss themes related to literature. Throughout both semesters of the course, students will learn to develop a main idea in composition and to draw conclusions from what they see, read, or hear. **All students are required to take the advanced placement examination in May.**

Mathematics Instructional Sequence Options

Classes at the Central Virginia Governor's School (CVGS) are available for students who meet the eligibility requirements and have been selected for the program. Please refer to the section on the CVGS program near the end of this document for more information.



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

Agenda Report Attachment MATHEMATICS

MATHEMATICS (continued)

ALGEBRA, FUNCTIONS, AND DATA ANALYSIS A & B (2110A, 2110B), Grades 10-12, 1st & 2nd Sem. One-half Credit per Sem. *Prerequisite: Algebra I A & B or Algebra I, Part II A & B*

Students in this one year course will study functions and their behaviors, systems of inequalities, probability, data analysis and statistics, and simple experimental design. More specifically, the behavior of common function families and the connections between data tables and graphs will be used to interpret data, draw conclusions, and make predictions. In addition, students will learn to calculate basic probabilities in a real-world context and to analyze data in a normal distribution. Topics in the course will be presented with data generated from practical applications. During second semester students will design a simple survey or experiment and then collect, analyze, and present their data and conclusions.

ALGEBRA I A & B (2290A, 2290B), Grades 8 or 9, 1st & 2nd Sem. One-half Credit Per Sem. *Prerequisite: Pre-Algebra and teacher recommendation or Foundations in Algebra.*

This one year algebra program includes instruction in properties and basic operations of rational numbers, their algebraic and graphical representation, linear equations, inequalities and systems of linear equations and inequalities. The second semester includes the study of polynomials, radical equations, quadratic equations with real solutions, and the concept of functions. **Near the end of the school year, students will take the Algebra I Standards of Learning test.**

ADVANCED ALGEBRA I A & B (2387A, 2387B), Grade 8, 1st & 2nd Sem. One-half Credit Per Sem. *Prerequisite: Pre-Algebra and teacher recommendation.*

This advanced one year algebra program is only available in the 8th grade. It includes instruction in greater depth than the traditional algebra course. Students will attach meaning to the abstract concepts of algebra by using tables and graphs to interpret equations and inequalities and to analyze functions. Matrices will be used to organize and manipulate data. Calculators, computers, spreadsheets, and graphing calculators or computer graphing simulators will be used to solve problems. **Near the end of the school year, students will take the Algebra I Standards of Learning test.**

ALGEBRA II A & B (2200A, 2200B), Grades 9-11, 1st & 2nd Sem. One-half Credit Per Sem. *Prerequisite: Algebra 1 A & B or Algebra I, Part II A & B and teacher recommendation.*

This course includes the study of real numbers and matrices, equations including rational and radical expressions, relations and systems and how they are used in mathematical modeling. The second semester of Algebra 2 will include the study of complex numbers, polynomials and rational functions, an introduction to statistics and probability, as well as connections with geometry, physics, chemistry, business, and consumer problems. **Near the end of the school year, students will take the Algebra 2 Standards of Learning test.**

ADVANCED ALGEBRA II (2397A, 2397B), Grade 9, 1st & 2nd Sem. One-half Credit Per Sem. *Prerequisite: Advanced Algebra I A & B*

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 Standards of Learning test.**

GEOMETRY A & B (2210A, 2210B), Grades 10-12, 1st & 2nd Sem. One-half Credit Per Sem. *Prerequisite: Algebra I A & B*

This plane geometry course includes the study of perpendicular and parallel lines, angles and their relationships, congruent triangles and parallelograms and other polygonal regions. Also included are similar figures, the Pythagorean Theorem, circles, their tangents and secants, and three-dimensional geometry and transformational geometry. **Near the end of the school year, students will take the geometry Standards of Learning test.**

ALGEBRA I A & B; ADVANCED ALGEBRA II A & B (2290AP, 2397BP), Grade 9, 1st & 2nd Sem. One Credit Per Sem.

Prerequisite: Teacher recommendation and Foundations in Algebra or Pre-Algebra

This is a two-year math program taught in one year during a two-period block. Algebra is taught first semester. Instruction includes the properties and basic operations of natural numbers, their algebraic and graphical representation, and linear equations. Also included is the study of inequalities and systems of linear equations and inequalities. Advanced Algebra 2 is taught during the second semester. This course includes the study of equations, inequalities, relations, functions, systems of equations, matrices, polynomials, irrational numbers, complex numbers, and conic sections. The course also includes the study of higher degree polynomial functions, rational functions, exponential and logarithmic functions, statistics and probability. **Near the end of second semester students will take the Algebra II Standards of Learning test.**

ADVANCED GEOMETRY WITH TRIGONOMETRY (2307A, 2307B), Grade 10, 1st & 2nd Sem. One-half Credit Per Sem.

Prerequisite: Advanced Algebra 2/Geometry A & B

The first semester of this course includes the study of polynomial regions and their areas with special emphasis on right triangles. It also includes the concepts of similarity, volume, coordinate and transformational geometry and construction of plane figures. The second semester emphasizes the study of the basic trigonometric functions, the inverse trigonometric functions, trigonometric identities, analytic trigonometry, solving triangles, analytic geometry, and the trigonometry of complex numbers. Graphing calculators will supplement the classroom portion of the course. **Near the end of the school year, students will take the geometry Standards of Learning test.**

Agenda Report Attachment
MATHEMATICS (continued)

MATHEMATICS (continued)

**TRIGONOMETRY/FUNCTIONS A & B (2220A, 2220B),
 Grades 11 or 12, 1st & 2nd Sem. One-half Credit Per Sem.**

Prerequisite: Algebra 2 A & B and Geometry A & B

This course includes the study of trigonometric functions, their inverses and their graphs, solving triangles, trigonometric identities, trigonometric equations, and mathematical modeling using trigonometric functions with applications. Also included is the study of matrices, sequences and series, probability and statistics, as well as an introduction to pre-calculus.

**ADVANCED MATH ANALYSIS A & B (2317A, 2317B),
 Grades 11 or 12, 1st & 2nd Sem. One-half Credit Per Sem.**

Prerequisite: Trigonometry A & B

This course includes the study of relations, functions, equations, inequalities, polynomial and rational functions, and a review and extension of trigonometry. Also included are vectors and parametric equations, polar coordinates and complex numbers, conic sections, exponential and logarithmic functions, sequences and series, probability and statistics. Optional topics include iteration, fractals and discrete mathematics graph theory. Graphing calculator techniques are stressed.

**ADVANCED PRE-CALCULUS & APPLIED CALCULUS
 (2328AC, 2338BC), Grades 11-12, Dual Enrollment Math, 1st
 & 2nd Sem. One-half Credit Per Sem. (5.0 GPA for A) Pre-**

requisite: Trigonometry/Functions A & B or Math Analysis A & B
 This course is a study of college algebra, matrices, and algebraic, exponential, and logarithmic functions. The course also presents the trigonometric functions, essentials of analytic geometry, and the concepts of sequences and series necessary for the study of calculus. The second semester presents limits, continuity, differentiation of algebraic and transcendental functions with applications, and an introduction to integration. **Students who have completed the course with a grade of C or better receive 6 semester hours of credit from CVCC for Math 163 and 171. Students must qualify for enrollment for this course by taking the CVCC placement test or by ACT or SAT qualifying scores. Because this course is a dual enrollment course, certain fees may apply. (see page 2 for details)**

**ADVANCED PLACEMENT (AP) STATISTICS A & B (2429A,
 2429B), Grade 12, 1st & 2nd Sem. One-half Credit Per Sem.**

Prerequisite: Trig/Functions A & B or Math Analysis A & B

Advanced Placement statistics includes exploratory analysis of data using graphical and numerical techniques to study patterns and departures from patterns. Students will plan a study that will include identifying important variables related to the conjecture and ways to measure the variables. Students will also anticipate patterns using probability and simulation and work with concepts of statistical inference such as: confidence intervals, tests of significance, and special case of normally distributed data. **All students are required to take the advanced placement examination in May.**

**ADVANCED PLACEMENT (AP) CALCULUS AB A & B
 (2329A, 2329B), Grade 12, 1st & 2nd Sem. One-half Credit
 Per Sem. Prerequisite: Math Analysis A & B**

This rigorous treatment of calculus will include the study of limits, continuity, derivatives, applications of the derivative and integrals. The course will emphasize integration techniques and the calculus of transcendental functions. Extensive graphing calculator techniques will be taught. **All students are required to take the AP Calculus AB examination in May.** Other calculus topics, including more integration techniques, arc length and surface area as well as the calculus of parametric equations, will be taught after the Advanced Placement exam. **Note: With sufficient student and faculty interest, AP Calculus BC can be offered (2339A, 2339B). The course will be graded and weighted at 5.0.**

**ADVANCED PLACEMENT (AP) CALCULUS AB/BC (2339AP,
 2339BP), Grade 12, 1st & 2nd Sem. One Credit Per Sem.**

Prerequisite: Math Analysis A & B

This is a double-period course. During the first semester students learn the AP Calculus AB content and that content is expanded upon and extended during the second semester. **All students are required to take the AP Calculus BC examination in May.**

**The Board of Education's Guidelines on Credit Accommodations allow students with disabilities who are eligible for credit accommodations in mathematics to use each part of Algebra I, Parts I and II, and Geometry, Parts I and II, to earn a standard credit towards the three mathematics credits required for the Standard Diploma only. A student with disabilities who chooses to earn standard credits by taking both Algebra I and Geometry in two parts must complete both parts of both courses to meet the minimum course requirements, and would earn three standard credits in mathematics plus one additional elective credit. Two-part courses may also be combined with full-year courses in other Board-approved mathematics courses to meet the requirements for students with disabilities.*

Agenda Report Attachment
SCIENCE

SCIENCE (continued)**EARTH SCIENCE A & B (3290A, 3290B), Grades 9-12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: None**

This laboratory science course teaches foundation skills needed for the study and understanding of all sciences. Topics include maps and landforms, meteorology, geology, oceanography, environmental studies, and astronomy. Also included is the study of the earth's composition, weathering, deposition, earthquakes, volcanoes, plate tectonics, and geologic time. **Near the end of the school year, students will take the earth science Standards of Learning test.**

ADVANCED EARTH SCIENCE A & B (3387A, 3387B), Grade 8, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: None

This advanced earth science course is available only in the 8th grade. Additional topics and supplemental activities supporting the earth science SOL are included in the course. **Near the end of the school year, students will take the earth science Standards of Learning test.**

BIOLOGY I A & B (3200A, 3200B), Grades 9-12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: None- It is preferable that students have completed Earth Science A & B.

This course includes the study of scientific processes and problem solving, ecology, biochemistry, and cytology (structure, function and reproduction of cells). Also included are human endocrinology, reproduction, genetics, evolution, behavior and taxonomy (classification). **Near the end of the school year, students will take the biology Standards of Learning test.**

ADVANCED BIOLOGY I A & B (3397A, 3397B), Grades 9 & 10, 1st & 2nd Sem., One-half Credit Per Sem. Prerequisite: It is preferable that students have completed Earth Science A & B.

The course content closely parallels that described in Biology A and B. A more quantitative approach may be utilized in dealing with specific problem areas, with additional emphasis placed on the underlying chemical principles for the biological sciences. Students will have an opportunity to conduct original research. **Near the end of the school year, students will take the biology Standards of Learning test.**

BIOLOGY II ANATOMY AND PHYSIOLOGY A & B (3210A, 3210B), Grades 10-12, 1st & 2nd Sem. One-half Credit Per Sem. Prerequisite: Biology I A & B

This year-long course follows Biology 1 and is a study of human anatomy and physiology.

BIOLOGY II ECOLOGY A & B (3211A, 3211B), Grades 10-12, 1st & 2nd Sem., One-half Credit Per Sem. Prerequisite: Biology 1 A & B

This year-long course follows Biology I and is a study of the environment and man's impact on it.

CHEMISTRY A & B (3220A, 3220B), Grades 10-12, 1st & 2nd Sem., One-half Credit Per Sem. Prerequisite: Biology A & B, Algebra I A & B and Algebra II

This course provides an introduction to basic chemical principles and their application. Topics include atomic structure, the periodic table, bonding, chemical equations and reactions, stoichiometry, states of matter, and thermochemistry. A solid knowledge of algebra is necessary for the calculations in this class. **Near the end of the school year, students will take the chemistry Standards of Learning test.**

ADVANCED CHEMISTRY A & B (3307A, 3307B), Grade 10-12, 1st & 2nd Sem., One-half Credit Per Sem. Prerequisite: Biology A & B and Algebra I A & B, Algebra II A & B (typically students have previously taken advanced level science and math courses)

The course content is closely aligned with that of general Chemistry. However, a more rigorous quantitative approach requires students to investigate, analyze, and summarize chemical reactions, molecular behaviors, and uses of substances. Hands-on experiments with high level math and thinking skills are included. Students will have an opportunity to conduct original research. **Near the end of the school year, students will take the chemistry Standards of Learning test.**

ADVANCED PHYSICS A & B (3317A, 3317B), Grades 11 or 12, 1st & 2nd Sem., One-half Credit Per Sem. Prerequisite: Algebra II and Geometry; Trigonometry/Functions

This course deals with mechanics, motion and waves with emphasis on problem solving and the use of a computer. Also included is the study of light, electricity, magnetism, the atom and nuclear forces. Students will have an opportunity to conduct original research.

ADVANCED PLACEMENT (AP) CHEMISTRY A & B (3459A, 3459B), Grades 11 or 12, 1st & 2nd Sem. One-half Credit per Sem. Prerequisite: Biology A & B; Chemistry A & B

This course is the equivalent of a first-year college general chemistry course. Topics include the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics and the basic concepts of thermodynamics. Students will spend considerable time in individual study and in laboratory work. **All students are required to take the advanced placement examination in May.**

ADVANCED PLACEMENT (AP) PHYSICS A & B (3469A, 3469B), Grade 12, 1st & 2nd Sem., One-half Credit per Sem. Prerequisite: Physics A & B and Math Analysis A & B

To be successful in this rigorous college-level course, students must be able to work both independently and collaboratively in the classroom and laboratory. Among the topics studied in this course are mechanics, dynamics, kinematics, nuclear physics, and the properties of matter, light, and electricity. **All students are required to take the advanced placement examination in May.**

Agenda Report Attachment
SCIENCE (continued)

COMPUTER SCIENCE

ADVANCED COLLEGE BIOLOGY A & B (3328AC, 3328BC), Dual Enrollment, Grade 12, 1st & 2nd Sem. One-half Credit per Sem. (5.0 GPA for A) Prerequisites: Biology A & B, Chemistry A & B; Geometry A & B

This college level course deals with the fundamental characteristics of living matter from the molecular level to the ecological community with emphasis on general biological principles. Topics addressed include the organization and biochemical functions of cells, genetics, animal and plant physiology, continuity of life and ecological relationships. Appropriate applications of technology will allow for in-depth exploration of selected topics and opportunities for independent student research. Students will be expected to attend, in addition to the five class periods a week, two additional periods to meet the required lecture and laboratory time to receive college credit. **Students who have completed the course with a grade of C or better receive 8 semester hours of credit from CVCC for Biology 101 and 102. Students must qualify for enrollment for this course by taking the CVCC placement test or by ACT or SAT qualifying scores. Because this course is a dual enrollment course, certain fees may apply. (see page 2 for details) Maximum number of students per class 23.**

ADVANCED PLACEMENT (AP) BIOLOGY A & B (3449A, 3449B), Grades 11 or 12, 1st & 2nd Sem., One-half Credit per Sem. Prerequisites: Biology A & B, Chemistry A & B; Geometry A & B

This course includes the study of the structure and biochemical functions of cells and cellular components, animal and plant physiology, principles of genetics, and the interdependence of organisms in ecosystems. Students will spend considerable time in unsupervised individual study and in laboratory work. **All students are required to take the advanced placement examination in May.**

ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE A & B (3429A, 3429B), Grades 11 or 12, 1st & 2nd Sem., One-half Credit Per Sem. Prerequisite: Two years of lab science; one year life science; one year physical science; and one year of Algebra.

