



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

Lynchburg City School Board

Sharon Y. Carter
School Board District 2

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School Board District 3

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School Board District 1

Charleta F. Mason
School Board District 2

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School Board District 1

Michael J. Nilles
School Board District 3

Derek L. Polley
School Board District 1

Kimberly A. Sinha
School Board District 2

Katie K. Snyder
School Board District 3

School Administration

Scott S. Brabrand
Superintendent

John C. McClain
Assistant Superintendent of
Student Learning and Success

Ben W. Copeland
Assistant Superintendent of
Operations and Administration

Anthony E. Beckles, Sr.
Chief Financial Officer

Wendie L. Sullivan
Clerk

Indya M. Page
Student Representative
Heritage High School

Sidney M. Marshall
Student Representative
E. C. Glass High School

SCHOOL BOARD MEETING
April 18, 2017 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. 2017 Virginia School Board Association Art Contest
Winners
John C. McClain.Page 2
Discussion
- 2. Student Recognition: E. C. Glass High School Girls Track
and Field and Cross Country
Scott S. Brabrand.Page 3
Discussion
- 3. Student Recognition: Tre’Juan Cash
Scott S. Brabrand.Page 4
Discussion
- 4. Student Recognition: Jordan Hamlette
Scott S. Brabrand.Page 5
Discussion
- 5. Update on Schools Denied Accreditation
Scott S. Brabrand.Page 6
Discussion

C. CONSENT AGENDA

- 1. School Board Meeting Minutes: April 4, 2017 (Regular Meeting)
- 2. Personnel Report
Marie F. Gee.Page 7
Discussion/Action

- 3. Special Education Annual Plan/Part B, Section 611, Flow-through Application and Section 619 Preschool Grant Applications (2017-18)
John C. McClain.Page 10
Discussion/Action

D. STUDENT REPRESENTATIVE COMMENTS

E. SCHOOL BOARD COMMITTEE REPORTS

F. UNFINISHED BUSINESS

- 1. Policy IICB-R IICC-R Guidelines for Community Resource Persons-School Volunteers
Scott S. Brabrand. Page 30
Discussion/Action

- 2. Textbook Adoption
John C. McClain. Page 33
Discussion/Action

G. NEW BUSINESS

H. SUPERINTENDENT’S COMMENTS

I. BOARD COMMENTS

J. INFORMATIONAL ITEMS

Next School Board Meeting: Tuesday, May 4, 2017, 5:30 p.m.,
Board Room, School Administration Building

K. ADJOURNMENT

Agenda Report

Date: 04/18/17

Agenda Number: A-1

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Public Comments

Summary/Description:

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

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

Agenda Report

Date: 04/18/17

Agenda Number: B-1

Attachments: No

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

Subject: 2017 Virginia School Boards Association Student Art Contest Winners

Summary/Description:

Each year, the Lynchburg City Schools participates in the Virginia School Boards Association (VSBA) Southern Regional Forum Art Contest. Three students' pieces have been selected to represent the Lynchburg City Schools at the 2017 VSBA Southern Regional Forum on April 25, 2017. Following the VSBA Southern Regional Forum, the student artwork will be displayed throughout the summer at the School Administration Building. The students who have been selected to represent Lynchburg City Schools will be recognized during this presentation.

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: 04/18/17

Agenda Number: B-2

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Student Recognition: E. C. Glass High School Girls Track and Field and Cross Country

Summary/Description:

The E. C. Glass High School girls' indoor track and field team recently claimed the team state title. Earlier this year, the girls cross country team won the state title. They are being recognized for their hard work, individual, and team successes.

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: 04/18/17

Agenda Number: B-3

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Student Recognition: Tre'Juan Cash

Summary/Description:

Tre'Juan Cash is a senior at Heritage High School, state champion in the triple jump, state record holder in both the triple jump and 55 meter hurdles, and *The News & Advance* 2017 Indoor Track Boys Athlete of the Year. As a freshman, Tre'Juan arrived at Heritage wanting to play basketball with little interest in other sports. He played on the Junior Varsity basketball team for two years. Tre'Juan possesses an explosive jumping ability that was a perfect fit for track and field. After joining the track team, he began competing in the high jump and long jump and did very well. Later, he added the triple jump to his jumping resume.

