



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

A. CLOSED MEETING

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

B. PUBLIC COMMENTS

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

C. SPECIAL PRESENTATION

- 1. Teacher of the Year: 2013
William A. Coleman, Jr. Page 4
Discussion
- 2. School Improvement Plan: Linkhorne Elementary School
William A. Coleman, Jr. Page 5
Discussion

D. STUDENT REPRESENTATIVE COMMENTS

E. CONSENT AGENDA

- 1. School Board Meeting Minutes: January 22, 2-13 (Regular Meeting)
February 5, 2013 (Regular Meeting)
February 19, 2013 (Regular Meeting)
March 5, 2013 (Public Budget Hearing)
March 5, 2013 (Regular Meeting)
March 19, 2013 (Regular Meeting)
April 9, 2013 (Regular Meeting)
April 23, 2013 (Regular Meeting)

2. Personnel Report
Marie F. Gee.Page 6
Discussion/Action
3. William Marvin Bass Elementary School: 2013-14 Calendar
William A. Coleman, Jr. Page 8
Discussion/Action
4. No Child Left Behind Act Waiver: Public School Choice
Ben W. Copeland.Page 10
Discussion/Action

F. UNFINISHED BUSINESS

1. School Board Policy 7-51: Wellness
William A. Coleman, Jr. Page 11
Discussion
2. Reorganization of Alternative Education
William A. Coleman, Jr. Page 26
Discussion/Action
3. Special Education Annual Plan/Part B Flow-through
Application and Section 610 Preschool Grant
Applications: 2013-14
William A. Coleman, Jr. Page 29
Discussion/Action

G. NEW BUSINESS

1. Capital Improvement Plan: Project Update
Ben W. Copeland. Page 62
Discussion
2. 21st Century Community Learning Centers Grant Proposals
William A. Coleman, Jr. Page 64
Discussion/Action
3. Request for Reallocation of Budget
Anthony E. Beckles.Page 103
Discussion
4. Perrymont Elementary School: Cell Phone Tower
Ben E. Copeland.Page 104
Discussion
5. National School Boards Association: Conference Update
Trenay L. Tweedy. Page 108
Discussion

H. SUPERINTENDENT'S COMMENTS

I. BOARD COMMENTS

J. INFORMATIONAL ITEMS

Next School Board Meeting: Tuesday, May 21, 2013, 5:30 p.m., Board Room, School Administration Building

K. ADJOURNMENT

Agenda Report

Date: 05/07/13

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) (1), the school board needs to convene a closed meeting for the purpose of discussing the following specific matters:

Employee Appointment(s)

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 appointment(s).

Agenda Report

Date: 05/07/13

Agenda Number: A-2

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Certification of Closed Meeting

Summary/Description:

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

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

Recommendation:

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

Agenda Report

Date: 05/07/13

Agenda Number: B-1

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Public Comments

Summary/Description:

In accordance with School Board Policy 1-41: Public Participation, the school board welcomes requests and comments as established in the guidelines within that policy. Individuals who wish to speak before the school board shall have an opportunity to do so at this time.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

Agenda Report

Date: 05/07/13

Agenda Number: C-1

Attachments: No

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

Subject: Teacher of the Year: 2013 – 14

Summary/Description:

The goal of the Virginia Teacher of the Year program is to recognize dedicated, knowledgeable, and skilled teachers at the local, regional, and state level.

To select the Lynchburg City Schools' Teacher of the Year, the school division used a nomination process whereby school staffs, principals or school division administrators nominated teachers for this honor. A team composed of parents, a school board member, a past Teacher of the Year recipient, and central office staff then interviewed the nominated teachers.

The team gave special consideration for the following characteristics: experience in the school division and in the field of teaching, professional development activities, classroom performances, membership in professional organizations, and community involvement.

The Lynchburg City Schools' Teacher of the Year for the 2013 – 14 school year will be introduced 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: 05/07/13

Agenda Number: C-2

Attachments: No

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

Subject: School Improvement Plan: Linkhorne Elementary 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. Kathleen M. Sawyer, principal at Linkhorne Elementary 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: 05/07/13

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 23 – May 7, 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 23 – May 7, 2013.

NAME	COLLEGE	DEGREE/ EXPERIENCE	SCHOOL/ ASSIGNMENT	EFFECTIVE DATE
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NOMINATIONS, INSTRUCTIONAL PERSONNEL, 2012-13:

Becker, Megan	Liberty University	B.S./0 yr. (Lv.0 3)	R.S. Payne Elementary Kindergarten	04-22-13
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RESIGNATIONS:

Hutchison, Christine C.	Lynchburg College	B.A./10 yrs. (Lv.9 3)	Curriculum & Instruction Mathematics Specialist	06-07-13
Layer, Jessica L	Liberty University	B.S./1 yr. (Lv.0 3)	R.S. Payne Elementary Kindergarten	04-19-13
Ruggio, Carol A.	UNC~ Chapel Hill	B.A./8 yrs. (Lv.7 3)	Heritage High School English	05-31-13

Agenda Report

Date: 05/07/13

Agenda Number: E-3

Attachments: Yes

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

Subject: William Marvin 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

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

Recommendation:

The superintendent recommends that the school board approve the 2013-14 calendar for William Marvin Bass Elementary School.

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: 05/07/13

Agenda Number: E-4

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: 05/07/13

Agenda Number: F-1

Attachments: Yes

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

Subject: School Board Policy 7-51: Wellness

Summary/Description:

On June 5, 2013, the School Health Advisory Board presented to the school board revisions to School Board Policy 7-51: Wellness, which resulted from a review by the Board and requirements set forth in the Healthy, Hunger-Free Kids Act of 2010. Since that time, the policy has been presented to principals, the Superintendent's Parent Advisory Council, the Superintendent's Personnel Advisory Committee, and others in order to receive input and feedback. During this presentation, Mrs. Anne Bond-Gentry, coordinator of student support services, will present the revised policy 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.

STUDENTS

Wellness P 7-51

A. Introductory Statement

Lynchburg City Schools is committed to providing school environments that promote and protect each student’s health, well-being, and ability to learn by supporting healthy eating, physical activity and emotional growth. **{The entire school environment, including the cafeteria, lounges, and classrooms, will be aligned with healthy school goals. School administration and staff are expected to serve as role models for good nutrition and physical activity.}**

B. Definition

Student wellness is a balance of physical and emotional well-being that empowers students to make healthy life-long choices to achieve an optimal quality of life.

C. School Nutrition Program

All foods and beverages offered as part of the National School Lunch and School Breakfast Program will meet or exceed nutrient standards that are age appropriate for children based on the nutrition recommendations of the U.S. Dietary Guidelines for Americans. **{the requirements set forth in the Healthy, Hunger-Free Kids Act (HHFKA) of 2010. This legislation marked the most comprehensive changes to the school nutrition environment in more than a generation. The last update to school meals standards was over 15 years ago. Since that time, tremendous advancements in our understanding of human nutrition have occurred. In response to that reality, the HHFKA required USDA to update school meal nutrition standards to reflect the most current dietary science.}**

All food and beverages sold other than meal items will meet designated criteria established for healthy a la carte and snack items.

1. Nutritional Quality of Foods and Beverages Sold and Served by School Nutrition

School Meals: {All meals} served through the National School Lunch and Breakfast Programs will:

- {**
 - meet requirements established by the HHFKA based on the timelines established for full implementation;**
 - be appealing and attractive to children;**
 - be served in clean and pleasant settings;**

STUDENTS

Wellness (continued)

- ~~meet or exceed nutrition requirements established by local, state, and federal statutes and regulations;~~
- ~~offer a variety of fruits and vegetables;¹~~
- ~~serve only low-fat (1%) and fat-free milk;²~~
- ~~provide (and increase) whole grain.³ offerings as available.~~

~~The school nutrition program should engage students and parents, through taste tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, the school nutrition program should share information about the nutritional content of meals with parents and students. Such information will be made available on menus, the school website, or other point-of-purchase materials.~~

Breakfast: To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn, the school nutrition program:

- will operate the School Breakfast Program in all Lynchburg City Schools.
- will, to the extent possible, utilize methods to serve school breakfasts **{in a manner}** that encourage participation.
- ~~will notify parents and students of the availability of the School Breakfast Program.~~
- ~~will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.~~

The school nutrition program should engage **{will encourage}** engage students and parents, through taste tests of new entrees and surveys, in selecting to identify and select new, healthy foods sold **{offered}** through the school meals program through periodic taste testing, **{signage in the cafeteria, monthly printed menus and positive student/employee interaction during meal service.}** in order to identify new, healthful, and appealing food choices. **{In addition, the school nutrition program}** should share information about **{will provide nutritional content information to}** of meals with **{parents, nurses, and health assistants. Such information will be made available upon**

¹ No fried vegetables or entrees served at elementary level. No fried entrees served at middle or high school levels. Initial year, fried vegetables (potatoes) limited to one day per week at middle school level and two days per week at high school level. To the extent possible, schools will offer two fruit options each day and will offer five different fruits and five different vegetables over the course of a week.

² As recommended by the *Dietary Guidelines for Americans 2005*.

³ A whole grain is one labeled as a "whole" grain product or with a whole grain listed as the primary grain ingredient in the ingredient statement. Examples include "whole" wheat flour cracked wheat, brown rice, and oatmeal.

STUDENTS

Wellness (continued)

request through the School Nutrition Office.} ~~on menus, the school website, or other point of purchase service materials.~~

2. Meal Times and Scheduling

The school division:

- will provide students with an adequate and reasonable amount of time to purchase and eat their lunch; bus schedules will not prohibit students from accessing School Breakfast; **{and}**
- ~~should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;~~
- ~~will provide students access to hand washing or hand sanitizing before they eat meals or snacks;~~
- ~~should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).~~

{• the division will provide access to water during mealtime.}

3. Qualifications of School Food Service Staff

Qualified nutrition professionals will administer the school meal programs. As part of the school division’s responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs will include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.³

4. Sharing of Foods and Beverages

Students will be discouraged from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children’s diets.