This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. **All students are required to take the advanced placement examination in May.**

ADVANCED PLACEMENT (AP) PSYCHOLOGY A & B (3439A, 3439B) Grades 11 or 12, 1st & 2nd Sem., One-half Credit per Sem.

The purpose of the course itself is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. **All students are required to take the advanced placement examination in May.**

INTRO COMPUTER SCIENCE (3750A, 3750B), Grades 9-12, 1st & 2nd Sem. One-half Credit per Sem. Prerequisite: Algebra 1 A & B, Computer Applications A & B, or teacher recommendation

Students explore computer concepts, apply logic procedures, and implement programming procedures with one or more languages, such as Visual Basic.Net, Java, C#, and C++. Graphical User interfaces, such as Scratch, Game Maker, and Flash may be used as students design and develop interactive multimedia applications. In addition, HTML or JavaScript may be employed to create Web pages.

COMPUTER SCIENCE II (3760A, 3760B), Grades 11 or 12, 1st & 2nd Sem. One-half Credit per Sem. Prerequisite: Computer Programming I A & B, Algebra 2 A & B, or teacher recommendation

Building on a foundation of programming skills, students will use object-oriented programming to develop applications for Windows, database, multimedia, games, mobile, and/or Web environments. Graphical User Interfaces, such as Alice may be used as students design and develop interactive multimedia applications. Students will have the opportunity to explore and create applications related to the information technology and game design industries.

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE A & B (3729A, 3729B), Grades 11-12, 1st & 2nd Sem. One-half Credit per Sem. Prerequisite: Computer Programming 1 or Teacher Recommendation

A large part of the course is built around the development of computer programs that correctly solve a given problem. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. **All students are required to take the advanced placement examination in May.**

Agenda Report Attachment
SOCIAL STUDIES

SOCIAL STUDIES (continued)

WORLD GEOGRAPHY A & B (4690A, 4690B), Grade 9, 1st & 2nd Sem. One-half Credit per Sem.

The focus of these classes is the study of the world's peoples, places, and environments, with an emphasis on world regions. This course is designed primarily for students seeking the standard high school diploma. **Near the end of the school year, the students will take the Virginia World Geography Standards of Learning test.**

WORLD HISTORY & GEOGRAPHY I (to 1500 AD) A & B (4290A, 4290B), Grade 9, 1st & 2nd Sem. One-half Credit per Sem.

These classes cover the historical development of people, places, and patterns of life from early times until about 1500 AD. Geography is emphasized in the study of each civilization. These classes are designed primarily for students seeking the standard high school diploma. **Near the end of the school year, students will take the World History and Geography I Standards of Learning test.**

ADVANCED WORLD HISTORY & GEOGRAPHY I (to 1500 AD) A & B (4397A, 4397B), Grade 9, 1st & 2nd Sem. One-half Credit per Sem.

These classes cover the historical development of people, places, and patterns of life from early times until about 1500 AD. Geographic influences on history are emphasized in the study of each civilization. In these advanced-level classes students must complete in-depth projects and writing assignments, as well as additional reading assignments and research. **Near the end of the school year, students will take the World History and Geography I Standards of Learning test.**

WORLD HISTORY & GEOGRAPHY II (1500 AD to PRESENT) A & B (4200A, 4200B), Grade 9 or 10, 1st & 2nd Sem. One-half Credit per Sem.

These classes cover history and geography from the late Middle Ages to the present. Other points of focus are the political boundaries that developed with the evolution of nation-states; the ways in which scientific and technological revolutions produced economic, social and political change; and the people and events of the 19th and 20th centuries as they relate to contemporary issues. **Near the end of the school year, students will take the World History and Geography 2 Standards of Learning test.**

ADVANCED WORLD HISTORY & GEOGRAPHY II (1500 AD to PRESENT) A & B (4307A, 4307B), Grade 10, 1st & 2nd Sem. One-half Credit Per Sem.

These classes cover history and geography from the late Middle Ages to the present. Other points of focus are the political boundaries that developed with the evolution of nation-states; the ways in which scientific and technological revolutions produced economic, social and political change; and the people and events of the 19th and 20th centuries as they relate to contemporary issues. Projects, writing assignments, additional reading assignments, and research are requirements of these classes. **Near the end of the school year, students will take the World History and Geography II Standards of Learning test.**

ADVANCED PLACEMENT (AP) WORLD HISTORY A & B (4469A, 4469B), Grades 10-12, 1st & 2nd Sem. One-half Credit Per Sem.

This course is designed for students with a keen interest in history and a desire to earn college credit in high school. Requiring extensive independent reading and writing assignments, this course has as its chronological frame the period from approximately 8000 B.C.E. to the present. Course work focuses on continuity and change across historical periods as students analyze the processes and causes involved in these continuities and changes. Included in the course are the major civilizations in Africa, the Americas, Asia, and Europe. **All students are required to take the advanced placement examination in May. Note: These classes may be taken at the 10th grade level for social studies credit in lieu of Advanced World History & Geography II (1500 AD to Present). Tenth grade students choosing this option will take the World History and Geography II Standards of Learning test near the end of the school year. Eleventh and 12th grade students may take the class for elective credit.**

AMERICAN HISTORY A & B (4210A, 4210B), Grade 11, 1st & 2nd Sem. One-half Credit Per Sem.

These classes are a chronological study of American history from the Age of Discovery to the present. Although emphasis is placed on political and economic history, content also includes the major issues, movements, people, and events that shaped American culture. **Near the end of the school year, students will take the Virginia/U.S. History Standards of Learning test.**

ADVANCED AMERICAN HISTORY A & B (4317A, 4317B), Grade 11, 1st & 2nd Sem. One-half Credit Per Sem.

These advanced-level classes provide a comprehensive, in-depth study of American history from the Age of Discovery to the present. Although emphasis is placed on political and economic history, content also includes the major issues, movements, people, and events that shaped American culture. Independent reading and writing assignments, as well as individual research projects, are required. **Near the end of the school year, students will take the Virginia/U.S. History Standards of Learning test.**

ADVANCED PLACEMENT (AP) AMERICAN HISTORY (4419A, 4419B), Grade 11, 1st & 2nd Sem. One-half Credit Per Sem.

These classes are geared to the student who has a keen interest in history and who wishes to receive college credit while in high school. During 1st semester, emphasis is on the American Revolution, the Jacksonian period, the Civil War, Reconstruction, and the Gilded Age. Second semester focuses on the politics of the Gilded Age, the Populist-Progressive era, World War I, the Depression and the New Deal, World War II, and domestic and foreign policy from Post World War II to the 1980s. Course requirements include basic text and supplementary readings, class lectures and discussions, and writing assignments (including open-ended and document-based questions). **All students are required to take the advanced placement examination in May. In addition, near the end of the school year, students will take the Virginia/U.S. History Standards of Learning test.**

Agenda Report Attachment
SOCIAL STUDIES (continued)

SOCIAL STUDIES (continued)

**UNITED STATES GOVERNMENT A & B (4220A, 4220B),
 Grade 12, 1st & 2nd Sem. One-half Credit Per Sem.**

These classes provide students with an understanding of the American and Virginia political systems. Included in this study are the United States and Virginia Constitutions; the structure and operation of the legislative, executive, and judicial departments of the U.S. and Virginia governments; the process of policy-making in economics, foreign affairs, and civil rights issues; and the influence of the public, interest groups, political parties, and the media on decision-making. Other points of focus are a comparison of the U.S. political and economic systems to those of other nations and the role of the government in the economy. In addition, special emphasis is given to a unit on individual voting behavior, incorporating current elections.

**ADVANCED UNITED STATES GOVERNMENT A & B
 (4327A, 4327B), Grade 12, 1st & 2nd Sem. One-half
 Credit Per Sem.**

This advanced-level government course focuses on the theory and practice of leadership and political behavior from the social scientist point of view as students study topics such as theories of government, federalism, state and local government, and decision-making at the national level. Additional units of study include the American Free Enterprise System, the law and society, and the involvement of the United States in foreign affairs. As in all advanced-level classes, students must be prepared to complete independent reading, writing, and research assignments.

**ADVANCED PLACEMENT (AP) AMERICAN GOVERNMENT
 POLITICS & COMPARATIVE GOVERNMENT POLITICS
 (4429A, 4429B), Grade 12, 1st & 2nd Sem. One-half Credit Per
 Sem.**

These classes are geared to those students with a keen interest in government and the desire to earn college credit in high school. First semester gives students a critical perspective on politics and government in the United States, involving both the study of general concepts to interpret American politics and the analysis of specific case studies. In 2nd semester, students gain knowledge of the world's diverse political structures and practices as they study five specific countries and compare their key political relationships. Both 1st and 2nd semester classes require student research and analysis. **All students are required to take both advanced placement examinations in May.**

**ADVANCED PLACEMENT (AP) EUROPEAN HISTORY A & B
 (4409A, 4409B), Grades 11-12, 1st & 2nd Sem. One-half
 Credit Per Sem.**

These elective classes are designed for students with a keen interest in history and a desire to earn college credit in high school. Requiring extensive independent reading and writing assignments, course work includes an in-depth study during 1st semester of the major events and trends in Europe from approximately 1450 to the Napoleonic Period with significant emphasis placed on intellectual, cultural, and social-economic history. Study 2nd semester continues from the Napoleonic Period to the present. **All students are required to take the advanced placement examination in May.**

**AFRICAN-AMERICAN STUDIES (4740A, 4740B), Grades
 9-12, 1st & 2nd Sem. One-half Credit Per Sem.**

This elective course in African American Studies provides a thematic study of African American History from African origins to the present. Students will study the history and culture of African Americans and their contributions and roles in American History. An emphasis throughout the course is on how African American culture has impacted United States History. This course is taught through a variety of literature and with multiple opportunities for class discussion, expository writing, and collaborative projects.

**ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY
 Grades 9-12, 1st & 2nd Sem. One-half Credit Per Sem.**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). **Near the end of the school year, students will take the World Geography Standards of Learning test.**

Agenda Report Attachment HEALTH

DRIVER EDUCATION AND PERSONAL HEALTH & SOCIAL DEVELOPMENT (5240A, 5240B) Grades 9-12, 1st or 2nd Sem., One-half Credit. Prerequisite: None

The Driver Education portion will provide the in-class preparation for behind-the-wheel driver training. Personal health and social development fulfills the family life education requirement for grade ten.

HEALTH AND FAMILY LIVING (5250A, 5250B), Grades 9-12 1st or 2nd Sem., One-half Credit. Prerequisite: None

This course fulfills the family life education requirement for students in grade nine. The course includes instruction in disease prevention, first-aid techniques, human growth and development, personal health and wellness, substance abuse, consumer health, and topics related to family living. Attitudes, morality and responsible decision making are discussed in relation to developing a healthy and productive lifestyle from adolescence to old age.

PHYSICAL EDUCATION

The Physical Education Program offers a variety of courses designed to meet individual needs and interests; however, the underlying purpose in all courses is to promote the concept of fitness and wellness for life. All courses will include aerobic exercises and strength training in addition to skills development in the specified sports and/or recreational activities. Two semesters of physical education are required for graduation. These courses may be taken repeatedly for elective credit.

WEIGHT TRAINING I (5151A, 5151B) Grades 9-12, 1st or 2nd Sem., One-half Credit. Prerequisite: None

This introductory course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardio-respiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

WEIGHT TRAINING II (5152A, 5152B) Grades 9-12, 1st or 2nd Sem., One-half Credit. Prerequisite: None

This intermediate course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardio-respiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

PHYSICAL EDUCATION (continued)

PHYSICAL EDUCATION DRILL (5140A, 5140B), Grades 9-12, 1st or 2nd Sem., One-half Credit. Prerequisite: Enrollment in ROTC 1 or completion of ROTC 1.

This course is designed to develop knowledge and skills related to flexibility, strength training, personal fitness, and drill activities.

PHYSICAL EDUCATION 9 (5190A, 5190B), Grades 9-12, 2nd Sem., One-half Credit. Prerequisite: None

This course is designed to develop intermediate and advanced skills in activities selected from among the following: floor or field hockey, lacrosse, softball, volleyball and basketball.

PHYSICAL EDUCATION 10 (5191A, 5191B), Grades 9-12, 1st Sem., One-half Credit. Prerequisite: None

This course is designed to develop intermediate and advanced skills in activities selected from among the following: flag football, soccer, basketball, tennis, and track and field.

FITNESS FOR LIFE (5161A, 5161B) Grades 9-12, 1st or 2nd Sem., One-half Credit. Prerequisite: None

This course will enable students to obtain the knowledge and skills necessary to develop and maintain a health-enhancing level of fitness and to increase physical competence, self esteem and the motivation to pursue lifelong physical activity. Students will gain an understanding of the components of health-related fitness, training principles, and the benefits of being physically active. Students will participate in activities that will increase physical fitness levels and develop health practices that value physical activity and its contribution to lifelong fitness. Students will exhibit a physically active lifestyle through participation in one or more lifetime sports or activities of their own choosing.

Agenda Report Attachment CAREER-TECHNICAL EDUCATION

Career-Technical Education is an essential part of the school division's total educational program specifically designed to prepare students for gainful employment and/or post-secondary education or training.

Career and Technical Education provides sequences of career-related courses designed to help students develop skills needed for entry-level employment, advanced technical training programs, and continuing education on the college and university level.

Elective courses in each program area focus on helping students develop twenty-first century job skills, such as, proficiency in computer technology, information acquisition and processing, problem solving, teamwork, and effective communication skills.

Career and Technical Education courses are designed to enhance and support the academic curriculum - reinforcing the Standards of Learning established for English, mathematics, science, and history & social science.

ARCHITECTURE & CONSTRUCTION

Courses in this area can prepare students for careers in designing, planning, managing, building and maintaining the built environment.

DRAFTING III A & B (6760A, 6760B), (formerly Architectural Drawing) Grades 10-12, 1st & 2nd Sem., One-half Credit per Sem. *Prerequisite: Drafting 1 (6740 A & B) & it is preferable that students have complete Algebra I*

This upper-level course begins with the basics of residential design and progresses through an entire set of house plans. The students will learn architectural CAD software, as a tool for creating professional, three-dimensional architectural designs and drawings. The students will design and build model displays as projects. The students will also be given the opportunity to compete in regional and state competitions in architectural design and modeling.

