



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

Lynchburg City School Board

Mary Ann H. Barker
School Board District 1

Albert L. Billingsly
School Board District 3

Regina T. Dolan-Sewell
School Board District 1

Jennifer R. Poore
School Board District 2

Katie K. Snyder
School Board District 3

Treney L. Tweedy
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

William A. Coleman, Jr.
Assistant Superintendent of
Curriculum and Instruction

Ben W. Copeland
Assistant Superintendent of
Operations and Administration

Anthony E. Beckles, Sr.
Chief Financial Officer

Wendle L. Sullivan
Clerk

SCHOOL BOARD MEETING
April 23, 2013 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 PRESENTATION

- 1. School Improvement Plan: Alternative Education
- William A. Coleman, Jr. Page 2
- Discussion

C. STUDENT REPRESENTATIVE COMMENTS

D. FINANCE REPORT

- 1. Finance Report
- Anthony E. Beckles, Sr. Page 3
- Discussion

E. CONSENT AGENDA

- 1. School Board Meeting Minutes: January 8, 2013 (Regular Meeting)
- 2. Personnel Report
- Marie F. Gee. Page 10
- Discussion/Action

F. UNFINISHED BUSINESS

- 1. Capital Improvement Plan: Heritage High School
- Ben W. Copeland. Page 12
- Discussion/Action
- 2. K-5 Reading/Language Arts Textbook Adoption
- William A. Coleman, Jr Page 15
- Discussion/Action

3. No Child Left Behind Act Waiver: Public School Choice
Ben W. CopelandPage 26
Discussion/Action
4. Payroll Payment Changes
Anthony E. Beckles, Sr.Page 27
Discussion/Action

G. NEW BUSINESS

1. Alternative Education Reorganization
William A. Coleman, Jr.Page 28
Discussion
2. Special Education Annual Plan/Part B Flow-through
Application and Section 619 Preschool Grant
Applications: 2013-14 (A)
William A. Coleman, Jr. Page 33
Discussion
3. Carl Perkins Funds: 2013-14
William A. Coleman, Jr. Page 46
Discussion/Action
4. William Marvin Bass Elementary School: 2013-14 Calendar
William A. Coleman, Jr. Page 49
Discussion

H. SUPERINTENDENT’S COMMENTS

I. BOARD COMMENTS

J. CLOSED MEETING

1. Notice of Closed Meeting
Scott S. Brabrand.Page 51
Discussion/Action
2. Certification of Closed Meeting
Scott S. Brabrand. Page 52
Discussion/Action

K. INFORMATIONAL ITEMS

Next School Board Meeting: Tuesday, May 7, 2013, 5:30 p.m. Board Room, School Administration Building

L. ADJOURNMENT

Agenda Report

Date: 04/23/13

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: 04/23/13

Agenda Number: B-1

Attachments: No

From: Scott S. Brabrand, Superintendent
William A. Coleman, Jr., Assistant Superintendent of Curriculum and Instruction

Subject: School Improvement Plan: Fort Hill Community School

Summary/Description:

The superintendent has directed each school within the school division to form a School Improvement Planning Team that will develop school improvement plans that identify areas for growth and improvement specific to their students' academic, behavioral, and cultural needs. During this presentation, Mrs. Cathy L. Viar, coordinator at the Fort Hill Community School, will present data relative to that school's plan to the school board.

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: 04/23/13

Agenda Number: C-1

Attachments: Yes

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

Subject: Finance Report

Summary/Description:

The school administration, in accordance with the 2012-13 school operating budget, authorized, approved, and processed the necessary payments through March 31, 2013. The school administration certifies that the amounts approved are within budgetary limits and revenue.

The operating fund expenditure report summarizes the payments made through March 31, 2013, for the operating fund.

Total Operating Fund Budget		\$ 82,002,953.95
Through February 28, 2013		
Actual Revenue Received	\$ 51,343,614.49	
Actual Expenditures	\$ 51,577,012.00	
Actual Encumbered	\$ 25,351,774.48	
Percent of Budget Received		62.61%
Percent of Budget Used, excluding encumbrances		62.90%
As of 3/31/13 – 9 months		75.00%

The revenue and expenditure reports detail the transactions recorded through March 31, 2013. All reports appear as attachments to the agenda report.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

Lynchburg City Schools
 Operating Fund - Statement of Expenditures
 For the Nine Months Ended March 28, 2013

	Fiscal Year 2011-12 (unaudited)			Fiscal Year 2012-13				
	BUDGET	TRANSACTIONS	BUDGET % USED	BUDGET	TRANSACTIONS	BUDGET % USED	BUDGET AVAILABLE	BUDGET % USED
INSTRUCTION								
FUNCTION 1100 CLASSROOM INSTRUCTION								
Personnel	41,240,350.63	40,649,080.50	98.57%	24,985,006.42			16,433,115.67	
Other	2,566,847.37	2,349,140.71	91.52%	1,708,482.92			26,593.04	
FUNCTION 1200 INST SUPPORT-STUDENT								
Personnel	2,548,425.44	2,450,154.48	96.14%	1,946,854.60			854,732.06	
Other	206,233.00	2,296,696.00	1113.64%	136,392.06			34,728.90	
FUNCTION 1300 INST SUPPORT-STAFF								
Personnel	3,399,447.93	3,409,064.80	100.28%	2,775,208.39			757,530.47	
Other	1,692,526.93	1,554,691.16	91.86%	1,086,074.93			109,468.18	
FUNCTION 1400 INST SUPPORT-SCHOOL ADMIN								
Personnel	4,250,306.11	3,272,486.13	76.98%	3,418,966.45			1,254,062.96	
Other	153,862.00	127,579.70	82.92%	85,984.76			33,515.10	
TOTAL INSTRUCTION	56,057,999.41	15,459,812.98	27.58%	36,142,970.53		60.87%	19,503,746.38	93.72%
ADMINISTRATION								
FUNCTION 2100 ADMINISTRATION								
Personnel	2,005,375.37	1,669,044.25	83.23%	1,599,053.07			399,039.95	
Other	444,562.41	427,444.85	96.15%	387,111.32			55,345.24	
FUNCTION 2200 ATTENDANCE & HEALTH SERV								
Personnel	1,769,421.42	1,717,703.59	97.08%	1,075,925.99			745,387.74	
Other	34,074.00	19,254.76	56.51%	11,347.77			317.00	
TOTAL ADMINISTRATION	4,253,433.20	3,833,447.45	90.13%	3,073,438.15		64.70%	1,200,089.93	89.96%
PUPIL TRANSPORTATION								
FUNCTION 3100 MANAGEMENT & DIRECTION								
Personnel	249,084.38	247,593.24	99.40%	233,710.71			78,722.97	
Other	29,577.00	22,649.42	76.58%	25,043.15			-	
FUNCTION 3200 VEHICLE OPERATION SERVICE								
Personnel	2,153,111.42	2,128,262.91	98.85%	1,445,869.68			745,697.06	
Other	767,181.00	722,949.10	94.23%	666,685.36			47,215.32	
FUNCTION 3300 MONITORING SERVICE								
Personnel	318,795.50	303,775.67	95.29%	200,855.71			113,185.85	
Other	0.00	0.00	0.00%	0.00			0.00	
FUNCTION 3400 VEHICLE MAINT SERVICE								
Personnel	36,812.50	42,570.56	115.64%	229,925.35			88,586.67	
Other	330,268.00	320,460.00	97.03%	276,271.18			12,476.96	
FUNCTION 3500 BUS PURCHASE - REGULAR								
Other	169,217.06	169,227.06	100.01%	544,062.06			93,730.00	
FUNCTION 3600 BUS - LEASE PURCHASE								
Other	66,000.00	66,506.94	0.00%	0.00			0.00	
TOTAL PUPIL TRANSPORTATION	4,120,046.86	4,023,994.90	97.67%	3,622,423.20		69.54%	1,179,614.83	92.18%
OPERATIONS & MAINTENANCE								
FUNCTION 4100 MANAGEMENT & DIRECTION								
Personnel	254,691.98	253,538.04	99.55%	150,297.10			50,127.09	
Other	52,500.00	33,675.18	64.14%	61,772.84			92.92	
FUNCTION 4200 BUILDING SERVICES								
Personnel	3,963,443.56	4,031,134.00	101.71%	2,786,655.75			1,032,795.79	
Other	4,889,224.39	4,543,849.01	92.94%	3,435,886.05			837,169.05	

Lynchburg City Schools
 Operating Fund - Statement of Expenditures
 For the Nine Months Ended March 28, 2013

FUNCTION 4300 GROUNDS SERVICES	Personnel	220,590.71	222,378.41	100.81%	164,002.48	62,295.66		
	Other	20,000.00	21,571.54	107.86%	10,901.07	0.00		
FUNCTION 4400 EQUIPMENT SERVICES	Personnel	0.00	0.00	0.00%	0.00	0.00		
	Other	48,000.00	48,525.77	101.10%	22,699.47	0.00		
FUNCTION 4500 VEHICLE SERVICES	Personnel	0.00	0.00	0.00%	0.00	0.00		
	Other	23,000.00	25,566.85	111.16%	19,728.61	0.00		
FUNCTION 4600 SECURITY SERVICES	Personnel	156,092.50	178,227.90	114.18%	73,230.93	1,908.27		
	Other	76,132.00	82,323.05	108.13%	82,830.66	30,010.00		
TOTAL OPERATIONS & MAINTENANCE		9,703,675.14	9,440,789.75	97.29%	6,808,004.96	2,014,398.78	929,639.63	90.47%
SCHOOL FOOD SERVICES								
FUNCTION 5100 SCHOOL FOOD SERVICES	Personnel	0.00	0.00	0.00%	40,087.28	40,372.03	(80,459.31)	Reimbursed 100% by
	Other	0.00	0.00	0.00%	4,175.72	0.00	(4,175.72)	School Nutrition
TOTAL SCHOOL FOOD SERVICES		0.00	0.00	100.00%	44,263.00	40,372.03	(84,635.03)	
FACILITIES								
FUNCTION 6200 SITE IMPROVEMENTS		0.00	0.00	0.00%	0.00	0.00		
FUNCTION 6600 BLDG ADD & IMP SERVICES	Personnel	32,295.00	19,576.99	60.62%	46,766.03	12,268.02		
	Other	65,800.00	43,519.90	66.14%	24,482.03	4,460.00		
TOTAL FACILITIES		98,095.00	63,096.89	64.32%	122,130.00	16,728.02	34,153.92	72.03%
DEBT SERVICE								
FUNCTION 7100 DEBT SERVICE -	Other	720,472.94	717,900.14	99.64%	218,592.13	61,222.64		
TOTAL DEBT SERVICE		720,472.94	717,900.14	99.64%	307,125.00	61,222.64	27,310.23	91.11%
TECHNOLOGY								
FUNCTION 8100 CLASSROOM INSTRUCTION	Personnel	1,386,480.69	1,381,548.98	99.64%	911,839.91	363,218.06		
	Other	173,733.00	380,488.21	219.01%	76,658.24	901,884.86		
FUNCTION 8200 INSTRUCTIONAL SUPPORT	Personnel	196,167.82	195,442.15	99.63%	155,635.57	53,130.00		
	Other	566,309.76	380,615.23	67.21%	451,938.25	17,368.95		
FUNCTION 8200 LEASE PURCHASE		0.00	0.00	0.00%	0.00	0.00		
TOTAL TECHNOLOGY		2,322,691.27	2,338,094.57	100.66%	2,488,973.10	1,335,601.87	-442,700.74	117.79%
CONTINGENCY RESERVES								
FUNCTION 9100 CLASSROOM INSTRUCTION		0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
FUNCTION 9300 ADMINISTRATION		300,000.00	0.00	0.00%	0.00	0.00	0.00	0.00%
FUNCTION 9500 PUPIL TRANSPORTATION		200,000.00	0.00	0.00%	0.00	0.00	0.00	0.00%
FUNCTION 9600 OPERATIONS & MAINTENANCE		0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
TOTAL CONTINGENCY RESERVES		500,000.00	0.00	0.00%	0.00	0.00	0.00	0.00%
TOTAL OPERATING BUDGET		77,776,413.82	35,877,136.68	46.13%	82,002,953.95	51,577,012.00	25,351,774.48	93.81%