5. Elementary Schools

The school nutrition program will approve and provide all **{competitive and}** a la carte food and beverage sales to students in elementary schools. Given young children’s limited nutrition skills, food sold in elementary schools will meet the ~~Governor’s Nutrition Standards as stated~~ **{standards as stated}**:

³ School nutrition staff development programs are available through the USDA, **{VDOE}** School Nutrition Association, and National Food Service Management Institute.

STUDENTS

Wellness (continued)

Snacks: Fewer than 300 calories per items

No more than ~~35%~~ **{30 percent}** of calories from fat (except nuts and seeds) **{and}** ~~no~~ **{n}**o more than 10 percent of calories from saturated fat (including ~~trans fat~~) per serving **{(no trans fats are allowed)}**

No more that 35 percent by weight sugar per serving

Beverages: 100% fruit juices, bottled water and low-fat or non-fat milk

{All competitive and a la carte food and beverage items must meet at least five percent of the Daily Value per serving of one of the following eight nutrients: protein, iron, calcium, vitamin C, Vitamin A, niacin, thiamine, or riboflavin.}

6. Middle and High Schools

In middle and high schools, all foods and beverages sold individually **{during the school day}** ~~by the school nutrition program outside the reimbursable school meal programs, including those sold through a la carte lines and vending machines during the school day, or through programs for students after the school day,~~ will meet the following nutrition standards:

A food item sold individually:

- will have no more than ~~35%~~ **{30 percent}** of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10 percent of its calories from saturated ~~and trans fat combined: {(no trans fats allowed)}~~
- will have no more than 35 percent of its weight from added sugars;⁴
- will contain no more than 300 calories per item.

{All competitive and a la carte food and beverage items must meet at least five percent of the Daily Value per serving of one of the following eight nutrients: protein, iron, calcium, vitamin C, vitamin A, niacin, thiamine, or riboflavin.}

~~The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals.~~

⁴ If a food manufacturer fails to provide the *added* sugars content of a food item, use the percentage of weight from *total* sugars (in place of the percentage of weight from *added* sugars), and exempt fruits, vegetables, and dairy foods from this total sugars limit.

STUDENTS

Wellness (continued)

~~Fruits and non-fried vegetables are exempt from portion size limits.~~

7. Beverages sold for the School Nutrition Program:

Allowed: water without added caloric sweeteners; 100% fruit and vegetable juices, ~~fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners (if available);~~ **{zero calorie}** sport drinks, **{carbonated beverages permitted by USDA,}** unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages ~~(to be defined by USDA)~~ **{(Lactaid), low calorie soft drinks offered in vending outside of the School Nutrition Program.}**

Not allowed: ~~soft drinks and carbonated beverages of any kind; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).~~

D. Nutrition Education and Promotion

~~Lynchburg City Schools classroom teaching for health education will follow the Health Education Standards of Learning for Virginia Public Schools⁵.~~

Lynchburg City Schools aim **{strives}** to teach, encourage, and support healthy eating by students. Schools should **{will}** provide nutrition education and engage in nutrition promotion that:

- ~~• is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;~~
- {• provides nutritional information about foods served in the School Nutrition Program to students, parents, and staff;**
- enhances the SOL health curriculum with cross-curriculum integration of nutrition education materials such as My Plate;⁶**
- provides helpful hints related to diet and healthy activities to students, parents, and staff;**
- displays information in the school building and cafeteria that relates to nutrition;**
- coordinates with community professionals to assist with nutrition education and promotion;**

⁵ From the Virginia Standards of Learning
(<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml>)

⁶ From USDA www.choosemyplate.gov

STUDENTS

Wellness (continued)

- **provides ongoing staff development related to wellness education; and}**
- ~~Nutrition education~~ is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;

Nutrition education shall include enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens. Nutrition education shall promote fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices. Nutrition education shall emphasize caloric balance between food intake and energy expenditure (physical activity/exercise).

~~Classroom nutrition education shall link with school meal programs, other school foods, and nutrition-related community services;~~

~~Nutrition education shall teach media literacy with an emphasis on food marketing; include training for teachers and other staff.~~

E. Foods and beverages sold/served and marketed on school campus outside of the School Nutrition Program

1. Vending

Vending in the Lynchburg City Schools will provide a variety of **{healthy}** food and drink choices. There should be no vending machines available to elementary school students and after school only vending available to middle school students. No vending machines outside the control of the School Nutrition Program will be operated during the operating hours of the school lunch and breakfast programs. The beverage vending contracts for high schools and middle schools should create vending machines **{which offer}** with at least 50% of the selection in each machine being **{100 percent}** juice **{and}** water, sports drinks, milk and up to 50% of the selection being low calorie soda and **{zero calorie sports drinks}** full-calorie soda. Food vending contracts for high schools and middle schools will include a selection of items that meet the standards of the School Nutrition Program. **{Vending machines for staff are encouraged to follow this policy for the purpose of modeling a health lifestyle.}**

2. Snacks

Snacks served **{by the Lynchburg City Schools}** during the school day or in after-school care or enrichment programs will **{meet school nutrition standards}**

STUDENTS

Wellness (continued)

(this will also include any snacks provided as a part of classroom curriculum), and} make a positive contribution to children’s diets and health. Schools will assess if and when to offer snacks based on timing of school meals, children’s nutritional needs, children’s ages, and other considerations. The school division will disseminate a list of healthful snack items to teachers, **{PTOs,}** after-school program personnel, and parents **{that meet School Nutrition Program Standards with a focus on fruits, vegetables, lean protein, whole grains, and water. The approved healthy snack list is available on the Lynchburg City Schools website , www.lcsedu.net, under School Wellness Resources}**.

3. Rewards**{/Incentives}**

Teachers should not use foods or beverages **{as rewards}**, especially those that do not meet the nutrition standards of the school nutrition program as rewards for academic performance or good behavior,⁷ and will not withhold food or beverages including food served through **{the School Nutrition Program}** school meals) as a punishment **{consequence}**. Other alternatives for prizes **{incentives}** and rewards should be explored **{used}**. **{(See School Wellness Resources)}**

4. Celebrations

Schools should limit celebrations that involve food during the school day to no more than one party **{event}** per class per month. Each party **{event}** should include food or beverage that meets nutrition standards for foods and beverages served by the School Nutrition Program. **(To ensure the safety of our students, food brought into schools must be in original packaging, and it is highly recommended that fresh fruits and vegetables be used for events.) Parents have a responsibility to alert the school of food allergies, and teachers need to be made aware of potential food allergy issues.}** The division will disseminate a list of healthy party ideas **{food choices}** to parents and teachers. **{(See Food Allergy Guidelines and School Wellness Resources)}**

5. School-sponsored **{PTO and Booster Club-sponsored}** Events **{(Sports Events and Carnivals)}**

~~School sponsored events such as, but not limited to, athletic events, dances, or performances after school programs, field trips, or school other events. Healthy food choices should be offered, such as low fat snacks, fresh fruits and~~

⁷ Unless this practice is allowed by a student’s individual education plan (IEP).

STUDENTS

Wellness (continued)

~~vegetables, nuts, trail mix, granola bars, low fat milk, water, low sugar 100% juices.~~ **{Events will offer healthy food and beverage choices.}** Students should be **{are}** discouraged from bringing **{chips,}** candy, **{and}** sodas, and other non-nutritive snacks and beverages to events. Foods and beverages offered or sold at school-sponsored events outside the school day should meet the nutrition standards for foods and beverages sold in the School Nutrition Program. The schools should **{will}** have resources available for **{PTOs, booster clubs, teachers,}** parents and students regarding healthy food **{and beverage}** choices.

6. **{School-sponsored/Student Solicited}** Fundraising Activities

To support children's health and school nutrition education efforts, school fundraising activities should use foods that meet the standards for the School Nutrition Program **{(Section C (5) (6))}**. Schools will encourage fundraising activities that promote physical activity and healthy fundraising options, including non-food related options. The **{school-sponsored}** sale of non-nutritive and unhealthy food choices, such as candy, doughnuts, sodas, cookies, etc., **{is not permitted by students on or off of school campuses.}** ~~should be discontinued by the beginning of the 2007-08 school year.~~ The school division will make available a list of ideas for acceptable fundraising activities. **{(See School Wellness Resources)}**

7. Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools should limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold in the School Nutrition Program.⁸ School-based marketing of brands promoting predominantly low-nutrition foods and beverages⁹ is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

F. Physical Activity Opportunities and Physical Education

⁸ Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.

⁹ Schools should not permit general brand marketing for food brands under which more than half of the foods or beverages do not meet the nutrition standards for foods sold individually or the meals are not consistent with school meal nutrition standards.

STUDENTS

Wellness (continued)

Lynchburg City Schools will meet or exceed the current Virginia Department of Education Standards of Quality for physical education for all elementary, middle and high school students.

1. Daily Recess **{Activity Time}**

All elementary school students will have at least 20 **{25}** minutes a day of supervised recess **{activity time}**, 10 minutes may be structured play, preferably outdoors, during which schools should encourage moderate to vigorous physical activity, through the provision of space and equipment. **{Removal or restriction from activity time as a consequence should not be allowed unless the student poses a safety issue to other student.}**

2. ~~Activity Levels~~ **Integrating Physical Activity into Classroom Settings**

All schools should discourage extended periods (i.e., periods of ~~two~~ **{one}** or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give **{all}** students periodic breaks during which they are encouraged to stand and be moderately active.

3. ~~Integrating Physical Activity into the Classroom Setting~~

For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

{3. Movement Education

In addition to activity time, elementary students will have 40 minutes per week of movement education, 75 percent of which time should be moderate to vigorous activity. Qualified movement education professionals will follow a curriculum of health education per the Virginia Standards of

STUDENTS

Wellness (continued)

Quality which will prepare students for SOLs. Classes will provide age-appropriate skill development for all students, including those with special needs. Removal or restriction from movement education class as a consequence will not be allowed unless the student poses a safety issue for other students. Annual verification of safety of gym equipment is recommended.}

4. Communications with Parents

The division/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. **{Schools recommend that parents limit screen time to a maximum of two hours per day.}** The division/school will ~~offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus.~~ Schools should encourage parents to utilize the school breakfast and lunch programs to provide their children with convenient, economical, and nutritious meals. When packing food from home, parents should also be encouraged to provide healthy lunches and snacks and to refrain from including beverages and foods that do not meet the nutrition standards of the School Nutrition Program. The division/school will provide parents a list of foods that meet the division's snack standards and ideas for healthy celebrations/~~parties~~ **{events}**, ~~rewards~~ **{and incentives}**, and fundraising activities. ~~In addition, the division/school will provide opportunities for parents to share their healthy food practices with others in the school community.~~ **{See School Wellness Resources and Food Allergy Guidelines}**

The division/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day, and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

G. Additional School Based Activities Designed to Promote Wellness

1. The School Nutrition Program will be accessible to all students.
2. Schools will ensure an adequate time for students to enjoy eating healthy foods with friends in school.
3. Lunch will be scheduled as near to the middle of the school day as possible.

