



Lynchburg City School Board

James E. Coleman  
School Board District 3

Regina T. Dolan-Sewell  
School Board District 1

Mary Ann Hoss  
School Board District 1

Michael J. Nilles  
School Board District 3

Jennifer R. Poore  
School Board District 2

Katie Snyder  
School Board District 3

J. Marie Waller  
School Board District 2

Thomas H. Webb  
School Board District 2

Charles B. White  
School Board District 1

School Administration

Scott S. Brabrand  
Superintendent

John C. McClain  
Assistant Superintendent of  
Curriculum and Instruction

Ben W. Copeland  
Assistant Superintendent of  
Operations and Administration

Anthony E. Beckles, Sr.  
Chief Financial Officer

Wendie L. Sullivan  
Clerk

**SCHOOL BOARD MEETING**  
**June 2, 2015 5:00 p.m.**  
**School Administration Building**  
**Board Room**

**A. CLOSED MEETING**

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

**B. PUBLIC COMMENTS**

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

**C. SPECIAL PRESENTATIONS**

- 1. Student Recognition  
Scott S. Brabrand. . . . . Page 4  
Discussion
- 2. Student Recognition  
Scott S. Brabrand. . . . . Page 5  
Discussion
- 3. Student Recognition  
Scott S. Brabrand. . . . . Page 6  
Discussion
- 4. Resolution of Recognition  
Scott S. Brabrand. . . . . Page 7  
Discussion/Action
- 5. School Operating Budget: 2015-16  
Anthony E. Beckles, Sr. . . . . Page 8  
Discussion/Action

**D. CONSENT AGENDA**

- 1. Personnel Report  
Marie F. Gee. . . . .Page 9  
Discussion/Action

**E. STUDENT REPRESENTATIVE COMMENTS**

**F. UNFINISHED BUSINESS**

- 1. School Nutrition Program: Summer Program  
Anthony E. Beckles, Sr. . . . .Page 12  
Discussion/Action

**G. NEW BUSINESS**

- 1. Foreign Travel: Heritage High School  
John C. McClain. . . . . Page 13  
Discussion
- 2. K-12 Math Vision and Plan: 2015-16  
John C. McClain. . . . . Page 20  
Discussion
- 3. Capital Improvement Plan: Robert S. Payne Elementary School  
Ben W. Copeland. . . . . Page 30  
Discussion
- 4. Educational Technology Series XV (Spring 2015) Notes  
Ben W. Copeland. . . . .Page 31  
Discussion
- 5. Authorization of Signature  
Scott S. Brabrand. . . . .Page 34  
Discussion

**H. SUPERINTENDENT’S COMMENTS**

**I. BOARD COMMENTS**

**J. INFORMATIONAL ITEMS**

Graduation Exercises: Fort Hill Community School  
June 3, 2015 – 12:30 p.m.

Heritage High School  
June 7, 2015 – 8:30 a.m. – Ralph Spencer Field House

E. C. Glass High School  
June 7, 2015 – 3:00 p.m. – Civic Auditorium

Next School Board Meeting: Tuesday, June 23, 2015, 5:30 p.m., Board  
Room, School Administration Building

**K. ADJOURNMENT**

# Agenda Report

**Date:** 06/02/15

**Agenda Number:** A-1

**Attachments:** No

**From:** Scott S. Brabrand, Superintendent

**Subject:** Notice of Closed Meeting

**Summary/Description:**

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

Legal Briefing/Consultation

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

**Recommendation:**

The superintendent recommends that the school board approve a motion to enter into Closed Meeting in accordance with the Code of Virginia §2.2-3711 (A) (7) to receive consultation or legal briefing regarding specific legal matters requiring the provision of legal advice by such counsel.

# Agenda Report

**Date:** 06/02/15

**Agenda Number:** A-2

**Attachments:** No

**From:** Scott S. Brabrand, Superintendent

**Subject:** Certification of Closed Meeting

**Summary/Description:**

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

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

**Recommendation:**

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

# Agenda Report

**Date:** 06/02/15

**Agenda Number:** B-1

**Attachments:** No

**From:** Scott S. Brabrand, Superintendent

**Subject:** Public Comments

**Summary/Description:**

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

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

**Recommendation:**

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

# Agenda Report

**Date:** 06/02/15

**Agenda Number:** C-1

**Attachments:** No

**From:** Scott S. Brabrand, Superintendent

**Subject:** Student Recognition

**Summary/Description:**

Lynchburg City Schools had 20 regional winners of the 40 district winners that were entered into the 2015 Young Authors competition in April. These winners were honored by the Piedmont Area Reading Council with a reception at Liberty University. One of the winners was recognized as the Overall Outstanding 6-12 grade writer. The winners will be recognized by the school board during this presentation.

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

**Recommendation:**

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

# Agenda Report

**Date:** 06/02/15

**Agenda Number:** C-2

**Attachments:** No

**From:** Scott S. Brabrand, Superintendent

**Subject:** Student Recognition

**Summary/Description:**

Students at William Marvin Bass Elementary School took the top three spots in this year's 24 Game challenge. In addition to placing fourth in this year's 24 Game challenge, a student from Robert S. Payne Elementary School placed third in the nation in the First in Math competition. During this presentation, these students along with their coaches, will be recognized by 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:** 06/02/15

**Agenda Number:** C-3

**Attachments:** No

**From:** Scott S. Brabrand, Superintendent

**Subject:** Student Recognition

## **Summary/Description:**

The E. C. Glass High School Rock Band formed during the 2012-13 school year. During weekly practices, students have the opportunity to work with professional local musicians to not only hone their individual skills, but also to learn how to work as a team to arrange and compose music. The EC Glass Rock Band welcomes musicians of all skill levels and expanded this year to form a "Garage Band" designed for students on a beginner to intermediate skill level. Students have the opportunity to perform at school events as well as events throughout the community such as Thirsty Thursdays at the American Legion. This summer, the students will also perform their first "stadium show" at a Lynchburg Hillcats game! Several EC Glass Rock Band alumni have gone on to study modern music at notable music schools including James Madison University, Middle Tennessee State, and Eastern Carolina University, and you may also witness a few at local music venues who have jumped headfirst into Central Virginia's own professional music scene. With help from an LCS Classroom Innovation Grant, the EC Glass Rock Band was able to spend two days at The Recording Zone, a top-notch recording facility just outside of Lynchburg. Under the direct tutelage of Engineer Jhon Ackerman, the students learned about the process of recording an album "from scratch" including microphone placement, tracking, mixing, over dubbing, and numerous other recording techniques used by music industry professionals. The students recorded songs by Paramore, Thin Lizzy, Christina Perry, and The Arctic Monkeys. They released their album May 6 at the 23rd Annual Classroom Innovation Grants Reception at E. C. Glass High School.