Tre'Juan is a tremendous athlete with great confidence and work ethic. His drive was demonstrated when he continued training over the summer and off season to improve and perfect his jumping and hurdling forms and to become stronger. His faith, dedication, sacrifice, and hard work all culminated when he became the 2017 Triple Jump State Champion for Indoor Track, a state record at a whopping 47'5". Additionally, his success continued as a hurdler, ranking first in the region all year.

Again, he set a state record in the 55 meter hurdles (7.57 seconds) during his first place preliminary race. He finished second place in the final race. Tre'Juan is now setting his sights to continue his success and achievements on the track for the outdoor track season. Tre'Juan is often heard quoting the track team's motto, "What your mind perceive and your heart believe, you will achieve through faith, dedication, sacrifice, and hard work (created by Coach Rufus Knight)."

Tre'Juan's parents and coaches are very proud of his growth and accomplishments on and off the track, and they are honored to see his efforts result in obtaining his goals.

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: 04/18/17

Agenda Number: B-4

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Student Recognition: Jordan Hamlette

Summary/Description:

Jordan Hamlette has been a member of the Varsity Basketball program at Heritage High School since the end of his JV season in the ninth grade. This year he became the second leading scorer in the history of the school with over 1,100 points. He made First Team All Seminole District, First Team Conference 30, First Team Region, and will make either First or Second Team All State which has not been announced to date. He was also selected to play in the VHSCA All Star game on March 25 at UVA Wise.

He is a member of the National Honor Society, has a 3.8 GPA, takes all advanced classes and has made all A's and B's in his AP classes for the past two years. He has been a volunteer for the VES basketball camp, Salvation Army Bell Ringer, and reader to Heritage Elementary students,. Jordan has been a tremendous leader for our program, and we are very proud of him.

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: 04/18/17

Agenda Number: B-5

Attachments: No

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

Subject: Update on Schools Denied Accreditation

Summary/Description:

The school administration will provide information to the school board regarding the work in progress at Linkhorne Middle School and Thomas C. Miller Elementary School for Innovation, the two schools in the school division that were denied state accreditation this year.

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: 04/18/17

Agenda Number: C-2

Attachments: Yes

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

Subject: Personnel Report

Summary/Description:

The personnel recommendations for April 4 – 18, 2017, appear as an attachment to this agenda report.

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

Recommendation:

The superintendent recommends that the school board approve the personnel recommendations for April 4 – 18, 2017.

NAME	COLLEGE	DEGREE/ EXPERIENCE	SCHOOL/ ASSIGNMENT	EFFECTIVE DATE
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NOMINATIONS, INSTRUCTIONAL PERSONNEL, 2016-2017:

Abatecola Shannon	Radford University	BA / 12 yrs (Lv. 12 3)	Paul Munro Elementary (Base) School Psychologist	07-27-2017
Kelly Emily	Phoenix University of	MA / 10 yrs (Lv. 10 3)	Dunbar Middle School Math Teacher	08-03-2017
Mertz Kristina	Robert Wesleyan College	BA / 0 yrs (Lv. 0 3)	Carl B. Hutcherson ELC ECSE	08-03-2017

RESIGNATIONS:

Cook Robert	Lynchburg College	MED / 13 yrs (Lv. 13 2)	E.C. Glass High School School Counselor	06-16-2017
Payne Samantha	Lynchburg College	BS / 5 yrs (Lv. 5 3)	Linkhorne Middle School Social Studies Teacher	04-21-2017
Wheeler Frances	Liberty University	MA / 2 yrs (Lv. 2 3)	Payne Elementary School Third Grade Teacher	06-09-2017
Wheeler Kimberly	Longwood University	BA / 20 yrs (Lv. 20 3)	Linkhorne Middle School Math Teacher	06-09-2017

RETIREMENTS:

Bennett Michael	Lynchburg College	MED / 37 yrs (Lv. 37 2)	Heritage High School Special Education Teacher	06-09-2017
Burke Page	UVA	MED / 26 yrs (Lv. 26 3)	Linkhorne Elementary School Instructional Coach – Elem.	06-30-2017
Daniels Elizabeth	Radford University	BS / 32 yrs (Lv. 32 3)	Sheffield Elementary School Second Grade Teacher	06-09-2017
Dolenti Suzanne	Lynchburg College	MED / 15 yrs (Lv. 15 3)	Sheffield Elementary School Third Grade Teacher	06-09-2017
Elliott Barbara	Lynchburg College	MED / 37 yrs (Lv. 37 1)	Heritage High/Sandusky Middle Vocal Music Teacher	06-16-2017

RETIREMENTS:

Enzinna Carol	Lynchburg College	MED / (Lv. 37	37 yrs 3)	Carl B. Hutcherson ELC Early Childhood SPED	06-09-2017
Farris Luttrell	Carson-Newman College	BS / (Lv. 34	34 yrs 4)	Sandusky Middle School Physical Education Teacher	06-09-2017
Miller Patricia	James Madison University	BS / (Lv. 37	37 yrs 3)	Sandusky Elementary School Special Education Teacher	06-09-2017
Wiley Jan	Lynchburg College	MED / (Lv. 37	37 yrs 3)	Carl B. Hutcherson ELC Early Childhood SPED	06-09-2017
Wood Robin P.	Longwood College	BS / (Lv. 37	37 yrs 3)	Payne Elementary School Third Grade Teacher	06-09-2017

Agenda Report

Date: 04/18/17

Agenda Number: C-3

Attachments: Yes

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

Subject: Special Education Annual Plan/Part B, Section 611, Flow-through Application and Section 619 Preschool Grant Applications (2017-18)

Summary/Description:

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

Lynchburg City Schools will apply for \$2,229,306.00 in special education Flow-through Funds for the 2017-18 school year. The application for funds for the 2017-18 school year must be approved by the school board and submitted to the Virginia Department of Education for plan approval and financial reimbursement. A total amount of \$2,046,000.01 of this funding will be used to provide salaries for special education staff, and \$183,305.99 of the 611 Flow-through funds will be used to provide special education and speech therapy services to parentally-placed students with disabilities attending local private schools or are homeschooled.

The Lynchburg City Schools will also apply for \$61,129.00 in Section 619 Preschool Funds for the 2017-18 school year. This funding will be used to support Hutcherson Early Learning Program as they provide special education and related services to preschool children (ages 2-5) who have been determined eligible for special education services. Funds provide inclusion support through special education placements in local private preschools, staff development, and instructional materials.

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

Recommendation:

The superintendent recommends that the school board approve Special Education Annual Plan/Part B, Section 611, Flow-through Application and Section 619 Preschool Grant Applications (2017-18).

**Welcome to the 2017-2018 Special Education Annual Plan/Part B Flow-Through Application in Excel.
Please Select your entity name**

LYNCHBURG CITY PUBLIC SCHOOLS

NOTE: Must Enable Macros to Proceed.

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

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

Enter Yes or No

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

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

Enter Yes or No

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

Lynchburg City Schools conducts "meaningful consultation" with local private schools as well as parents of student with disabilities who are parentally-placed in private schools or are home schooled. The Federal Set Aside funding is planned to be use to provide special education instruction and speech therapy services to students based on their service plans. Contracted services (special education instruction and/or speech therapy) is available on a limited basis. Services are limited to the availability of federal flow through and 619 set aside funding.