STUDENTS

Wellness (continued)

4. The school division will provide a clean, safe enjoyable meal environment for students.
5. The school division will provide drinking fountains in all schools, so that students can get water at meals and throughout the day.
- {6. The school division will take reasonable steps to accommodate the toothbrushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).**
- 7. The school division will not schedule tutoring, club, or organizational meetings or activities during mealtimes unless students may eat during such activities.}**
- ~~6~~**{8.}** The school division will provide convenient access to hand washing or hand sanitizing facilities before and after meals.
- ~~7~~**{9.}** The school division will provide students and parents information and outreach materials about community support programs as appropriate **{on wellness and nutrition as requested}**.
- ~~8~~**{10.}** The school division will work with a variety of media to spread the word to the community about a healthy school nutrition environment **and {encourage community participation in activities promoting an environment of health and wellness in the schools and utilize media outlets to promote current activities.}**
- ~~9~~**{11.}** School personnel will ~~serve as nutrition educators and role models for healthy lifestyles~~ **{be accountable for knowing, promoting, and modeling components of the wellness policy.}**
- ~~40~~**{12.}** The school division will provide opportunities for on-going professional training and development for foodservice staff and teachers in the areas of nutrition and physical education.
- {13. Each school should establish a wellness team. The responsibility of the team would be to plan school related activities to encourage physical activity, positive nutritional choices, and overall compliance with the wellness policy. The wellness team would be available to advise school groups planning events that involve food.}**

H. Use of School Facilities Outside of School Hours

STUDENTS

Wellness (continued)

Following Lynchburg City School Board’s policies of utilization of school property and facilities, outdoor school spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

I. Safe Routes to School

When appropriate the school division will work together with local public works, public safety, and or police to explore options for students to walk or bike to school.

J. Mental and Emotional Wellness

Mental and emotional health problems in students can disrupt their ability to function at home, in school, or in the community. Less serious problems can disrupt relationships, cause problems with physical health and effect school performance. More serious problems can lead to running away and death through suicide or bad life decisions.

Mental health determines how we think of ourselves and interpret what goes on in the environment around us. It effects the decisions we make in life, our relationships with others and virtually every other aspect of our lives.

Emotional health is the ability to live life to its fullest, realize ones potential, and support others in doing so. It begins with a true understanding of how one feels about oneself, working to change circumstances or conditions that can be changed, coping or accepting those that can’t be changed.

1. The school division will ~~create~~/maintain a preventive response team to support students in crisis without causing them to feel stigmatized.
2. The staff in each building will complete **{annual}** training related to suicide prevention.
3. The school division will provide community resource information to parents and students about mental health issues. **{services.}** ~~Schools are encouraged to create one centralized bulletin board/display per semester that thematically highlights and promotes emotional well being.~~

{K. Staff Wellness

STUDENTS

Wellness (continued)

Lynchburg City Schools highly values the health and wellbeing of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. School-based activities for staff shall encourage healthy eating, physical activity, and other elements of a healthy lifestyle. Teachers are expected to model behaviors that promote health and wellbeing in accordance to the standards set for students.}

K{L}. Measurement and Evaluation

Lynchburg City Schools will maintain an active School Health Advisory Board as per Code of Va. § 22.1-275.1. The School Health Advisory Board will collaborate with the school Nutrition Program and community agencies to establish wellness guidelines for the school division. **{Each school will monitor and evaluate its progress in implementing the wellness policy.}** The division wellness policy and annual wellness reports **{individual school scorecards}** from each school will be reviewed by the School Health Advisory Board.

Lynchburg City Schools will collect a weight and height Body Mass Index (BMI) on all students in Kindergarten, and grades 4 and 8. **{Parents may be permitted to opt out.}**

~~Lynchburg City Schools will encourage students to complete and pass the President's Physical Fitness Test.~~

{Data collected will be analyzed across the continuum by grade and school. Data will be released to the school board, principals, school nurses, and the School Health Advisory Board. Data will be used for re-evaluation of policies and programs.}

Legal Reference:

The Child Nutrition and WIC Reauthorization Act of 2004

~~Code of Va., § 22.1-275.1. School health advisory board. "Each school board shall establish a school health advisory board of no more than twenty members which shall consist of broad-based community representation including, but not limited to, parents, students, health professionals, educators, and others. The school health advisory board shall assist with the development of health policy in the school division and the evaluation of the status of school health, health education, the school environment, and health services.~~

STUDENTS

Wellness (continued)

~~The school health advisory board shall hold meetings at least semi-annually and shall annually report on the status and needs of student health in the school division to any relevant school, the school board, the Virginia Department of Health, and the Virginia Department of Education.~~

~~The local school board may request that the school health advisory board recommend to the local school board procedures relating to children with acute or chronic illnesses or conditions, including, but not limited to, appropriate emergency procedures for any life-threatening conditions and designation of school personnel to implement the appropriate emergency procedures. The procedures relating to children with acute or chronic illnesses or conditions shall be developed with due consideration of the size and staffing of the schools within the jurisdiction.~~

~~(1990, c. 315; 1992, c. 174; 1999, c. 570.)~~

{Healthy, Hunger-Free Kids Act of 2010}

Approved by School Board: June 20, 2006

Revised by School Board:

Agenda Report

Date: 05/07/13

Agenda Number: F-2

Attachments: Yes

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

Subject: Reorganization of Alternative Education

Summary/Description:

At its meeting on April 23, 2013, the school board received a proposal for the reorganization of alternative education. 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 proposal for use of facilities was presented in order to determine options for the housing of alternative education students.

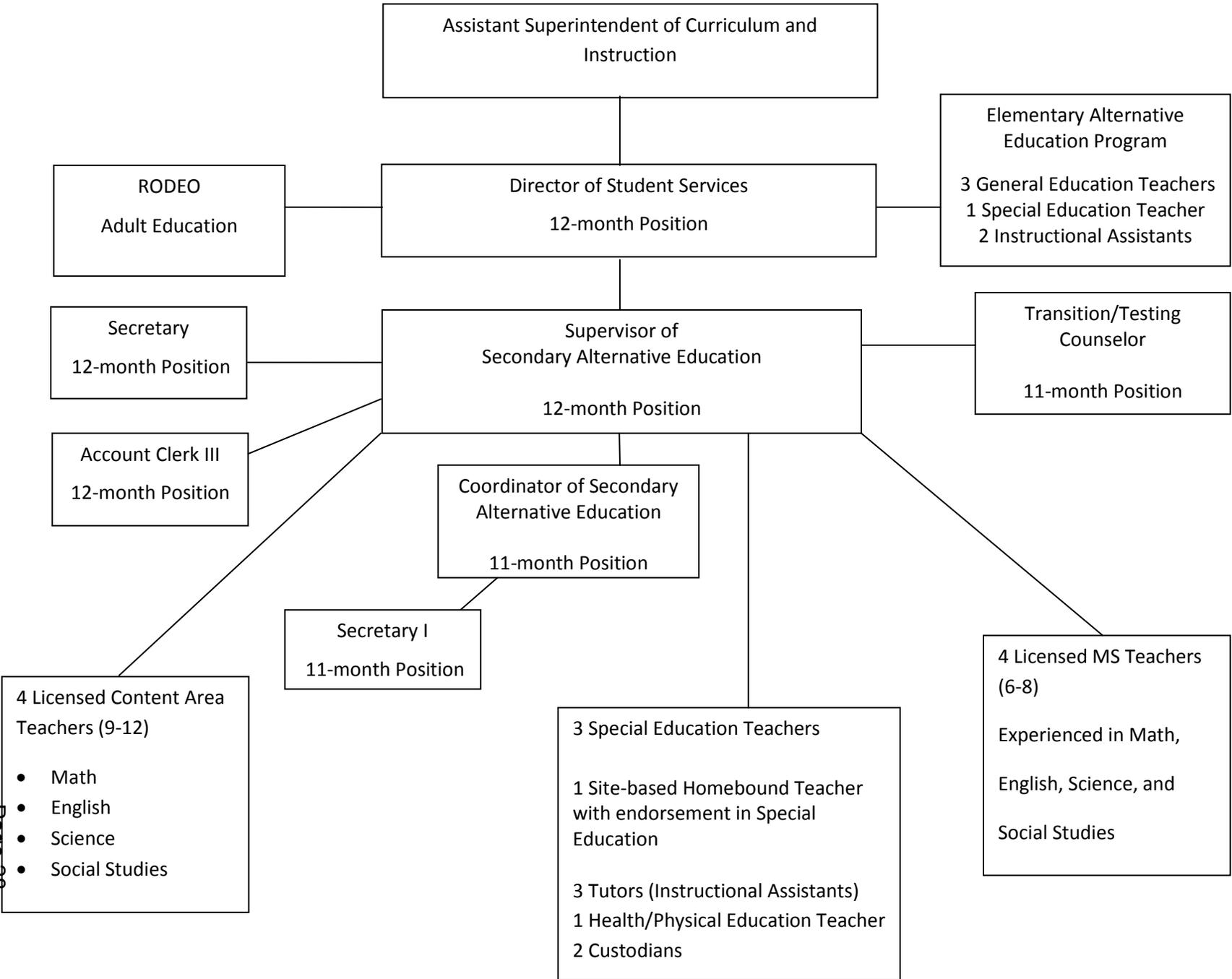
Disposition: **Action**
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board approve the reorganization of alternative education employees and use of facilities for the alternative education program.