Lynchburg City Schools
 Operating Fund - Statement of Revenue
 For the Nine Months Ended March 31, 2013

ACCOUNT TITLE	FY 2011-2012			FY 2012-13			% RECEIVED
	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	
240308 SALES TAX RECEIPTS	(8,965,522.00)	(8,971,759.12)	6,237.12	(8,713,252.00)	(5,795,522.10)	(2,917,729.90)	66.51%
240202 BASIC SCHOOL AID	(19,663,616.00)	(19,884,194.25)	220,578.25	(20,446,238.00)	(15,174,856.49)	(5,271,381.51)	74.22%
240207 GIFTED & TALENTED	(233,116.00)	(235,967.00)	2,851.00	(236,687.00)	(176,220.77)	(60,466.23)	74.45%
240208 REMEDIAL EDUCATION	(916,922.00)	(928,136.00)	11,214.00	(1,193,725.00)	(839,027.71)	(354,697.29)	70.29%
240208 REMEDIAL EDUCATION	(148,487.00)	(151,398.00)	2,911.00	(157,258.00)	(86,788.50)	(70,469.50)	55.19%
240209 ENROLLMENT LOSS	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
240212 SPECIAL ED SOQ	(2,584,995.00)	(2,616,609.00)	31,614.00	(2,253,670.00)	(1,584,026.58)	(669,643.42)	70.29%
240217 VOCATIONAL ED SOQ	(305,641.00)	(309,379.00)	3,738.00	(288,140.00)	(202,523.65)	(85,616.35)	70.29%
240221 SOC SEC-INSTR	(1,341,711.00)	(1,358,120.00)	16,409.00	(1,353,231.00)	(951,139.13)	(402,091.87)	70.29%
240223 VRS INSTRUCTIONAL	(1,212,202.00)	(1,227,027.00)	14,825.00	(2,258,815.00)	(1,587,642.94)	(671,172.06)	70.29%
240241 GROUP LIFE INST	(46,623.00)	(47,193.00)	570.00	(87,471.00)	(65,125.26)	(22,345.74)	74.45%
240228 READING INTERVENTN	(141,000.00)	(137,137.00)	(3,863.00)	(170,389.00)	(73,443.49)	(96,945.51)	43.10%
240205 CAT-REG FOSTER	(145,135.00)	(104,726.00)	(40,409.00)	(101,400.00)	0.00	(101,400.00)	0.00%
240246 CAT-HOMEBOUND	(156,865.00)	(220,071.79)	63,206.79	(232,366.00)	(125,561.23)	(106,804.77)	54.04%
240248 REGIONAL TUITION	(849,922.00)	(678,447.39)	(171,474.61)	(743,344.00)	(135,180.95)	(608,163.05)	18.19%
240265 AT RISK SOQ	(1,074,910.00)	(1,087,894.00)	12,984.00	(1,242,007.00)	(614,430.00)	(627,577.00)	49.47%
240309 ESL	(106,053.00)	(85,052.00)	(21,001.00)	(102,484.00)	(40,395.00)	(62,089.00)	3.25%
330213 SCHOOL LUNCH	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
240281 AT RISK 4 YR OLDS	(1,231,987.00)	(1,231,987.00)	0.00	(1,215,707.00)	(607,853.51)	(607,853.49)	50.00%
240218 CTE - ADULT ED	(19,175.00)	(1,117.00)	(18,058.00)	(19,175.00)	0.00	(19,175.00)	0.00%
240252 CTE EQUIPMENT	0.00	(11,436.79)	11,436.79	0.00	0.00	0.00	0.00%
240253 CTE OCC PREP	(33,809.00)	(29,476.00)	(4,333.00)	(36,711.00)	0.00	(36,711.00)	0.00%
240273 CPI HOLD HARMLESS SUPPLEMENTAL SUPPORT	(126,411.00)	(126,411.00)	0.00	0.00	0.00	0.00	0.00%
ADDITIONAL STATE SUPPORT	(671,477.00)	(679,689.00)	8,212.00	(468,992.00)	(351,743.76)	(117,248.24)	75.00%
240275 PRIMARY CLASS SIZE	(1,190,402.00)	(1,216,417.00)	26,015.00	(1,594,562.00)	(793,805.51)	(800,756.49)	49.78%
240214 TEXTBOOKS	(210,115.00)	(265,524.75)	55,409.75	(461,694.00)	(324,508.75)	(137,185.25)	70.29%
240203 GED/ISAP	(23,576.00)	(23,576.00)	0.00	(23,576.00)	(7,858.67)	(15,717.33)	33.33%
240405 ALGEBRA READINESS	(114,911.00)	(110,856.00)	(4,055.00)	(126,366.00)	(63,090.00)	(63,276.00)	49.93%
COMMONWEALTH OF VA	(41,514,583.00)	(41,739,601.09)	225,018.09	(43,527,260.00)	(29,600,744.00)	(13,926,516.00)	68.01%
330201 BASIC ADULT ED.	(50,000.00)	(37,589.50)	(12,410.50)	(50,000.00)	0.00	(50,000.00)	0.00%
330212 IMPACT AIDPL81-874	(6,000.00)	(7,996.10)	1,996.10	(6,000.00)	(4,876.67)	(1,123.33)	81.28%
180303 MEDICAID REIMBURSE	(300,000.00)	(410,601.02)	110,601.02	(300,000.00)	(314,551.55)	14,551.55	104.85%
JR ROTC	(105,000.00)	(123,774.44)	18,774.44	(105,000.00)	(40,670.05)	(64,329.95)	38.73%
FEDERAL	(461,000.00)	(579,961.06)	118,961.06	(461,000.00)	(360,098.27)	(100,901.73)	78.11%

Lynchburg City Schools
 Operating Fund - Statement of Revenue
 For the Eight Months Ended February 28, 2013

	FY 2011-2012			FY 2012-2013				
	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	% RECEIVED	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	% RECEIVED
510500 CITY OPER APPR	(31,942,103.00)	(31,696,712.00)	(245,391.00)	99.23%	(35,642,103.00)	(20,093,687.00)	(15,548,416.00)	56.38%
510500 FUND BALANCE RETURN	0.00	0.00	0.00	0.00%	(149,825.00)	(149,825.00)	0.00	0.00%
510500 USE OF RESERVES	(200,000.00)	0.00	(200,000.00)	0.00%	0.00	0.00	0.00	0.00%
510502 CITY DEBT SERV APP	(33,627.00)	(30,152.75)	(3,474.25)	89.67%	(33,627.00)	0.00	(33,627.00)	0.00%
CITY	(32,175,730.00)	(31,726,864.75)	(448,865.25)	98.60%	(35,825,555.00)	(20,243,512.00)	(15,582,043.00)	56.51%
189912 MISC REV/OTH FUNDS	0.00	(390,761.37)	390,761.37	100.00%	0.00	(26,032.05)	26,032.05	100.00%
180303 REBATES & REFUNDS	(15,000.00)	(391,806.93)	376,806.93	2612.05%	(15,000.00)	(5,329.07)	(9,670.93)	35.53%
189903 DONATIONS & SP GF	0.00	(300.00)	300.00	0.00%	(1,472.71)	(1,851.04)	378.33	0.00%
189909 SALE OTHER EQUIP	0.00	0.00	0.00	100.00%	0.00	(5,417.15)	5,417.15	0.00%
189910 INSURANCE ADJUST	(3,000.00)	(98,943.16)	95,943.16	3298.11%	(3,000.00)	(121,205.34)	118,205.34	4040.18%
189912 OTHER FUNDS	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
E RATE REIMBURSEMENT	(85,000.00)	(114,211.32)	29,211.32	134.37%	(100,000.00)	(51,899.17)	(48,100.83)	51.90%
TRANSFER IN/OUT	0.00	0.00	0.00	-100.00%	0.00	0.00	0.00	0.00%
MISCELLANEOUS	(103,000.00)	(996,022.78)	893,022.78	967.01%	(119,472.71)	(211,733.82)	92,261.11	177.22%
150201 RENTS	(98,000.00)	(98,000.00)	0.00	100.00%	(98,000.00)	(98,000.00)	0.00	100.00%
161201 TUITION DAY SCHOOL	(160,000.00)	(107,019.71)	(52,980.29)	66.89%	(120,000.00)	(86,350.51)	(33,649.49)	71.96%
161206 TUITION ADULT	(10,000.00)	(17,705.00)	7,705.00	177.05%	(10,000.00)	(58.00)	(9,942.00)	0.58%
161207 TUITION SUMMER SCH	(40,000.00)	(25,000.00)	(15,000.00)	0.00%	(40,000.00)	(9,011.27)	(30,988.73)	22.53%
161202 SPEC PUPIL FEES	(45,000.00)	(43,847.19)	(1,152.81)	97.44%	(244,188.00)	(12,270.77)	(231,917.23)	5.03%
161205 BUS RENTAL	(170,500.00)	(521,507.59)	351,007.59	305.87%	(400,000.00)	(223,131.93)	(176,868.07)	55.78%
190101 TUIT FM OTH CO/CY	(634,620.00)	(596,903.89)	(37,716.11)	94.06%	(634,620.00)	(315,049.82)	(319,570.18)	49.64%
161201 DUAL ENROLLMENT	(35,000.00)	(89,607.00)	54,607.00	256.02%	(35,000.00)	0.00	(35,000.00)	0.00%
PRINT SHOP	(100,000.00)	(116,109.47)	16,109.47	100.00%	(100,000.00)	(62,698.15)	(37,301.85)	62.70%
SCHOOL NUT UTILITIES	(98,500.00)	(85,061.80)	(13,438.20)	86.36%	(98,500.00)	(58,052.56)	(40,447.44)	58.94%
FACILITY RENTALS	(60,020.00)	(56,596.63)	(3,423.37)	94.30%	(60,020.00)	(62,845.84)	2,825.84	104.71%
CHARGES FOR SERVICES	(1,451,640.00)	(1,757,358.28)	305,718.28	121.06%	(1,840,328.00)	(927,468.85)	(912,859.15)	50.40%
150101 INTEREST-BNK DPST	0.00	(136.14)	136.14	100.00%	0.00	(57.55)	57.55	100.00%
USE OF MONEY	0.00	(136.14)	136.14	100.00%	0.00	(57.55)	57.55	100.00%
LEASE PURCHASE PROCEEDS	0.00	0.00	0.00	0.00%	(7,580.00)	0.00	(7,580.00)	0.00%
DESIGNATION - ENCUMBRANCES	0.00	0.00	0.00	0.00%	(221,758.24)	0.00	(221,758.24)	0.00%
TOTAL OPERATING FUND	(75,705,953.00)	(76,799,944.10)	1,093,991.10	101.45%	(82,002,953.95)	(51,343,614.49)	(30,437,581.22)	62.61%
Original budget	\$75,705,953.00		\$75,705,953.00		Original budget		\$81,622,318.00	
Fund Balance, net of use of reserve	\$ 1,692,695.00		\$ 1,692,695.00		Fund Balance Return		149,825.00	
Insurance Proceeds - HHS	\$ 87,359.85		\$ 87,359.85		Restricted Donation Received		1,472.71	
HHS Settlement	\$ 333,350.00		\$ 333,350.00		Lease Purchase Funds		\$ 7,580.00	
Lease Purchase Funds	\$ 7,580.00		\$ 7,580.00		Designation - Prior Year Encumb		\$ 221,758.24	
Designation - Prior Year Encumb	\$ 15,616.00		\$ 15,616.00		Adjusted Budget		<u>\$82,002,953.95</u>	
Adjusted Budget	<u>\$ 77,842,553.85</u>							