INTRODUCTION TO BUILDING TRADES A & B (8241A, 8241B), Grade 10, Heritage High, 1st or 2nd Sem., One-half Credit. *Prerequisite: None*

Students will be introduced to three general areas of study including carpentry, electrical wiring, and plumbing in this course. Students will design, build, and test scale model structures and work with projects that help them to understand the jobs of architects, carpenters, electricians, plumbers, surveyors, contractors, design engineers, and a variety of other construction careers. Maximum number of students per class 20.

BUILDING TRADES I A & B (8240A, 8240B), Grade 11, Heritage High, 1st & 2nd Sem., One Credit per Sem.

Prerequisite: Approved Application

This is a double-period course. *This course is designed to prepare individuals to erect, install, maintain and repair buildings and other structures. Carpentry, masonry, electricity, and plumbing will be emphasized. Also included is instruction in cost estimating, cutting, fastening, and fitting various materials, using hand and power tools and following technical specifications and blueprints. Maximum number of students per class 20.*

ARCHITECTURE & CONSTRUCTION (cont.)

BUILDING TRADES II A & B (8250A, 8250B) Grade 12, Heritage High, 1st & 2nd Sem., One Credit per Sem.,

Prerequisite: Building Trades I (8240 A & B)

This is a double-period course. *Course content includes construction, customer relations, job pricing, custom construction, and installing interior millwork. Building Codes will be stressed in carpentry, painting, electrical, plumbing and masonry. The course also includes special emphasis on job opportunities, project management, and job integrity in the construction trades. Maximum number of students per class 20. This course may be taken as a dual-enrollment course earning 6 college credits from Central Virginia Community College under the course numbers 8258AC, 8258BC (CVCC course numbers are BLD 149 (3 credits) and BLD 249 (3 credits).*

ARTS, AV TECHNOLOGY & COMMUNICATIONS

Courses in this area can prepare students for careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

COMMUNICATION SYSTEMS A & B (8561A, 8561B) Grades 10-12, Heritage High, 1st or 2nd Sem. One-half Credit.

Prerequisite: None

This is an introduction class for students preparing for jobs as advertising artists, and illustrators. Students learn both hand and computer generated layout and illustration used for brochures, posters, catalogues, advertisements and logos. Students learn skills in the areas of advertising design, illustration, printing advertisements, digital photography, and digital imaging

VIDEO AND MEDIA TECHNOLOGY (7450A & 7450B) Grades 10-12, Heritage High, 1st & 2nd Sem., One-half Credit per Sem. *Prerequisite: None*

This course offers students an opportunity to study all aspects of video and media production, from planning and writing for production to operating studio and editing equipment. Students practice various methods of gathering news and information from individuals, research, and online resources. In addition, students are introduced to analog and digital principles of film production.

BUSINESS, MANAGEMENT, ADMINISTRATION & FINANCE

Courses in this area can prepare students for careers in Business Management and Administration and Finance, careers that encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration and Finance career opportunities are available in every sector of the economy.

ACCOUNTING I A & B (6160A & 6160B), Grades 10-12, 1st & 2nd Sem., One-half Credit per Sem. *Prerequisite: None*

Content includes theory of basic bookkeeping, use of journals and ledgers, worksheets, and income statements. Also included is the preparation of financial records, taxes and payroll projects; special problems related to sales and purchases. Students learn fundamental accounting procedures using a manual system.

Agenda Report Attachment
**BUSINESS, MANAGEMENT,
 ADMINISTRATION & FINANCE (continued)**

ACCOUNTING II A & B (6170A& 6170B), Grades 11 or 12, 1st & 2nd Sem., One-half Credit per Sem. Prerequisite:
Accounting I (6160 A & B) and Keyboarding (6240)

Content includes management of financial records through various business activities, partnership accounting, and general ledger. Students use manual accounting skills to analyze and interpret accounting transactions. Also included is the study of corporate and cost accounting and budgetary controls.

BUSINESS MANAGEMENT (6140A) Grades 11 or 12, 1st Sem., One-half Credit. Prerequisite: None

This one-semester course includes an overview of American business and the social and economic environments in which it operates. Main topics of study are economics, business finance, and personnel administration. Members of the class start and operate a corporation through Junior Achievement.

BUSINESS LAW (6150B) Grades 11 or 12, 2nd Sem., One-half Credit. Prerequisite: None

This course is focused on personal law, the law of contracts and the rights and responsibilities of individuals in our society. Laws affecting daily business contracts and employment are emphasized.

COMPUTER APPLICATIONS A & B (3740A, 3740B), Grades 9-12, 1st & 2nd Sem. One-half Credit per Sem. Prerequisite:
None. Keyboarding skills recommended.

This course develops skills and provides experience with major computer applications. These applications include word processing (using both text and graphics-based programs), spreadsheet, database, and integration of applications. Students use these applications for problem solving and file and disk management. Keyboarding and general computer understanding are addressed as needed. Also included is work with multi-media research, the Internet, presentations, desktop-publishing, video conferencing and digital cameras, computer graphics, and computer communications.

COMPUTER INFORMATION SYSTEMS A & B (6340A, 6340B) Grades 11 or 12, Heritage High, 1st & 2nd Sem., One-half Credit per Sem. Prerequisite: Keyboarding (6240)

This course develops skills and provides experience with the major business applications of the microcomputer. These include Microsoft Windows and word processing using Microsoft Office. Also included are business computer terminology, systems and procedures, spreadsheets, database management, desktop publishing, and presentation graphics using Microsoft Office. Students will attempt the Internet and Computing Core Certification (IC3) exam. The IC3 exam is offered through Certiport.

DESIGN, MULTIMEDIA, & WEB TECHNOLOGIES (6260A, 6260B), Grades 9-12, 1st or 2nd Sem., One-half Credit
Prerequisite: Keyboarding (6240) or equivalent skills

Students develop proficiency in creating desktop publications, multimedia presentations/projects, and web sites using industry standard application software. Students incorporate principles of layout and design in completing publications and projects. Students design portfolios that may include business cards, newsletters, mini-pages, web pages, multimedia presentations, and projects, calendars, and graphics. Completion of this course may prepare students for industry certifications.

**BUSINESS, MANAGEMENT,
 ADMINISTRATION & FINANCE (continued)**

KEYBOARDING (6240A, 6240B) Grades 9-12, 1st or 2nd Sem., One-half Credit. 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 (6250A, 6250B), Grades 9-12, 1st or 2nd Sem., One-half Credit. Prerequisite: Keyboarding (6240) 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.

PRINCIPLES OF BUSINESS AND MARKETING A & B (6370A, 6370B), Heritage High, Grades 9-12, 1st or 2nd Sem., One-half Credit. Prerequisite: None

Students explore the role of business and marketing in the free enterprise system and the global economy. They study how the American economy operates as they prepare to make decisions as consumers, wage earners, and citizens.

EDUCATION & TRAINING

Courses in this area can prepare students for careers in planning, managing and providing education and training services or related learning support services.

INTRODUCTION TO EARLY CHILDHOOD EDUCATION (6540B), Grade 9-10, 2nd Sem., One-half Credit. Prerequisite: None

This course presents all aspects of growth and development of children from birth to 5 years. The responsibilities of childcare and parenting are discussed, and emphasis is placed on the importance of a nurturing relationship between parents, adults and children. This course helps students understand their own development, to recognize the importance of a healthy family unit in today's society, and to gain familiarity with several career pathways within the child development area. *Maximum number of students per class 20.*

EARLY CHILDHOOD EDUCATION I (6541A & 6541B) Grade 11, Heritage High, 1st & 2nd Sem., One Credit per Sem. Prerequisite: Approved Application

This is a double-period course. Students prepare to be primary providers of home-, family-, or institution-based child care services by focusing their study on the planning, organizing, and conducting of meaningful play and learning activities; child monitoring and supervision; record keeping; and referral procedures. Teachers highlight the basic skills of math, science, and communication when appropriate. *Maximum number of students per class 20.*

Agenda Report Attachment EDUCATION & TRAINING (continued)

EARLY CHILDHOOD EDUCATION II (6542A, 6542B), Grade 12, Heritage High, 1st & 2nd Sem., One Credit per Sem. Prerequisite: Early Childhood Education I (6541A & 6541B)

This is a double-period course. Students prepare for positions in child care centers as child care attendants, kindergarten aides, or child care assistants; as foster parents; or as entrepreneurs. Opportunities for mentorship under the supervision of the instructor will be a part of the class curriculum. Teachers highlight the basic skills of math, science, and communication when appropriate in the content. Completion of this sequence may prepare students for the Child Development Associate (CDA) National Credential by the Council for Professional Recognition. *Maximum number of students per class 20.*

This course may be taken as a dual-enrollment course for 6 college credits from Central Virginia Community College under numbers 6548AC, 6548BC. CVCC course numbers CHD 120 (3 credits) and CHD 165 (3 credits).

TEACHERS FOR TOMORROW (6550A, 6550B), Grades 11 & 12, 1st & 2nd Sem., One-half Credit per Sem. Prerequisite: Approved Application

Virginia's Teachers for Tomorrow Program is offered to high school juniors and seniors interested in pursuing a career in teaching and education. Students will experience the profession as they are guided through the history of education and the functions of schools and school divisions. Additionally, the students will experience the classroom as they become acquainted with teachers and teaching on a personal and professional level, including a brief internship in a classroom setting. **This course may be taken as a dual-enrollment course earning 4 college credits from Lynchburg College under course numbers 6558AC and 6558BC. The LC course numbers are EDUC 101 (3 credits) and EDUC 202 (1 credit).**

HEALTH SCIENCES

Courses in this area can prepare students for careers in planning, managing, and providing therapeutic services, diagnostic services, health information science, support services, and biotechnology research and development.

HEALTH AND MEDICAL SCIENCES EXPLORATORY (6840A, 6840B), Grades 10-12, E. C. Glass High, 1st or 2nd Sem., One-half Credit. Prerequisite: None

This is an exploratory course which is recommended as a prerequisite to Dental Careers. Students will focus on careers in the health field by exploring their own interest, values, and abilities. They will learn basic first-aid skills and develop an understanding of the characteristics and make-up of a variety of health careers. Students will gain knowledge necessary to make an informed career choice.

DENTAL CAREERS I A & B (6810A, 6810B) Grade 11, E. C. Glass High, 1st & 2nd Sem., One Credit per Sem. Prerequisite: Approved application (Health and Medical Sciences Exploratory (6840) is recommended)

This is a double-period course. This is a double period health occupational preparatory course. Students learn dental anatomy, care and sterilization of instruments, and basic oral hygiene skills. Topics include: clinical skills necessary to assist the dentist in the routine function of a dental office, chair-side dental procedures, instrument set-up, and basic laboratory procedures including material manipulation. *Maximum number of students per class 20.*

HEALTH SCIENCES (continued)

DENTAL CAREERS II A & B (6820A, 6820B) Grade 12, E. C. Glass High, 1st & 2nd Sem., One Credit per Sem. Prerequisite: Dental Careers I (6810 A & 6810B)

This is a double-period course. Students continue developing their skills and mastering competencies through classroom instruction and simulated clinical experiences. Topics include: taking and processing dental x-rays, laboratory procedures, and identification of instruments and material manipulation. Students receive Dental Radiation Safety and Hygiene certification upon satisfactory completion of the unit test. The final part of the Dental Careers program combines classroom instruction with actual hands-on training with area dentist, assistants, hygienist, and laboratory technicians. The clinical training will take place during the regular school hours and will be graded but not necessarily for pay. Classroom instruction will include entry level clerical skills as well as clinical skills. *Maximum number of students per class 20.*

NURSE AIDE I A & B (8360A, 8360B), Grades 11 & 12, Heritage High School, 1st and 2nd Semester, One-half Credit per Sem. Prerequisite: Approved Application; Health and Medical Sciences Exploratory (6840) is recommended.

This is a double-period class. Virginia Board of Nursing approved course to qualify for the Certified Nurse Aide Exam. This course features a dual focus on theory and practical skills. The theory component includes basic anatomy and physiology, ethics, health care systems, medical terminology, and professionalism. The skills are taught in the nursing lab and include transfer techniques, assessment of vital signs, assisting with patient hygiene and grooming, and infection control procedures. **This class will meet on Monday and Wednesday each week during 6th and 7th periods.**

NURSE AIDE II A & B (8362A, 8362B), Grade 12, Heritage High School, 1st & 2nd Semester, One-half Credit per Sem. Prerequisite: Nurse Aide I (8360A & 8360B)

This is a double-period course. Virginia Board of Nursing approved course to qualify for the Certified Nurse Aide Exam. This course integrates the principles and skills introduced in Nurse Aide I. Students practice skills and concepts from the course in a closely supervised clinical setting. The course also includes preparation for the Virginia certification exam. **This class will meet on Tuesday and Thursday each week during 6th and 7th periods.**

ATHLETIC TRAINING I A & B (5260A, 5260B), Grades 10-12, 1st & 2nd Sem., One-half Credit Per Sem. Prerequisite: Interest in athletic training and permission of the instructor

Students interested in athletic training as a career, physical therapy, or medicine should consider these courses. Sports medicine will be covered from three aspects: recognition of injuries; prevention of injuries; and rehabilitation of injuries. Some lab work with athletic teams may be required.

ATHLETIC TRAINING II A & B (5261A, 5261B), Grades 10-12, 1st & 2nd Sem., One-half Credit Per Sem. Prerequisite: Athletic Training I (5260A and 5260B) and permission of the instructor

Students continue their study of sports medicine topics from three aspects: recognition of injuries; prevention of injuries; and rehabilitation of injuries. Some lab work with athletic teams may be required.

Agenda Report Attachment HOSPITALITY & TOURISM

Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

INTRODUCTION TO CULINARY ARTS (6440A), Grade 10, 1st Sem., One-half Credit. Prerequisite: None

This course teaches the skills necessary to succeed in food service careers and to ensure proper personal nutrition and wellness. Students study units on nutrition, safety and sanitation, food preparation skills, management of food dollars, and careers in the food service area. *Maximum number of students per class 20.*

CULINARY ARTS I (6441A, 6441B), Grade 11, E.C. Glass High, 1st & 2nd Sem., One Credit per Sem. Prerequisite:

Approved Application

This is a double-period course. Students are taught the managerial, production, and service knowledge and skills used in government, commercial, or independently owned institutional food establishments and related food industry occupations. This course includes planning, selecting, storing, purchasing, preparing, and serving food and food products; basic nutrition, sanitation, and food safety; the use and care of commercial equipment; serving techniques; and the operation of institutional food establishments. Critical thinking, practical problem solving, and entrepreneurship opportunities within the field of culinary arts are emphasized. *Maximum number of students per class 20.*

CULINARY ARTS II (6442A, 6442B), Grade 12, E. C. Glass High, 1st & 2nd Sem. One Credit per Sem. Prerequisite:

Culinary Arts I (6441A & 6441B)

This is a double-period course. Students extend and expand skills learned in Culinary Arts I, preparing for occupations such as chef/cook, baker/pastry helper, pastry decorator, hospitality worker, dietetic aide/assistant, food demonstrator, mixologist, and entrepreneur. Opportunities for mentorships under the supervision of the instructor will be a part of the class curriculum. Critical thinking, practical problem solving, and entrepreneurship opportunities within the field of culinary arts are emphasized. Teachers highlight the basic skills of math, science, and communication when appropriate in content. **Maximum number of students per class 20. This course may be taken as a dual enrollment course for six college credits from CVCC under numbers 6448AC and 6448BC. CVCC course are HRI 106 (3 credits) and HRI 158 (3 credits).**

HUMAN SERVICES

Preparing individuals for employment in career pathways that relate to families and human needs.