**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:** 06/02/15

**Agenda Number:** C-4

**Attachments:** No

**From:** Scott S. Brabrand, Superintendent

**Subject:** Resolution of Recognition

**Summary/Description:**

During this presentation, the school board will recognize Thomas H. Webb for his years of service as a member of the Lynchburg City School Board. Mr. Webb has served as a school board member for a total of nine years.

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

**Recommendation:**

The superintendent recommends that the school board approve the resolution of recognition for Thomas H. Webb.

# Agenda Report

**Date:** 06/02/15

**Agenda Number:** C-5

**Attachments:** No

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

**Subject:** School Operating Budget: 2015-16

## **Summary/Description:**

On February 17, 2015, the school board approved the school operating budget for 2015-16. The budget recommendations included in Tier I for next year amounted to a \$1.1 million increase over this year's budget, or 2.7 percent. The school administration forwarded the request of \$1.1 million to the Lynchburg City Council for consideration.

The Lynchburg City Council approved the school board's budget request for 2015-16 on May 26, 2015. During this presentation, the school administration asks that the school board adopt its budget for the 2015-16 school year.

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

## **Recommendation:**

The superintendent recommends that the school board adopt the FY 2015-16 School Operating Budget,

# Agenda Report

**Date:** 06/02/15

**Agenda Number:** D-1

**Attachments:** Yes

**From:** Scott S. Brabrand

**Subject:** Personnel Report

**Summary/Description:**

The personnel recommendations for May 19 – June 2, 2015, 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 May 19 – June 2, 2015.

<b>NAME</b>	<b>COLLEGE</b>	<b>DEGREE/ EXPERIENCE</b>	<b>SCHOOL/ ASSIGNMENT</b>	<b>EFFECTIVE DATE</b>
<b>NOMINATIONS, INSTRUCTIONAL PERSONNEL, 2015-2016:</b>				
Bolden, Javera	University of Virginia	B.A./16 yrs. (Lv. 16 1)	Sandusky Middle Special Education (revision)	08-06-15
DiCarlo, Gina	Eastman School of Music	B.A./0 yrs. (Lv. 0 3)	E.C. Glass High Instrumental Music	08-06-15
Grossman, Eric	Lynchburg College	B.A./0 yrs. (Lv.0 4)	Linkhorne Middle Special Education	08-06-15
Hamlette, Amanda	University of Virginia	M.A./14 yrs. (Lv.14 3)	Heritage High Mathematics	08-06-15
Hamrick, Shelby	Liberty University	B.A./0 yrs. (Lv. 0 3)	R. S. Payne Elementary Instrumental Music	08-06-15
Harris, Lonice	Radford University	M.A./11 yrs. (Lv. 11 1)	Carl B. Hutcherson ELC Social Worker	07-23-15
Hester, Sarada	Lynchburg College	M.Ed./12 yrs. (Lv. 8 1)	Curriculum and Instruction Coordinator of Equity, Engagement & Opportunity (revision)	07-01-15
Humphreys, Meredith	Randolph College	M.A./0 yrs. (Lv. 0 3)	Linkhorne Middle School Special Education	08-06-15
Jones, Brittany	James Madison University	M.A./2 yrs. (Lv. 2 3)	Special Education School Psychologist	07-30-15
Kluender, Nora	Lynchburg College	B.S./9 yrs. (Lv. 9 3)	R. S. Payne Elementary Librarian	07-30-15
Nowell, Ashley	Liberty University	B.A./1 yr. (Lv. 1 3)	Bedford Hills Elementary Special Education	08-06-15
Perdue, Christina	Virginia Tech	M.A./6 yrs. (Lv. 6 3)	Heritage High Mathematics	08-06-15
Raymond, Laurel	Purdue University	M.A./5 yrs. (Lv. 5 3)	Dearington Elementary Fourth Grade	08-06-15

**NOMINATIONS, INSTRUCTIONAL PERSONNEL, 2015-2016:**

Stephens, Tiffany	Capella University	Ph.D./13 yrs. (Lv. 13 1)	Carl B. Hutcherson ELC Social Worker	07-21-15
Turner, Aaron	Lynchburg College	M.A./5 yrs. (Lv. 5, 3)	Carl B. Hutcherson ELC BCBA	07-23-15

**RESIGNATIONS:**

Alloco, Charles	Liberty University	B.A./1 yr. (Lv. 0 4)	Paul Munro Elementary Third Grade	06-06-15
Bishop, Hannah	Liberty University	B.S./2 yrs. (Lv. 1 3)	W.M. Bass Elementary First Grade	06-06-15
Dolan, James	Radford University	B.S./12 yrs. (Lv. 11 4)	Dunbar Middle Mathematics	06-06-15
Holloway, Daniel	Liberty University	M.A./5 yrs. (Lv. 4 4)	R.S. Payne Elementary First Grade	06-06-15
Loan, Susan	University of Maryland UC	B.A./5 yrs. (Lv. 4 3)	Heritage High Mathematics	06-06-15
Tiller, Lauren	University of Virginia	B.S./2 yrs. (Lv. 1 3)	Bedford Hills Elementary Special Education	06-06-15

**RETIREMENTS:**

Alvis, Mary	Radford College	B.S./31 yrs. (Lv. 30 3)	E.C. Glass High Alternative Education	06-06-15
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# Agenda Report

**Date:** 06/02/15

**Agenda Number:** F-1

**Attachments:** No

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

**Subject:** School Nutrition Program: Summer Program

## **Summary/Description:**

The School Nutrition Program is seeking school board approval to begin a program to provide free summer meals to children in several Lynchburg communities. The program is called the "School Food Service Program" and is administered through the Virginia Department of Health.

Through this program, Lynchburg City Schools will be able to provide breakfast and lunch to students in the Robert S. Payne Elementary School and Perrymont Elementary School communities. Students under the age of 18 will be provided meals for free. Adults can purchase meals for a nominal fee.

The school administration is requesting school board approval to administer this pilot program during summer 2015.

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

## **Recommendation:**

The superintendent recommends that the school board approve the School Food Service Program for summer 2015.

# Agenda Report

**Date:** 06/02/15

**Agenda Number:** G-1

**Attachments:** Yes

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

**Subject:** Foreign Travel: Heritage High School

## Summary/Description:

Mrs. Catherine Runion and Mrs. Michele Wisskerchen are planning a trip to Costa Rica for students at Heritage High School scheduled to occur in June 2016. School Board Policy 6-42: Field/Recreation/Class/Athletic Trips requires prior approval by the school board for student travel outside the continental United States.