FY2012-2013 REVISED REVENUE BUDGET
AS OF March 31, 2013

ACCOUNT TITLE	ORIGINAL REVENUE BUDGET As of 5/14/2012	REVISED REVENUE BUDGET As of 3/31/2013	YTD TRANSACTIONS	BUDGET BALANCE	% RECEIVED	CHANGE INCREASE (DECREASE)
COMMONWEALTH OF VA REVENUE						
240308 SALES TAX RECEIPTS	(8,713,252.00)	(8,779,190.00)	(5,795,522.10)	(2,983,667.90)	66.01%	65,938.00
240202 BASIC SCHOOL AID	(20,446,238.00)	(20,126,594.00)	(15,174,856.49)	(4,951,737.51)	75.40%	(319,644.00)
240207 GIFTED & TALENTED	(236,687.00)	(234,098.00)	(176,220.77)	(57,877.23)	75.28%	(2,589.00)
240208 REMEDIAL EDUCATION	(1,193,725.00)	(1,180,670.00)	(839,027.71)	(341,642.29)	71.06%	(13,055.00)
240208 REMEDIAL EDUCATION	(157,258.00)	(173,577.00)	(86,788.50)	(86,788.50)	50.00%	16,319.00
240209 ENROLLMENT LOSS	0.00	0.00	0.00	0.00	0.00%	0.00
240212 SPECIAL ED SOQ	(2,253,670.00)	(2,229,024.00)	(1,584,026.58)	(644,997.42)	71.06%	(24,646.00)
240217 VOCATIONAL ED SOQ	(288,140.00)	(284,989.00)	(202,523.65)	(82,465.35)	71.06%	(3,151.00)
240221 SOC SEC-INSTR	(1,353,231.00)	(1,338,432.00)	(951,139.13)	(387,292.87)	71.06%	(14,799.00)
240223 VRS INSTRUCTIONAL	(2,258,815.00)	(2,234,113.00)	(1,587,642.94)	(646,470.06)	71.06%	(24,702.00)
240241 GROUP LIFE INST	(87,471.00)	(86,515.00)	(65,125.26)	(21,389.74)	75.28%	(956.00)
240228 READING INTERVENTN	(170,389.00)	(146,887.00)	(73,443.49)	(73,443.51)	50.00%	(23,502.00)
240205 CAT-REG FOSTER	(101,400.00)	(67,152.00)	0.00	(67,152.00)	0.00%	(34,248.00)
240246 CAT-HOMEBOUND	(232,366.00)	(200,898.00)	(125,561.23)	(75,336.77)	62.50%	(31,468.00)
240248 REGIONAL TUITION	(743,344.00)	(703,496.00)	(135,180.95)	(568,315.05)	19.22%	(39,848.00)
240265 AT RISK SOQ	(1,242,007.00)	(1,228,860.00)	(614,430.00)	(614,430.00)	50.00%	(13,147.00)
240309 ESL	(102,484.00)	(80,790.00)	(40,395.00)	(40,395.00)	3.29%	(21,694.00)
330213 SCHOOL LUNCH	0.00	0.00	0.00	0.00	0.00%	0.00
240281 AT RISK 4 YR OLDS	(1,215,707.00)	(1,215,707.00)	(607,853.51)	(607,853.49)	50.00%	0.00
240218 CTE - ADULT ED	(19,175.00)	(19,175.00)	0.00	(19,175.00)	0.00%	0.00
240252 CTE EQUIPMENT	0.00	0.00	0.00	0.00	0.00%	0.00
240253 CTE OCC PREP	(36,711.00)	(42,030.00)	0.00	(42,030.00)	0.00%	5,319.00
240273 CPI HOLD HARMLESS	0.00	0.00	0.00	0.00	0.00%	0.00
SUPPLEMENTAL SUPPORT			0.00			0.00
ADDITIONAL STATE SUPPORT	(468,992.00)	(468,992.00)	(351,743.76)	(117,248.24)	75.00%	0.00
240275 PRIMARY CLASS SIZE	(1,594,562.00)	(1,587,611.00)	(793,805.51)	(793,805.49)	50.00%	(6,951.00)
240214 TEXTBOOKS	(461,694.00)	(456,645.00)	(324,508.75)	(132,136.25)	71.06%	(5,049.00)
240203 GED/ISAEP	(23,576.00)	(23,576.00)	(7,858.67)	(15,717.33)	33.33%	0.00
240405 ALGEBRA READINESS	(126,366.00)	(126,180.00)	(63,090.00)	(63,090.00)	50.00%	(186.00)
COMMONWEALTH OF VA	(43,527,260.00)	(43,035,201.00)	(29,600,744.00)	(13,434,457.00)	68.78%	(492,059.00)
FEDERAL REVENUE						
330201 BASIC ADULT ED.	(50,000.00)	(50,000.00)	0.00	(50,000.00)	0.00%	0.00
330212 IMPACT AIDPL81-874	(6,000.00)	(6,000.00)	(4,876.67)	(1,123.33)	81.28%	0.00
180303 MEDICAID REIMBURSE	(300,000.00)	(315,000.00)	(314,551.55)	(448.45)	99.86%	15,000.00
JR ROTC	(105,000.00)	(105,000.00)	(40,670.05)	(64,329.95)	38.73%	0.00
FEDERAL	(461,000.00)	(476,000.00)	(360,098.27)	(115,901.73)	75.65%	15,000.00
CITY APPROPRIATIONS						
510500 CITY OPER APPR	(35,642,103.00)	(35,601,147.00)	(20,093,687.00)	(15,507,460.00)	56.44%	(40,956.00)
510500 FUND BALANCE RETURN	(149,825.00)	(149,825.00)	(149,825.00)	0.00	0.00%	0.00
510500 USE OF RESERVES	0.00	0.00	0.00	0.00	0.00%	0.00
510502 CITY DEBT SERV APP	(33,627.00)	(33,627.00)	0.00	(33,627.00)	0.00%	0.00
CITY	(35,825,555.00)	(35,784,599.00)	(20,243,512.00)	(15,541,087.00)	56.57%	(40,956.00)
MISCELLANEOUS REVENUE						
189912 MISC REV/OTH FUNDS	0.00	(26,000.00)	(26,032.05)	32.05	100.00%	26,000.00
180303 REBATES & REFUNDS	(15,000.00)	(15,000.00)	(5,329.07)	(9,670.93)	35.53%	0.00
189903 DONATIONS & SP GF	(1,000.00)	0.00	(1,851.04)	1,851.04	0.00%	(1,000.00)
189909 SALE OTHER EQUIP	0.00	(5,000.00)	(5,417.15)	417.15	0.00%	5,000.00
189910 INSURANCE ADJUST	(3,000.00)	(121,000.00)	(121,205.34)	205.34	100.17%	118,000.00
189912 OTHER FUNDS	0.00	0.00	0.00	0.00	0.00%	0.00
E RATE REIMBURSEMENT	(100,000.00)	(100,000.00)	(51,899.17)	(48,100.83)	51.90%	0.00
TRANSFER IN/OUT	0.00	0.00	0.00	0.00	0.00%	0.00
MISCELLANEOUS	(119,000.00)	(267,000.00)	(211,733.82)	(55,266.18)	79.30%	148,000.00

CHARGES FOR SERVICES

150201 RENTS	(98,000.00)	(98,000.00)	(98,000.00)	0.00	100.00%	0.00
161201 TUITION DAY SCHOOL	(120,000.00)	(120,000.00)	(86,350.51)	(33,649.49)	71.96%	0.00
161206 TUITION ADULT	(10,000.00)	(10,000.00)	(58.00)	(9,942.00)	0.58%	0.00
161207 TUITION SUMMER SCH	(40,000.00)	(40,000.00)	(9,011.27)	(30,988.73)	22.53%	0.00
161202 SPEC PUPIL FEES	(244,188.00)	(45,000.00)	(12,270.77)	(32,729.23)	27.27%	(199,188.00)
161205 BUS RENTAL	(400,000.00)	(400,000.00)	(223,131.93)	(176,868.07)	55.78%	0.00
190101 TUIT FM OTH CO/CY	(634,620.00)	(634,620.00)	(315,049.82)	(319,570.18)	49.64%	0.00
161201 DUAL ENROLLMENT	(35,000.00)	(35,000.00)	0.00	(35,000.00)	0.00%	0.00
PRINT SHOP	(100,000.00)	(100,000.00)	(62,698.15)	(37,301.85)	62.70%	0.00
SCHOOL NUT UTILITIES	(98,500.00)	(98,500.00)	(58,052.56)	(40,447.44)	58.94%	0.00
FACILITY RENTALS	(60,020.00)	(60,020.00)	(62,845.84)	2,825.84	104.71%	0.00
CHARGES FOR SERVICES	(1,840,328.00)	(1,641,140.00)	(927,468.85)	(713,671.15)	56.51%	(199,188.00)

150101 INTEREST-BNK DPST USE OF MONEY	0.00	0.00	(57.55)	57.55	100.00%	0.00
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LEASE PURCHASE PROCEEDS	(7,580.00)	(7,580.00)	0.00	(7,580.00)	0.00%	0.00
DESIGNATION - ENCUMBRANCES	(221,758.24)	(221,758.24)	0.00	(221,758.24)	0.00%	0.00

TOTAL OPERATING FUND	(82,002,481.24)	(81,433,278.24)	(51,343,614.49)	(29,867,905.51)	63.05%	(569,203.00)
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REVENUE OVER/(UNDER) ORIGINAL BUDGET	<u><u>(569,203.00)</u></u>
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Agenda Report

Date: 04/23/13

Agenda Number: E-2

Attachments: Yes

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

Subject: Personnel Report

Summary/Description:

The personnel recommendations for April 9 - 23, 2013, 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 9 - 23, 2013.