COSMETOLOGY I A & B (8340A, 8340B), Grade 11, Heritage High, 1st & 2nd Sem., One Credit per Sem.

Prerequisite: Approved Application

This is a double-period course. The course includes professional ethics, hygiene, good grooming, manicuring, and hair shaping and styling. This course also includes student practice in scalp and hair treatments, the care and styling of wigs, permanent waving and hair removal. Related topics also include skin, scalp and hair disorders.

HUMAN SERVICES (continued)

COSMETOLOGY II A & B (8350A, 8350B), Grade 12, Heritage High, 1st & 2nd Sem., One & One-half Credits Per Sem. Prerequisite: Cosmetology 1 (8340 A & B)

This is a triple-period course. The course includes beauty salon management and operation, additional work developing competencies in electricity and light therapy, chemistry, anatomy and physiology, chemical hair relaxing and hair coloring. Students will complete final preparation for taking the state license cosmetology examination.

INFORMATION TECHNOLOGY

Courses in this area can prepare students for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.

INFORMATION TECHNOLOGY SYSTEMS III A & B (8540A, 8540B), Grades 10-11, Heritage High, 1st & 2nd Sem., One Credit per Sem. Prerequisite: Approved Application by Instructor

This is a double period course. This course focuses on the soft and technical skills needed to obtain entry-level positions as network, computer, or help-desk technicians. It provides a basic overview of networking concepts, such as LANS, WANS, networking design, setup, and software. Students will study the impact of MMO and LAN gaming on networks, including designing, building, and securing a LAN gaming network. All students will complete the (IC³®) exam by *Certiport*. Students will service microcomputer hardware and support peripherals; build a computer from parts; diagnose, troubleshoot, and resolve personal computer basic hardware and software issues. **This course may be taken as a dual enrollment course earning 3 college credits from Central Virginia Community College under the course numbers 8548AC, 8548BC. The CVCC course number is ETR 149.**

INFORMATION TECHNOLOGY SYSTEMS II (8550A, 8550B), Grades 11-12, Heritage High, 1st & 2nd Sem., One Credit per Sem. Prerequisite: Information Technology Systems 1 (8540 A & 8540B) Prerequisite may be waived by instructor if sufficient technical knowledge is proven.

This is a double period course. This course equips students with the advanced knowledge, skills, and understanding that will enable them to install, troubleshoot and maintain computers and their associated networks. Students diagnose, troubleshoot, and resolve advanced hardware and basic networking issues. Numerous hands-on exercises, including configuring, installing, and troubleshooting operating systems, third party software, and hardware will reinforce student learning and understanding. Creating email accounts, configuring wireless technologies, appropriate use of social media are part of the course work. All students will complete the CompTIA A+ Essentials and A+ Specialization exams. Students may be eligible to participate in a number of certification exams offered through CISCO and CompTIA. **This course may be taken as a dual enrollment course earning 4 college credits from Central Virginia Community College under the course numbers 8558AC, 8558BC. The CVCC course number is ITE 221.**

Agenda Report Attachment
INFORMATION TECHNOLOGY
 (continued)

**LAW, PUBLIC SAFETY, CORRECTIONS
 AND SECURITY (continued)**

CYBER SECURITY (8553A, 8553B), Grades 9-12, Heritage High School, 1st or 2nd Sem. One-half Credit per Sem. Prerequisite: Approved Application

This course prepares students for entrance into the career of cyber security, data loss prevention, and network security. The cyber security field is the fastest growing field in the IT industry, and by 2016 will be the most needed profession in the United States. Students will be prepared to take and pass the CompTIA Network+ and Security+ examinations and be able to enter the IT security field directly from high school, if they choose. Topics of study include: Linux Operating Systems; OSI model; TCP model; Local and WAN security; ethical hacking (white hat); security careers and penetration testing.

INFORMATION TECHNOLOGY ASSISTANT I A & B (7140A, 7140B), Grades 10-12, 1st & 2nd Sem., One Credit per Sem.

This course is designed to develop students' understanding of technical support as an assistant to the Instructor, a trained Help Desk professional. Students will learn how to diagnose, troubleshoot, and resolve computer and tablet hardware and software problems. Students will develop an understanding of the logistics of properly documenting problems and solution. Students will develop technical problem solving skills through hands-on, supervised experience.

INFORMATION TECHNOLOGY ASSISTANT II A & B (7150A, 7150B), Grades 10-12, 1st & 2nd Sem., One Credit per Sem.

Prerequisite: Information Technology Assistant I

This course is designed to further develop students' technical support skills while providing an opportunity for students to step into a leadership role. Students who have completed the first semester course will be challenged with increasingly difficult hardware and software problems. Students will also assist the instructor with prioritizing, planning, and scheduling tasks to IT Assistant I students and ensure work is completed correctly and in a timely manner.

**LAW, PUBLIC SAFETY, CORRECTIONS
 AND SECURITY**

Courses in this area prepare students for careers in planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.

CRIMINAL JUSTICE I A & B (8702A, 8702B), Grades 11-12, E.C. Glass High School, 1st and 2nd Sem., One-half Credit per sem. Prerequisite: Approved Application

This course presents an overview of the criminal justice system and introduces the major components in law enforcement, judiciary, and corrections. Students learn theory, principles, and techniques of developing/managing services for the safety and protection of people and property. Students will participate in lessons on and off campus and in activities that take place after-school hours. Students enrolled in this course are expected to join and participate in SkillsUSA.

CRIMINAL JUSTICE II A & B (8703A, 8703B), Grades 11-12, E.C. Glass High School, 1st and 2nd Sem., One-half Credit per sem. Prerequisite: Approved Application

This course covers the complex responsibilities of criminal investigation. Students will learn the principles and techniques of conducting specific investigations such as homicide, assault, and robbery. Students will also learn the principles of crime scene investigation including photography, sketching, and the securing of evidence. Students enrolled in this course are expected to join and participate in SkillsUSA.

MANUFACTURING

Courses in this area can prepare students for careers in planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

MANUFACTURING SYSTEMS (8440A, 8440B), Grade 10, E. C. Glass High, 1st or 2nd Sem. One-half Credit.

Prerequisite: None

This is an exploratory course designed to provide an orientation to careers in various fields of manufacturing. Emphasis will be placed on automated machining techniques, blueprint reading, and material identification, fundamental machining operations, welding, construction, plumbing, electricity, building, masonry and safety. Students will work together as well as individually to manufacture and produce useful products. *Maximum number of students per class 20.*

PRECISION MACHINE TECHNOLOGY I A & B (8450A & 8450B), Grade 11, E.C. Glass High, 1st & 2nd Sem. One Credit per Sem. Prerequisite: Approved Application

This is a double-period course. Content includes safety, hand tools, bench work, layout work, blueprint reading, drilling and tapping, machine shop math, and introduction to the trade. The course also includes precision measuring tools, use of charts and tables, an introduction to the CNC mill and lathe, tool grinding, and surface grinding. *Maximum number of students per class 20.*

PRECISION MACHINE TECHNOLOGY II INTRODUCTION TO MACHINE TOOLS (8460A, 8460B), Grade 12, E.C. Glass High, 1st & 2nd Sem., One Credit per Sem. Prerequisite: Precision Machine Technology I (8450 A & 8450B)

This is a double-period course. Course content includes metal lathe work, drilling, milling machine, and speed and feed calculations. Drill press work includes drilling and countersinking. Also included is an introduction to computerized vertical milling machine and lathe. Qualified seniors are eligible to participate in a work experience program with local machining companies. *Maximum number of students per class 20. This course may be taken as a dual-enrollment course earning 6 college credits from Central Virginia Community College under the course numbers 8468AC, 8468BC. The CVCC course numbers are MAC 161 (3 credits) and 162 (3 credits).*

Agenda Report Attachment MARKETING, SALES & SERVICE

Courses in this area can prepare students for careers in planning, managing, and performing marketing activities to reach organizational objectives.

SPORTS, ENTERTAINMENT, AND RECREATION MARKETING A & B (6942A, 6942B) Grades 10-12, Heritage High, 1st & 2nd Sem., One-half Credit per Sem. Prerequisite:

Approved Application

Sports, Entertainment and Recreation Marketing (SER) is an entry level course offered in the two-year marketing program. This course is designed to develop an understanding of sports, entertainment and recreation marketing and its importance. Students develop fundamental skills for SER event planning, implementing, and evaluating. Students will learn market research, advertising, public relations, professional communications, effective selling, licensing and merchandising, branding, and event safety and security. Students learn career options available in the SER industries as well as develop skills necessary for successful initial employment experiences.

MARKETING I A & B (6951A, 6951B), Grades 10-12, Heritage High, 1st & 2nd Sem., One-half Credit per Sem. Prerequisite:

Approved Application. Continuous part-time employment and/or project plan and DECA membership are required.

Content includes risk management, product planning, communicating effectively and selling techniques. In special situations, a project plan may be substituted for the work experience requirement. This option must be teacher approved in advance. Content also includes relationships with employers, co-workers, and customers, advertising, inventory, safety, ad layout, display, free enterprise system, pricing, and economics.

MARKETING II A & B (6960A, 6960B), Grade 10-12, Heritage High, 1st & 2nd Sem., One Credit per Sem. Prerequisite:

Marketing 1(6950A & 6950B) or Sports, Entertainment and Recreation Marketing (6942A & 6942B). Continuous part-time employment and/or project plan and DECA membership are required.

Students earn one-half credit per semester for the classroom component of this course and another one-half credit per semester for the required 360 hours of on-the-job training each semester. Content includes human resource, marketing research, creative selling, payroll, merchandising, determining profit, and purchasing. In special situations, a project plan may be substituted for the work experience requirement. This option must be teacher approved in advance. Content also includes supervisory communications, personnel management, leadership styles, supervision of sales promotion, supervision of product transportation, and responsibilities of supervisory and mid-management personnel. **If, in an exceptional case, a student is only able to participate in the classroom component, one-half credit per semester can be earned under the course numbers 6961A or 6961B.**

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

Courses in this area can prepare students for careers in planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (continued)

DRAFTING I A & B (6740A, 6740B), (formerly Basic Technical Drawing) Grades 9-12, 1st & 2nd Sem., One-half Credit per Sem. Prerequisite: It is preferable that students have completed Algebra I.

This entry-level course is designed with an emphasis on the basic principles of drafting and sketching techniques, object visualization, the application of math concepts, and basic through intermediate computer assisted drawing (CAD) applications. Although 2D CAD techniques are emphasized, students also learn 3D modeling techniques at the end of the course. Students may be given the opportunity to compete in regional and state CAD competitions.

DRAFTING II A & B (6750A, 6750B), (formerly Engineering Drawing) Grades 10 -12, 1st & 2nd Sem., One-half Credit per Sem. Prerequisite: Drafting 1 (6740 A & B) & it is preferable that students have completed Algebra I

This advanced-level course begins with sharpening skills learned in Basic Technical Drawing on the Computer Assisted Drafting (CAD) software. Students will be able to construct three-dimensional and solids drawings, as well as assembly drawings. As students' skills progress, CAD will be used as a tool to assist in completing design projects of increasing difficulty. Engineering principles are introduced and explored through the design projects. Emphasis will be on the development and honing of problem-solving skills and assembling professional design portfolios. The students will also be given the opportunity to compete in regional and state competitions in CAD and engineering design.

DRAFTING III A & B (6760A, 6760B), (formerly Architectural Drawing) Grades 10-12, 1st & 2nd Sem., One-half Credit per Sem. Prerequisite: Drafting 1 (6740 A & B) & it is preferable that students have complete Algebra I

This upper-level course begins with the basics of residential design and progresses through an entire set of house plans. The students will learn architectural CAD software, as a tool for creating professional, three-dimensional architectural designs and drawings. The students will design and build model displays as projects. The students will also be given the opportunity to compete in regional and state competitions in architectural design and modeling.

ADVANCED ROBOTIC WORK/CELL TECHNOLOGY (6770A, 6770B), (Nuclear Technology) Grades 11 or 12, 1st & 2nd Sem., One-half Credit per Sem. Prerequisites: Approved Application & it is preferable that students have completed Algebra I

The first semester includes study of the evolution and history of robotics with an emphasis on automated and flexible manufacturing. Topics covered will include: machining, welding, electronics, pneumatics/hydraulics, design and mechanics, sensors and controls programming. Students will apply concepts learned in class to mechanical construction with LEGO and the FIRST Tech Challenge. During the second semester students study nondestructive examination and testing methods in order to examine an object, material, or system without impairing its future usefulness. Students will use visual and optical testing (VT), liquid penetrant testing (PT), magnetic particle testing (MT), radiographic testing (RT), ultrasonic testing (UT), and eddy current testing (ET) to assess various parameters. Students will also cover the basic fundamentals and

Agenda Report Attachment SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (continued)

application of radiation. **This course may be taken as a dual-enrollment course for 3 college credits from Central Virginia Community College under the course numbers 6778AC and 6778BC. The CVCC course number is IND 195.**

TECHNOLOGY FOUNDATIONS A & B (6640A, 6640B), Grades 9-12, Heritage High, 1st or 2nd Sem., One-half Credit.

Prerequisite: None

Technology Foundations is a modular approach to an academic and technology integrated curriculum. The topics include alternative energy, astronomy, computer-aided drafting, computer graphic design, computer problem-solving, construction technology, desktop publishing, residential modeling, satellite communications, video communications, and weather and meteorology. Presentations, field trips, and guest speakers will complement the modular concept.

TECHNOLOGY TRANSFER A & B (6650A, 6650B), Grades 10-12, Heritage High, 1st or 2nd Sem., One-half Credit.

Prerequisite: Technology Foundations (6640) or Teacher

Approval

Technology Transfer is a course developed around a modular approach. The topics are animation, biotechnology, fiber optics, forensic technology, the Internet, and virtual reality. When the students complete these modules, they will be introduced to advanced levels of the modules they completed in Technology Foundations. This course will assist students in developing problem-solving techniques, using resources and developing critical thinking skills.