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	PreK-5 Elementary Early Learning Program Division Autism Classroom (1)	PreK-5 Elementary Division Autism Classrooms (2)



Agenda Report

Date: 05/07/13

Agenda Number: F-3

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 private schools.

Agenda Report

Date: 05/07/13

Agenda Number: F-3

Attachments: Yes

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:

Recommendation:

The superintendent recommends that the school board approve the Special Education Annual Plan/Part B Flow-through Application and Section 619 Preschool Grant Application 2013-2014.

**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:

$$\frac{(96}{line\ c} \ / \ \frac{1239}{line\ f}) \times \$1,976,373.17 = \$152,180.73$$

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)	<u>\$ 152,180.73</u>
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

Revised 1/15/13

**Welcome to the 2013-2014 Special Education Annual Plan/Part B Flow-Through Application in Excel.
Please Select your entity name**

LYNCHBURG CITY PUBLIC SCHOOLS

Welcome to the 2013-2014 Special Education Annual Plan/Part B Flow-Through Application in Excel. Please use the tabs at the bottom of this spreadsheet to work your way through the certifications, assurances, budget forms, and other required components. Use your local personal computer to prepare the document for submission to VDOE via VDOE's Online Management of Education Grant Awards (OMEGA). The OMEGA submission and all division-level approvals must be completed no later than **May 13, 2013**.

Print Annual Plan

To print Annual Plan/Part B Flow-Through Application Document, please select this button:

To view Annual Plan/Part B Flow-Through Application Document by pages, click on "Page Break Preview" under View.

GENERAL INSTRUCTIONS ANNUAL PLAN/PART B FLOW-THROUGH APPLICATION PROCESS

All local educational agencies (LEAs), which include local school divisions, state-operated programs (SOPs), and the Virginia School for the Deaf and the Blind (VSDB), are required to establish their eligibility to receive funding under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). IDEA, at 20 USC § 1413(a)(1), and its federal implementing regulations, at 34 CFR § 300.201, require that each LEA, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the Virginia Department of Education's (VDOE's) policies and procedures, which have been established in accordance with the IDEA. This Annual Plan/Part B Flow-Through Application is a component of the VDOE's overall responsibility to ensure each LEA's compliance with the implementation of the requirements of IDEA and its federal implementing regulations. Links to the 2006 federal IDEA implementing regulations and the April 2007, and December 2008 revisions to the federal regulations are available online at:

<http://www.ed.gov/legislation/FedRegister/finrule/2006-3/081406a.pdf>

<http://www2.ed.gov/legislation/FedRegister/finrule/2007-2/040907a.pdf> (pages 17769-17774, and 17781)

<http://www.ed.gov/legislation/FedRegister/finrule/2008-4/120108a.pdf>

Please also refer to the information outlined below, and the Superintendent's Memorandum, dated January 11, 2013, for additional information and contact assistance.

A. Submission of the Annual Plan/Part B Flow-Through Application using the OMEGA System:

Each LEA must submit its Annual Plan/Part B Flow-Through Application using the Online Management of Grant Awards (OMEGA) System. LEAs are requested to use the sequence of activities outlined below when completing and submitting their Annual Plan/Part B Flow-Through Application for approval. For LEAs to be eligible to receive Part B funds the following components are required: Excess Costs and Maintenance of Effort (MOE). Information will be collected concerning these components using an automated Web-based application.

1. Verify completion of an "OMEGA User Permission Form OP1" - An OP1 Form must be on file with the VDOE's Division of Finance and Operations for each person in the LEA's OMEGA approval queue for applications for Sections 611 or 619 funding. If your LEA has previously submitted an OP1 Form and has been granted permission for each individual in the approval queue to either "Create/Cancel," or to "Approve/Deny" an "Application Request" for "Section 611" and "Section 619," then you are not required to submit new OP1 Forms. However, if there are new staff members participating in the approval queue, please verify that an OP1 form, requesting the appropriate permissions, has been filed with the VDOE's Division of Finance and Operations.

Instructions for completing the OP1 Form and online training opportunities are available online at:

http://www.doe.virginia.gov/school_finance/budget/grants_acct_reporting/omega/index.shtml

Virginia Department of Education
Office of Grants Accounting and Reporting
P.O. Box 2120
Richmond, Virginia 23218-2120

Additional assistance regarding the OP1 Form may be obtained by telephone at (804) 371-0993 or by e-mail at:

omega.support@doe.virginia.gov

NOTE: If you are not a current user of VDOE's "Single Sign-on for Web Applications System" (SSWS), prior to submitting an OMEGA user permission form to VDOE, you will also need to contact your local SSWS Coordinator, who will establish an SSWS "user logon" and access to OMEGA.

2. After completing all tabs below, the Annual Plan/Part B Flow-Through Application must be reviewed by the school division's local special education advisory committee, and approved by the school board prior to submission via OMEGA to VDOE for review and approval.
3. OMEGA Data Submission - Once the LEA's electronic 2013-2014 Annual Plan/Part B Flow-Through Application has been reviewed and approved, as outlined in Step 2 above, LEAs are requested to do the following:
 - a. Login to the Virginia Department of Education's SSWS at the following Web-site (NOTE: The Web-site suffix is "do" rather than "doe".):
<https://p1pe.doe.virginia.gov/ssws/login.page.do>
 - b. Select the Application Name "Online Management of Education Grant Awards - OMEGA."
 - c. On the left side of the OMEGA home page is a column entitled, "I want to...." From that list, select "Submit an application." That will bring up OMEGA's "Application Request Page."
 - d. On the "Application Request Page," the first step is to "Choose the Award Year." This will be **2013**.
 - e. The next question is "Do you wish to submit a consolidated application?" The answer is "**Yes**." (Please note that failure to select "Yes" may delay approval of your Annual Plan/Part B Flow-Through Application.)

- f. Choose the Project Groups - If your LEA is applying for both Section 611 and Section 619 funding, then in OMEGA, under "Choose the Project Groups," select BOTH "IDEA Part B Section 611 Special Education" and "IDEA Part B Section 619 – Special Education Preschool" as part of the SAME consolidated application. However, if Section 611 is the ONLY funding stream for which your LEA is applying, under "Choose the Project Groups," select ONLY "IDEA Part B Section 611 Special Education."

NOTE: If you currently use OMEGA to submit NCLB applications, those funding streams may appear under "Choose the Project Group." Please be careful to select only the IDEA Part B selections, which are applicable to your Annual Plan/Part B Flow-Through Application.
 - g. The next step is to "Browse." Selecting "Browse" will allow you to locate and attach the Excel file containing your saved, completed 2013-2014 Annual Plan/Part B Flow-Through Application.
 - h. Once the file containing the Excel spreadsheet has been attached, select "Go to Submit" from the options at the bottom of the screen. This will bring up a "Confirmation Page." The "Confirmation Page" will allow you to ensure that the file you uploaded is the appropriate file, and that you selected the appropriate "Project Group(s)." Once you have verified that the information is ready for submission, select "Submit Request."
 - i. Once the OMEGA application is submitted, it will be routed to the individual(s) within the LEA, who are authorized to approve OMEGA applications, and it will appear in the approvers' OMEGA "To Do List." The application must be approved by each LEA-level approver, who is required, before it will be submitted via OMEGA to VDOE for review. At a minimum, at the LEA level, the OMEGA application must be approved by the individual authorized to provide "Level 4" approval, typically the Superintendent or other authorized designee.
4. To ensure a timely approval process, the electronic 2013-2014 Annual Plan/Part B Flow-Through Application must be uploaded via OMEGA, and all LEA-level approvals must be completed no later than **May 13, 2013.**

B. Contact Information:

If you have any questions during the completion of your Annual Plan/Part B Flow-Through Application, please contact a VDOE staff member using the following information:

Plan Section	Contact Person	Telephone	E-mail Address
Certifications, Policy Statements, OMEGA submission and General Questions	Tracie Coleman	(804) 225-2704	Tracie.Coleman@doe.virginia.gov
Special Education in Local and Regional Jail Programs	Jeff Phenicie	(804) 786-0308	Jeff.Phenicie@doe.virginia.gov
Report on the Implementation of the 2011-2012 Plan	Sherry Hubbard	(804) 225-2339	Sherry.Hubbard@doe.virginia.gov
Submission Statement, GEPA Statement and Section 611 Application	Sherry Hubbard	(804) 225-2339	Sherry.Hubbard@doe.virginia.gov
Section 619 Application	Phyllis Mondak	(804) 225-2675	Phyllis.Mondak@doe.virginia.gov
	Patricia Brooks	(804) 786-9153	Patricia.Brooks@doe.virginia.gov
Certifications, Policy Statements, OMEGA	Tom Manthey	(804) 225-4024	Tom.Manthey@doe.virginia.gov
OMEGA Support and OP1 Form	OMEGA Support	(804) 371-0993	Omega.Support@doe.virginia.gov

C. Local Policies and Procedures:

Each LEA must provide assurances via its Annual Plan/Part B Flow-Through Application that its local policies and procedures are in compliance with the requirements of, and any revisions to, the IDEA, its federal implementing regulations, and Virginia's state special education regulations. Approval of the electronic Annual Plan/Part B Flow-Through Application in OMEGA by the LEA's Level 4 approver serves as that assurance. Thus, LEAs are not required to submit copies of their local policies and procedures, or revisions to those policies and procedures to the VDOE. Nonetheless, LEAs are reminded that revisions to local special education policies and procedures must be approved by school boards for school divisions, or the Board of Visitors for the VSDB. State-operated programs must submit revisions to policies and procedures to the State Special Education Advisory Committee for review. A guidance document that provides technical assistance regarding those areas in which LEAs are required to have local special education policies and procedures is available online at:

http://www.doe.virginia.gov/special_ed/regulations/state/developing_local_policies_procedures_guidance.pdf

D. Private School Set-Aside Requirements:

Approval of the electronic Annual Plan/Part B Flow-Through Application in OMEGA by the LEA's Level 4 approver will provide assurance that each school division will comply with the 2006 federal IDEA implementing regulations regarding parentally-placed private school students, at 34 CFR §§ 300.129 to 300.144, and Virginia's special education regulations, at 8 VAC 20-81-150 C. Nonetheless, each school division will be required to submit information demonstrating compliance with its proportionate set-aside share of its Section 611 and Section 619 subgrant to provide services to the population. This information is subject to review and public disclosure.