NAME	COLLEGE	DEGREE/ EXPERIENCE	SCHOOL/ ASSIGNMENT	EFFECTIVE DATE
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RESIGNATIONS:

Bibb, Jessica R.	Lynchburg College	M.Ed./7 yrs. (Lv. 6 3)	E.C. Glass High History and Social Science	05-31-13
Brockman, Kristan A.	Liberty University	M.A./4 yrs. (Lv.3 3)	Bedford Hills Elementary Special Education	05-31-13
Coots, Alice K.	Liberty University	M.A./4 yrs. (Lv.3 3)	Linkhorne Elementary Eng. as a Second Language	05-31-13
Cutsail, April L.	Longwood University	B.S./3 yrs. (Lv.2 3)	Dunbar Middle English	05-31-13
Holbrook, Cecily R.	Arizona State University	M.Ed./5 yrs. (Lv.4 3)	E.C. Glass High English	05-31-13
Layer, Jessica L.	Liberty University	B.S./1 yr. (Lv.0 3)	R.S. Payne Elementary Kindergarten	05-31-13

RETIREMENTS:

Kozerow, Kevin G.	Liberty University	M.Ed./30 yrs. (Lv.29 4)	Linkhorne Middle Science	05-31-13
Pollard, Martha H.	University of So. Carolina	M.Ed./26 yrs. (Lv.25 3)	Bedford Hills Elementary Kindergarten	05-31-13
Williams, Sandra A.	Technical & Industrial	T & I /24 yrs. (Lv.33 3)	E.C. Glass High Dental Careers	06-07-13

Agenda Report

Date: 04/23/13

Agenda Number: F-1

Attachments: Yes

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

Subject: Capital Improvement Plan: Heritage High School

Summary/Description:

As the Heritage High School project approaches the end of the schematic design phase, the next step in the project is a work session with the Lynchburg City Council on May 14, 2013. To prepare for that work session and continue project progression into the design development phase, the preferred schematic design and overall site plan that was produced by the Heritage High School Design Team Workshop needs to be reviewed and approved.

On April 9, 2013, Moseley Architects presented the outcome of Design Team Workshop. During this presentation, the school administration will review the preferred design and site plan, as well as provide answers to the questions from the previous meeting.

An attachment is provided defining the five phases of the architect's basic services.

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

Recommendation:

The superintendent recommends that the school board approve the schematic design and site plan for presentation to the Lynchburg City Council on May 14, 2013, and progression into the design development phase of the project.

Defining the Architect's Basic Services

Contributed by the AIA Knowledge Resources Staff

SCHEMATIC DESIGN PHASE SERVICES

During the first phase—schematic design—an architect consults with the owner to determine project goals and requirements. Often this determines the program for the project.

The program, or architectural program, is the term used to define the required functions of the project. It should include estimated square footage of each usage type and any other elements that achieve the project goals.

During schematic design, an architect commonly develops study drawings, documents, or other media that illustrate the concepts of the design and include spatial relationships, scale, and form for the owner to review. Schematic design also is the research phase of the project, when zoning requirements or jurisdictional restrictions are discovered and addressed.

This phase produces a final schematic design, to which the owner agrees after consultation and discussions with the architect. Costs are estimated based on overall project volume. The design then moves forward to the design development phase.

Deliverables: Schematic design often produces a site plan, floor plan(s), sections, an elevation, and other illustrative materials; computer images, renderings, or models. Typically the drawings include overall dimensions, and a construction cost is estimated.

DESIGN DEVELOPMENT PHASE SERVICES

Design development (DD) services use the initial design documents from the schematic phase and take them one step further. This phase lays out mechanical, electrical, plumbing, structural, and architectural details.

Typically referred to as DD, this phase results in drawings that often specify design elements such as material types and location of windows and doors. The level of detail provided in the DD phase is determined by the owner's request and the project requirements. The DD phase often ends with a formal presentation to, and approval by, the owner.

Deliverables: Design development often produces floor plans, sections, and elevations with full dimensions. These drawings typically include door and window details and outline material specifications.

CONSTRUCTION DOCUMENT PHASE SERVICES

The next phase is construction documents (CDs). Once the owner and architect are satisfied with the documents produced during DD, the architect moves forward and produces drawings with greater detail. These drawings typically include specifications for construction details and materials.

Once CDs are satisfactorily produced, the architect sends them to contractors for pricing or bidding, if part of the contract. The level of detail in CDs may vary depending on the owner's preference. If the CD set is not 100-percent complete, this is noted on the CD set when it is sent out for bid. This phase results in the contractors' final estimate of project costs.

Deliverables: The construction document phase produces a set of drawings that include all pertinent information required for the contractor to price and build the project.

BID OR NEGOTIATION PHASE SERVICES

The first step of this phase is preparation of the bid documents to go out to potential contractors for pricing. The bid document set often includes an advertisement for bids, instructions to bidders, the bid form, bid documents, the owner-contractor agreement, labor and material payment bond, and any other sections necessary for successful price bids. For some projects that have unique aspects or complex requirements, the architect and owner elect to have a prebid meeting for potential contractors.

After bid sets are distributed, both the owner and architect wait for bids to come in. The owner, with the help of the architect, evaluate the bids and select a winning bid. Any negotiation with the bidder of price or project scope, if necessary, should be done before the contract for construction is signed.

The final step is to award the contract to the selected bidder with a formal letter of intent to allow construction to begin.

Deliverables: The final deliverable is a construction contract. Once this document is signed, project construction can begin.

CONSTRUCTION PHASE SERVICES

Contract administration (CA) services are rendered at the owner's discretion and are outlined in the owner-architect construction agreement. Different owner-architect-contractor agreements require different levels of services on the architect's part. CA services begin with the initial contract for construction and terminate when the final certificate of payment is issued.

The architect's core responsibility during this phase is to help the contractor to build the project as specified in the CDs as approved by the owner. Questions may arise on site that require the architect to develop architectural sketches: drawings issued after construction documents have been released that offer additional clarification to finish the project properly. Different situations may require the architect to issue a Change in Services to complete the project.

Deliverables: A successfully built and contracted project.

Agenda Report

Date: 04/23/13

Agenda Number: F-2

Attachments: Yes

From: Scott S. Brabrand, Superintendent
William A. Coleman, Jr., Assistant Superintendent of Curriculum and Instruction

Subject: K-5 Reading/Language Arts Textbook Adoption

Summary/Description:

The Code of Virginia states that local school boards shall be responsible for the selection and utilization of instructional materials. Additionally, local school boards shall adopt procedures for the selection of textbooks. These procedures shall include the appointment of evaluation committees to review and evaluate textbooks in each of the subject areas (8VAC20-720-170. Textbooks).

At its meeting on April 9, 2013, the school board received information regarding the adoption process and was requested to consider approval of *Journeys*, published by Houghton Mifflin Harcourt, as the adopted reading/language arts program for the next seven years (FY14 – FY20).

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

Recommendation:

The superintendent recommends that the school board approve the adoption of *Journeys*, published by Houghton Mifflin Harcourt, as the K-5 reading/language arts program for school years FY14 – FY20.

**White Paper on K-5 Reading Instruction
Lynchburg City Schools**

Revised Draft

This document summarizes the K-5 reading philosophy of Lynchburg City Schools, outlines in detail the components of a balanced literacy program, and is to be used as a standard for reading instruction and the adoption of reading materials for the school division.

Philosophy

Reading is the active, cognitive process of making meaning from print. Research indicates that using a scientifically-based core reading program that addresses the five components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) in an explicit and systematic manner is key for students to acquire the skills necessary to become independent readers (*Teaching Children to Read*, National Institute of Child Health and Human Development, 2000). Moreover, the core reading program should be aligned with state standards. The beliefs and practices guiding the teaching of reading in Lynchburg City Schools are based on educational pedagogy and research. The ultimate goal of reading is the student's comprehension of written text and the application of what is read to real world experiences. The acquisition of reading skills and strategies is developmental, is influenced by individual student's experiences, and is dependent upon the teacher's ability to provide appropriate reading instruction to a diverse population of students.

Reading is taught as a process that includes relevant literacy experiences before, during, and after reading. The effective teaching of reading also incorporates a combination of whole class and small group instruction at the students' appropriate levels. Reading is connected to written and oral language and is integrated into other content areas.

During the 2012-2013 school year, the new 2010 English Standards of Learning (SOL) will be fully implemented. Additionally, the 2012-2013 school year will be dedicated to the adoption of a core reading program in grades K-5. In order to provide a framework for the adoption process, one must consider the most appropriate method to deliver effective reading instruction. Effective reading instruction is necessary to ensure increased achievement in reading for all students.

Research indicates that an important element of the core reading program's implementation is the scheduling of a daily reading block (*Teaching Children to Read*, National Institute of Child Health and Human Development, 2000). This block should include both whole group and small group instruction. Whole group instruction is a grouping strategy in which the teacher models and delivers direct instruction to the whole class. This allows the teacher to provide explicit, direct, and systematic skill and strategy instruction using a core reading program (Reutzel & Cooter, 2003, 2004; Cox & Zarillo, 1993; Fisher & Medvic, 2000). Whole group instruction affords all students access to grade level texts and standards. It allows students to enjoy literature that might be too difficult for them to read independently, while exposing them to a variety of genres and expanding content area concepts. Whole group instruction provides a model of fluent reading for all students.

Small group instruction includes teacher-directed, skill-focused lessons provided to differentiated and flexible groups. Grouping should be based on assessment data and student observation. Students not working with the teacher in small groups participate in independent activities that are differentiated and engaging, and support or extend reading instruction. There is a continued need for consistency in reading instruction across the school division. Because of the transiency of our K-5 student population, it is necessary to provide instruction that is consistent with best practices in reading. Research indicates that students learn to read best when the key elements of reading instruction are woven into a comprehensive literacy framework.

Components of Balanced Literacy Instruction

According to the report of the National Reading Panel: *Teaching Children to Read* (2000), effective reading programs should include five key elements in order to teach each student to become a successful reader. These elements are defined in *Put Reading First: The Research Building Blocks for Teaching Children to Read* (Armbruster, Lehr, & Osborn 2001) as follows:

- *Phonemic awareness* is the ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words. Explicit instruction should take place in kindergarten and first grade with additional instruction as needed in second through fifth grades.
- *Phonics* is the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. Systematic and explicit phonics instruction should take place in kindergarten through second grade. Instruction in structural analysis serves the same function in third through fifth grades.
- *Fluency* is accurate reading with appropriate expression and rate. Fluency is important because it provides a bridge between word recognition and comprehension. Oral repeated readings and independent reading at the student's independent level improves fluency and the overall reading achievement of the student. In order to develop fluency appropriately, instruction should occur at all grade levels.
- *Vocabulary* consists of the knowledge of words and word meanings in oral and print language used to communicate effectively. Students learn vocabulary indirectly as they engage daily in oral language, listen to adults read to them, and read extensively on their own. They also learn vocabulary through specific word instruction and explicit teaching and modeling of word learning strategies. Vocabulary instruction should occur at all grade levels.
- *Comprehension* is the process of constructing meaning from text and is the ultimate goal of reading instruction. Comprehension instruction is rigorous, developmental, and spiraled. Text comprehension is developed by explicitly teaching comprehension strategies and by helping readers use these strategies when they read. Comprehension instruction should take place at all grade levels.

In addition to the five key elements, two other aspects of a comprehensive literacy approach are essential – oral language development and writing. Oral language is essential for providing experiences with rich vocabulary and language which promotes reading comprehension. Reading and writing together foster communication. Writing requires making connections and constructing meaning. Both reading and writing are constructive processes which explore critical thinking and create new knowledge. Reading and writing should not be separated in an effective, comprehensive reading instruction program. When taught together, reading and writing improve student achievement. Research indicates that consistent, integrated instruction in reading and writing with the same teacher shows the greatest gains in students' reading achievement (*International Reading Association, 2007*).