TRANSPORTATION, DISTRIBUTION & LOGISTICS

Courses in this area can prepare students for careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

INTRODUCTION TO AUTO SERVICE TECHNOLOGY (8141A, 8141B), Grade 10, E. C. Glass High, 1st or 2nd Sem., One-half Credit. *Prerequisite: None*

Students learn fundamental skills associated with engine tune-up, electrical diagnosis and repair, lubrication and cooling system diagnosis and repair, brake system diagnosis and repair, basic fuel system diagnosis and repair, basic suspension system diagnosis and repair, and basic routine maintenance of automobiles. *Maximum number of students per class 20.*

AUTOMOTIVE SERVICE TECHNOLOGY I A & B (8140A, 8140B), Grade 11, E.C. Glass High, 1st & 2nd Sem., One Credit per Sem. *Prerequisite: Approved Application*

This is a double-period course. Content includes instruction in the safe operation of laboratory power equipment, hand tools, and testing devices. Students learn to access technical data through electronic media and paper manuals. Instruction in proper wheel and brake operation is included. Also included is instruction in diagnostic procedures regarding automotive steering systems and components. Students will learn to assess

TRANSPORTATION, DISTRIBUTION & LOGISTICS (continued)

and repair problems relating to wheels, alignment, suspension, shocks, struts, and axles. *Maximum number of students per class 20.*

AUTOMOTIVE SERVICE TECHNOLOGY II A & B (8150A, 8150B), Grade 12, E.C. Glass High, 1st & 2nd Sem., One Credit per Sem. *Prerequisite: Automotive Service Technology 1 (8140A & 8140B)*

This is a double-period course. Content includes instruction in diagnostic procedures regarding automotive electrical systems and components and engine performance. Students will learn to assess and repair problems relating to circuits, battery systems, gauges, accessories, and lights. Students will learn to assess and repair problems relating to ignition, fuel, exhaust, and emission control systems. Instructional topics include pumps, carburetors, and associated electronics. Students learn to use testing and scanning equipment to analyze computer and mechanically controlled systems. Instruction will also include reading and interpreting electrical schematics. The second semester of this course provides an opportunity for students to enroll in a work-study program. Students are eligible to take the state A.S.E. Certification test upon completion of this program.

MARINE CORPS JUNIOR R.O.T.C. LEADERSHIP PROGRAM

Heritage High School Only

This leadership program is a three-year progression of academic courses that can be selected by anyone regardless of grade level. Participation as a fourth year student is limited to very few individuals who are subjectively selected by the leadership department chair as "exceptional" candidates to fill student leadership positions within the organization of the classes. (It is possible to be qualified but not selected due to limited availability of positions.) This program of instruction is designed to emphasize development of positive character traits, self-discipline, responsibility for self and others, and leadership skills. This program is not intended to recruit students for military service; rather, it is intended to develop productive responsible citizens using the military as a role model for teaching these positive lessons. Instructional goals are reached through training in subjects such as close order drill, marksmanship, physical fitness, leadership traits/principles, and first aid/CPR.

Course Prerequisites:

- 1. Students must have a completed school physical and be able to participate in physical fitness activities such as calisthenics, running, hiking, climbing, and jumping. Inability to participate must be temporary and documented by appropriate medical authority.*
- 2. Students must conform to U. S. Marine Corps standards regarding wearing of the uniform, haircuts/hairstyle/color, make-up/jewelry, body piercing, tattoos, shave and fingernail polish. Military uniforms are worn in this class simply because they are provided free of charge to the students.*
- 3. Students must be willing to follow the direction given by the teacher and students in leadership positions acting in accordance with the rules and articles governing the program.*
- 4. Students must be willing to participate in community service activities as extracurricular events necessary for attainment of points required for promotion to higher position within the program. (Simply attending class during the school day will not be sufficient to earn advancement and continuance in the program.)*

Agenda Report Attachment
MARINE CORPS JUNIOR R.O.T.C.
LEADERSHIP PROGRAM (continued)
Heritage High School Only

AIR FORCE JUNIOR R.O.T.C.
LEADERSHIP PROGRAM (continued)
E.C. Glass High School Only

MCJROTC LEADERSHIP EDUCATION I A & B (5710A, 5710B), All Grades, Heritage High only, 1st & 2nd Sem., One-half Credit Per Sem., 1st Sem. Prerequisite: listed above; 2nd Sem. Prerequisite: Completion of 5710 with a course average of 70% or higher.

This is an introductory course designed to provide basic knowledge in leadership training and self-discipline through close order drill, physical fitness, marksmanship, professional personal appearance through care and wearing of uniforms, and professional courtesy. Emphasis on this level is placed on personal goal setting, self-discipline and following direction.

MCJROTC LEADERSHIP EDUCATION II A & B (5720A, 5720B), All Grades, Heritage High only, 1st & 2nd Sem., One-half Credit Per Sem., 1st Sem. Prerequisite: Completion of 5710B with a course average of 70% or higher & attainment of the rank of Cadet Lance Corporal. (Promotion requirement worksheets detailing promotion requirements available upon request). 2nd Sem. Prerequisite: Completion of 5720 with a course average of 70% or higher.

The level of this course is more advanced than 1A&B and provides general study within each major area listed in 1A. Emphasis is placed on setting group goals, teamwork, individual responsibility, and accountability.

MCJROTC LEADERSHIP EDUCATION III A & B (5730A, 5730B), All Grades, Heritage High only, 1st & 2nd Sem., One-half Credit Per Sem., 1st Sem. Prerequisite: Completion of 5720 with a course average of 70% or higher & attainment of the rank of Cadet Sergeant. (Promotion requirement worksheets detailing promotion requirements available upon request). 2nd Sem. Prerequisite: Completion of 5730 with a course average of 70% or higher.

The level of this course is more advanced than 2A&B with emphasis on attainment of group goals, personal initiative, responsibility for others, and accountability. Student leaders are normally selected from the second semester of this class.

MCJROTC LEADERSHIP EDUCATION IV A & B (5740A, 5740B), Selected Students, Heritage High only, 1st & 2nd Sem., One-half Credit Per Sem., 1st Sem. Prerequisite: Selection by the leadership department chair as well as completion of 5730B with a course average of 70% or higher & attainment of the rank of Cadet Gunnery Sergeant. 2nd Sem Prerequisite: Selection by the SMI and MI as well as completion of 5740 with a course average of 70% or higher

This course, the final year of the four-year MCJROTC LEADERSHIP EDUCATION program, focuses on demonstrating mastery of leadership skills through practical application as a student leader. Students must be prepared to complete independent reading, writing, and research assignments/special projects.

theory of flight. No obligation to the military services or college ROTC programs is incurred; however, advanced standing can be earned. A uniform is provided by the Air Force to be worn one day per week and at special functions.

AFJROTC I A & B (5750A, 5750B), Grades 9-12, E.C. Glass High only, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: None

This course includes study of the history of aviation and space exploration, customs and courtesies of military service, and introduction to basic drill procedures. This course also includes study of aviation weather in the aerospace environment, aerospace careers, and drill and ceremonial procedures of the squad and flight.

AFJROTC II A & B (5760A, 5760B), Grades 9-12, E.C. Glass High only, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: 5750

Content includes theory of flight, aircraft propulsion systems, air navigation, introduction to military justice, and a review of drill and ceremonies at the flight level. Also included is study of aerospace vehicles; aircraft, rockets and missiles, techniques of managing squadron size drill formation, and methods of military instruction.

AFJROTC III A & B (5770A, 5770B), Grades 10-12, E.C. Glass High only, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: 5760

The course includes study of rocketing and spacecraft fundamentals, review of drill and ceremonies at squadron level; introduction to leadership principles and methods. Also included is the aerospace community, leadership qualities and techniques needed in the space age, vocational and educational opportunities available in aerospace enterprises, and an introduction to military management.

AFJROTC IV A & B (5780A, 5780B), Grades 11 & 12, E.C. Glass High only, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: 5770

Content includes study of geopolitics, psychological foundation of leadership, military management, review of drill and ceremonies. Also included is the influence of human behavior in leadership, responsibilities and techniques of leadership, student planning and execution of instructional and co-curricular activity, introduction of survival training, and a study of Career Officer and Enlisted programs in the military services.

AIR FORCE JUNIOR R.O.T.C.
LEADERSHIP PROGRAM
E.C. Glass High School only

AFJROTC is available at two levels, basic and advanced. The program teaches respect for both constituted authority and parents, and self-respect. It teaches orderliness, patriotism, personal honor, and self-reliance. It provides information on aerospace and develops a background that many find valuable in aviation and space careers, such as the social and physical sciences, navigation, propulsion systems, and the history and

Agenda Report Attachment MUSIC

Band classes at the high school level are performance oriented and require the recommendation of the instructor for admission. Participation in performances and rehearsals outside school hours are required. Students will be recommended for the most appropriate program. Marching Band is an after-school activity that begins two weeks before school starts and continues through the fall season. It is extracurricular and carries no academic credit. Marching Band may be activated periodically in the spring and summer. Concerts are performed during the winter and spring. Although all band students are encouraged to perform in the Marching Band, it is not an absolute requirement. Non-band students are also eligible to try out for Marching Band as either musicians or flag and rifle corps members.

Chorus classes at the high school include both introductory and performance oriented programs. All require placement by or recommendation of the instructor. Both the Concert Choir (**Chorus II**) and the Ensemble (**Chorus III**) require participation in performances and rehearsals during and outside school hours.

Orchestra instruction at the high school level is performance oriented and some afternoons and evenings are required for rehearsals and performances.

In all cases the prerequisite for a second semester course is the corresponding first semester course.

CONCERT BAND I A & B (5340A, 5340B), Grades 9-12, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: Staff Recommendation

Topics include developing competency in sight-reading, dynamics, rhythm interpretation, balance, and intonation.

SYMPHONIC BAND I A & B (5350A, 5350B), Grades 9-12, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: Director's Approval

Content includes the development of individual competency in sight reading, dynamics, rhythmic interpretation, intonation, and the concepts of ensemble performance.

JAZZ ENSEMBLE A & B (5360A, 5360B), Grades 9-12, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: Director's Approval

A study of the jazz idiom and the techniques related to playing the different styles with an introduction to basic improvisational skills. Content includes development of individual competency in sight reading, dynamics, rhythm interpretation, balance, and intonation.

WIND ENSEMBLE A & B (5370A, 5370B), Grades 9-12, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: Director's Approval & audition

Content includes a continuing development of skills with a focus on performance at the highest possible level.

PERCUSSION ENSEMBLE A & B (5380A, 5380B), Grades 9-12, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: Director's Approval & audition

Content includes the development of skills on drums, xylophone, timpani, bells, and music literature.

CHORUS I (5460A, 5460B), Grades 9-12, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: None - Placement by Instructor (no audition required)

Content includes instruction in music fundamentals, three and four part singing, and correct vocal techniques. Placement will be according to vocal range.

MUSIC (continued)

CHORUS II A & B—CONCERT CHOIR (5470A, 5470B), Grades 9-12, 1st & 2nd Sem., One-half Credit Per Sem.,

Prerequisite: Staff Recommendation (vocal audition required)

Content includes more difficult part work and public performances.

CHORUS III A & B—ENSEMBLE (5480A, 5480B), Grades 9-12, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite:

Staff Recommendation

Content includes a more extensive variety of music, both for reading skills and public performance, and a particular emphasis on the development of individual skills. Afternoon and evening practices are required in preparation for performances. Choreography and showmanship are included.

ORCHESTRA I A & B (5410A, 5410B), Grades 9-12, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: Staff Recommendation

Content includes opportunity for string players to develop greater facility in sight reading, bowing and articulation.

ORCHESTRA II A & B (5420A, 5420B), Grades 9-12, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: Director's Approval (audition required)

Content includes advanced positions, bowings, and interpretations using standard orchestra and string ensemble music. It is intended for students who have reached a high degree of performance proficiency.

BEGINNING MIDI & COMPUTER APPLICATIONS IN MUSIC (5430A, 5430B), Grades 10-12, Heritage High Only, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: Some music background required

This course is an introduction to computer applications currently being used by composers, performers, and music educators. Topics to be covered include music notation and sequencing software, live MIDI performance techniques, educational software, CD ROM interactive applications, Internet resources, and a history of music technology.

ADVANCED PLACEMENT (AP) MUSIC THEORY A & B (5439A, 5439B), Grades 10-12, 1st & 2nd Sem., One-half Credit Per Sem. Prerequisite: Staff Recommendation based on the ability to read and write musical notation. Also recommended: concurrent enrollment in a music course.

This course introduces the student to musicianship, theory, musical materials and procedures. Integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony may be taught as a part of the course. **All students are required to take the advanced placement examination in May.**

Agenda Report Attachment ART

Two semesters of **Art I** are prerequisite to most other art courses. Although instructional materials are provided, the student is often required to provide materials for individual projects that he/she retains. In addition, a lab fee is often required to cover the costs of consumable materials. Several advanced placement courses are available in the curriculum.

ART I A & B (5510A, 5510B), Grades 9-12, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: None

The first semester of this course is an exploration of a variety of media with the elements of art and the development of basic studio skills as the central focus. The second semester content includes additional media exploration and studio skills development with a central focus on composition through the study of the principles of design.

DRAWING (5520A, 5520B), Grades 10-12, 1st or 2nd Sem., One-half Credit. Prerequisite: Art 1 A & B or Art I A and Staff Recommendation

This course is an exploration of drawing media. Content includes the interpretation of the three-dimensional environment to a two-dimensional surface. Realistic, naturalistic, and contemporary drawing is part of the course of study. Subject matter will include still life, figure drawing, perspective studies, and nature.

PAINTING I (5530A), Grades 9-12, 1st Sem., One-half Credit. Prerequisite: Art 1 A & B

This course is an introduction to the basic techniques in opaque and transparent media, such as acrylics, oils, and watercolor. Brush and media control in both hard edge and blended edge technique will be explored. Students will need to purchase items or pay a fee for consumable materials.

PAINTING II (5540B), Grades 9-12, 2nd Sem., One-half Credit. Prerequisite: Painting 1

This course focuses on the study of composition in painting and the exploration of various painting styles. The further advancement of specific painting skills and the use of color will be a large part of the course of study. The development of an individualized direction will be a major focus. Students will need to purchase items or pay a fee for consumable materials.

SCULPTURE I (5550A, 5550B), Grades 10-12, 1st or 2nd Sem., One-half Credit. Prerequisite: Art 1 A & B or Art I A and Staff Recommendation

Sculpture is an exploration of a variety of three-dimensional media. Techniques will include both traditional and contemporary expression. The concepts of relief and in-the-round, in functional and non-functional directions will be explored.

SCULPTURE II (5551B), Grades 10-12, 2nd Sem. Only. One-half Credit. Prerequisite: Sculpture 1.

This course allows a student to focus on finding a concentration in sculpture in order to develop additional skill with a specific media or subject matter. This course builds on sculpture 1 as students develop pieces to be used in a 3-dimensional portfolio.

ART (continued)

DIGITAL PHOTOGRAPHY AND PRINTMAKING (5570A, 5570B), Grades 10-12, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: Art 1 A & B or Recommendation.

Course content includes study of traditional printing processes such as relief, monoprinting, lithography, intaglio, and serigraphy with an emphasis on design and composition. Digital photography and computer enhancement techniques will be explored. Comfort with computer technology is recommended.