Upon notification of its grant award, each school division must calculate the proportionate share amounts from its 611 and 619 subgrants to be spent on parentally-placed private school students. These calculations should be completed in accordance with "Appendix B" of the of the 2006 federal IDEA implementing regulations, at page 46814. If set-aside funds received in accordance with the 2013-2014 Annual Plan/Part B Flow-Through Application are not spent by the end of the 2013-2014 fiscal year, any remaining funds must be obligated for one additional year to provide special education and related services to children with disabilities who are parentally placed in a private school, and may not be used for other purposes. Note: A new Web-based application will be used to submit the information to the VDOE. Additionally, school divisions will identify these expenditures in Omega.

E. Excess Costs and Maintenance of Effort Requirements:

Each school division must comply with requirement provisions of the 2006 federal IDEA implementing regulations, and the Virginia Regulations, at 8 VAC 20-81-260 B and C. These local records are subject to review and public disclosure, including in the event of a financial audit, or if an applicable state complaint or due process action is filed. Each school division will use the new Web-based Excess cost application to submit information to the VDOE to complete its Excess Cost calculations. The federal mandates regarding Maintenance of Effort are in the federal IDEA implementing regulations, at §§ 300.154(g)(2), and 300.203-300.205. The Level 4 (Superintendent or Authorized Designee) approval will ensure compliance with Excess Costs and Maintenance of Effort requirements.

F. Section 611 and Section 619 Grant Applications:

Grant awards will be issued upon receipt of funds from the U.S. Department of Education (USED) and the VDOE approval of the LEA's Annual Plan/Part B Flow-Through Application. Awards will be made upon a determination that the LEA has met the entire eligibility requirements of IDEA. The amount of funds to be allocated to your LEA is based on a formula specified by the IDEA.

Additional Tips:

- **Required components:** In order for your LEA to receive funding under Part B of IDEA, all sections of this application must be completed in accordance with federal and state funding requirements. (LEAs not applying for Section 619 funding are not required to complete the tab entitled, "Section 619".)
- **Application Signature:** Approval of the LEA's Level 4 approver of this Annual Plan/Part B Flow-Through Application in OMEGA serves as an electronic signature for purposes of applying for federal funds.
- **Contact Information:** Please ensure the "Contact Person" identified in the application is available during the summer.
- **Proposed Budget:** We recommend that you base your 2013-2014 proposed budget, for both Section 611 and Section 619, on the LEA's 2012-2013 grant award for each funding stream, as specified in Superintendent's Memorandum #183-12, dated July 27, 2012. Please review both the proposed budget and the narrative budget description to ensure consistency.

- **Personnel:** For personnel to be paid from project funds, please clearly indicate percentages of salaries (FTEs) to be covered by Part B funds. For personnel who do not spend 100 percent of their time serving children with disabilities, only the amount of time (i.e., percentage of salary and fixed charges) spent serving children with disabilities may be charged to Part B funds. When employees are expected to work solely on a single Federal award or cost objective, the LEA must ensure that a periodic certification is made supporting the employees' salaries and wages.
- **Equipment Purchases:** Approval for specific items of equipment is required for items costing \$5,000.00 or more. You must obtain approval of each equipment item prior to purchase. For items not included in this application, approval must be obtained prior to purchase in accordance with the policies and procedures in effect at that time. School divisions are expected to maintain an inventory of purchases costing less than \$5,000.00 for items such as I-pads, computers, smartboards, library reference books, etc.
- **Indirect Costs:** Applicants are encouraged to consider budgeting for “indirect costs” (restricted rate). Please consult with your LEA’s chief financial officer for information pertinent to indirect costs and the restricted cost rate(s) computed for your LEA.
- **Equipment/Travel:** Where equipment items and/or travel details are not known at the time this application is submitted, applicants may budget for equipment and travel and shall seek specific prior approval at a later date (prior to purchase or out-of-state travel).
- **Capital Outlay:** Proposed expenditures for capital outlay, object code 8000, must be itemized.
- **Amendments:** Once the VDOE receives a federal grant award for Section 611 and 619 funding, each LEA whose Annual Plan/Part B Flow-Through Application has been received in substantially approvable form, and which continues to meet the eligibility requirements of Part B of IDEA, will receive sub-grant awards in accordance with federal and state funding requirements. The amount of the sub-grant awards will be published in a Superintendent's Memorandum, and posted in OMEGA. It is anticipated that the LEA's sub-grant award may differ from the proposed 611 or 619 budget amount submitted as part of the LEA's Annual Plan/Part B Flow-Through Application. If so, the amount of the discrepancy will appear in OMEGA under Object Code 0000. Select "Change my object code budget" to reallocate any funds in Object Code 0000 between the remaining Object Codes. The LEA is not required to submit a revised Annual Plan/Part B Flow-Through Application to VDOE via OMEGA to make this adjustment.

Following approval of the LEA's Annual Plan/Part B Flow-Through Application, if the LEA proposes to spend IDEA Part B funds differently than outlined in its Annual Plan/Part B Flow-Through Application, the amendment process will differ depending on the type of amendment requested. To make a change to a proposed expenditure **within the same object code**, please send an e-mail to the appropriate contact for the funding stream to be amended, outlining the proposed amendment. VDOE staff will review the proposed change and notify you regarding whether or not it is approved or denied. To make a change to a proposed expenditure **between object codes**, transfer the funds using “Change my object code budget” in OMEGA, and insert a “justification” in the comment box. The justification will be reviewed by VDOE staff, who will then either approve or deny the request via OMEGA. The LEA is not required to submit a revised Annual Plan/Part B Flow-Through Application to VDOE via OMEGA to request an amendment.

- **Reimbursements:** The VDOE is responsible for assuring that federal special education funds are used in accordance with all applicable federal and state requirements. Thus, reimbursement requests will be monitored closely to ensure compliance with such requirements. If you have any questions about the appropriateness of a proposed use of these funds, please contact either Sherry Hubbard for Section 611 or Phyllis Mondak or Patricia Brooks for Section 619. Their contact information is identified in section B above.
- **Technical Assistance Documents:** Additional technical assistance information regarding completion of the Annual Plan/Part B Flow-Through Application is available on the VDOE's Web site at

http://www.doe.virginia.gov/info_management/data_collection/special_education/annual_plan/object_codes.pdf

These documents provide guidance regarding object codes and the types of expenditures to be included under each object code, and suggestions for the appropriate use of early childhood special education funds.

SSWS Application Selection [Logout](#)

Please select one of the Applications listed below

APPLICATIONS

[Educational Registry Application \(ERA\)](#) - Educational Registry Application maintains information on DOE divisions, offices and staff. This application also maintains division and school administration, superintendent, superintendent's designee, principal, central office staff, school calendar, school programs, paired schools, division contacts, and triennial census counts.

- Educational Directory
- Contact List
- Applications Contact Info
- Change Password
- Change E-mail
- Maintain Contacts
- Dropbox
- EIM Service Request
- Oracle Financial Reports

Virginia Department of Education Dropbox

The Virginia Department of Education Dropbox provides a secure method of transferring files, containing sensitive or confidential information, between SSWS account owners. Click the Instruction link on the gray right-hand menu for full operating instructions.

Upload Files

File information

To: School Division :

Receiver :
Spec. Educ. Budget & Finance Mgr.
Virginia Department of Education
Special Education & Student Services
Financial & Data Services

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

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

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

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

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

SUBMISSION STATEMENT (continued on next page)

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

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

SUBMISSION STATEMENT (continued from previous page)

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

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

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

Several strategies that may be used to overcome barriers that might affect participation of individuals described by these characteristics are identified on this form. (In this document, race and color have been combined. At the division’s discretion, the two characteristics may be treated separately). Space has been provided for the division to describe other strategies, if any, to overcome barriers that might exist related to the identified characteristics, and to identify other barrier subjects and provide a descriptive statement of corrective steps related to overcoming those barriers. If the division deems it necessary, a more detailed description of a barrier related to any one of the identified characteristics may be provided in the blank space allocated below the characteristic.

IDEA	
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GENERAL EDUCATION PROVISIONS ACT STATEMENT AS REQUIRED UNDER SECTION 427

DIVISION HAS NO BARRIERS

<p>OTHER FACTORS THAT MIGHT LIMIT PARTICIPATION</p>	
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2013-2014 SPECIAL EDUCATION IN LOCAL AND REGIONAL JAILS

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

Interagency Agreement

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

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

Please complete question 2

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

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

[Instructions for Using drop box](#)

**REPORT ON IMPLEMENTATION
OF THE 2011-2012 ANNUAL PLAN**

Submit a report indicating the extent to which the annual plan for the 2011-2012 school year has been implemented (Code of Virginia, Section 22.1-215). (Maximum capacity of each text box is 975 characters.)

The 2011-12 Special Education Annual Plan was implemented as planned. Staff development activities were provided to support the school division's work on the Special Education State Performance Plan Indicators. We anticipate receiving the Special Education Performance Report data for the 2011-12 school year on June 1, 2013. Special Education and speech therapy services were provided to students with federal set-aside service plans attending local private schools or homeschooled. The Special Education Advisory Committee sent 2 parent newsletters during the 2011-12 school year. Individualized Education Plans were met through the provision of special education staff funded through the 611 Flow Through Funds.

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

**VIRGINIA DEPARTMENT OF EDUCATION
PART B, SECTION 611 (Flow-Through Funds)
GRANT PERIOD: JULY 1, 2013 – SEPTEMBER 30, 2015
*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

PROPOSED USE OF PART B, SECTION 611 FUNDS
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 others) to be supported in whole or in part with IDEA, Part B, Section 611 grant funds (with proposed amounts and FTEs).

Lynchburg City Schools plans to use 611 funds as follows: Salaries for (26 FTE) special education teachers and (8 FTE) special education instructional assistants.

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 611 grant funds.