EXPENDITURE ACCOUNTS	OBJECT CODE	Section 611		Section 619	
		(D) CEIS	(E) Proportionate Set-Aside	(D) CEIS	(E) Proportionate Set-Aside
Personal Services	1000		109,941.02		
Employee Benefits	2000		41,043.49		
Purchased Services	3000		32,321.48		
Internal Services	4000				
Other Services	5000				
Materials / Supplies	6000				
Capital Outlay	8000				
TOTAL PROPOSED BUDGET		0.00	183,305.99	0.00	0.00

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

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

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

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

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

SUBMISSION STATEMENT (continued on next page)

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

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

SUBMISSION STATEMENT (continued from previous page)

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

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

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

Choose One:

Division has no barriers

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

<p>OTHER FACTORS THAT MIGHT LIMIT PARTICIPATION</p>	
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2017-2018 SPECIAL EDUCATION IN LOCAL AND REGIONAL JAILS

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

Interagency Agreement

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

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

Please complete question 2

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

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

[Instructions for Using drop box](#)

**REPORT ON IMPLEMENTATION
OF THE 2015-2016 ANNUAL PLAN**

Submit a report indicating the extent to which the annual plan for the 2015-2016 school year has been implemented (*Code of Virginia*, Section 22.1-215). (Maximum capacity of each text box is 975 characters.)

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

School Division: LYNCHBURG CITY PUBLIC SCHOOLS

Division Number:

115

Maintenance of Effort

The Virginia Department of Education (VDOE) is required by federal regulation to ensure all school divisions in Virginia comply with §300.203 of the Individuals with Disabilities Education Act (IDEA), which mandates that school divisions meet a maintenance of effort (MOE) obligation. This regulation requires school divisions to spend at least the same amount from at least one of the following sources: (i) local funds; (ii) state plus local funds; (iii) local per capita; or (iv) state plus local per capita for a current school year on the delivery of special education and related services, as were spent for the most recent fiscal year (i.e.g, 2015 - 2016) for which the information is available, subject to the Subsequent Years rule.

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

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

Local		Local plus State	
	School Year 2017-2018 (estimated/projected)		School Year 2017-2018 (estimated/projected)
Dollar \$	<input type="text" value="TBD"/>	Dollar \$	<input type="text" value="TBD"/>
	School Year 2017-2018 (estimated/projected)		School Year 2017-2018 (estimated/projected)
Per Capita	<input type="text" value="TBD"/>	Per Capita	<input type="text" value="TBD"/>

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

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

NOTE: The Dec. 1, 2016 Child Count totals should be used to compute the per capita amounts. The Child Count should be adjusted to exclude students funded through CSA. The Division must budget the same or higher amounts to meet the MOE eligibility requirements using either dollar or per capita amounts.

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

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

Enter Yes or No

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

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

Enter Yes or No

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

Lynchburg City Schools conducts "meaningful consultation" with local private schools as well as parents of student with disabilities who are parentally-placed in private schools or are home schooled. The Federal Set Aside funding is planned to be use to provide special education instruction and speech therapy services to students based on their service plans. Contracted services (special education instruction and/or speech therapy) is available on a limited basis. Services are limited to the availability of federal flow through and 619 set aside funding.

EXPENDITURE ACCOUNTS	OBJECT CODE	Section 611		Section 619	
		(D) CEIS	(E) Proportionate Set-Aside	(D) CEIS	(E) Proportionate Set-Aside
Personal Services	1000		109,941.02		
Employee Benefits	2000		41,043.49		
Purchased Services	3000		32,321.48		
Internal Services	4000				
Other Services	5000				
Materials / Supplies	6000				
Capital Outlay	8000				
TOTAL PROPOSED BUDGET		0.00	183,305.99	0.00	0.00

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

**VIRGINIA DEPARTMENT OF EDUCATION
PART B, SECTION 611 (Flow-Through Funds)
GRANT PERIOD: JULY 1, 2017 – SEPTEMBER 30, 2019
*Joint Applications Only!***

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

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

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

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

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

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

Lynchburg City Schools plans to use 611 funds as follows: Salary for (30 FTE) special education teachers, and (8 FTE) special education instructional assistants who will provide special education services to LCS enrolled students with disabilities. Federal Set Aside services will be provided by (1) full time Speech Pathologist and 1.5 FTE Special Education Teachers. Note to Virginia Department of Education: Lynchburg City Schools has budgeted funding under proportionate set-aside funds for the purpose of providing speech therapy and/or special education services to parents placed students with disabilities attending local private schools or are homeschooled. LCS is not required to set aside 15% of our 611 flow through funding for Coordinated Early Intervening Services. LCS is not voluntarily setting aside funds for Coordinated Early Intervening Services.