PHOTOGRAPHY (5560A, 5560B), Grades 9-12, 1st & 2nd Sem., One-half Credit Per Sem. Prerequisite: None

This course is designed so that students explore such fields as Photo Journalism, Commercial Digital Photography, Computer Graphics, and Fine Art Photography. Students learn to effectively compose their photos through assignments that may include candid shots, group shots, portraits, still life, abstracts, and action shots. Assignments will utilize special camera effects and computer software techniques.

COMMERCIAL ART (5580A, 5580B), Grades 10-12, 1st or 2nd Sem., One-half Credit. Prerequisite: Art 1 or Recommendation.

This course covers art as it issued in careers. An exploration of various careers and skills and techniques will be the central focus. Visual design and communication will be explored in various media. Vocabulary, technical skills, and creative direction will be major elements of evaluation. Comfort with computer technology is recommended.

ADVANCED STUDIO ART A & B (5517A, 5517B), Grades 11 & 12, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: Two Credits in Art and Staff Recommendation

This advanced level course expands on the content presented in the introductory course and allows students to explore areas of interest in greater depth.

ADVANCED PLACEMENT (AP) PORTFOLIO ART A & B (5519A, 5519B), Grades 11 & 12, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: Two Credits in Art and Staff Recommendation

This college-level course is structured around the portfolio requirements set by the College Board evaluation program. Students may develop a drawing portfolio (using a variety of 2-D media), a two-dimensional portfolio (using a variety of 2-D media with a design and graphics focus), or a three dimensional portfolio (using a variety of 3-D media). **Students must submit a portfolio.**

ADVANCED PLACEMENT (AP) ART HISTORY A & B (5529A, 5529B), Grades 11 & 12, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: Previous experience in advanced placement.

This course is geared to students with a strong desire to explore, read about, and write about the history of art. All course activities are in preparation for the AP exam. **All students are required to take the advanced placement examination in May.**

Agenda Report Attachment DRAMA

Several opportunities are offered for students to develop their knowledge and skills in the dramatic arts, both "behind the scenes" and on stage. An active Drama Club and public performances are important parts of the program. Additional drama courses may be taken through Independent Study.

INTRODUCTION TO THEATRE (5610A, 5610B), Grades 9-12, 1st or 2nd Sem. One-half Credit. *Prerequisite: none.*

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.

MUSICAL THEATRE DANCE (5611A, 5611B) Grades 9-12, 1st or 2nd Sem. One-half Credit. *Prerequisite: Introduction to Theatre or Staff Recommendation.*

This course focuses on the various styles of dance prevalent in the musical theatre. Students will work in each dance style while learning how it has been used to develop and advance musical theatre. **This course may be taken repeatedly for elective credit.**

ACTING I (5620A, 5620B), Grades 9-12, 1st or 2nd Sem. One-half Credit. *Prerequisite: Introduction to Theatre or Staff Recommendation.*

This course includes the study of specific acting techniques and the practical application of those techniques in graded scene performances in class. The course is intended for students with a serious interest in acting as a career or hobby. **This course may be taken repeatedly for elective credit.**

ACTING II (5630A, 5630B), Grades 11 & 12, 1st & 2nd Sem. One-half Credit per Sem. *Prerequisite: Acting 1 and Staff Recommendation.*

This course is performance-oriented and includes public performances involving all class members during the year. **This course may be taken repeatedly for elective credit.**

HISTORY OF MUSICAL THEATRE (5621A) Grades 11 & 12, 1st Sem. Only. One-half Credit. *Prerequisite: Acting 1 or Staff Recommendation.*

This course introduces the student to the musical theatre genre including a history of musical theatre, the development of the genre with focus on each major advancement, reading and viewing major musical theatre works, and studying the contributions of important people in the development of the musical theatre.

PLAYWRITING (5622A) Grades 11 & 12, 1st Sem. Only. One-half Credit. *Prerequisite: Acting 1 or Staff Recommendation.*

This course will focus on the analysis of dramatic form and style; examination of plot, character, and thought; and expression through dialogue. It will include the practical application of theory by writing one-page plays and will culminate in the creation of a ten-minute play.

DIRECTING (5623B) Grades 11 & 12, 2nd Sem. Only. One-half Credit. *Prerequisite: Acting 1 or Staff Recommendation.*

This course offers students an opportunity to learn the techniques of directing a play. Each student will be required to direct two graded scenes in public performance during the semester.

DRAMA (continued)

APPLIED TECHNICAL THEATRE I (5640A, 5640B), Grades 9 - 12, 1st & 2nd Sem., One-half Credit Per Sem. *Prerequisite: Introduction to Theatre or Staff Recommendation.*

The course is designed to give students a working knowledge of the many aspects of backstage work. The course includes an overview of theatre history, safety, set construction, scene painting, electrics, sound stage rigging, backstage management and some design. The course includes classroom instruction, supplemental reading assignments, and practical hands-on work.

TECHNICAL THEATRE I DESIGN (5641A, 5641B) Grades 9-12, 1st or 2nd Sem. One-half Credit. *Prerequisite: Introduction to Theatre or Staff Recommendation.*

This course introduces students to the principles of design as they apply to performance and the design process. This is primarily a project-based class in which students will deal with the basic principles of scenic, costume, sound, and lighting design.

TECHNICAL THEATRE I PRODUCTION (5642B) Grades 9-12, 2nd Sem. Only. One-half Credit. *Prerequisite: Introduction to Theatre and Staff Recommendation.*

This course is an introduction to scenic construction, lighting, sound, stage organization, and terminology. Students will study the methods and materials of set construction and the methods of implementing lighting, costumes, props and sound within a production.

APPLIED TECHNICAL THEATRE II (5650A, 5650B), Grades 9 - 12, 1st & 2nd Sem., One-half Credit Per Sem. *Prerequisite: Applied Technical Theatre 1 and Staff Recommendation*

This is an advanced course that will focus on the design elements of the theatre. Students receive instruction in set, lighting and sound design and are required to complete design projects in class and out. The course includes a study of different design techniques, methods of presenting design effectively, and an emphasis on using design as a tool to further express the drama. This course may be taken repeatedly for elective credit.

TECHNICAL THEATRE II (5651A, 5651B) Grades 10-12, 1st & 2nd Sem. *Prerequisite: Technical Theatre 1 Design, Technical Theatre 1 Production or Staff Recommendation.*

This course will focus on advanced design and implementation of elements in the theatre. As part of this course, students will be involved in the backstage aspects of school productions. **This course may be taken repeatedly for elective credit.**

COSTUMING (5652B) Grades 11 & 12, 2nd Sem. Only. One-half Credit. *Prerequisite: Technical Theatre 1 Design, Technical Theatre 1 Production, or Staff Recommendation.*

This course introduces the art of design with specific emphasis on its relation to costuming for the theatre. Students will explore the use of various media and techniques used for the creation of costume design. A variety of rendering techniques may be explored including collage, watercolor, and transfer drawing. **This course may be taken repeatedly for elective credit.**

Agenda Report Attachment STUDENT INTERN PROGRAMS

ELEMENTARY OR MIDDLE SCHOOL STUDENT INTERN A & B (7130A, 7130B), Grades 11 & 12, 1st & 2nd Sem., One-half Credit Per Sem. *Prerequisite: Staff Recommendation*

Content includes assignment to an elementary or middle school teacher one period daily. Students may tutor, help with projects, read stories, or perform clerical duties. In addition, middle school student interns may work in lab settings. Seminars are presented by educators in various fields during the semester. This course offers a career exploration opportunity for students considering elementary education or a child related field. Students must have their own transportation or be assigned to a school within walking distance.

GENERAL STUDENT CAREER INTERN (7131A, 7131B) Grade 12 ONLY, 1st & 2nd Sem., One-half Credit. *Prerequisite: Staff Recommended and Approved application.*

This course is ONLY available to Seniors who want to gain experience in a career field which they are interested in pursuing after high school. Students must submit an application for acceptance in the program to their counselor during the registration process in Grade 11. Students will choose their internship placement from the list of cooperating businesses. Examples of cooperating businesses include Areva, Architectural Partners, Virginia's Region 2000 Local Government Council, Delegate Scott Garrett, Blue Ridge Therapy Associates, Orthopedic Center of Central Virginia, Lynchburg City Schools, and various dental offices. During the first five weeks of the course, students will complete the Workplace Readiness Skills curriculum. Topics include initiative, work ethic, teamwork, confidentiality, independence, communications, problem solving, decision making, computer applications, and employment issues. Students will be required to serve three hours a week in their internship. **Students will be responsible for their own transportation.**

TEACHER/OFFICE INTERN (7110A, 7110B) Grades 10-12, 1st or 2nd Sem., One-fourth Credit. *Prerequisite: Staff Recommended*

Course includes opportunities to assist a staff member one period daily. **This course is graded as pass or fail. This course may be taken repeatedly for elective credit.**

NEWSPAPER & YEARBOOK

NEWSPAPER A & B (7410A, 7410B), Grades 10-12, 1st & 2nd Sem., One-half Credit Per Sem. *Prerequisite: Staff Recommendation*

Content includes preparation, editing and publication of school newspaper. This course meets daily, just as other credit-bearing courses. **This course may be taken repeatedly for elective credit.**

YEARBOOK A & B (7420A, 7420B), Grades 10-12, 1st & 2nd Sem., One-half Credit Per Sem. *Prerequisite: Staff Recommendation*

Content includes preparation, editing and publication of school yearbook. This course meets daily, just as other credit-bearing courses. **This course may be taken repeatedly for elective credit.**

LEADERSHIP

LEADERSHIP TRAINING (7770A, 7770B), Grades 9-12, 1st or 2nd Sem., One-half Credit. *Prerequisite: Student interest and staff recommendation*

This is a one semester elective credit course that provides opportunities for students to learn about and engage in leadership activities. **This course may be taken repeatedly for elective credit.**

POSITIVE PARENTING PROGRAM

Pregnant high school students may enroll in the Positive Parenting Program (P3) or they may continue to attend their base school. If they elect to participate in the Positive Parenting Program, they will be enrolled in semester elective courses in child development and care, family health and development, or nutrition and food preparation in addition to their regular classes. Transportation is provided for Heritage High School students who participate in this program. Homebound instruction will be provided for pregnant middle school students and for both middle and high school students immediately following childbirth.

FAMILY HEALTH & SOCIAL DEVELOPMENT (5241A, 5241B), Grades 9 or 10, 1st or 2nd Sem., One-half Credit. *Prerequisite: None*

This course fulfills the health and family life education requirement for students in grade ten. The course includes lessons related to prenatal personal health, substance abuse, dietary choices, self-control, goal setting, family health habits, violence prevention, and community health services. An extended study of caring for infants and toddlers is provided and early childhood nutrition, safety, and preventive health topics are presented.

CHILD DEVELOPMENT AND CARE (7480A, 7480B), Grades 9-12, 1st & 2nd Sem., One-half Credit Per Sem. *Prerequisite: None*

Students learn the basics of the development of children from birth through toddler age. Expectations for postnatal parental responsibility are presented with an emphasis on building a nurturing relationship between parents and children. The course also focuses on the importance of early childhood education.

NUTRITION AND FOOD PREPARATION (7481A, 7481 B), Grades 9-12, 1st & 2nd Sem., One-half Credit Per Sem. *Prerequisite: None*

Students learn the skills necessary to prepare nutritious foods in a safe manner. Students study units on nutrition, cost effective food preparation, safety and sanitation, and other food preparation skills.

Agenda Report Attachment ACADEMIC SUPPORT

(These courses can be taken repeatedly for elective credit)

SOL REVIEW FOR ENGLISH: R/L/R 11 (7211A, 7211B), Grade 12, 1st or 2nd Sem., One-half Credit. *Prerequisite:*

Passed English 11 but failed English: Reading SOL test

A one semester elective credit course including a review of the standards covered on the English: Reading/Literature/Research SOL test for 11th grade. This course will focus on the content of the test and on study and testing-taking strategies. Specific diagnostic information from practice SOL testing will guide direct teaching and computer-assisted instruction targeting each student's knowledge and skill deficits.

SOL REVIEW FOR ENGLISH: WRITING 11 (7212A, 7212B), Grade 12, 1st Sem., One-half Credit. *Prerequisite:* *Passed English 11 but failed English: Writing SOL test*

Passed English 11 but failed English: Writing SOL test

A one semester elective credit course including a review of the standards covered on the English: Writing SOL test for 11th grade. This course will focus on the content of the test and on study and testing-taking strategies. Specific diagnostic information from practice SOL testing will guide direct teaching and computer-assisted instruction targeting each student's knowledge and skill deficits.

SOL REVIEW FOR MATH (7221A, 7221B), Grades 10-12, 1st or 2nd Sem., One-half Credit. *Prerequisite:* *Passed a math course (Algebra 1, Geometry, or Algebra 2) but failed the associated SOL test*

A one semester elective credit course including a review of the math standards covered on the appropriate math SOL test. This course will focus on the content of the test and on study and testing-taking strategies. Specific diagnostic information from practice SOL testing will guide direct teaching and computer-assisted instruction targeting each student's knowledge and skill deficits.

SOL REVIEW FOR SCIENCE (7231A, 7231B), Grades 10-12, 1st or 2nd Sem., One-half Credit. *Prerequisite:* *Passed a science course (Earth Science or Biology) but failed the associated SOL test*

A one semester elective credit course including a review of the science standards covered on the appropriate science SOL test. This course will focus on the content of the test and on study and testing-taking strategies. Specific diagnostic information from practice SOL testing will guide direct teaching and computer-assisted instruction targeting each student's knowledge and skill deficits.

SOL REVIEW FOR SOCIAL STUDIES (7241A, 7241B), Grades 10-12, 1st or 2nd Sem., One-half Credit. *Prerequisite:* *Passed a social studies course (World History and Geography 1, World History and Geography 2, Geography, or U.S. History) but failed the associated SOL test*

A one semester elective credit course including a review of the social studies standards covered on the appropriate social studies SOL test. This course will focus on the content of the test and on study and testing-taking strategies. Specific diagnostic information from practice SOL testing will guide direct teaching and computer-assisted instruction targeting each student's knowledge and skill deficits.

ACADEMIC SUPPORT (continued)

(These courses can be taken repeatedly for elective credit)

SAT PREPARATION (7610A, 7610B), Grades 11 or 12, 1st or 2nd Sem., One-half Credit. *Prerequisite:* *None*

This is a one semester elective credit course that provides a review of the content of the critical reading, mathematics, and writing components of the Scholastic Aptitude Test (SAT) I.

ENGLISH AS A SECOND LANGUAGE (ESL) SUPPORT (1930A, 1930B), Grades 9-12, 1st or 2nd Sem., One-half Credit. *Prerequisite:* *Identified ESL students only*

This is a one semester elective credit course that provides additional support to assist students with Limited English Proficiency (LEP) in their acquisition of English language knowledge and skills.

ACCELERATING READING I (1192A, 1192B), Grade 9, 1st & 2nd Sem., One-half Credit Per Sem. *Prerequisite:* *Identified students only*

This is an elective credit course that provides additional strategies and skills for students who are working to improve their vocabulary, reading fluency and comprehension.

ACCELERATING READING II (1130A, 1130B), Grades 10-12, 1st & 2nd Sem., One-half Credit Per Sem. *Prerequisite:* *Identified students only*

This is an elective credit course that provides additional strategies and skills for students who are working to improve their vocabulary, reading fluency and comprehension.