One speech pathologist and 1.5 FTE special education teacher will provide special education services and speech therapy to parent placed students with disabilities attending local private schools or are homeschooled.

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

Part B, Section 611, Flow Through Funds (July 1, 2013-September 30, 2015) - H027A130107

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

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

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) Budget	(D) CEIS	(E) Proportionate Set-aside	(F) Total Budget
Personal Services	1000	1,497,283.27			1,497,283.27
Employee Benefits	2000	479,089.90			479,089.90
Purchased Services	3000				0.00
Internal Services	4000				0.00
Other Services	5000				0.00
Materials / Supplies	6000				0.00
Capital Outlay	8000				0.00
TOTAL PROPOSED BUDGET		1,976,373.17	0.00	1,976,373.17	1,976,373.17

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

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: 05/07/13

Agenda Number: G-1

Attachments: Yes

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

Subject: Capital Improvement Plan: Project Update

Summary/Description:

During this presentation, the school administration will provide the school board with an update on projects that will occur this summer.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

LCS PROJECT UPDATE - May 2013

Name of Facility	Architect	Contractor	Description	Budgeted Amount	Contract Amount	Project Start	Percent Complete	Expected Completion Date	Remarks
HVAC Digital Controls Sandusky ES Linkhorne ES Bedford Hills ES Paul Munro ES	Mayes Engineering	Johnson Controls	Conversion from electro-pneumatic to Direct Digital Controls	CIP	\$564,550	12-Jun-12	95%	14-Sep-12	Equipment installation completed on time. Relocation of ADX and graphics should be complete (4/25/13).
				\$660,000	\$90,000				
				\$170,000	\$160,000				
				\$170,000	\$227,600				
				\$150,000	\$96,250				
Paul Munro ES Phase 2 - Window replacement	Dominion 7	TBD	Replace windows and entrance doors on front.	CIP 2014 \$275,000			0%		Deferred until summer 2014
Sheffield ES Roof	Dominion 7	John T. Morgan	Replace roof on sections A,B,C	CIP \$575,000	\$209,610	10-Jun-13	0%	16-Aug-13	Contract award approved by the Board 4/9/13
Heritage High School	Moseley	N/A	Architectural Design for a new Heritage High School	CIP \$3,480,000	\$3,480,000	7-Jun-12	15%	1-Apr-14	Schematic design approved by board 4/23/13.
Multiple locations Paving	N/A	Templeton Paving Co.	Selected paving at HHS, PES, Shef., PMES, ECG, RSP, T&F	CIP 2011 \$172,223	\$92,456	11-Jun-12	90%	31-Oct-12	All projects complete except for HHS. Selected repairs to be done summer 2013.
Paving	N/A	Adams Construction	LMS Tennis Courts, TCM, ECG front ent. repair, PMES	CIP 2012 \$100,000	\$182,943.40	10-Jun-13	0%	16-Aug-13	
Admin Building Replace Chiller	Master Engineers	Centech JCI	Replace chiller and associated equipment	CIP \$185,000	\$164,000 \$10,320	1-Apr-13	10%	28-Jun-13	
Hutcherson ELC Wall and Mech. Upgrade	Dominion 7	Coleman-Adams	Replace exterior walls and classroom HVAC units	CIP \$734,821 CIP 2014 \$350,000	Base \$849,000 Alt. 1 \$24,600 Alt. 2 \$27,425 Tot. \$901,025	29-Apr-13	0%	16-Aug-13	Contract award approved by the Board 4/9/13

LCS PROJECT UPDATE - May 2013									
Name of Facility	Architect	Contractor	Description	Budgeted Amount	Contract Amount	Project Start	Percent Complete	Expected Completion Date	Remarks
Dearington - Oldest Section Roof Replacement	Dominion 7	Puff, Inc.	Install new roof on flat roof above shingled mansard	CIP \$25,000	\$11,000	3-Jun-13		16-Aug-13	
Sheffield ES Controls Upgrade	N/A	Johnson Controls	Upgrade BAS from NCM based to NAE based	Operations \$25,000	\$24,610	15-Apr-13	10%	16-Aug-13	
Various Sites Door Lock Upgrade	N/A	LCS	Replace interior locksets on classroom doors.	Operations	\$110,000	Ongoing	1%	16-Aug-13	Currently installing.
Fort Hill CS Install MIUs	Hurt & Proffitt		Install 2 double classroom mobile units w/utilities, decks and fencing	Operations \$75,000		3-Jun-13	0%	16-Aug-13	MIU's scheduled for delivery 6/15 - 28/13
Linkhorne ES Interior Painting	N/A	LCS	Complete interior painting	CIP \$18,000		3-Jun-13	0%	16-Aug-13	
Bedford Hills ES Interior Painting	N/A	LCS	Complete interior painting	CIP \$12,000		3-Jun-13	0%	16-Aug-13	
Dunbar Auditorium-Ceiling Painting	N/A	TBD	Auditorium ceiling painting	CIP \$20,000		3-Jun-13	0%	16-Aug-13	
RS Payne Auditorium & Gym-Interior Painting	N/A	TBD	Complete interior painting of auditorium and gym.	CIP \$25,000		3-Jun-13	0%	16-Aug-13	
EC Glass Tennis Courts	Hurt and Proffitt	TBD	Repairs	CIP \$200,000					Initial meeting with the engineer occurred 5/1/13

Agenda Report

Date: 05/07/13

Agenda Number: G-2

Attachments: Yes

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

Subject: 21st Century Community Learning Centers Grant Proposals

Summary/Description:

The 21st Century Community Learning Centers (21st CCLC) grant program was authorized by Congress under Title IV-B of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB). The purpose the 21st CCLC program is to establish or expand community learning centers that provide students with academic achievement and enrichment opportunities along with activities designed to complement the students' academic program and to offer families of students served by the community learning centers opportunities for literacy and related educational development.

Through a competitive process, the Virginia Department of Education will award approximately 30 grants to eligible organizations to support the implementation of 21st CCLC community learning centers that will assist student learning and development. Lynchburg City Schools will be submitting three 21st CCLC grants under the 2013-2014 Request for Proposals to continue 21st CCLC programming at Heritage Elementary School, Robert S. Payne Elementary School, and Sandusky Middle School. Lynchburg City Schools will also submit a new grant for Dunbar Middle School, which had previous 21st CCLC funding from 2008-2012.

2013-2014 Budget Request:

Heritage Elementary School	\$200,000
Robert S. Payne Elementary School	\$176,400
Sandusky Middle School	\$200,000
Dunbar Middle School	<u>\$200,000</u>
	\$776,400

As part of the annual application process, Lynchburg City School Board must review and approve the Assurances for these grants. A copy of the Assurances page is attached. The document is also included on pages 24-25 of the 2013-2014 Request for Proposals.

http://www.doe.virginia.gov/federal_programs/esea/title4/part_b/forms/request_proposal_guidelines.pdf. The 2013-2014 Assurances are identical to the ones signed by the Superintendent in April 2012, with one exception:

Agenda Report

Date: 05/07/13

Agenda Number: G-2

Attachments: Yes

If applying jointly with another entity, the applicant shall execute a formal agreement that clearly states that it is a joint application, and the conditions related to the applicant's and co-applicant's relationship. The signed agreement shall be executed and kept on file at the applicant's location.

By signing this Assurance, board members approve that they were presented the information and that the applicant (Lynchburg City Schools) will administer these 21st CCLC programs in accordance with all applicable statutes, regulations, program plans, and applications. In accordance with these Assurances, a copy of each of these proposals is available for public review.

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

Recommendation:

The superintendent recommends that the school board approve that they were presented the information and that the applicant (Lynchburg City Schools) will administer these 21st CCLC programs in accordance with all applicable statutes, regulations, program plans, and applications.

21st Century Community Learning Centers (21st CCLC) Grant
Authorized Under Title IV-B of the
Elementary and Secondary Education Act of 1965 (ESEA), as amended by
the *No Child Left Behind Act of 2001 (NCLB)*

2013-2014
REQUEST FOR PROPOSALS (RFP)

Guidelines • Instructions • Assurances

Application Submission Date:
Signed Cover Pages (one and two) With Original Signatures
Delivered by 4 p.m. on Friday, April 26, 2013
and an
Electronic File Copy on a Compact Disc (CD) or Flash Drive
With the Application or by E-mail to
21stCCLC@doe.virginia.gov by 4 p.m. on Friday, April 26, 2013

Grant Award Period:
July 1, 2013 – September 30, 2014

Virginia Department of Education
Division of Instruction
Office of Program Administration and Accountability
P. O. Box 2120
Richmond, VA 23218-2120

APPLICATION GUIDELINES

Purpose of Program and General Use of Funds

1. The 21st Century Community Learning Centers (CCLC) grant program was established by Congress as Title X, Part I, of the *Elementary and Secondary Education Act of 1965* (ESEA). It was reauthorized by Congress under the *No Child Left Behind Act of 2001* (ESEA). The purpose of the 21st CCLC program is to establish or expand community learning centers that provide students with academic achievement enrichment opportunities along with activities designed to complement the students' academic program, and to offer families of students served by community learning centers opportunities for literacy and related educational development.
2. Through a competitive process, the Virginia Department of Education will award 21st CCLC grants to eligible organizations to support the implementation of community learning centers that will assist student learning and development.
3. The Virginia Department of Education will fund projects that will provide significant expanded learning opportunities for children and youth, assist students to meet or exceed state and local standards in core academic subjects, and offer families of students served by community learning centers opportunities for literacy and related educational development. Applicants are to consult extensively with parents, community organizations, businesses, arts and cultural organizations, and other youth development agencies and work in meaningful collaboration to develop 21st CCLC.

Application Submission Deadline and Award Dates

1. The closing date for this competition is **Friday, April 26, 2013**.
2. A hard copy with **original signatures** of applicant and co-applicant of cover pages one and two of the application, letters of commitment or memoranda of understanding (MOU), and Attachment A must be **received by 4 p.m. on Friday, April 26, 2013**, to be eligible for review. In addition, an electronic version of the completed application document on a compact disc (CD), flash drive, or via e-mail must be received with the signed hard copy of the cover pages, letters of commitment, MOU, and Attachment A by 4 p.m., Friday, April 26, 2013. Please e-mail (or include a CD or flash drive containing the completed application file) to 21stCCLC@doe.virginia.gov.
3. The anticipated date of the award announcement will be August 2013.