During this presentation, the school board will receive additional information regarding the purpose of the trip, the preparations for the trip, and the places to be visited while on the trip.

**Disposition:**  Action  
 Information  
 Action at Meeting on: 06/23/15

## 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 June 23, 2015.





HERITAGE HIGH SCHOOL

3020 Wards Ferry Road  
Lynchburg, VA 24502  
(434) 582-1147 • Fax: (434) 582-1137  
[www.lcsedu.net/schools/hhs](http://www.lcsedu.net/schools/hhs)

**TO:** Dr. Scott Brabrand, Superintendent

**FROM:** Tim Beatty

**DATE:** April 24, 2015

**SUBJECT: INTERNATIONAL FIELD TRIP**

Attached please find a request from Mrs. Catherine Runion and Mrs. Michele Wisskirchen for an international field trip to Costa Rica in June 2016. Both of these teachers have prior experience with international travel and they would like to have the opportunity to lead a group of students on this once in a lifetime trip. It is also possible that they will offer this opportunity to other high school students from the surrounding area to join their group. Information on the trip is enclosed.

The teachers would like to begin planning as soon as possible so that they can lock in on pricing and start advertising the trip to our students. Please do not hesitate to contact us if you need any additional information.

We greatly appreciate your consideration of this trip.

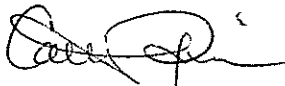
Dear Dr. Brabrand,

We would like to request approval for an international field trip to Costa Rica in June 2016. We decided on this trip based on the rich biological and cultural experiences our students will have during their travels. EF Educational Tours, a reputable international travel company, offers a nine-day trip to Costa Rica. During their stay, students will visit a variety of ecosystems while having a once in a lifetime cultural experience. Students will tour several different regions of Costa Rica, visit several national biological preserves, and spend a day with children at a local school.

Mrs. Wisskirchen organized a trip to Spain using EF Tours in the summer of 2012. She accompanied 25 students on an eleven day tour to various cities in Spain. Mrs. Runion has also done two international tours, one as a student at Heritage High School and one while earning her Biology degree in college. Both of us feel confident organizing international travel and we can both attest to the amazing educational and cultural experiences that they offer.

We are very excited to plan this trip and offer this opportunity to our students. We have included the overnight field trip request form, as well as the price quote and tour information received from EF. We appreciate your consideration and look forward to hearing from you.

Sincerely,



Cathy Runion, Biology Teacher, Heritage High School



Michele Wisskirchen, Spanish Teacher, Heritage High School

**LYNCHBURG CITY SCHOOLS  
OVERNIGHT FIELD TRIP REQUEST FORM**

Rev. 10192011

**Trip coordinators** complete the Overnight Field Trip Request Form and submit to the school principal at least three (3) weeks before the proposed trip and before reservations or other commitments are made.

**Principals/Site Administrators** should submit a signed, dated hard copy of this form to the Superintendent's Central Office Designee along with a principal's/administrator's letter requesting the Superintendent's approval. Copies of each will be returned to the building principal/administrator.

Trip Coordinator Cathy Runion and Michele Wisskirchen

Date Submitted 4/13/15

School Heritage High School  
# of Pupils up to 40

Grade/Class 10-12 (Science and/or Spanish students)

Date of Departure June 21, 2016

Time TBD

AM  PM

Date of Return June 29, 2016

Hour ITBD

AM  PM

Cost per pupil \$ Approx 2,400

**Persons (other than the trip coordinator) who will accompany the group** (Note: Volunteer Background Check Forms for any non-LCS employees who will accompany students on the field trip must be cleared by the designated Central Office administrator prior to the trip.): Science and Spanish Teachers- Parent participants may choose to travel with the group at a rate slightly higher than the students'.

**Place(s) to be visited** Costa Rica- San Jose, Arenal Region, Monteverde, Central Pacific Coast, Sarchi

**Purpose of the trip:** Describe how the field trip fits into the curriculum, points of interest to be visited, learning activities and what is to be accomplished by the trip. The purpose of the trip is to immerse students in the culture and tropical ecology of Costa Rica. The field trip fits into the science curriculum by offering students a hands-on experience in a tropical environment. SOL's covered include: BIO.1a, BIO.4a-c, BIO.8a-e. Students will visit INBioparque (the National Biodiversity Institute of Costa Rica), Poas volcano and hot springs, Lake Arenal, La Fortuna Waterfall, Saint Elena Cloud Forest, and Manuel Antonio National Park. Students will also visit a local school for the day to spend time with the students and teachers there and become more familiar with Costa Rican culture.

**Preparation:** Describe what the teacher and pupils have done/will do to prepare for the trip. Upon approval, teachers will meet with students and parents to discuss the itinerary, expectations, and payment for the trip. Over the next 14 months, teachers and students will meet monthly or bimonthly to discuss details of the trip including safety, behavior expectations, financial obligations, cultural differences, basic Spanish phrases, and other pertinent details. Parents and students will be informed as often as necessary regarding trip updates and deadlines.

Once the trip has been approved, the trip coordinators will send names of participating students to EF Educational Tours. The flight itinerary and transportation to the airport in Raleigh, NC will be determined once a final head count has been taken.

**Follow-up:** Describe the teacher's plans for follow-up after the trip. Teachers will survey students and parents upon completion of the trip to determine its impact on the students. Future international travel may be planned based on students' experiences.

**Mode of transportation** (complete applicable sections):

LCS Bus (If yes, submit Field Trip Bus Transportation Request Form):  Yes  No

Alternate Transportation Mode:  Yes  No (If yes attach electronic price quote/invoice)

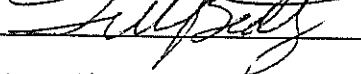
**Agenda Report Attachment**

**Item: G-1**

Company/Carrier: This information will need to be determined at a later date. Once all students, teachers, and parents have confirmed their participation, EF tours will schedule our flights to and from Costa Rica. We will also reserve a bus to transport the group to the airport in Raleigh, NC for departure to Costa Rica. Transportation in Costa Rica is arranged by EF tours.