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

\$2,010,281.25 in IDEA, Part B, Section 611 funds will be used for special education salaries/fringe benefits and \$35,718.76 will be used in purchased services. \$183,305.9 in federal set aside funds will be used for speech therapy and special education services provided to parentally placed students enrolled in local private schools or homeschooled.

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

Part B, Section 611, Flow-Through Funds (July 1, 2017-September 30, 2019)

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

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

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) Budget	(D) CEIS	(E) Proportionate Set-aside	(F) Total Budget
Personal Services	1000	1,469,582.33	0.00	109,941.02	1,579,523.35
Employee Benefits	2000	540,698.92	0.00	41,043.49	581,742.41
Purchased Services	3000	35,718.76	0.00	32,321.48	68,040.24
Internal Services	4000		0.00	0.00	0.00
Other Services	5000		0.00	0.00	0.00
Materials / Supplies	6000		0.00	0.00	0.00
Capital Outlay	8000		0.00	0.00	0.00
TOTAL PROPOSED BUDGET		2,046,000.01	0.00	183,305.99	2,229,306.00

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

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

t code
of
r

l be

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

**VIRGINIA DEPARTMENT OF EDUCATION
PROPOSAL SUMMARY
PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT)
GRANT PERIOD: JULY 1, 2017 – SEPTEMBER 30, 2019**

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

Joint Applications Only!

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

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

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

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

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

**PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT)
GRANT PERIOD: JULY 1, 2017 – SEPTEMBER 30, 2019**

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

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

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

(This area is currently blank for providing a detailed description and budget outline of additional activities, goods, and services.)

School Division: LYNCHBURG CITY PUBLIC SCHOOLS Division Number:

**Virginia Department of Education
PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT) APPLICATION
PROPOSED GRANT BUDGET
Part B, Section 619, Preschool Funds (July 1, 2017-September 30, 2019)**

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

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

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

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

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

Agenda Report

Date: 04/18/17

Agenda Number: F-1

Attachments: Yes

From: Scott S. Brabrand, Superintendent

Subject: Policy IICB-R/IICC-R Guidelines for Community Resource Persons/School Volunteers

Summary/Description:

At the request of the school board, the school administration reviewed Policy IICB-R/IICC-R Guidelines for Community Resource Persons/School Volunteers. School divisions across the state have been contacted concerning existing policies, processes, and practices that are in place relative to background checks for volunteers and how the results of the background check affect the individuals' ability to volunteer. The Equity Task Force has also discussed this policy and provided feedback to the school administration.

On March 7, 2017, the school administration presented information gathered to the school board. Following discussion during the school board meeting, the school administration was directed to conduct a community survey regarding the policy and to then bring that information to the school board for further discussion. The results of the survey were discussed during the last school board meeting.

The school board will consider the revisions to the policy during this meeting.

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

Recommendation:

The superintendent recommends that the school board approve revisions to Policy IICB-R IICC-R Guidelines for Community Resource Persons – School Volunteers.

GUIDELINES FOR COMMUNITY RESOURCE PERSONS/SCHOOL VOLUNTEERS

All volunteer programs will operate under the management and supervision of the building principal. A School Volunteer Coordinator (SVC) will be appointed from school administrative staff by the principal to facilitate the volunteer programs.

All volunteers, except coaches, must complete the Application for Volunteer Service. The application is available online at <http://www.lcsedu.net/community/volunteer>. A volunteer applicant will not be allowed to volunteer until the background check is complete and they have been approved in the Raptor system. If information received from the background check of a volunteer results in a discovery that an applicant is not suitable to serve as a volunteer in Lynchburg City Schools, a letter will be sent from the Superintendent's office notifying the building principal and the potential volunteer. All volunteers serve at the discretion of the Superintendent. Anyone convicted of a felony offense will be disqualified from volunteer activity. Anyone convicted of a misdemeanor may be disqualified depending upon the nature of the offense and/or volunteer activity. {However, anyone who would be disqualified as a volunteer by virtue of their criminal record may request that the superintendent make an exception, who may grant the exception under whatever conditions he sets, if the following conditions are met: (1) the disqualifying conviction occurred more than 15 years before the date the exception is sought and the criminal background check reflects no other significant convictions; (2) no conviction was for a "barrier crime" as that term is defined in Va. Code Section 63.2-1719; and (3) in the sole discretion of the superintendent the person does not present a threat to the safety or welfare of the students in the program or activity for which the exception is sought. In the event the superintendent denies the request for an exception, the individual may appeal in writing within 15 days to the school board, and the school board will review and make a final determination within 30 days of the written appeal, or as soon thereafter as possible.}