Grant Application Package

The grant application may be downloaded from the Department of Education's Web site at http://www.doe.virginia.gov/federal_programs/esea/title4/part_b/index.shtml.

Applications Not Considered for Review

Applications may not be considered for review for any of the following reasons:

1. Failure to obtain an **original** signature from an authorized representative of the applicant (required for all submissions), and co-applicant (if applicant is not a school division) of the school division in which the school(s) proposed to be served is located;*
2. Failure to meet the prescribed deadline for submission of all RFP documents and required attachments as stated in this document;
3. Inclusion in the application of a school that does not meet the absolute priority (see page eight of this document for eligibility to apply);
4. Inclusion in the application of a school currently in year one or two of a Title IV-B grant award, and, therefore eligible to receive a continuation award for 2013-2014; or

5. Inclusion in the application of any competing school also applying for the grant in this competition.

*An application proposing to serve students in a private school requires the original signature of the authorized representative of the private school, not the local public school division superintendent.

Number of Awards

1. The Virginia Department of Education estimates that approximately 30 grants will be awarded from this competition.
2. No more than four applications from this competition shall be awarded to serve schools in the same school division.
3. The Virginia Department of Education reserves the right to conduct an additional competition during the school year, if necessary, to ensure that all funds are awarded.

Award Amount/Period

1. Grant amounts awarded under this program will be a minimum of \$50,000 as required by ESEA [Section 4204(h)], but not more than \$200,000. By statute, the Virginia Department of Education will not consider for funding any application that requests less than \$50,000. In addition, the statute requires the Virginia Department of Education to ensure that awards are of sufficient size and scope to support high-quality, effective programs [Section 4203(a)(5)(A)].
2. Virginia's 21st Century Community Learning Centers (CCLC) grant is a three-year grant. The initial award period is for one year. Grantees will be required to submit an annual application for second- and third-year continuation awards contingent upon the Virginia Department of Education's determination that the grantee has made substantial progress toward meeting the objectives set forth in the approved application, the availability of federal funds, and operation of the grant program as submitted in the application.
3. Grant awards may be reduced up to 20 percent if the applicant was previously awarded a grant and failed to fully expend each year's grant award.

Special Note: All awards are subject to the availability of federal funds. All applications are subject to budget review and revision prior to finalization of the award. Grants are not final until the grant award notification is issued.

Eligible Applicants

1. School divisions, nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations are eligible to submit a proposal for this competition.
2. Applications can be submitted for more than one eligible school within a school division.
3. Applicants not subject to the provisions of the *Single Audit Act of 1984* with amendment in 1996 (nonfederal entities that expend less than \$500,000 of federal awards in a year), will obtain an annual audit in accordance with the [Single Audit Act Amendments of 1996](#), and Compliance Supplement March 2007 at: http://www.whitehouse.gov/omb/circulars/a133/compliance/07_07toc/. The annual audit shall be sent to the Office of the Superintendent, Business and Risk Management, P. O. Box 2120, Richmond, Virginia 23218-2120 by November 30 of each year.
4. Applicants may be requested to provide a financial statement prior to the awarding of grant funds to confirm that the applicant has the financial capacity to operate program services for all participants until reimbursement is received from the Commonwealth of Virginia, which may be up to 90 days.

Review of Proposals

1. A panel of peer reviewers will score the applications based on the requirements and review criteria described in each section of this document and the application.
2. Only applications that meet the absolute priority described on page eight, and grant application submission standards/format described on page 18 will be reviewed as part of the grant review process.
3. To provide for an equitable geographic distribution of awards, consideration will be given to the top scoring applications from each region. Remaining applicants will be awarded according to the highest scoring applications. A listing of the school divisions within each regional group is available at:
http://www.doe.virginia.gov/directories/school_divisions/division_info_by_regions.

Students Served

1. Students to be served by the proposed community learning center must attend schools with a poverty threshold of 40 percent or more.
2. Students attending private schools and the families of those students are eligible to participate in the 21st CCLC program on an equitable basis. Grantees must provide comparable opportunities for the participation of both public and private school students in the areas served by the grant.
3. Students with special needs attending targeted schools are eligible to participate in 21st CCLC programs and applicants must plan accordingly.

Families Served

1. Adult family members of students participating in a community learning center may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy. Services must be provided to families of students to advance the students' academic achievement.
2. Programs are open only to adults who are family members of participating children.

Authorized Activities

Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of activities outside of the school day (including during summer recess periods) that advance student academic achievement, including:

1. Remedial educational activities and academic enrichment learning programs, including providing additional assistance to students to help improve their academic achievement;
2. Mathematics and science education activities;
3. Arts and music education activities;
4. Entrepreneurial education programs;
5. Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
6. Programs that provide afterschool activities for limited English proficient students that emphasize language skills and academic achievement;
7. Recreational activities;
8. Telecommunications and technology education programs;
9. Expanded library service hours;
10. Programs that promote parental involvement and family literacy;
11. Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and

12. Drug and violence prevention programs, counseling programs, and character education programs.

Applicants must demonstrate that the type and number of activities clearly relate to the needs of the population and support objectives stated in the application.

Implementation of Program

1. The funds to be awarded as part of this application are intended for use during the 2013-2014 school year.
2. Grantees awarded funds from the April 2013 competition must fully implement program services to students and families within 30 days after the notification of the grant award, or within 30 days of the start of the 2013-2014 school year, whichever is later.
3. The number of proposed hours of service per week should be supported by research-based data on the program’s impact on student achievement. Research indicates that, when dosage is high (that is, students attend expanded learning programs frequently and regularly), expanded learning programs can be a significant factor in fostering positive academic and social outcomes (Pierce, K. M., Bolt, D. M., & Vandell, D. L. (2010). Specific features of after-school program quality: Associations with children’s functioning in middle childhood. *American Journal of Community Psychology*, 45, 381–393). To review Dr. Vandell’s article on the above research, go to <http://expandinglearning.org/expandingminds/article/afterschool-program-quality-and-student-outcomes-reflections-positive-key>

Applications will be scored according to the below point values for number of hours of service during the school year and summer.

School Year		Summer	
<360	0	<60	0
≥360	2	≥60	2

Location of Center/Transportation of Students

1. The Virginia Department of Education may approve an application for a community learning center to be located in a facility other than an elementary or secondary school. However, the alternate facility must be at least as available and accessible to the participants as if the program were located in an elementary or secondary school.
2. All applications must include a detailed plan that addresses how students will be transported safely to and from the community learning center and home.
3. The Virginia Department of Education will determine if the plan provides sufficient detail and evidence to demonstrate that the alternate facility would be available, safe, and easily accessible.

Annual Continuation Application

Applicants awarded funds will be required to complete and submit an annual continuation application prior to being awarded continuation funds in years two and three. Continuation of awards in years two and three is contingent upon the availability of federal funds, the grantee’s demonstrating that substantial progress has been made toward meeting the objectives set forth in the approved application, operation of the grant program as submitted in the application, and appropriate expenditure of funds made throughout each grant award period.

Principles of Effectiveness

Applicants must indicate how they will meet the *principles of effectiveness* described in the law.

According to the statute, programs or activities must be based on:

1. An assessment of objective data regarding the need for programs outside the school day, including summer school programs, and activities in schools and communities (Section 1, Need for Services, pages 4-5 in the application);
2. An established set of performance measures aimed at ensuring high-quality academic enrichment opportunities (Section 2, Project Design/Services, pages 6-9 in the application); and
3. If appropriate, scientifically-based research that provides evidence that the program or activity will help students meet the state and local academic achievement standards (Section 2, Project Design/Services, pages 6-9 in the application).

Scientifically-based Research

Scientifically-based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that:

1. Employs systematic, empirical methods that draw on observation or experiment;
2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
3. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
4. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
5. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
6. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

When providing services in core academic areas where scientifically-based research has been conducted and is available, such as reading and mathematics, the community learning center should employ strategies based on such research.

Employment Certifications, Fingerprinting, and Criminal Background Checks

1. Grant recipients must require on applications for employment certification that the applicant has not been convicted of a felony or any offense involving the sexual molestation, physical or sexual abuse, or rape of a child; that the applicant has not been convicted of a crime of moral turpitude; and that the applicant has not been the subject of a founded case of child abuse and neglect. In addition, the applicant must certify on the application that he has not been the subject of a founded case of child abuse and neglect. Moreover, as a condition of awarding a contract for the provision of services that require a contractor or his employees to have direct contact with students on school property during regular school hours or during school-sponsored activities, the grant recipient shall require the contractor to provide certification that all persons who will provide such services have not been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child.
2. Further, as a condition of employment, the grant recipient must require any applicant who

is offered or accepts employment, whether full-time or part-time, permanent or temporary, to submit to fingerprinting and to provide personal descriptive information to be forwarded along with the applicant's fingerprints through the Central Criminal Records Exchange to the Federal Bureau of Investigation for the purpose of obtaining criminal history record information regarding such applicant. Every grant recipient shall require, as a condition of employment, that any applicant who is offered or accepts employment requiring direct contact with students, whether full-time or part-time, permanent or temporary, provide written consent and the necessary personal information for the school board to obtain a search of the registry of founded complaints of child abuse and neglect maintained by the Department of Social Services.