Airline(s): (Attach printout of complete flight itinerary)

Train(s) (Attach printout of complete train itinerary)

Approved:  Date: 4/17/15  
(Principal/Site Administrator)

Received by: \_\_\_\_\_ Date: \_\_\_\_\_  
(Superintendent's Designee)



**Educational Tours**

For more information, please call 800-665-5364

# Costa Rica: A Touch of the Tropics

EF's guaranteed lowest price includes:

**Tour information**

Group Leader: Cathy Runion  
 Tour ID: 1735171CF  
 Tour Name: Costa Rica: A Touch of the Tropics  
 Tour Provider: Educational Tours  
 Departure Date: Tuesday, Jun 21, 2016  
 Return Date: Wednesday, Jun 29, 2016  
 Number of Days: 9  
 Departure City: Raleigh



**On-tour transportation**

We take care of all the travel details so teachers, chaperones and students can enjoy the tour to the fullest. That means we take care of flights, buses, trains, cruise ships, ferries, and subways.



**Accommodations**

Ok, everyone might be too excited to sleep. But for those who are ready for a good night's rest, we ensure safe, comfortable hotels with private bathrooms.



**Meals**

Regional-style breakfasts and dinners are part of the tour experience. We leave lunches up to you so everyone has the chance to explore their own tastes. Please refer to your itinerary for specific meal details.



**Full-time Tour Director**

We have the best Tour Directors in the business. These trusted, friendly individuals are with the group 24/7 to handle all on-tour logistics and to provide cultural insights everywhere the group goes.



**Sightseeing tours led by expert local guides**

Your group will get the in-depth version of the world's greatest attractions. The group will be joined by licensed, local guides on tours of anything from the Vatican City to Versailles.



**Entrances into the world's greatest attractions**

Students, alongside their teachers, will step inside the world's most inspiring places. With EF, those entrance fees are included.



**Worldwide support, safety and security**

We have over 400 schools and offices in more than 50 countries, which means if something happens, we can react quickly and in person.



**Accreditation**

We're fully accredited, just like your school. Students and teachers can earn credit by taking an EF tour and completing required coursework.

## THE EF PRICE GUARANTEE

*The guaranteed lowest price.*

*Once a student enrolls their price will never change.*

**Total price**

\$2,400 for Students                      \$178 per month  
 \$2,765 for Adults                         \$206 per month

**Price details <sup>1</sup>**

Program Price <sup>2</sup>	\$2,145
All-Inclusive Coverage Plan	\$155
Costa Rican Folklore Evening	\$50
Horseback riding-Monteverde (pre-book only)	\$50
EF's Peace of Mind Program	Free

	Monthly	Total
For Students (under 20)	\$178	\$2,400
Adult Supplement		\$365
For Adults	\$206	\$2,765

**Tour description**

With well-protected national reserves and an unparalleled diversity of wildlife, Costa Rica is the jewel of Central America. The Arenal Region showcases an active volcano, hot springs, and a broad range of flora and fauna. In Monteverde, visit a local school, and in Manuel Antonio National Park, keep your eyes open for sloth, toucans and howler monkeys.

**EF is the World Leader in International Education**

For 50 years, we've been working toward one global mission: Opening the World Through Education. Together with educators worldwide, we provide experiences that teach critical thinking, problem solving, collaboration and global competence.

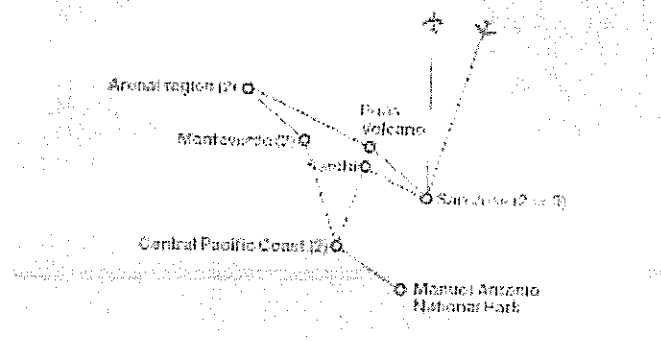
**Everything included in this EF tour:**

- Round-trip flights on major carriers
- Comfortable motorcoach
- 8 overnight stays in hotels with private bathrooms (9 with extension)
- 3 meals daily (Days 2-8 and Day 9 on extension) • Dinner on arrival day • Breakfast on departure day

## Agenda Report Attachment

Full-time Tour Director

Item: G-1



Comprehensive sightseeing of natural attractions

Entrances: INBioparque • Poás Volcano • Hot springs • Lake Arenal kayaking • La Fortuna Waterfall • Santa Elena Cloud Forest • Canopy adventure • Aerial Tram • Crocodile River Tour • Manuel Antonio National Park • With extension: Whitewater rafting

Optional: Horseback riding • Folklore Evening

For more information, call EF at 800-855-5354.

**Itinerary**

- Day 1: Fly to Costa Rica
- Day 2: San José • Arenal region
- Day 3: Arenal region
- Day 4: Monteverde
- Day 5: Monteverde
- Day 6: Central Pacific Coast
- Day 7: Central Pacific Coast
- Day 8: Sarchi • San José
- Day 9: Depart for home

<sup>1</sup> Adult supplement required for travelers age 20 and older at the time of travel. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at <http://eftours.com/baggage>. All prices subject to verification by EF Tour Consultant. To view EF's Booking Conditions, visit <http://eftours.com/bc>.

<sup>2</sup> Program price valid for all who enroll from Wednesday, April 01, 2015 through Thursday, April 30, 2015.

# Agenda Report

**Date:** 06/02/15

**Agenda Number:** G-2

**Attachments:** No

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

**Subject:** K-12 Math Vision and Plan: 2015-16

## **Summary/Description:**

The curriculum and instruction team has been involved in reviewing the approach to math instruction and courses. As a result of that review and meetings with a variety of stakeholders over the last several months, a vision and plan has been developed for increasing math learning at the elementary, middle, and high school levels.

An overview of the K-12 math plan will be presented.

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

## **Recommendation:**

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

## LCS K-12 Math Vision and Plan for SY15-16

### Rationale

Achievement scores and numerous accounts from teachers, students, and parents suggest that we must do better with supporting students for success in mathematics. Our current approach results in 54% of students passing the math SOL. In high school, the biggest impediment to meeting graduation criteria is in math, with Algebra I being the gatekeeper to a diploma and the many opportunities that can unfold beyond. The need for improvement is not only with students who are in “regular” math classes, it also is with students who move on to advanced classes. In elementary school, we have students in advanced who do not pass the SOL, a test that 100% should pass as they are working on content nearly a year beyond the assessment. The Office of Civil Rights also points to our approach to advanced courses in math as being flawed and in need of repair. Our current criteria used to identify the need for advancement is unclear and can be quite different from one school to another.