Volunteer assistant athletic coaches, and coaches paid by third party organizations, must be screened according to the procedures for all Lynchburg City Schools employees.

Each school must conduct an orientation appropriate to the activity for its volunteers in which the Volunteer Guidelines, the Code of Student Conduct, and policy GAB and regulation GAB-R Acceptable Computer System Use are reviewed in depth. Chaperones should receive an orientation before the event or trip. School Volunteer Coordinators should emphasize that these guidelines are being provided for reasons of safety, protection, and uniformity. Among other things, volunteers should understand that it is the supervising teacher who will take necessary disciplinary action against a student, and not the volunteer.

Definitions

Traditional Volunteer: any individual or group of individuals, who, of their own free will, contribute goods or services to any Lynchburg City schools without pay or regard for their own personal gain.

Regular Service Volunteer: persons working on a regular basis at scheduled times and at regularly scheduled tasks.

Occasional Service Volunteer: individuals or groups of residents who provide a one-time or occasional task.

School Volunteer Coordinator (SVC): a staff member from a LCS school with the responsibility, among other things, of coordinating volunteer services for a school. This responsibility may not be delegated to a non-employee or a teacher.

Volunteer Guidelines

The following responsibilities and expectations will apply to all Lynchburg City School volunteers:

1. The volunteer will operate only under the direct supervision of the principal or his/her designee.
2. The volunteer must be willing to accept direction and supervision from school staff.
3. The volunteer may provide assistance to students as directed by the appropriate school supervisor but may not do the work for the students.
4. The volunteer must treat students with fairness, honesty, patience, and kindness.
5. The volunteer must set a good example by being courteous and respectful of students and staff.
6. The volunteer must be knowledgeable of classroom rules and practices and emergency procedures. He or she must be familiar with the Volunteer Guidelines and the Code of Student Conduct.
7. The volunteer will report discipline issues to the appropriate staff member immediately.
8. The volunteer will respect the privacy of students and school staff and will not divulge confidential information.
9. Volunteers may not bring any children with them when volunteering.
10. The volunteer agrees to follow the School Board's policy GAB & regulation GAB-R Acceptable Computer System Use.

Approved: August 18, 2015

Agenda Report

Date: 04/18/17

Agenda Number: F-2

Attachments: No

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

Subject: Textbook Adoption

Summary/Description:

Textbooks that were considered for World Geography (4690Y) and Advanced World Geography (4367Y) courses which were added to the 2017-18 High School Program of Studies are as follows:

McGraw-Hill Geography: *The Human and Physical World*
Houghton, Mifflin, Harcourt: *World Geography*

Both textbooks are on the state-approved list for social studies textbooks.

Teams of teachers, administrators, the secondary social studies coach, the social studies supervisor, parents, and students have examined these books and participated in presentations from the publishers. The recommendation of this group is Houghton, Mifflin, Harcourt: *World Geography*.

The textbooks will be available in Conference Room 2 at the School Administration Building for parents, students, and community members to examine over the next two weeks.

The Physics textbook for the Advanced Physics course (3317Y) which was added to the 2017-18 High School Program of Studies will be using an updated version of the Physics textbook that was approved by the school board in July 2004. This textbook, McGraw-Hill: *Physics Principles and Problems*, is also on the state-approved list.

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

Recommendation:

The superintendent recommends that the school board approve Houghton, Mifflin, Harcourt: *World Geography*.