MATH LAB (7222A, 7222B), Grades 9-10, 1st and 2nd Sem. One-half Credit Per Sem. *Prerequisite:* *Identified students only*

This course is designed to strengthen essential computational, pre-algebraic, and algebraic skills while the student is concurrently enrolled in Algebra 1. The course is provided using a research-based, computer-assisted instructional program with topics aligned with the content in the core Algebra 1 course. This course awards elective credit.

STUDY HALL (STUDYA, STUDYB), Grades 9-12, 1st or 2nd Sem. No Credit *Prerequisite:* *Identified students only*

Agenda Report Attachment

COURSES FOR THE MODIFIED STANDARD OR SPECIAL DIPLOMA

The following courses are designed to provide students with identified disabilities the knowledge and skills necessary to qualify for a Modified Standard or a Special Diploma. Information on the specific course requirements and SOL test requirements is listed in this program of studies on page 6.

ENGLISH 9 (1090A, 1090B), Grade 9, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: None

ENGLISH 10 (1000A, 1000B), Grade 10, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: English 9

AMER LIT Pt I (1010A, 1010B), Grade 11, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: English 10

ENGLISH 12 (1020A, 1020B), Grade 12, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: English 11

WRITING SKILLS 9 (1093A, 1093B), Grade 9, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: None

WRITING SKILLS 10 (1003A, 1003B), Grade 10, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: Writing Skills 9

WRITING SKILLS 11 (1013A, 1013B), Grade 11, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: Writing Skills 10

WRITING SKILLS 12 (1023A, 1023B), Grade 12, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: Writing Skills 11

READING I (1040A, 1040B), Grades 9-12, 1st or 2nd Sem., One-half Credit. Prerequisite: None

READING II (1041A, 1041B) Grades 9-12, 1st or 2nd Sem., One-half Credit. Prerequisite: Reading 1

READING III (1042A, 1042B) Grades 9-12, 1st or 2nd Sem., One-half Credit. Prerequisite: Reading 2 & 3

ALGEBRA I Pt 1 (2090A, 2090B), Grade 9, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: None

GEOMETRY Pt I (2000A, 2000B), Grade 10, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: Algebra 1 Pt 1

PERSONAL FINANCE (2010, 2011 both A & B), Grade 11 or 12, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: two credits of math

US/VA HISTORY Pt I (4090A, 4090B), Grades 9-11, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: None

GOVERNMENT (4000A, 4000B), Grades 10 & 12, 1st & 2nd Sem., One-half Credit Per Sem., Prerequisite: US/VA History Pt 1

EARTH SCIENCE Pt I (3090A, 3090B), Grade 9, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

BIOLOGY Pt I (3000A, 3000B), Grade 10, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: Earth Science Pt. 1

LIFE SKILLS 9 (5090 A & B), Grade 9, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

LIFE SKILLS 10 (5000 A & B), Grade 10, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: Life Skills 9

LIFE SKILLS 11 (5010 A & B), Grade 11, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: Life Skills 10

LIFE SKILLS 12 (5020 A & B), Grade 12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: Life Skills 11

WORK SKILLS 9 (5091 A & B), Grade 9, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

WORK SKILLS 10 (5001 A & B), Grade 10, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: Work Skills 9

WORK SKILLS 11 (5011 A & B), Grade 11, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: Work Skills 10

WORK SKILLS 12 (5021) A & B, Grade 12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: Work Skills 11

EDUCATION FOR EMPLOYMENT (6030 A & B), Grades 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

WORK EXPERIENCE 1 (6040 A & B), Grades 9-12, 1st or 2nd Sem., One Credit Per Sem., Prerequisite: Education for Employment. This is a double-period course. This same course is available in a single period for one-half credit per semester under course number 6041 A&B.

WORK EXPERIENCE 2 (6050 A & B), Grades 9-12, 1st or 2nd Sem., One Credit Per Sem., Prerequisite: Work Experience 1. This is a double-period course. This same course is available in a single period for one-half credit per semester under course number 6051 A&B.

INTERPERSONAL SKILLS (5050 A & B), Grades 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

OCCUPATIONAL SKILLS (5051 A & B), Grades 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

RECREATION AND LEISURE SKILLS (5052 A & B), Grades 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

FUNCTIONAL ACADEMICS (5053 A & B), Grades 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

DAILY LIVING SKILLS (5070 A & B), Grades 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

ADAPTIVE PHYSICAL EDUCATION (5071 A & B), Grades 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

CAREER BASED JOB TRAINING (5072 A & B), Grade 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

DRIVER'S EDUCATION AND FAMILY RELATIONSHIPS (5096 A & B), Grade 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

GENERAL RESOURCE (5040 A & B), Grade 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None
This course can be taken repeatedly for elective credit.

SUPPORT RESOURCE I (5041 A & B), Grades 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

SUPPORT RESOURCE II (5042 A & B), Grades 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

SUPPORT RESOURCE III (5043 A & B), Grades 9-12, 1st or 2nd Sem., One-half Credit Per Sem., Prerequisite: None

For additional information about these courses or the modified or special diploma options, please contact the counselor or special education teacher at either high school

Agenda Report Attachment

**CENTRAL VIRGINIA GOVERNOR'S SCHOOL
(CVGS)**

The Lynchburg City Schools' partners with the Central Virginia Governor's School for Science & Technology (www.cvgs.k12.va.us) to provide opportunities beyond the scope of normal high school curricula to gifted students interested in mathematics, science and technology. CVGS students pursue an innovative curriculum, which allows them to cultivate their special talents in mathematics and science through an individual research program, in-depth laboratory experiences and extensive integration of technology into all courses. Instruction is designed to meet the needs of the gifted learner in a challenging independent learning environment that stimulates critical thinking and creative problem solving and emphasizes the development of time management and collaboration skills. CVGS is one of 15 academic year Governor's Schools across the state approved by the Virginia Board of Education and sponsored and evaluated by the Virginia Department of Education.

LCS students, who have a 3.0 unweighted GPA in high school science and mathematics courses, are eligible to apply for admission to the program in February of their sophomore year. Students who do not have an unweighted 3.0 GPA in these courses may apply if they have a PSAT score in math greater than 65 or SAT score in math that is greater than 650. Students must complete an application and must demonstrate an interest in math, science, and technology as well as the ability to work independently. Selection is competitive, and successful applicants from the Lynchburg City Schools must maintain a high GPA in order to remain in the program.

Students from Amherst County, Appomattox County, Bedford County, Campbell County and Lynchburg City Schools attend the Governor's School. Each school division has an identified number of spots for students. The selection of students is based on procedures and policies developed within each school division. Successful applicants from the Lynchburg City Schools have been students who have received high grades in the most rigorous math and science courses available, who have been extremely successful in other academic areas, and who have strong standardized test scores. The average SAT scores for recent Governor's School students are verbal-662, math-658.

The following courses are offered at the Central Virginia Governor's School. In all cases the prerequisite for a course is admission to the Central VA Governor's School. For more information contact your child's counselor or Dr. April Bruce, Director of Testing, Guidance, and Gifted Education at 515-5039 or via email at bruceam@csedu.net.

CVGS RESEARCH COURSE A & B (3217AG, 3217BG), Grade 11, 1st & 2nd Sem., One-half Credit Per Sem. (5.0 GPA for A).

CVGS PHYSICS A & B (3219AG, 3219BG), Grade 11, 1st & 2nd Sem., One-half Credit Per Sem. (5.0 GPA for A)

CVGS MATH ANALYSIS DUAL ENROLLMENT A & B (2317AG, 2317BG), Grade 11, 1st & 2nd Sem., One-half Credit Per Sem. (5.0 GPA for A)

CVGS SENIOR TECHNOLOGY SEMINAR A & B (3227AG, 3227BG), Grade 12, 1st & 2nd Sem., One-half Credit Per Sem. (5.0 GPA for A)

CVGS COLLEGE COMPUTER SCIENCE, DUAL ENROLLMENT A & B (3729AG, 3729BG) Grade 12, 1st & 2nd Sem., One-half Credit Per Sem. (5.0 GPA for A)

CVGS CALCULUS OF A SINGLE VARIABLE I & II, DUAL ENROLLMENT A & B (2329AG, 2329BG), Grade 12, 1st & 2nd Sem., One-half Credit Per Sem. (5.0 GPA for A)

CVGS CONNECTIONS IN MATHEMATICS A & B (2228AG, 2228BG), Grade 12, 1st & 2nd Sem., One-half Credit Per Sem. (5.0 GPA for A)

CVGS LINEAR ALGEBRA/VECTOR CALCULUS, DUAL ENROLLMENT A & B (2429AG, 2429BG) Grade 12, 1st & 2nd Sem., One-half Credit Per Sem. (5.0 GPA for A)

COLLEGE HUMAN ANATOMY AND PHYSIOLOGY FOR THE HEALTH SCIENCES dual enrollment A & B (3339AG, 3339BG), Grade 12, 1st & 2nd Sem., One-half Credit Per Sem. (5.0 GPA for A)

Please visit the Central Virginia Governor's School website at: <http://www.cvgs.k12.va.us/> for course descriptions and any additional information regarding the Central Virginia Governor's School.

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.

Agenda Report

Date: 12/02/14

Agenda Number: F-4

Attachments: Yes

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

Subject: XLR8 STEM Academy Budget: 2014-15

Summary/Description:

The Lynchburg City School Board serves as the fiscal agent for the XLR8 STEM Academy. The governing board of the school has approved its 2014-15 operating budget in the amount of \$276,750.00, which represents an increase of \$16,363.27 from the 2013-14 approved budget.

Funds expended at the XLR8 STEM Academy are totally reimbursable from participating school divisions and through grants or donations. School divisions which are members of the regional program are Amherst County Public Schools, Appomattox County Public Schools, Bedford County Public Schools, Campbell County Public Schools, and Lynchburg City Schools.

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

Recommendation:

The superintendent recommends that the school board authorize the school administration to act as fiscal agent for the XLR8 STEM Academy and to administer their 2014-15 budget in the amount of \$276,750.00.

STEM Academy Budget Worksheet for 2014-15

Revenue Accounts			
Number	Title/Purpose	Budgeted Amount	SPED Grant
6.0000.000.0705.526.010	Special Pupil Fees	\$1,250.00	
6.0000.000.0712.526.010	Donations - Unrestricted	\$1,500.00	
6.0000.000.0712.526.010	Donations- Restricted	\$2,000.00	\$ 22,000.00
6.0000.000.0712.526.010B	Donations - Restricted - Tobacco Commission	\$0.00	
6.0000.000.0719.526.010	Tuition From County/City	\$250,000.00	
	Total Revenue	\$254,750.00	\$ 22,000.00
Expense Accounts			
Number	Title/Purpose	Budgeted Amount	
6.1100.307.3000.526.010	Purchased Services - Dual Enrollment Costs	\$149,600.00	
6.1100.307.3000.526.010B	Purchased Services - PLTW Fee	\$1,750.00	
6.1100.307.5200.526.010	Communications	\$150.00	
6.1100.307.5300.526.010	Insurance	\$5,500.00	
6.1100.307.5500.526.010	Travel - Student Bussing Costs	\$250.00	
6.1100.307.5800.526.010	Miscellaneous - Student Costs	\$4,867.01	
6.1100.307.6000.526.010	Materials and Supplies for Students	\$200.00	
6.1100.307.6020.526.010	Textbooks and Workbooks for Students	\$275.00	
6.1100.307.6030.526.010	Instructional Materials for Students	\$1,500.00	\$ 11,474.00
6.1100.307.6040.526.010	Tech Software - Website Subscription	\$120.00	
6.1410.307.1130.526.010	Director Salaries - Other Prof	\$67,429.00	
6.1410.307.1150.526.010	Clerical Salaries	\$0.00	
6.1410.307.2100.526.010	FICA	\$5,158.32	
6.1410.307.2211.526.010	VRS Professional	\$9,777.21	
6.1410.307.2300.526.010	HMP (Hospital/Medical) Plan	\$5,323.00	
6.1410.307.2330.526.010	Dental Insurance	\$132.00	
6.1410.307.2340.526.010	Vision Insurance	\$26.00	
6.1410.307.2411.526.010	Group Life - Professional	\$896.81	
6.1410.307.2750.526.010	Retiree Health Care Credit	\$795.66	
6.1410.307.3000.526.010	Purchased Services- Teachers	\$0.00	\$ 10,526.00

6.1410.307.6000.526.010	Travel- Admin/Teachers	\$1,000.00	
	Total Expenditures	\$254,750.00	\$ 22,000.00
		\$0.00	\$ -

Notes for 2014-15 Budget:

*Donations - Restricted - Tobacco Commission revenue line added for CVCC Ed Foundation checks to LCS

*Director salary based on 2% increase



June 24, 2014

Present: Dr. Scott Brabrand, Susan Cash, Mark Epperson, Dr. John Hicks, Mary Ann Hoss, Patricia Massie
Absent: Wyatt Torrence
Others present: Annette Bennett, Fred Conner, Elizabeth Narehood, Kimberly Lukanich
Next meeting: Tuesday, July 29th, 2014 1:00 pm, CVCC Presidents Conference Room

1. Call to Order

Meeting was called to order at 1:00 pm

2. Review of minutes from March 2014

Minutes from the meeting on March 11th, 2014 were presented and reviewed. Mary Ann Hoss asked if there was a motion to accept the minutes as presented, the motion was made by Dr. John Hicks, and seconded by Patricia Massie, and approved by a unanimous vote.

3. Director's Report (copy attached)

Susan Cash, Director for the XLR8 STEM Academy presented the Director's report of activities to the board members.

Enrollment for 2014-2015

The junior class has reached full enrollment of 25 students, pending the application for one Amherst student who is replacing a student who declined the STEM Academy invitation. Mary Mays plans to have the application to Susan Cash by June 30th.

The current enrollment of the senior class is 21 students. Lynchburg City has one remaining spot unfilled and Bedford County has 3 remaining spots unfilled for the 2014-2015 school year. Members discussed reasons why there were several openings in Bedford, Dr. Conner was able to share with the board members that there were multiple factors including academic performance, change of career focus and financial concerns. Dr. Brabrand inquired if financial support for Bedford STEM Academy students would be worth exploring through the Bedford Chamber of Commerce or some other business; Dr. Hicks and Dr. Conner indicated that it was an idea they may consider. Lynchburg City also has one opening remaining for the senior year due to student moves out of district and students returning to the base school for academic reasons and chance in career plans. Susan Cash indicated that it is more difficult to fill a vacant senior spot in a two year program and even with the openings the senior class is 84% filled, which is a fairly high retention rate for a first year program.

Representatives from Bedford and Lynchburg will continue to try to fill the openings before the beginning of school on August 18th, 2014.

Staff Members for 2014-2015

The STEM Academy has interviewed and hired three Project Lead the Way (PLTW) teachers for the 2014 school year. They will be teaching Introduction to Engineering Design, Computer Integrated manufacturing and Digital Electronics. All three will attend training at Duke University July 20 – August 1, 2014.

The Physics teacher for the STEM Academy will be hired in July of 2014.