**We need to set forth a better path for math learning in Lynchburg City Schools.** Over the last several months, there have been numerous meetings with teachers, counselors, and administrators to investigate the ways that we are approaching math and how we can get better. We have also consulted beyond our division to gather ideas and approaches.

5 key principles guide our vision and direction:

#### 1) REMOVE THE CEILING

In elementary school, our approach has most commonly been that of focusing on only the grade level expectations for a class and then seeking to have students meet these expectations. We have also provided supports to students with gaps below grade level. However, it is not as commonly been our practice to ensure that we know what a student already knows and elevate their opportunities beyond the base grade level expectations. We do this in many cases in reading, but it is much less common in math. We need to ensure that students - no matter the grade level or class - Kindergarten, “regular 4th” grade math, or “advanced” 4th grade math are provided opportunities beyond the base expectations of that course when they demonstrate readiness to do so.



## 2) RESPOND FLUIDLY TO STUDENT NEEDS AND ABILITIES

In elementary school, students should be able to move beyond grade level standards when they are ready. The establishment of fixed courses from as early as first grade can inhibit the ability of a student in a “regular” course to access higher level content when ready. It also can create a situation for a student in an “advanced” course to have a hard time filling in gaps that may exist. We need to be able to be more flexible and short-term in matching instruction to student abilities and needs. Therefore, we need to move to providing instruction matched to abilities on the basis of units rather than whole years. Those students who are ready for advanced content for a whole year will still have that access, while those ready for advancement in some units will have that access when needed. We must ensure that we are meeting a range of needs that are not fixed across all units.

## 3) ESTABLISH CLEAR CRITERIA FOR ADVANCEMENT

**Readiness to move to middle school into a course that skips to a higher grade level of content should be accessible under the same rules for every student.** In the early years, pre-assessments with each unit of study should determine a student’s readiness to move on to the next challenge in that area of math. As students approach middle school, courses emerge that are fixed across a semester and year and there needs to be clear criteria for determining the appropriate course for a student. These criteria should include, as most fundamental, achievement data that represents student proficiency with content that should have been mastered from the prior year. And while this should be the first and most critical data point, we also need clear criteria that includes teacher and student/parent input.

## 4) ENSURE A STRONG FOUNDATION

In elementary school, for our students who struggle with math, a teacher is focused on both helping students access and learn grade level content while filling gaps in prior content. When students move into courses in middle and high school, however, this becomes increasingly difficult to accomplish. Courses are more fixed on content that, in some cases, students may be missing multiple years of foundational skills necessary in order to be successful. We have sought to remedy this by creating double blocks for some of these courses. However, the content of the courses is still mostly focused on the new content without as much opportunity to fill in prior gaps. And in high school, there is a concerning number of students who fail Algebra in ninth grade and then spend time trying to go back to relearn that content as they move forward, even though they also have gaps in content prior to Algebra. To better target these needs, we will begin a bridge class in high school that would precede Algebra I. The purpose of the course is to help create a stronger foundation for success in Algebra I, so we are spending time to prevent failure and provide for success, rather than multiple years after Algebra I trying to go back and re-learn what was missed. We also will look at our 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade classes with more of a bridge mindset in the double block.

## 5) INVOLVE AND INVEST STUDENTS AND FAMILIES

As we move to accomplish clearer criteria for advancement and a stronger foundation, achievement scores and clarity of process is critical. Just as important is also involving and investing our students and families. With regard to advancement, we want an achievement score to be a key data point, but we also don't want a few points to deter a highly motivated student from a course that s/he is prepared to try. We want to make the rules and criteria clear for all families and then, when a student is ready to reach for a course beyond his/her score, there is opportunity to do so by meeting with a counselor and charting a plan for how the goals of that course can be met. Achievement data should suggest courses, but students and parents should be able to reach beyond when they are ready.

## A CLOSER LOOK BY LEVEL

### ELEMENTARY SCHOOL

At the elementary level, we will begin to move towards a math workshop/guided math approach in all classrooms, K-5. In this model, students investigate grade level standards as a whole group at the beginning of the class, then rotate through a combination of small-group instruction with the teacher and independent activities in a manner that matches their needs and readiness with the current topic. For example, a student in 3<sup>rd</sup> grade might be working on 1<sup>st</sup> or 2<sup>nd</sup> grade components of the current unit of study if s/he has gaps or could be working on 4<sup>th</sup> or 5<sup>th</sup> grade components if the student has mastered the core concepts and skills and is ready to move on. Pre-assessments and prior learning data guide what a student needs and is ready for. Students are advanced or remediated by unit of study, rather than by an entire year.

For our schools that currently have a distinction between regular and advanced classes, those already started would continue through 5<sup>th</sup> grade. In those classes, however, we would move towards the math workshop/guided math approach so that we can meet the range of needs and abilities that exist even when students have already been grouped that way.

**In the future, students will be in advanced groups by unit, accessing curriculum beyond the grade level as they are ready.** This means that a student who previously was in an advanced course studying concepts one grade level above could go even further through an advanced group (rather than advanced class) approach. It also means a student who was in an advanced class but struggled with some of the units could now have an opportunity to go back and shore up those skills, providing for a stronger opportunity for future success. This model of advancing students by unit rather than for the entire year should result in even more students going into advanced courses in middle school and being successful in them.

To support the math workshop model, this summer we will be developing math kits, somewhat similar to our current science kits, in which teachers will be provided with both training and materials for meeting a range of needs and abilities for each math unit (e.g. telling time, linear measurement, fractions, etc.). Training and identification of model classrooms will occur throughout next year as we build and expand our abilities to meet students by name and by need in math in elementary school.

## MIDDLE SCHOOL

### Placement from 5th to 6th Grade

A consistent process will be in place for placement of students from 5<sup>th</sup> grade to a 6<sup>th</sup> grade math course. The placement process will involve 3 components and apply to all students in 5<sup>th</sup> grade regardless of whether they were in a regular or advanced 5<sup>th</sup> grade course.