A comprehensive literacy curriculum provides an evidence-based learning framework for educators to focus on what they want learners to know, have, and be able to do. It articulates literacy skills that learners need to succeed in the world. The components of a comprehensive literacy framework include:

- *Reading aloud*
 - students observe and listen to teachers reading a variety of texts
- *Shared reading*
 - students and teacher share in the reading and rereading of a common text, song, rhyme, chant, or story
- *Guided reading*
 - an assisted literacy experience in which the teacher supports and guides a small group of students with texts on their instructional level before, during, and after reading
- *Independent reading*
 - time for students to read a text at their independent level without the need of teacher support, but with teacher monitoring
- *Word study*
 - a developmentally based approach to phonics, spelling, and vocabulary instruction
 - provides activities to teach students how they can use words and word parts to decode new words in reading or spell new words in writing
- *Modeled writing*
 - the teacher is an active writer
 - during this process the teacher demonstrates the skills of gathering and organizing information to be used in different types of writing (narrative, descriptive, expository, persuasive)

- *Shared writing*
 - a cooperative activity in which the teacher and student work together to compose text
 - both contribute their thoughts and ideas to the process, while the teacher acts as scribe, writing the text as it is composed
- *Guided writing*
 - the teacher facilitates the writing process and provides instruction for students to engage in a variety of writing activities
- *Independent writing*
 - students write on their own to produce various types of writing using the writing process

Within each of these components certain knowledge, skills, and strategies should be explicitly taught. Reading and comprehension strategies should be taught within the context of reading and should be modeled and prompted until students are able to use the strategies independently when reading. Strategies lead students to an awareness of the cues available to them and the knowledge of how and when to use these cues to construct meaning from text.

Effective Practices for Reading Instruction in Lynchburg City Schools

It is important to provide good literacy role models and opportunities for students to read and write every day. Teachers in our classrooms today must know about how children develop and learn generally, and about how they develop and learn to read specifically. One of the most important decisions teachers make in reading instruction is that of how to group students. A heterogeneous grouping of students provides the most effective means of instruction during the K-5 language arts block (*Knoell, 2012*). Whole group instruction focuses on an anchor text, new skills, and common assessments. The anchor text provides an overall framework for reading and language arts instruction as well as opportunities for shared literature and oral language. Reading, language arts, and writing skills introduced during whole group instruction are based on the division pacing guides which are correlated to the Virginia Standards of Learning.

Small group instruction offers an environment for the teacher to provide students extensive opportunities to express what they know and receive feedback from the teacher and other students. Students are divided into small groups based on instructional strengths and weaknesses. Small group instruction facilitates guided reading. Guided reading is a framework within which the teacher supplies whatever assistance or guidance students need in order for them to read a selection successfully at their instructional level. It uses leveled texts and provides scaffolded support as students learn and apply strategies in a small group setting.

During small group instruction literacy workstations provide students an opportunity to work at an independent level to practice specific reading and writing skills. This is a time to reinforce or extend student learning through a variety of activities. Students can work alone, with a partner, or in small

groups. This time provides an opportunity for additional enrichment and differentiation of instruction. Literacy work stations also provide an extra chance for independent reading at school. Reading at the independent level allows students to practice their strategies using text containing words they know or can decode easily. This helps develop fluency as a result of many opportunities to practice reading with a high degree of success. As time spent reading at the appropriate level increases, the student's overall reading performance improves.

Lynchburg City Schools recommends a minimum, daily 120 minute block of uninterrupted instructional time for elementary reading / language arts, incorporating a balance of whole group and small group, differentiated instruction which includes:

- Oral language - listening, speaking, phonological awareness
- Reading - word analysis, vocabulary, comprehension, fluency, spelling / word study
- Writing - composing / written expression, grammar / usage and mechanics

In the 120 minute language arts block, the classroom teacher is responsible for providing Tier I instruction. The teacher provides sound research-based instruction for all students. During Tier I instruction, instructional goals for all students are established and regular progress monitoring of student performance should take place. A classroom teacher modifies instruction (intervention) to help a struggling student and then checks the student's progress regularly (progress monitoring) to determine if the intervention is effective. Ongoing assessment to monitor student progress and adjust instruction as needed is a key component to improved reading performance.

In addition to the recommended, daily 120 minute block for reading / language arts instruction, students who are struggling to learn to read should also receive Tier II evidence-based intervention instruction. In Tier II intervention, the student's deficits are identified and interventions are designed specifically to help the struggling student. Placement in an intervention program (Title I) is based on assessment and observation data. Students receiving remediation require frequent progress monitoring in the core and intervention programs. This is essential in order to track continuing improvement or the need for immediate modifications if the anticipated growth is not seen. Students receiving Tier II (Title I) intervention should not come out of the core reading block for these services.

The building Title I team which consists of the principal, Title I staff, and classroom teachers should meet frequently to review student progress and plan aligned instruction. Collaboration and planning between the Title I teachers and classroom teachers is essential. This provides an opportunity for a cohesive intervention plan to be in place. Students who are identified for Tier II intervention should receive 30 – 45 minutes of Title I instruction each day.

Title I teachers may also provide individual tutoring (Tier III intervention) for students who are not making adequate progress in Tier I and Tier II and are in need of additional instruction. Tier III tutorials are similar to Tier I and Tier II services, but should include more intense remediation focused on very specific deficits. These deficits may be identified as a result of diagnostic testing.

Summary Statement

Reading instruction is multi-dimensional. It provides the foundation skills and strategies necessary to attain reading competence. It extends student learning in order to meet the Virginia Standards of Learning in reading and writing. It ensures that students develop an appreciation for, and life-long love of reading. This is best achieved through a comprehensive literacy program that combines oral language, reading, and writing.

To: Mr. William A. Coleman, Assistant Superintendent

From: Michael K. Rudder, Director of Elementary Education

Date: March 20, 2013

Subject: Reading Textbook Adoption Recommendation

On November 20, 2012, a letter was sent to 33 staff members representing the 11 elementary schools informing them of their selection as a member of the Lynchburg City Schools Reading Textbook Adoption Task Force. These 33 representatives, 3 from each school, provided equitable representation from each grade level, K-5, Title I teachers, teachers of students with disabilities, and principals. Together, along with the instructional specialists for reading and the Director of Elementary Education, this task force began the process of selecting a reading series to be adopted by Lynchburg City Schools for implementation in 2013-2014.

After an organizational meeting on November 29, 2012, that included a review and consensus of the approved White Paper on Reading Instruction for Lynchburg City Schools, the task force began its work of vetting all reading programs on the current approved adoption list from the Virginia Department of Education. The task force came together as a group on January 14-15, 2013, for this purpose and by grade level thoroughly vetted each program. At the conclusion of the second day, the task force came together and very quickly came to consensus in narrowing the list of nine down to three: Benchmark Literacy, *Journeys* by Houghton Mifflin Harcourt, and *Reading Street*, by Pearson/Scott Foresman.

Materials for these three programs were then sent to each school for consideration by all teachers. Materials were in place for review for one month, mid February to mid March, and teachers were asked to complete an evaluation form for each of the programs being considered. In addition, all teachers were invited to attend presentations conducted by consultants from each of the three companies. One presentation was held at our Information Technology Center while the other two were held at The Kirkley Hotel. All three presentations were video taped and made available to teachers via Channel 17 and School Tube.

Following the review process at each school, task force members from each school were asked to collect and review the teacher evaluations, meet with the staff at their respective schools, and work with their principals to have the staffs complete a prioritized recommendation form from each school. The task force then reconvened on March 18, 2013, to present the school recommendations. The results are as follows:

School	Reading Street Pearson/Scott Foresman	Journeys Houghton Mifflin Harcourt	Benchmark Literacy
William Marvin Bass	1	2	3
Bedford Hills	2	1	3
Dearington	1	2	3
Heritage	2	1	3
Linkhorne	1	2	3
Paul Munro	2	1	3
R.S. Payne	2	1	3
Perrymont	3	1	3
Sandusky	2	1	3
Sheffield	2	1	3
T.C. Miller	1	2	3
Division	4/7	7/4	Eliminated

The initial results found Benchmark Literacy to be the third choice of each school with Reading Street receiving four first choice votes and Journeys receiving seven first choice votes. All members of the task force were afforded an opportunity to present the pros and cons of the two remaining programs. The task force, while recognizing that all three programs have relative strengths and weaknesses, reached consensus on recommending *Journeys*, by Houghton Mifflin Harcourt as the reading series to be adopted by Lynchburg City Schools.

The program is currently being used in 28 school divisions in the Commonwealth, eight of which are urban divisions. It is aligned with Virginia Standards of Learning and has a renowned authorship team that includes Irene Fountas (also author of *Leveled Literacy Intervention*) and Shane Templeton. The following are some of the features of the program that led to this recommendation:

- supports the Lynchburg City Schools Reading White Paper
- provides for explicit phonics instruction
- provides decodable readers in support of phonics instruction
- includes leveled guided readers which is in support of our guided reading initiative that has been in place for the past two years
- incorporates a strong word study/spelling program
- supports a Tiered Intervention model by providing intervention resources for all levels
- provides ready-made independent workstation activities that are aligned with current instruction
- provides teacher friendly guides and resources
- contains interactive white board activities
- provides student materials in print and digital format

- provides numerous online resources for teachers to support planning and assessment
- includes novel studies in the upper grades
- includes a comprehensive Language and Literacy Guide
- supports vocabulary development
- includes resources for using Exam View already available to teachers
- offers customized professional development
- provides unique resources for Virginia Standards of Learning
- will allow for seamless integration of the current guided reading materials from Benchmark

Therefore, on behalf of the Reading Textbook Adoption Task Force and the elementary teachers and principals of Lynchburg City Schools, we recommend that *Journeys*, by Houghton Mifflin Harcourt be submitted to the Lynchburg City School Board for approval and adoption.

Upon approval by the School Board, the next step will be to enter into contract negotiations with the vendor. As the program is part of the state contract, the vendor will be unable to negotiate the state price. There are other implementation issues that are fair game for negotiation, most notably, professional development. Therefore, the task force further recommends that robust ongoing professional development be a major consideration during contract negotiations. Initial program implementation should be provided to the faculty at William Marvin Bass during their preschool workdays and for the remainder of the elementary staff during the week of August 19, 2013. In addition to initial implementation training, ongoing professional development should be included on topics such as Word Study, Teaching Metacognition, Differentiation using Small Group Guided Reading, and Progress Monitoring Using Formative Assessments.

Thank you for your consideration and support of this recommendation. Please feel free to contact me should you have questions or need additional information.