Internships

Susan Cash has been working with CVCC and local business and industry representatives to secure internship spaces for all of the seniors for the 2014-2015 school year. She will be working with the students and company representatives to complete the paperwork and training required on a case by case basis throughout the fall semester. The first day of internships for students will be January 7th, 2015 and will run through April of 2015.

Career Studies Certificates

Susan shared the two career studies certificates that she and Dr. Jeff Laub worked on to develop that students will be able to earn from the STEM Academy at the end of their senior year. Students will be eligible to earn a career studies certificate in Engineering Fundamentals and a career studies certificate in Mechatronics or Biotechnology. These students will be eligible to participate in graduation exercises from CVCC in May of their senior year.

4. Financial Report

Budget for 2013-2014: The Financial report was presented to the Board for review by Susan Cash and Kimberly Lukanich (Finance Dept. Lynchburg City Schools). Ms. Lukanich explained that the original column had been placed in the report to reflect the budget they approved for the 2013-2014 school year. She reviewed the adjustments made and the current revenues and expenses including the use of the fund balance approved in the March 2014 meeting. The STEM Academy will finish the 2013-2014 school year with a positive fund balance. A final report for the 2013-2014 school year will be presented at the July Board Meeting.

Budget for 2014-2015: Susan Cash presented the 2014-2015 school year budget to the board members for review. She was able to balance the budget by eliminating the part time secretarial position for the 2014-2015 school year. She has been acting as director, principal, registrar, bookkeeper, counselor and internship coordinator since March when the part time secretary left for a full time position. While it is not the optimal choice, this is the fiscally responsible choice at this time. She asked that if she was able to raise money to fund the secretarial position, if the board members were comfortable in adding that back into the budget. Board members felt they needed to wait until the next meeting in July to make a formal decision on the secretarial position.

ACTION: Mark Epperson made a motion to accept the budget as presented and review the budget at the next Board meeting for additional funds to cover the part time secretarial position. Dr. Hicks seconded the motion; motion was approved by unanimous vote.

Policy Change-Textbooks: Susan Cash asked that the textbook policy be struck from the policy manual as the STEM Academy would not be purchasing textbooks for students for the 2014-2015 school year. Dr. Hicks mad a motion to approve deleting section 4.4: Textbooks from the STEM Academy Policy, Patricia Massie seconded the motion; motion was approved by unanimous vote.

5. Fundraising Report

Elizabeth Narehood presented the Capital Fundraising report for the 2013-2014 school year. The STEM Academy has raised \$23,350 towards the Tobacco Commission 50% match grant. Currently the STEM Academy has \$46,700 in funds available to use to purchase items required for the 2014-2015 school year. Susan Cash has worked with Mike Bradford (CVCC Educational Foundation) to amend the original grant request to obtain items needed for the PLTW classes for the 2014-2015 school year and is in the process of purchasing those items through the CVCC educational foundation.

Elizabeth shared with the board members that she had discussed the need for financial support with the Deputy Secretary of education the secretary of education and the director for STEM Education for the state of Virginia and they indicated an interest in using the STEM Academy as a model, but wanted two years of data, which would not be until after the 2014-2015 school year. She also shared that she is hoping the Virginia state summit on STEM Education will select Lynchburg as a site for their regional meeting in November in 2014. She hopes to know more on that at the July meeting.

Board members and agreed on the need for future fundraising efforts and the need for support from the state level for the STEM Academy were discussed and several suggestions were made to submit a resolution from local school boards to the VDOE, contact local representatives, and continue to promote STEM education and the STEM Academy.

Elizabeth also shared with the members the timeline for the Centra grant request for the biomedical pathway addition for the 2015-2016 school year. That deadline is September 1st with an award date of January 2015. Board members agreed that they would need to address this at the July meeting after Mrs. Cash gathered additional equipment data and funding amounts needed.

6. New Business:

Graduation Cords: Susan Cash asked to purchase graduation cords for the STEM Academy seniors using monies from the student activities fee. These could be worn by the STEM Academy students during their graduation ceremony to recognize them as a graduate of the STEM Academy. Board members agreed that this would be a good idea.

Board and board liaison Representative for 2014-2015: Susan Cash asked that board members let her know who would be the board liaison member from their school division for the 2014-2015 school year at the next board meeting in July.

7. Next meeting date: Tuesday, July 29th, 2014 at 1:00 pm. CVCC President's Conference Room.

8. Adjournment: meeting was adjourned at 1:58 pm

Respectfully submitted,

Susan Cash, Clerk
STEM Academy School Board

Agenda Report

Date: 12/02/14

Agenda Number: F-5

Attachments: Yes

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

Subject: Central Virginia Governor's School for Science and Technology
Budget: 2014-15

Summary/Description:

The Lynchburg City School Board serves as fiscal agent for the Central Virginia Governor's School for Science and Technology. The governing board of the school has approved its 2014-15 operating budget in the amount of \$1,025,592, which represents an increase of \$92,370 over the prior year budget of \$933,222. All funds expended at the school are totally reimbursable from participating school divisions and state funds as listed on the attached budget. School divisions supporting this program are Amherst County Schools, Appomattox County Schools, Bedford County Schools, Campbell County Schools and Lynchburg City Schools.

Provided below is the financial impact summary for the Lynchburg City Schools:

	2013-14	2014-15
Student Tuition	\$4,200	\$4,700
Number of Students	32	33
Total Tuition	\$134,400	\$155,100

Lynchburg City Schools has a total of 36 students attending the Central Virginia Governor's School. In addition to the 33 students listed above, we have an additional 3 non-resident students attending that pay their own tuition.

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

Recommendation:

The superintendent recommends that the school board authorize the school administration to act as fiscal agent for the Central Virginia Governor's School for Science and Technology and to administer its 2014-15 budget in the amount of \$1,025,592.

Agenda Report Attachment
 Central Virginia Governor's School
 for Science and Technology

Item: F-5
 2014-15 Budget
 Approved 08/06/2014

	REVENUE	2013-14	2014-15	DIFF
8.0000.000.0380.400.715	GOVERNOR'S SCHOOL (STATE 118 to 123)	282,166	303,742	21,576
8.0000.000.0386.400.715	OTHER STATE FUNDS (TECH GRANT)	26,000	26,000	0
8.0000.000.0700.400.715	MISC REV/OTH FUNDS (FUND BAL OFFSET)	21,956	0	(21,956)
8.0000.000.0718.400.715	OTHER FUNDS (CVGS FOUNDATION)	10,000	10,000	0
8.0000.000.0719.400.715	TUIT FM OTH CO/CY (4200*118 to 4700*118)	495,600	554,600	59,000
8.0000.000.0720.400.715	OTH PMT OTH CO/CY (CVCC 75% REIMB)	97,500	131,250	33,750
	TOTAL REVENUE	933,222	1,025,592	92,370
	EXPENSE	2013-14	2014-15	DIFF
8.1100.304.1120.400.715	SALARIES TEACHERS	361,566	379,576	18,010
8.1100.304.1520.400.715	SALARIES SUBSTITUTE TEACHERS	3,000	3,329	329
8.1100.304.1620.400.715	SALARIES TEACHER SUPPLEMENTS	24,914	31,390	6,476
8.1100.304.2100.400.715	FICA	28,535	31,694	3,159
8.1100.304.2211.400.715	VRS PROF (INSTR)	45,028	59,590	14,562
8.1100.304.2300.400.715	HMP (HOSPITAL/MEDICAL PLAN) (INSTR)	26,918	31,532	4,614
8.1100.304.2330.400.715	DENTAL INSURANCE (INSTR)	396	858	462
8.1100.304.2340.400.715	VISION INSURANCE (INSTR)	24	169	145
8.1100.304.2411.400.715	GROUP LIFE PROF (INSTR)	4,595	4,891	296
8.1100.304.2700.400.715	WORKMAN'S COMP (INSTR)	1,000	1,276	276
8.1100.304.2750.400.715	RETIREE HEALTH CARE CREDIT (VRS-PROF)	4,287	4,356	70
8.1100.304.2820.400.715	TUITION REIMBURSEMENT	6,000	8,000	2,000
8.1100.304.3000.400.715	PURCHASED SERVICES (CVCC+SEM+STUDTRVL)	145,000	190,000	45,000
8.1100.304.5000.400.715	OTHER CHARGES	500	500	0
8.1100.304.5200.400.715	COMMUNICATIONS (phone, Internet, etc)	500	500	0
8.1100.304.5500.400.715	TRAVEL (CONF + MILEAGE)	8,000	8,000	0
8.1100.304.5800.400.715	MISCELLANEOUS (MEALS, LODGING, DUES)	3,000	3,000	0
8.1100.304.6000.400.715	MATERIALS AND SUPPLIES (CONSUMABLE)	10,000	10,000	0
8.1100.304.6008.400.715	VEH & POWER EQUIP- FUEL	500	500	0
8.1100.304.6009.400.715	VEH & POWER EQUIP- SUPPLY	500	500	0
8.1100.304.6020.400.715	TEXTBOOKS AND WORKBOOKS	3,000	3,000	0
8.1100.304.6030.400.715	INSTRUCTIONAL MATERIALS (NON-CONSUMABLE)	7,500	7,500	0
8.1100.304.8200.400.715	CAPITAL OUTLAY ADDITION	3,000	3,000	0
8.1310.304.1020.400.715	SALARIES-E.R.I.P.	14,161	0	(14,161)
8.1310.304.2100.400.715	FICA-E.R.I.P.	1,083	0	(1,083)
8.1310.304.2300.400.715	HMP (HOSPITAL/MEDICAL PLAN) E.R.I.P.	5,000	0	(5,000)
8.1310.304.2834.400.715	TERMINAL PAY-VACATION	2,500	2,500	0
8.1310.304.2835.400.715	TERMINAL PAY-SICK	2,500	2,500	0
8.1320.304.5400.400.715	LEASES & RENTALS (XEROX COPIER)	3,000	3,000	0
8.1410.304.1126.400.715	SALARIES PRINCIPALS	47,507	48,457	950
8.1410.304.1150.400.715	SALARIES OFFICE ADMINISTRATIVE ASSISTANT	30,726	31,349	623
8.1410.304.2100.400.715	FICA (ADMIN)	5,674	6,105	431
8.1410.304.2211.400.715	VRS PROFESSIONAL (ADMIN)	9,122	11,572	2,450

Agenda Report Attachment
 Central Virginia Governor's School
 for Science and Technology

Item: F-5
 2014-15 Budget
 Approved 08/06/2014

EXPENSE		2013-14	2014-15	DIFF
8.1410.304.2300.400.715	HMP (HOSPITAL/MEDICAL PLAN) (ADMIN)	7,557	7,277	(281)
8.1410.304.2330.400.715	DENTAL INSURANCE (ADMIN)	0	198	198
8.1410.304.2340.400.715	VISION INSURANCE (ADMIN)	24	39	15
8.1410.304.2411.400.715	GROUP LIFE (ADMIN)	931	950	19
8.1410.304.2750.400.715	RETIREE HEALTH CARE CREDIT (ADMIN)	868	846	(22)
8.1410.304.3000.400.715	PURCHASED SERVICES	3,000	3,000	0
8.1410.304.5000.400.715	OTHER CHARGES	1,000	1,000	0
8.1410.304.5200.400.715	COMMUNICATIONS (POSTAGE)	500	500	0
8.1410.304.5300.400.715	INSURANCE (ERRORS & OMISSIONS)	500	500	0
8.1410.304.5500.400.715	TRAVEL (CONF FEES + MILEAGE)	5,000	5,000	0
8.1410.304.5800.400.715	MISCELLANEOUS (MEALS, LODGING, DUES)	2,000	2,000	0
8.1410.304.6000.400.715	MATERIALS AND SUPPLIES (CONSUMABLE)	5,000	5,000	0
8.2140.304.3000.400.715	PURCHASED SERVICES (RECRUIT/IN-SERVICE)	2,000	2,000	0
8.4200.304.1180.400.715	SALARIES CUSTODIAL	23,967	24,449	482
8.4200.304.1280.400.715	OT-CUSTODIAL	1,000	1,000	0
8.4200.304.2100.400.715	FICA (CUSTODIAL)	1,601	1,947	346
8.4200.304.2212.400.715	VRS NON PROFESSIONAL (CUSTODIAL)	2,404	2,452	48
8.4200.304.2300.400.715	HMP (HOSPITAL/MEDICAL PLAN) (CUSTODIAL)	5,049	4,851	(198)
8.4200.304.2412.400.715	GROUP LIFE NON-PROF (CUSTODIAL)	285	291	6
8.4200.304.2700.400.715	WORKER'S COMPENSATION (CUSTODIAL)	500	465	(35)
8.4200.304.5200.400.715	COMMUNICATIONS (LICENSES)	15,000	15,000	0
8.4200.304.5300.400.715	INSURANCE (ERRORS & OMISSIONS)	6,000	6,000	0
8.8100.304.8200.400.715	CAPITAL OUTLAY (TECH FOR INSTRUCTION)	40,000	52,186	12,186
	TOTALS	933,222	1,025,592	92,370

Agenda Report

Date: 12/02/14

Agenda Number: F-6

Attachments: Yes

From: Scott S. Brabrand, Superintendent
John C. McClain, Assistant Superintendent of Curriculum and Instruction

Subject: Blue Ridge Regional Jail Authority Special Education Program
Budget: 2014-15

Summary/Description:

The Virginia Department of Education has approved the 2014-15 funding for the special education instructional program provided in the Blue Ridge Regional Jail Authority in the amount of \$201,917.28. The state funding provides one regional jail education coordinator and one special education teacher who delivers educational services to students in the Blue Ridge Regional Jail – Lynchburg Site. The summary below outlines planned expenditures for 2014-15. Lynchburg City Schools serves as the fiscal agent for this state-operated program.

The program budget appears as an attachment to this agenda report.

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

Recommendation:

Blue Ridge Regional Jail Authority
Special Education Program Budget: 2014-15

Personnel Salary Compensation	\$137,816.47
Fringe Benefits and Fixed Charges	\$ 47,020.81
Salary Supplement	\$ 480.00
Substitutes	\$ 3,000.00
Technical Professional Services	\$ 3,000.00
Instructional Aide	\$ 500.00
Travel Expenses (Mileage, Parking, Registration & Staff Dev.	\$ 6,240.00
Travel Expenses (Lodging, Meals)	\$ 780.00
Instructional Materials/Equipment	\$ 950.00
Communications (Cell Phone Services)	\$ 530.00
Professional Services -Private Contracted Services	\$ 300.00
(Occupational Therapy, Physical Therapy, Socio-cultural(s), Psychological(s)	\$ 650.00
Technology Software/Online Content	\$ 200.00
Food Supplies	
Other Charges (Copier Lease)	\$ 450.00
Total	\$201,917.28

Agenda Report

Date: 12/02/14

Agenda Number: F-7

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: VSBA Annual Convention

Summary/Description:

The Virginia School Boards Association Annual Convention occurred in Williamsburg, Virginia, November 19 – 21, 2014. Several school board members and the superintendent attended this convention. During this presentation, they will share information about the workshops and activities in which they participated.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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