- 1) Achievement measures – Assessment of a student’s proficiency in math will be used as the initial data point for determining readiness for any advanced course. For a student to go into a 6A math course (which is a course focused on 7<sup>th</sup> grade content and utilizes a 7<sup>th</sup> grade SOL test), the student should demonstrate proficiency with both 5<sup>th</sup> grade and 6<sup>th</sup> grade math content. The 5<sup>th</sup> grade achievement data will be drawn from the 5<sup>th</sup> grade SOL test and a combination of the 5<sup>th</sup> grade LCS Benchmark assessments, while the 6<sup>th</sup> grade achievement data will be indicated by the student’s score on a 6<sup>th</sup> grade Benchmark assessment utilized prior to the end of the 5<sup>th</sup> grade.
- 2) Teacher recommendation - While achievement data is the initial basis for the course recommendation, there also needs to be opportunity for a teacher’s recommendation to play a role in providing additional opportunity, particularly if a student’s test score does not accurately reflect his/her work throughout the school year, or if a student has a strong work ethic and is close to the achievement score.
- 3) Parent/student course request - In cases where a student does not qualify for a course on the basis of an achievement test nor the teacher recommendation, the parent may also make a course request to go to the advanced course of that grade level. After meeting with the counselor and developing a plan for ensuring the student will be able to be successful in the requested course, the request would be granted.

### Ensuring a stronger foundation

In addition to this process for consideration for advanced courses, students who are struggling to meet 5<sup>th</sup> grade standards would be placed in a double-block 6<sup>th</sup> grade regular course, as is currently the model. However, we will enhance this approach in 3 ways:

- 1) The two blocks will be arranged such that the first half of the time will focus on gaps that students have from prior grade level math content, in relation to the current unit of study of 6<sup>th</sup> grade content. This will provide a focused time to help fill those foundation gaps and ready students for greater success with grade level content.
- 2) Schools will be provided the option of scheduling the double block back-to-back (e.g. 1<sup>st</sup> and 2<sup>nd</sup> period) or spaced during the day (e.g. 1<sup>st</sup> and 4<sup>th</sup> period). While research suggests the value of scheduling back-to-back, our implementation data has not consistently shown this approach to demonstrate that success. Therefore, we are providing schools with options for scheduling as some students may benefit from not having the time consecutive. Data will be collected from the scheduling approaches to monitor the relative success of the two approaches. Additionally, training will be provided to teachers using the back-to-back scheduling in order to implement the most effective ways to maximize this approach.

- 3) Training will be provided to teachers with 6R classes to support the use of data and effective practices to guide instruction in meeting areas of gaps. Additionally, manipulatives and other resources that are helpful in teaching the missed elementary concepts and skills will be provided to these classes.

In addition to this approach being instituted in 6<sup>th</sup> grade, we would then plan to also apply it to the way we utilize time in the 7<sup>th</sup> and 8<sup>th</sup> grade regular double-block classes.

## HIGH SCHOOL

### Approach to scheduling Algebra I

#### **Algebra I is the primary gatekeeper to graduation.**

Currently, students who did not take Algebra I in 8<sup>th</sup> grade are scheduled to take Algebra I as 9<sup>th</sup> graders. In quite a few cases, these students have not been successful on any prior math SOL (3<sup>rd</sup> through 8<sup>th</sup> grade). The likelihood of passing the Algebra I SOL in 9<sup>th</sup> grade is then very low. Students who fail then spend the next year in AFDA while also trying to re-learn Algebra I concepts in hopes of passing that SOL. However, the likelihood for a student who fails Algebra I in 9<sup>th</sup> grade to then pass it in a later grade is even lower.

The importance of passing the Algebra I SOL is immense. To graduate, the minimum requirement in math is to have three credits, of which at least one must be verified (meaning the course has a passing grade AND the SOL is passed). This one course that must be passed in math to continue towards graduation is Algebra I.

Rather than placing students with significant gaps into Algebra I in 9<sup>th</sup> grade, we plan to pilot a Math Bridge course in 9<sup>th</sup> grade. Placement in this course is determined by the student's math achievement from middle school and elementary school. Students and parents who are identified for the Bridge course but still wish to have placement in Algebra I will meet with a counselor and then be permitted to do so. Students in the Bridge course would focus on prior concepts that will enable them to be better prepared for success in Algebra I in 10<sup>th</sup> grade. After 10<sup>th</sup> grade, students would proceed with courses such as AFDA and Geometry in order to complete the three math credits.

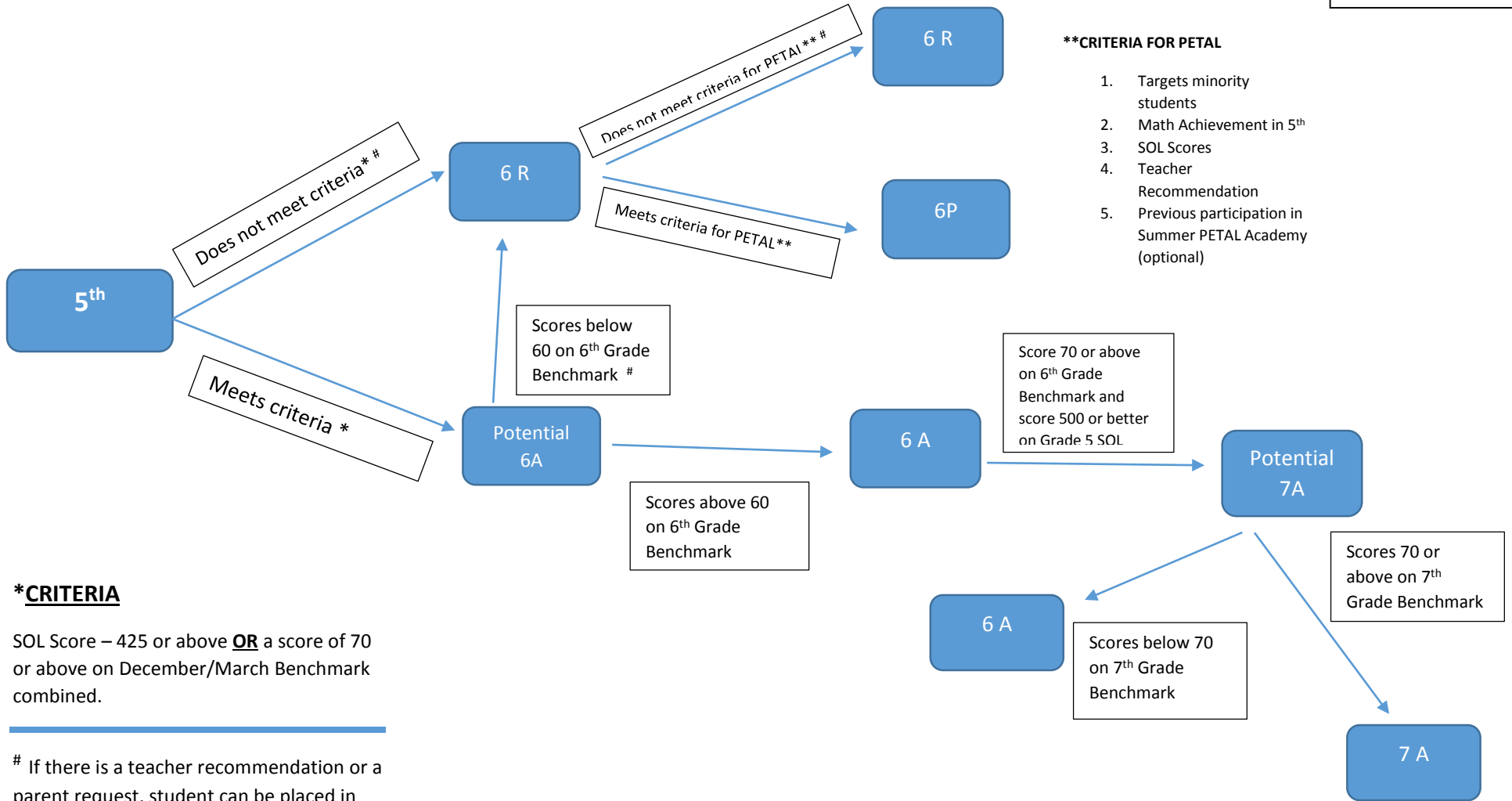
This approach will enable teachers to focus on prior gaps rather than needing to move forward to Algebra I when students are not yet ready. The Bridge course will be a double block, and similar to middle school we will provide high school with scheduling options and monitor the results. We believe this approach to Algebra will result in more students passing Algebra I before they leave high school.