**Lynchburg City Schools
Reading Adoption Task Force
2012-2013**

Name	School	Assignment
Cynthia Bargabos	Linkhorne	Grade 2
Jacqueline Campbell	Paul Munro	Grade 2
Janet Carson	T.C. Miller	Grade 5
Wendy Davis	Heritage	Grade 4
Kathy Dillard	R.S. Payne	SPED
Michelle Dixon	Bedford Hills	Grade 4
Suzanne Dolenti	Sheffield	Grade 3
Kerri Doremus	Sandusky	Title I
Joy Eustler	Bedford Hills	Grade 2
Christina Garry	T.C. Miller	Grade 1
Kelly Good	Linkhorne/Heritage	Title I
Anne Gowen	Dearington	Title I
Judy Griffin	Sandusky	Grade 4
Amy Huskin	T.C. Miller	Principal
Gretchen Johnston	Sheffied	Title I
Anna Karnes	R.S. Payne	Grade 1
Brenda Layer	Dearington	Grade 1
Kimberly Maxwell	Bass	Grade 5
Tina McAlexander	Linkhorne	Grade3
Carolyn McCarron	Sandusky	Grade 2
Marie McHenry	Bedford Hills	SPED
Page Miller	Perrymont	Kindergarten
Sandra Mitchell	Bass	Title I
Karen Nelson	Perrymont	Principal
Ruth Anne Oertle	Perrymont	Grade 4
Heidi Oliver	Paul Munro	Grade 3
Elizabeth Rinckel	Paul Munro	SPED
Kathleen Sawyer	Linkhorne	Principal
Julie Speck	Heritage	Kindergarten
Lisa Stewart	Dearington	Grade 5
Monica Womack	Bass	Kindergarten
Robin Wood	R.S. Payne	Grade 3
Natasha Yeoman	Sheffield	Grade 1
Susan Drumheller	Administration	Reading Specialist
Dixie Sears	Administration	Reading Specialist
Linda Williams	Administration	Reading Specialist
Michael Rudder	Administration	Director of Elem Ed
Al Coleman	Administration	Asst Supt of C & I

Agenda Report

Date: 04/23/13

Agenda Number: F-3

Attachments: No

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

Subject: No Child Left Behind Act Waiver: Public School Choice

Summary/Description:

On May 15, 2012, the school administration presented information to the school board about the Virginia Department of Education's submission of a request to the United States Department of Education for waivers from certain requirements outlined in what was formerly known as the No Child Left Behind Act. The waiver request was approved which meant that schools in the Commonwealth of Virginia are no longer required to offer public school choice.

The school administration recommended that students currently participating in public school choice be allowed to complete their elementary program in the school of choice with the school division providing transportation at no charge. Upon completion of the elementary program, the student must attend the middle school for which the child's resident is zoned. The school board approved the recommendation and asked that the school administration provide an update during the 2012-13 school year.

For the 2012-13 school year, approximately 50 percent of the students who were expected to participate in public school choice did not do so. Further, for next year it is anticipated that costs will be approximately \$53,000 for the 2013-14 school year, and if the trend duplicates itself, costs could be as low as \$31,000. The school administration recommends that students who participate in public school choice for the 2013-14 school year be provided transportation at no charge as funding can be provided through the regular school operating budget.

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

Recommendation:

The superintendent recommends that the school board approve transporting students who participate in public school choice at no cost for the 2013-14 school year.

Agenda Report

Date: 04/23/13

Agenda Number: F-4

Attachments: Yes

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

Subject: Payroll Payment Changes

Summary/Description:

At the March 3, 2013 school board meeting, the school administration presented plans to change the current payroll payment schedule so that all employees will be paid on the 15th and 30th of each month. In doing so, this will reduce the number of payroll payments from six payments to two per month. While the school board agreed with the suggested changes, it did ask that the school administration give employees at least six months notice before implementing these changes. As a result, the school administration will implement these changes effective September 2013. Due to issues associated with the timing of teacher contracts, September is the latest that these changes can be implemented.

The Department of Finance will conduct staff meetings between now and September to explain the changes and answers any questions staff may have.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

**Lynchburg City Schools
Department of Finance
Payroll Payment Changes
Effective September 1, 2013**

As a part the implementation of our Lynchburg City Schools Comprehensive Plan: Operations and Personnel, the Department of Finance is recommending that all payrolls be processed twice a month in order to increase operating efficiencies and effectiveness. Currently, payrolls are processed a minimum of six payrolls each month: one monthly payroll; two bi-weekly payrolls; one school nutrition monthly payroll; one school nutrition bi-weekly payroll; and one miscellaneous payroll. By paying all employees on the 15th and 30th of each month, the Department of Finance will have two payrolls per month. This will result in savings of 1 FTE position (\$43,000) and payroll processing costs (\$4,700) for a total savings of \$47,700.

Item	Description	Current Procedure	New Procedure
1	Salary and wages payment cycle		
	LCS		
	Twelve-month employees	Paid on the 30th of each month - 12 pays	Paid on the 15th and 30th of each month - 24 pays
	Ten-month employees	Paid 10 times per year - 10 pays	Paid on the 15th and 30th of each month - 20 pays
	Bi-weekly employees	Paid every two weeks - 26 pays	Paid on the 15th and 30th of each month - 24 pays
	Ten-month employees	Paid 22 pays per year	Paid on the 15th and 30th of each month - 20 pays
	Ten-month employees	Paid on the 30th of each month - 12 pays	Paid on the 15th and 30th of each month - 24 pays
	School Nutrition		
	Twelve-month employees	Paid every two weeks – 26 pays	Paid on the 15th and 30th of each month - 24 pays
	Ten-month employees	Paid 22 pays per year	Paid on the 15th and 30th of each month - 20 pays
2	Payroll delivery		
	Some employees	Direct Bank Deposit	Direct Bank Deposit or Prepaid Debt Card
	Some employees	Paper check	Direct Bank Deposit or Prepaid Debt Card
3	Access to Individuals Payroll Information		
	Access to ESS	Accessible only at an LCS computer	Accessible anywhere that has Internet service (in progress)

**Lynchburg City Schools
Department of Finance
Payroll Payment Changes
Effective September 1, 2013**

Possible Banking Changes to Consider

1. Adjust monthly bank deposit transfers
2. Adjust automatic bill pay payment schedule and/or amounts

Payroll Changes

1. Adjust tax withholding monthly amount to bi-monthly amount
2. Revise monthly employee deductions to bi-monthly amounts
 - VRS contribution
 - Health insurance deduction
 - Dental insurance deduction
 - Visions insurance deduction
 - All voluntary deductions
 - ❖ Aflac
 - ❖ Colonial insurance
 - ❖ Unum-T

Communication Plan to Employees

1. The Department of Finance will hold a series of employee meeting to explain the changes and answer questions.
2. The Department of Finance will sent change schedules to all employees.

Agenda Report

Date: 04/23/13

Agenda Number: G-1

Attachments: No

From: Scott S. Brabrand, Superintendent
William A. Coleman, Jr., Assistant Superintendent of Curriculum and Instruction

Subject: Alternative Education Reorganization

Summary/Description:

For several years, school officials have studied and evaluated the school division's alternative education program. Consultants have provided insights, school officials have visited other school districts' programs, school-based administrators have been consulted, and officials have analyzed data and trends that focus on Lynchburg City Schools' alternative education students. A team of Lynchburg City Schools' administrators who work in truancy, juvenile detention, and alternative education summarized the current status of alternative education and developed a proposal which has been reviewed by other administrators. The primary focus of the proposal is to create an environment in which learning opportunities are not compromised because of any problems a student may be having. Additionally, a review of current facilities was conducted in order to determine options for the housing of alternative education students.

Tonight's presentation will focus on the following:

- An overview of a more unified program that focuses on the school division's mission of, "Every child, by name and by need to graduation," by meeting the needs of students in alternative setting no matter what the nature of the needs
- A plan to offer quality instruction to students by providing students with access to comparable educational resources, including instructional time
- A plan to make cost-effective, efficient use of resources and facilities. In order to meet the needs of alternative education students, existing resources, including teachers and staff as well as physical space, were reviewed.

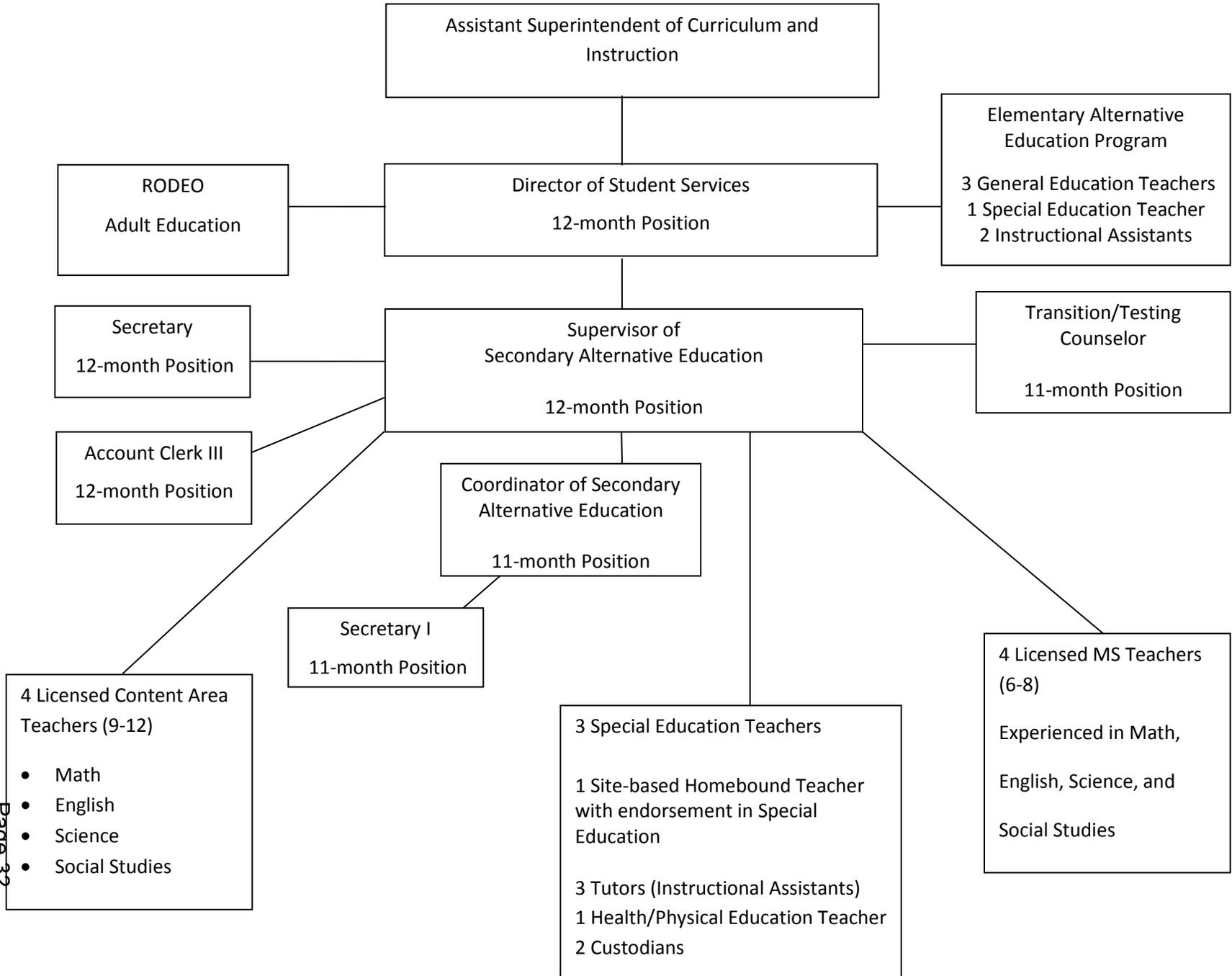
Disposition: Action
 Information
 Action at Meeting on: 05/07/13

Recommendation:

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the meeting on May 7, 2013.