### Scheduling sequence for Algebra II and Geometry

Placement in Algebra II or Geometry after the Algebra I course will be determined through a joint recommendation of the math teacher and counselor. The recommendation will also take into account the student's plans for science courses and other future courses. While students seeking an advanced track will usually continue to follow a sequence of Algebra II and then Geometry in order to have the needed math in time for related science courses (e.g. chemistry), ultimately the sequence will be a student-by-student decision with the student/parent, counselor and teacher.

# MATH PLACEMENT PROPOSAL

DRAFT # 3  
5/15/15



**\*\*CRITERIA FOR PETAL**

1. Targets minority students
2. Math Achievement in 5<sup>th</sup>
3. SOL Scores
4. Teacher Recommendation
5. Previous participation in Summer PETAL Academy (optional)

**\*CRITERIA**

SOL Score – 425 or above **OR** a score of 70 or above on December/March Benchmark combined.

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

<p><b>SCENARIO # 1</b></p>	<p>Maria scores a 420 on the 5<sup>th</sup> Grade Math SOL and her average score on the December/March Benchmarks is a 60. According to the proposed criteria, this student would be placed in Math 6R. The 5<sup>th</sup> grade teacher indicates that the score is not representative of the Maria’s classroom performance and recommends Maria be tested for Math 6A. The student takes the 6<sup>th</sup> Grade Benchmark and scores a 75. Maria is placed in Math 6A</p>
<p><b>SCENARIO # 2</b></p>	<p>Dixie scores a 460 on the 5<sup>th</sup> Grade Math SOL. Dixie takes the 6<sup>th</sup> Grade Benchmark and scores a 73. Dixie is recommended for Math 6A.</p>
<p><b>SCENARIO # 3</b></p>	<p>John scores a 410 on the 5<sup>th</sup> Grade Math SOL and his average score on the December/March Benchmarks is a 63. According to the proposed criteria, this student would be placed in Math 6R. John’s parents request that we test John to see if he can take Math 6A. John takes the 6<sup>th</sup> Grade Benchmark and scores a 55. John is placed in Math 6R since he did not meet the criteria of scoring 60 or above. John will also be considered for PETAL 6 if he meets the criteria.</p>
<p><b>SCENARIO # 4</b></p>	<p>Jackie scores a 415 on the 5<sup>th</sup> Grade Math SOL and her average score on the December/March Benchmarks is a 61. According to the proposed criteria, this student would be placed in Math 6R. Jackie’s parents request that Jackie be tested for 6A. This student takes the 6<sup>th</sup> Grade Benchmark and scores an 85. Jackie is placed in Math 6A. Since the student scored high on this test, the parents once again want her tested for 7A. This request is denied since it would entail a two level parent request for advancement.</p>
<p><b>SCENARIO # 5</b></p>	<p>Rhonda scored a 410 on the 5<sup>th</sup> Grade Math SOL and her average score on the December/March Benchmark is a 53. Rhonda is placed in Math 6R.</p>



# Agenda Report

**Date:** 06/02/15

**Agenda Number:** G-3

**Attachments:** No

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

**Subject:** Capital Improvement Plan: Robert S. Payne Elementary School

## Summary/Description:

The 2014-15 capital improvement plan includes \$60,000 in building improvement funding for replacement of the Robert S. Payne Elementary School gymnasium floor.

A total of two bids for the gym floor replacement project were received. The school administration recommends J. W. Squire, Inc. based on their bid of \$43,865, which was the lowest bid. All bids received are listed below.

<b>BIDDER</b>	J. W. Squire, Inc.	The Floor Show
Furnish and install new flooring material	\$35,774	\$35,859
Removal of existing VCT	\$2,760	\$2,010
Furnish and install new underlayment	\$5,331	\$6,950
<b>TOTAL</b>	<b>\$43,865</b>	<b>\$44,819</b>

**Disposition:**  Action  
 Information  
 Action at Meeting on: 06/23/15

## 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 June 23, 2015.

# Agenda Report

**Date:** 06/02/15

**Agenda Number:** G-4

**Attachments:** Yes

**From:** Scott S. Brabrand, Superintendent  
Ben W. Copeland, Assistant Superintendent of Curriculum and Instruction

**Subject:** Educational Technology Series XV (Spring 2015)/e-Learning Backpack Notes

## **Summary/Description:**

The Virginia Department of Education has notified Lynchburg City Schools that its share of the Educational Technology Series XV (Spring 2015) Grant Funds will be \$466,000. A 20 percent matching expenditure of \$93,200 is required. Grant funds may be expended on networking/infrastructure equipment, classroom multimedia network computers, instructional software, and local technology plan hardware. Purchases from these funds are financed by Virginia Public School Authority Bonds, which are sold in the spring of each year.

In addition Lynchburg City Schools has been notified that its share of the e-Learning Backpack Grant Funds will be \$260,000. A 20 percent matching expenditure of \$52,000 is required. e-Learning Backpack funds may be spent on a portable device. The amount is based on \$400.00 per student for the prior year's 9<sup>th</sup> grade enrolment.