Facilities Use Chart

Building	Current Use	Future Use
Amelia Pride	High School Alternative Education	Adult Education, GED and RODEO
Fort Hill	Middle School Alternative Education	6-12 Alternative Education
Miller Park Square	Adult Education, GED and RODEO	None – end of lease
Hutcherson Building	Offices and Storage	Early Learning Program K-5 Alternative Education
Perrymont ES	K-5 Elementary Early Learning Program Division Autism Classroom (1)	K-5 Elementary Division Autism Classrooms (2)



Agenda Report

Date: 04/23/13

Agenda Number: G-2

Attachments: Yes

From: Scott S. Brabrand, Superintendent
William A. Coleman, Jr., Assistant Superintendent of Curriculum and Instruction

Subject: Special Education Annual Plan/Part B Flow-through Application and Section 619
Preschool Grant Applications: 2013-14

Summary/Description:

The Special Education Annual Plan is based on a 5.1 percent decrease in 611 and 619 funding and a 2.5 percent salary increase.

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. Therefore, Lynchburg City Schools will apply for \$1,976,373.17 in special education flow-through funds for the 2013-14 school year. The application for funds for the 2013-14 school year must be approved by the school board and submitted to the Virginia Department of Education for plan approval and financial reimbursement. Funding in the amount of \$1,824,192.44 will provide salaries and staff development activities focused on addressing the unique needs of students with disabilities. Funding from the 611 Flow-through Funds in the amount of \$152,180.73 will be used to provide special education and speech therapy services to parent-placed students with disabilities attending local private schools. The anticipated 611 Flow-through grant is \$106,211.83 less than the 2012-13 funding received by the school division.

The Lynchburg City Schools will also apply for \$58,701.34 in Section 619 Preschool Funds for the 2013-14 school year. Funding in the amount of \$57,816.39 will be used to support Hutcherson Early Learning Program for services provided for 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. Funds in the amount of \$884.95 of the Section 619 Preschool Funds will be used to provide speech therapy to parent-placed students with disabilities attending local

Agenda Report

Date: 04/23/13

Agenda Number: G-2

Attachments: Yes

private schools. The anticipated Section 619 Preschool Grant is \$3,748.66 less than the 2012-13 funding received by the school division.

Disposition: Action
 Information
 Action at Meeting on: 05/07/13

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 May 7, 2013.

**VIRGINIA DEPARTMENT OF EDUCATION
SPECIAL EDUCATION FEDERAL PROGRAM
PROPOSED GRANT BUDGET**

Part B, Section 611, Flow-Through Funds (July 1, 2013 – September 30, 2015)

Applicant Name: Lynchburg City Schools

Applicant 3-digit Code Number: 115

Contact Person Name: Wyllys D. VanDerwerker

Contact Person Title: Director for Special Education

Telephone No.: (434) 515-5030

E-mail: vanderwerkerwd@lcsedu.net

Fax No.: (434) 522-3774

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) PROPOSED BUDGET AMOUNT	(D) FOR DOE USE ONLY
Personal Services	1000	1,497,283.27	
Employee Benefits	2000	479,089.90	
Purchased Services	3000		
Internal Services	4000		
Other Charges	5000		
Materials/Supplies	6000		
Joint Operations	7000		
Capital Outlay (list below)	8000		
TOTAL PROPOSED BUDGET		\$1,976,373.17	

Proposed Equipment: (List items costing \$5,000 or more):

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

DO NOT WRITE BELOW THIS LINE – DOE USE ONLY

Date Received:	Total Award Amount: \$	Grant Manager:
Date Approved:	DOE Award #:	Payee Code #:
SEA Official:	CFDA#: 84.027A	Proposal Modified: Y / N
Project Code:	Fed. Award #:	In the Amount of: \$

5.1 % Decrease in federal dollars
2.5% Salary increase

For 2012-14 Special Education Annual Plan Calculations (611 Funds)

PROJECTED Part B, Section 611 SET-ASIDE CALCULATION & Participation of Private School Children

(NOTE: THIS IS A PROJECTION. ACTUAL SET-ASIDE COMPUTATIONS WILL BE SUBMITTED AFTER AWARD AMOUNT IS KNOWN.)

IDEA requires that each school division spend a proportionate amount of its flow-through funds on special education students who are unilaterally enrolled by their parents in private schools. Children who are home schooled by their parents should be treated the same as children placed in private or parochial schools. For example, if the population of students with disabilities who are parentally placed in private school in an LEA’s jurisdiction comprises 2 percent of the total population of disabled students in the LEA, then the LEA must set aside a total of 2 percent of its flow-through funds for that population. Complete the worksheet below to determine your school division’s required private school set-aside. The set aside amount is based on the number of children ages **3-21**.

The set-aside is intended for children who are attending private schools. Children who are preschool age and being served in childcare centers should not be included in the calculation of the private school set-aside. Any preschool age child who is attending a private school, e.g. Montessori or private kindergarten, should be included in calculating the private school set aside. If the facility has a license to operate as a day care center it should not be considered a private school.

Formula for determining set-aside

1. Number of parentally placed students with disabilities in private schools:

a.	# Eligible students in private schools receiving services on 12/01/12 (Use 12/01/12 Child Count data as the source for this entry)	<u>74</u>
b.	# eligible students in private schools <u>not</u> receiving services on 12/01/12	<u>22</u>
c.	Total eligible students with disabilities placed by parents in Private schools	
	(a + b)	<u>96</u>

2. Total number of eligible students with disabilities in jurisdiction:

d.	# eligible students receiving services on 12/01/12 (use 12/01/12 Child Count data as the source for this entry)	<u>1217</u>
e.	# eligible students not receiving services on 12/01/12 (same number as line b. above)	<u>22</u>
	(same as b)	
f.	Total number of eligible students with disabilities in Jurisdiction	
	(d + e)	<u>1239</u>

3. Amount of required private school set-aside:

$$\frac{96}{1239} \times \$1,976,373.17 = \$152,180.73$$

line c *divided by* line f *multiplied by* flow-through allocation *equals* set-aside
(projected for 2012-2014)

5.1% Decrease in federal dollars
2.5% Salary increase

Lynchburg City Schools - 115
LEA/SOP

PROPOSED USE OF PART B, SECTION 611, FLOW-THROUGH FUNDS
GRANT PERIOD: JULY 1, 2013 – SEPTEMBER 30, 2015

List and briefly describe all personnel (i.e. teachers, instructional assistants, administrators, clerical, support personnel, and other) to be supported in whole or in part with grant funds (with proposed budget amounts and FTEs).

Lynchburg City Schools has been granted **\$1,976,373.17.00** in Federal Flow Through Part B funds for the 2013-2014 school year.

Briefly describe all additional activities, goods and services (with proposed budget amounts) to be supported with grant funds.

\$1,976,373.17	In Federal Funds have been allocated to LCS
\$1,824,192.44	of the total will be used to implement the non-federal set aside portion of the Lynchburg City Schools Special Education Annual Plan.
\$ 152,180.73	of the total will be used to implement the federal set-aside portion of the Lynchburg City Schools Special Education Annual Plan.

Non-Federal Set Aside Summary

Total: **\$1,824,192.44**

\$1,824,192.44	will be used for special education teachers' and speech therapist' salaries(2.5% increase) \$1,381,994.27 and fringe benefits (32%) \$442.198.17
-----------------------	--

5.1% Decrease in federal dollars
2.5% Salary increase

Federal Set Aside Summary

Total: **\$152,180.73**

Implementation of the required federal set aside program for Lynchburg City Schools

\$152,180.73

Services provided through provided through LCS	
SPED Teachers (1.5)	\$79,051.24
Speech Therapy Services provided through LCS	
Speech pathologist	\$73,129.49
Assistive Technology	NONE
Assistive Technology Consultation	NONE
Assistive Technology Consultation	NONE
Occupational Therapy	NONE
Physical Therapy	NONE
Speech Therapy	NONE
Counseling as a related service	NONE
Materials and Supplies	NONE

5.1% Decrease in federal dollars

2.5% Salary increase

Lynchburg City Schools

2013-2014 Special Education Annual Plan/Part B Flow Through Application

Proposed Project Budget Part B, Section 611, Flow-Through / Flow-Through (Non Federal Set-Aside)

By Expenditure Accounts	Total Amount	Staff Development	Total
1. Personal Services (1000)	1,381,994.27		1,381,994.27
2. Employee Benefits (2000)	442,198.17		442,198.17
3. Purchased Services (3000)			
4. Internal Services (4000)			
5. Other Charges (5000)			
6. Materials and Supplies (6000)			
7. Capital Outlay (8000)			
Subtotal	1,824,192.44		1,824,192.44

Flow Through (Federal Set-Aside)

By Expenditure Accounts	Federal Set-Aside
1. Personal Services (1000)	115,289.00
2. Employee Benefits (2000)	36,891.73
3. Purchased Services (3000)	
4. Internal Services (4000)	
5. Other Charges (5000)	
6. Materials and Supplies (6000)	
7. Capital Outlay (8000)	
Subtotal	152,180.73

Total 2012-14 Part B Flow Through

Flow-Through (Non Federal Set-Aside) **\$1,824,192.44**

Flow-Through (Federal Set-Aside) **\$ 152,180.73**

Total **\$1,976,373.17**

5.1% Decrease in federal dollars
2.5% Salary increase

VIRGINIA DEPARTMENT OF EDUCATION

**SPECIAL EDUCATION FEDERAL PROGRAM
 PROPOSED GRANT BUDGET**

Part B, Section 619, Preschool Funds (July 1, 2012– September 30, 2014) –H173A120112

Applicant Name: Lynchburg City Schools

Applicant 3-digit Code Number: 115

Contact Person Name: Wyllys D. VanDerwerker

Contact Person Title: Director for Special Education

Telephone No.: (434) 522-3700 ext. 185

E-mail: vanderwerkerwd@lcsedu.net

FaxNo.:(434) 522-3774

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) PROPOSED BUDGET AMOUNT	(D) FOR DOE USE ONLY
Personal Services	1000		
Employee Benefits	2000		
Purchased Services	3000	\$58,701.35	
Internal Services	4000		
Other Charges	5000		
Materials/Supplies	6000		
Joint Operations	7000		
Capital Outlay (list below)	8000		
TOTAL PROPOSED BUDGET		\$ 58,701.35	

Proposed Equipment: (List items costing \$5,000 or more):

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

DO NOT WRITE BELOW THIS LINE – DOE USE ONLY

Date Received:	Total Award Amount: \$	Grant Manager:
Date Approved:	DOE Award #:	Payee Code #:
SEA Official:	CFDA#:	Proposal Modified: Y / N
Project Code:	Fed. Award #:	In the Amount of: \$

5.1% Decrease in federal dollars
2.5% Salary increase

Lynchburg City Schools

For 2012-2014 Special Education Annual Plan Calculation (619 Funds)

2011-12 PART B, SECTION 619, SET-ASIDE CALCULATION

IDEA requires that each school division spend a proportionate amount of its Section 619 ECSE funds on special education students who are unilaterally enrolled by their parents in private schools. Children who are home schooled by their parents should be treated the same as children placed in private or parochial schools. For example if the population of ECSE students with disabilities parentally-placed in private schools in an LEA's jurisdiction comprises 2 percent of the total population of Early Childhood Special Education students in the LEA, then the LEA must set aside a total of 2 percent of its ECSE funds for that population. Complete the worksheet below to determine your school division's required private school set-aside. The set aside for Early Childhood Special Education age children is based on the number of children ages 3-5.

The set-aside is intended for ECSE children who are attending private schools or are home schooled. Children who are preschool age and *being served in childcare centers* should not be included in the calculation of the private school set-aside. Any ECSE age child who is attending a private school, e.g. Montessori or private kindergarten, should be included in calculating the private school set aside. *If the facility has a license to operate a day care center it should not be considered a private school.*

(Show calculation even if there are no children in private school/home-schooled placements)

1. Formula for determining set-aside

Number of parentally placed children, aged three to five, with disabilities in private schools:

a.	# eligible children, aged three to five, inclusive, in private schools receiving services on 12/1/12 (use 12/1/12 Child Count data as the source for this entry)	<u>3</u>
b.	# eligible children, aged three to five, inclusive, in private schools <u>not</u> receiving services on 12/1/12	<u>0</u>
c.	total eligible children, aged three to five, inclusive, with disabilities placed by parents in private schools (a+b)	<u>3</u>
Total number of eligible children, aged three to five, with disabilities in jurisdiction:		
d.	# eligible children, aged three to five, inclusive, receiving services on 12/1/12 (use 12/1/12 Child Count data as the source for this entry)	<u>199</u>
e.	# eligible children, aged three to five, inclusive, <u>not</u> receiving services on 12/1/12 (same number as line b. above) (same as b)	<u>0</u>
f.	total number of eligible children with disabilities, aged three to five, inclusive, in jurisdiction (d+e)	<u>199</u>

Amount of required private school set-aside:

$$\left(\frac{3}{199} \right) \times \$ 58,701.35 = \$884.95$$

line c divided by line f multiplied by ECSE allocation equals set-aside

5.1% Decrease in federal dollars
2.5% Salary increase

Lynchburg City Schools 2012-13 Special Education Annual Plan Section 619 Grant

Proposed Project Budget

Section 619 Preschool Grant (Non Federal Set-Aside)

By Expenditure Accounts	Total Amount
1. Personnel Services (1000)	
2. Employee Benefits (2000)	
3. Purchased Services (3000)	57,816.40
4. Internal Services (4000)	
5. Other Charges (5000)	
6. Materials and Supplies (6000)	
7. Capital Outlay (8000)	
Subtotal	57,816.40

Preschool Grant (Federal Set-Aside)

By Expenditure Accounts	Federal Set-Aside
1. Personnel Services (1000)	
2. Employee Benefits (2000)	
3. Purchased Services (3000)	884.95
4. Internal Services (4000)	
5. Other Charges (5000)	
6. Materials and Supplies (6000)	
7. Capital Outlay (8000)	
Subtotal	884.95

The Section 619 Preschool Grant Expenditure Plan is based on the Projected funding.

Preschool Grant (Non Federal Set-Aside)	\$ 57,816.40
Preschool Grant (Federal Set-Aside)	<u>884.95</u>
Total	\$58,701.35

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

**VIRGINIA DEPARTMENT OF EDUCATION
PROPOSAL SUMMARY
PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT)
GRANT PERIOD: JULY 1, 2013 – SEPTEMBER 30, 2015**

ECSE Contact Person:	Wyllys VanDerwerker
Title:	Director of Special Education
Mailing Address:	915 Court Street P.O. Box 2497 Lynchburg Virginia 24505-2497
Phone:	434-515-5027
Email:	Vanderwerkerwd@lcsedu.net

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:		
Email:		

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, 2013 – SEPTEMBER 30, 2015

NOTE: Proportionate set-aside and coordinated Early Intervening Services (CEIS) amounts and uses should be outlined in the budget narratives.

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

As outlined in our enrolled students' Individualized Education Plans, we plan to use the \$57,816.40 in 619 funds to pay for age-appropriate (inclusive) placements in local preschool settings. This expenditure serves as the foundation for the provision of special education services in age-appropriate inclusive settings as encouraged by the Virginia Department of Education and U.S. Department of Education.

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

\$884.95 of the 619 funding will be used to provide speech therapy to students who are parentally-placed in local private pre-schools or are homeschooled.

**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, 2013-September 30, 2015) -H173A130112

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				0.00
Employee Benefits	2000				0.00
Purchased Services	3000	58,701.35			58,701.35
Internal Services	4000				0.00
Other Services	5000				0.00
Materials / Supplies	6000				0.00
Capital Outlay	8000				0.00
TOTAL PROPOSED BUDGET		58,701.35	0.00	58,701.35	58,701.35

Proposed Equipment: (List Items costing \$5,000 or more):

N/A

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

N/A

Agenda Report

Date: 04/23/13

Agenda Number: G-3

Attachments: Yes

From: Scott S. Brabrand, Superintendent
William A. Coleman, Jr., Assistant Superintendent of Curriculum and Instruction

Subject: Carl Perkins Funds: 2013-14

Summary/Description:

The Lynchburg City Schools' application for Career-Technical Funds for the 2013 – 2014 fiscal year has been prepared with an approved Carl Perkins Grant allocation of \$214,123.77. The budget, outlining proposed expenditures based on allocated funds, was developed following consultation with the General Career-Technical Education Advisory Committee, which is composed of a business/industry representative from each of the 13 career-technical programs.

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

The approval of the grant proposal by the school board is necessary prior to submitting the local application to the Virginia Department of Education. A summary of proposed expenditures for 2013 – 2014 appears as an attachment to this agenda report.

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

Recommendation:

The superintendent recommends that the school board approve the Carl Perkins Grant Application for 2013-2014.

Proposed 2013-14 Carl Perkins' Spending

Estimate Funding Available: \$214,123.77

Career Guidance**\$3000.00**

We will provide funds to be used for "Career Assessment" reports to parents and students. We will also provide transportation to local businesses and colleges for special workforce development programs for high school seniors. We also plan to purchase "CHOICES" program curriculum materials.

Vocation Student Organizations**\$16,000.00**

We will assist Career-Technical student organizations with travel expenses for local, state, and national competitions.

Professional Development**\$17,000.00**

We will use part of our Perkins funds for teachers to participate in local, state, and national training workshops and certification courses. We will purchase "Career Safe" vouchers for new Career Technical staff.

Technology Education**\$115,500.00**

We plan to upgrade our middle school technology STEM programs at SMS and LMS with the purchase of ten (10) Health and Medical Sciences modules and their classroom management systems (\$54,500 per school). The new modules will cover areas from Biomedical Engineering and Forensics to Medical Imaging and Sports Medicine. We also plan to purchase LEGO Mindstorm EV3 Professional Kits for use at all three middle schools (\$6,500.00).

Computer Systems Technology**\$7,000.00**

We plan to upgrade our Computer Systems Tech lab with the purchase of six (6) Drones with controls via Wi-Fi devices (\$1,800.00). We also plan to purchase 10 iPhones (1G) and 10 Samsung Galaxy Is for mobile device repair training (\$3,000.00). We will also purchase 10 250GB hard drives for reconstruction and repair practice (\$1,700.00). We also plan to purchase Strata-CompTia certification videos (\$500.00).

Technical Drawing/Engineering**\$15,000.00**

We plan to upgrade our Engineering lab at E.C. Glass with the purchase of a 3-D printer. Students will be able to model their designs and have them come to life and see how parts integrate.

Nurse Aide**\$4,000.00**

We will begin our second year program at Heritage High School. We will also purchase diagnostic kits for ears, eyes, and throat (\$1,000.00). We plan to purchase pulse oximeters (\$1,000.00). We also plan to purchase software to help senior students prepare for the National Nurse's Aide Assessment (\$2,000.00).

Dental Careers**\$3,000.00**

We plan to upgrade our Dental lab at E.C. Glass with the purchase of a cordless curing light (\$1,500.00). We also plan to replace stethoscopes, blood pressure cuffs, and other miscellaneous instruments (\$1,500.00).

Building Trades**\$3,500.00**

We will upgrade our Building Trades lab at Heritage High School with the purchase of new "Fall Protection Gear" i.e. ropes, harnesses, shock absorbers, and handles (\$3,500.00).

Sports Medicine**\$5,000.00**

We will upgrade our Athletic Training lab at E.C. Glass with the purchase of a Quad 7 Science Fit Treadmill.

Auto Service Technology**\$6,500.00**

We will upgrade our Auto Service Technology lab at E.C. Glass with the purchase of a new "Ethos" Scan tool for diagnostic testing. We will also purchase an "Eclopus" A/C recovery system to catch Freon released during testing.

Cosmetology**\$2,500.00**

We will upgrade our cosmetology lab at Heritage High School with the purchase of 3 new chairs (\$900.00). We also plan to replace 25 sets of electric clippers (\$1,600.00)

Business and Information Technology**\$13,000.00**

We will upgrade our middle school business labs with the purchase of 25 digital cameras with cases (\$5,000.00). We will upgrade our high school web design lab at Heritage High School with the purchase of Adobe Dreamweaver Software (\$3,000.00). We will also purchase a classroom set of computer application textbooks (\$3,000.00). We will upgrade our computer programming lab at E.C. Glass with the purchase of 20 "Finch" robots to assist students in computer science programming (\$1,800.00).

Industry Certifications**\$3,123.77**

We plan to purchase Virginia Workforce Career Readiness/NOCTI certification exams for senior completers in various program areas.

TOTAL**\$214,123.77**

Agenda Report

Date: 04/23/13

Agenda Number: G-4

Attachments: Yes

From: Scott S. Brabrand, Superintendent
William A. Coleman, Jr., Assistant Superintendent of Curriculum and Instruction

Subject: William M. Bass Elementary School: 2013-14 Calendar

Summary/Description:

Using the division-wide academic calendar for the 2013-14 school year and the current academic calendar for William Marvin Bass Elementary School, the school administration and principal designed a calendar for William Marvin Bass for 2013-14. This draft has been shared with the faculty and staff.

The proposed calendar includes the following:

- 180 instructional days
- The same number of contracted working days for staff as the division-wide calendar
- The same holiday time as established in the division-wide calendar
- The same convocation day and professional development days as designated in the division-wide calendar
- As is the case with other schools' elementary teachers, similar work time at the end of each nine weeks to prepare report cards

Mr. Leverne L. Marshall, principal, of William Marvin Bass Elementary School, will present the proposed calendar for 2013-2014.

Disposition: Action
 Information
 Action at Meeting on: 05/07/13

Recommendation:

The superintendent recommends that the school board accept this agenda report as an informational item and consider action at the school board meeting on May 7, 2013.

2013-2014 Academic Year Calendar

July 2013

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

August 2013

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

September 2013

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

October 2013

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

November 2013

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

December 2013

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

January 2014

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

February 2014

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

March 2014

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

April 2014

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

May 2014

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

June 2014

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

New Teacher Orientation	3	days
Teacher PD/Planning	12	
Student Attendance Days	180	
Holidays	22	
Intercession Days	25	
Early Dismissals	6	

BASS revised 4/12/13

1st Semester	2nd Semester
46	43
45	46
91	89

Conferences Sept. 24 and 26
Feb. 11 and 13

End of 9 weeks September 27th, December 13th, March 14th, and June 4th
Additional early dismissal days October 18th and February 14th
Back to School Night August 8, 2013

Agenda Report

Date: 04/23/13

Agenda Number: J-1

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Notice of Closed Meeting

Summary/Description:

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

Employee Performance

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

Recommendation:

The superintendent recommends that the school board approve a motion to enter into Closed Meeting in accordance with the Code of Virginia §2.2-3711 (A) (1) to discuss employee performance.

Agenda Report

Date: 04/23/13

Agenda Number: J-2

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Certification of Closed Meeting

Summary/Description:

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

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

Recommendation:

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