Ordinarily, these funds may not be spent more than 60 days prior to the date the bonds are sold. However, a school division may spend funds prior to that date and be reimbursed for those expenditures if the school board passes a resolution stating its intention to do so. A resolution stating the school board's intention to be reimbursed for expenditures is attached for school board consideration.

The Central Virginia Governor's School for Science and Technology, the LAUREL Regional Special Education Program, and the Secondary Alternative Education Program are also eligible for \$26,000 each. There is no local match required for these grants. The resolution attached to this agenda report refers to these funds as well.

**Disposition:**  Action  
 Information  
 Action at Meeting on: 06/23/15

## **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 June 23, 2015.

**RESOLUTION OF THE LYNCHBURG CITY SCHOOL BOARD OF LYNCHBURG CITY SCHOOLS DECLARING ITS INTENTION TO REIMBURSE ITSELF FROM THE PROCEEDS OF ONE OR MORE GRANTS MADE BY THE COMMONWEALTH OF VIRGINIA FOR CERTAIN EXPENDITURES MADE AND/OR TO BE MADE IN CONNECTION WITH CERTAIN CAPITAL IMPROVEMENTS**

WHEREAS, Lynchburg City Schools (“the Division”) is a political subdivision organized and existing under the laws of the Commonwealth of Virginia; and

WHEREAS, the Division has paid, beginning no earlier than February 1, 2015 and will pay, on and after the date hereof, certain expenditures (the “Expenditures”) in connection with the capital projects (the “Project”), as more fully described in Appendix A attached hereto; and

WHEREAS, the Lynchburg City School Board of the Division (the “Board”) has determined that the money previously advanced no more than 60 days prior to the date hereof and to be advanced on and after the date hereof to pay the Expenditures are available only for temporary period and it is necessary to reimburse the Division for the Expenditures from the proceeds of one or more grants to be made by the Commonwealth of Virginia (the “Grants”) from the proceeds of its tax exempt equipment notes (the “Notes”).

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD AS FOLLOWS:

Section 1. The Board hereby declares the Division’s intent to reimburse the Division with the proceeds of the Grants for the Expenditures with respect to the Project made on and after February 1, 2015, which date is no more than 60 days prior to the date hereof. The Division reasonably expects on the date hereof that it will reimburse the Expenditures with the proceeds of the Grants.

Section 2. Each expenditure was and will be of a type properly chargeable to capital account under the general federal income tax principles (determined in each case as of the date of the Expenditure).

Section 3. The maximum cost of the Project is expected to be \$778,000.00.

Section 4. The Division will make a reimbursement allocation, which is a written allocation by the Division that evidences the Division’s use of the proceeds of the Grants to reimburse an Expenditure, no later than 18 months after the later of the date on which the Expenditure is paid or the Project is placed in service or abandoned, but in no event more than three years after the date on which the Expenditure is paid. The Division recognizes that exceptions are available for certain “preliminary expenditures,” costs of issuance, certain de minimis amounts, expenditures by “small issuers”(based on the year of issuance and not the year of expenditure) and expenditures for construction projects of at least 5 years.

Section 5. This resolution shall take effect immediately upon its passage.

PASSED AND ADOPTED this 23rd day of June, 2015.

\_\_\_\_\_  
(School Board Chair)

Attested to:

\_\_\_\_\_  
(Superintendent)

**APPENDIX A**

**DESCRIPTION OF PROJECT**

Check the Applicable Box(es):

- (1) **Classroom Multimedia Network Computers** – requests in this category include only the cost of the new computer itself (e.g., monitor,CPU,keyboard, mouse, operating system software). Additional software or peripherals such as printers or modems should not be included in this category.
  
- (2) **Internet-Ready Local Area Network (LAN) Capability** – requests in this category include costs related to networking,retrofitting, upgrading of school buildings, and operating software related to Internet-ready local area network capability (e.g., wiring,servers,power upgrade, etc.).
  
- (3) **Assure adequate high-speed, high-bandwidth capability** – requests in this category include costs related to networking,retrofitting, upgrading of school buildings, and operating software related to access the Internet (e.g., wiring,servers,power upgrade,etc.).
  
- (4) **Instructional Software** – requests in this category shall not exceed **1/13<sup>th</sup>** of the amount spent on Classroom Multimedia Network Computers (see A1). Software purchased must have a useful life of a least one year and be included in the division’s approved technology plan.

# Agenda Report

**Date:** 06/02/14

**Agenda Number:** G-5

**Attachments:** Yes

**From:** Scott S. Brabrand, Superintendent

**Subject:** Authorization for Signature

## **Summary/Description:**

The Virginia Department of Education requires that the school division identify an individual, who, in the absence of the superintendent, has authorization to sign all Virginia Department of Education correspondence, reports, documents, requisitions, and other official correspondence. The superintendent recommends that the school board authorize Mrs. Wendie L. Sullivan, school board clerk, to fulfill the necessary signature obligations in the absence of the superintendent. Many of the matters associated with the delegation of this authority tend to be financial and operational in nature.

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

## **Recommendation:**

The superintendent recommends that the school board authorize Mrs. Wendie L. Sullivan, school board clerk, to sign Virginia Department of Education correspondence in the absence of the superintendent.

The School Board of the Country, City, or Town of Lynchburg City at a meeting held on June 23, 2015, by duly recorded vote approved and authorized the person(s) listed below to sign all Virginia Department of Education reports, documents, requisitions, and other official correspondence in the absence of the Division Superintendent.

**Ms. Wendie L Sullivan**

Administrative Assistant

Clerk/Executive Assistant to the  
Superintendent

Signature:

**Signature on File**

Authorization Approved

through: **June 30, 2015**

Extended

through: June 30, 2016

This is to certify that the signature authorization action was approved and incorporated in the minutes of said School Board on the aforementioned date.

\_\_\_\_\_  
Signature of Division Superintendent

Scott S. Brabrand

\_\_\_\_\_  
Printed Name of Division Superintendent

\_\_\_\_\_  
Signature of School Board Chair

Regina T. Dolan-Sewell

\_\_\_\_\_  
Printed Name of School Board Chair

\_\_\_\_\_  
Seal of Clerk of the School Board

\_\_\_\_\_  
Signature of Clerk of the School Board

Wendie L. Sullivan

\_\_\_\_\_  
Printed Name of Clerk of the School Board

Date: June 23, 2015

Mail to: Virginia Department of Education  
Educational Applications  
22nd Floor  
P.O.Box 2120  
Richmond, VA 23218-2120