3. In cases where an employee is arrested, then the school board also must require such employee, “whether full-time or part-time, permanent, or temporary, to submit to fingerprinting and to provide personal descriptive information to be forwarded along with the employee's fingerprints through the Central Criminal Records Exchange to the Federal Bureau of Investigation for the purpose of obtaining criminal history record information regarding such employee.” (§ 22.1-296.2 of the *Code of Virginia*). In addition, there can be reciprocity between the divisions in this state. However, “criminal history record information pertaining to an applicant for employment by a school board shall be exchanged only between school boards in the Commonwealth in which a current agreement of reciprocity for the exchange of such information has been established and is in effect.” (§ 22.1-296.2)

The U.S. Department of Education (USED) ESEA Flexibility Waiver for Title IV-B 21st Century Community Learning Centers Grants

Under the ESEA flexibility, USED has offered states the option to permit subgrantees that receive funds under the 21st CCLC program to use those funds to support expanded learning time during an extended school day in addition to activities during nonschool hours or periods when school is not in session (i.e., before and afterschool or during summer recess). Virginia's flexibility request has been granted. Applicants who wish to implement the flexibility option shall indicate on the cover page of the application, that they will be implementing the flexibility option by checking the appropriate box. Applicants shall describe how they will improve student achievement through expanded learning opportunities during extended school day hours. Presently, the 21st CCLC program funds academic and enrichment programs for students outside of the usual school day, and are limited to activities during nonschool hours, such as before and after school, holidays, weekends, and summer.

For additional information on Expanded Learning Time (ELT), the Expanded Learning and Afterschool Project offers research, resources, and best practices for building affordable and sustainable approaches to expanding learning in your community. Please visit:

<http://expandinglearning.org/>

Principles of effective expanded learning programs should be included by applicants intending to use the flexibility waiver. For information on principles of effective expanded learning programs, go to:

http://www.afterschoolalliance.org/Principles%20of%20Expanded%20Learning%20Programs_Jan_2013.pdf

Absolute Priority

By statute, grants must be awarded to programs that serve students who attend schools with a high concentration of low-income students. This priority specifically defines these schools as those eligible for designation as a Title I schoolwide program school; or at least 40 percent of the students must qualify for free or reduced-price meals through the National School Lunch program.

The Virginia Department of Education “SY 2012-2013 Free and Reduced-price Lunch Program Eligibility Report” identifies the schools eligible under this priority. The eligibility report is located at: http://www.doe.virginia.gov/support/nutrition/statistics/free_reduced_eligibility/2012-2013/divisions/frpe_div_report_sy2012-13.pdf.

A report of Virginia schools with a 40 percent or higher free and reduced-price eligibility, by school division is located at: http://www.doe.virginia.gov/federal_programs/esea/title4/part_b/schools_with_40percent_or_higher_free_and_reduced.pdf.

NOTE: The school(s) to be targeted for expanded learning opportunities must be listed on the Eligibility Report and must have at least 40 percent of the enrolled students qualifying for free or reduced-price meals. Discrepancies such as school name changes or school merges must be addressed in the application.

Competitive Priority

Competitive priority points will be awarded by the Virginia Department of Education as follows:

1. **An additional five points** will be awarded to applicants that propose to serve schools that have been identified by the Virginia Department of Education as Priority Schools, Conditionally Accredited **Reconstituted**, or Accreditation Denied for the 2012-2013 school year. The applicant shall indicate each school’s status (priority, conditionally accredited, or accreditation denied) on page two of the cover page in the application. In order to receive the five priority points, all schools included in the application must meet one of the above criteria; **or**
2. **An additional three points** will be awarded to applicants that propose to serve schools that have been identified by the Virginia Department of Education as Accredited with Warning for the 2012-2013 school year, or that have been identified as Focus Schools for the 2012-2013 school year. The applicant shall indicate each school’s status (accreditation status or focus school) on page two of the cover page in the application. In order to receive the three priority points, all schools included in the application must meet one of the above criteria.
3. **An additional three points** will be awarded to applicants that jointly submit applications between at least one local school division and at least one public or private community organization. (A joint submission is an application that clearly demonstrates the collaboration and cooperation between the local school division and the community organization. The partnership outlined in the application includes detailed information regarding partnership management, programmatic collaboration, and fiscal collaboration and cooperation.) The applicant shall demonstrate its strength and quality of partnership as indicated on pages 6 through 9 of Section B. *Program Narrative*, Project Design/Services, and in Letters of Commitment or Memoranda of Understanding. The application must include a formal agreement that clearly states that it is a joint application, and the conditions related to the applicant’s and co-applicant’s relationship. The signed agreement must be executed and kept on file at the applicant’s location.

- a. To meet the requirements for competitive priority points, a school division that applies alone, i.e., not in a partnership, must document, if applicable, that it is unable to partner with a community-based organization of sufficient quality and within reasonable geographic proximity of the proposed community learning center facility.
- b. Local school divisions that do not have qualified community organizations within reasonable geographic proximity may still receive competitive priority points. However, these school divisions are required to document the lack of agencies or organizations with which to collaborate.

Definitions of subcontractor, partner, and co-applicant

A subcontractor is an entity that provides varying levels of grant related support on a contract or fee-for-services basis. While fee-for-services components may comprise both the co-applicant and partner relationships, a subcontractor relationship does not require any in-kind contribution. Examples of subcontractor relationships might be fees associated with a special speaker or presentation, fees for transportation or tickets associated with field trips, or fees for any other program related services provided by an unrelated third party under a contract or other agreement.

A partner is a nonapplicant/co-applicant entity that provides varying levels of support and/or enhancement to the grant related programming. The support may come in multiple forms comprising financial contribution, in-kind contribution, volunteer participation, or provision of program components directly connected to the fulfillment of the partner organization's mission. Both the co-applicant and partner relationships should include material in-kind contribution to the program, and these contributions should be clearly demonstrated in the content of the application.

A co-applicant is an entity that provides a significant level of support during the pregrant design, planning, and application phase, followed by material involvement during the postaward program delivery of grant related services. Although the support may come in monetary form, or in-kind contributions, in order to be considered a co-applicant, the organization must play an ongoing continuous role throughout the grant period, without which the applicant would not pursue the award of a 21st CCLC grant. If also a subcontractor, the co-applicant should demonstrate clearly that it is contributing a greater amount in monetary form or in-kind contributions to the grant than it may receive from grant funds.

4. **An additional two points** will be awarded to applicants that propose to serve students in middle or high schools. In order to receive the two priority points, the application must propose to serve middle or high schools only unless the school is a combined school. If the application is for a combined school, the project must include a primary focus on interventions targeting middle or high schools. Please indicate on cover page number one and two that the application proposes to serve students in either a middle school or high school or both, or a combined school with middle or high school students.
5. **An additional two points** will be awarded to applicants that propose to serve students in schools with 75 percent or more of students who qualify for free or reduced-price meals through the National School Lunch program. Please indicate in the check box on cover page number one and two that all school(s) proposed to be served meet this requirement.

The “2012-2013 Accreditation Ratings” report is available at:

http://www.doe.virginia.gov/statistics_reports/accreditation_federal_reports/accreditation/index.shtml#ratings.

Federal Accountability Status for the 2012-2013 school year, based on assessment results in the 2011-2012, are available at:

http://www.doe.virginia.gov/statistics_reports/accreditation_federal_reports/federal_accountability/index.shtml.

NOTE: The “local education agency” is considered to be the school division, not the individual school. The Virginia Department of Education will make the final determination of the competitive priority points.

Goal, Objectives, and Performance Indicators

The goal, objectives, and performance indicators will be used as the criteria for monitoring and evaluation of 21st CCLC programs. As required by Title IV, Part B, of ESEA, the evaluation section of the application should clearly state how the indicators below will be: 1) used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and 2) made available to the public upon request, with public notice of such availability provided. A detailed description of the goal, objectives, and performance indicators is described in more detail below.

Goal

Virginia’s 21st CCLC will enhance and support student academic achievement by providing enriched, content-based learning opportunities, supported by meaningful parent and community engagement so that students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics by 2013-2014.

Objective 1

Virginia students attending schools that primarily serve a high percentage of students from low-income families and regularly attending a 21st CCLC program will show gains on reading/language arts and mathematics SOL assessments.

Indicator 1.1 The percentage of students regularly participating in 21st CCLC programs who meet minimum proficiency or make progress in reading/language arts on state assessments compared to a comparable group of students who do not participate in the 21st CCLC program.

Indicator 1.2 The percentage of students regularly participating in 21st CCLC programs who meet minimum proficiency or make progress in mathematics based on performance on state assessments compared to a comparable group of students who do not participate in the 21st CCLC.

Objective 2

Family members of students who participate in local 21st CCLC will show increased engagement in opportunities for literacy and related educational development.

Indicator 2 The number of regular program attendees as reported by school staff and activity logs.

“Regular Program Attendees” is defined by the U.S. Department of Education as those participants who attend 30 or more days during the program year, including summer.

INSTRUCTIONS FOR COMPLETING THE APPLICATION

Please note: Each cell allows for a maximum number of characters that may not be exceeded. The number of allowable characters varies. An error message will appear until the number of characters indicated is reduced to meet the individual cell’s requirement. Please note also that page numbers referenced below match the page numbering of the entire workbook. When viewed on the computer, each section (sheet) in the workbook is numbered separately. For this reason, the applicant may find it helpful to first print the entire document as a workbook (pages 1 through 22).

A. Cover Pages (1-2)

1. The applicant will complete the applicant and co-applicant sections. The applicant may be either a local school division, a community-based organization (nonprofit or for-profit), a faith-based organization, a governmental entity, or an institution of higher education. If the applicant is not a local school division, then the organization must also secure the signature of the superintendent of schools of the local school division in which the school(s) to be served is located unless the application proposes to serve students from a private school only.
2. The local school division superintendent (whether the school division is the applicant or co-applicant) must review and approve the application prior to submission to the Virginia Department of Education unless the application proposes to serve students from a private school only.
3. The designated school division or organization representative should complete the certification by securing all appropriate signatures. Please indicate in the appropriate check box(es) if the application proposes to serve students in middle schools or high schools, and if the application proposes to serve only students in schools with 75 percent or more of students who qualify for free or reduced-price meals through the National School Lunch program. Please indicate in the check box if all schools proposed to be served by the application have a free and reduced-price lunch eligibility of 75 percent or greater.
4. On page 2, complete the areas indicating the school(s) to be served/grade level, accreditation and priority/focus status, free or reduced-price lunch eligibility percentage, if the school has previously been awarded this grant, and items one through five.
5. Check all the program types/activities to be offered that apply. **The two cover pages (with original signature(s) on page one), along with the letters of commitment or memoranda of understanding, and Attachment A are the only documents to be submitted by hard copy. The entire application must be submitted (with the exception of the letters of commitment or memorandum of understanding, and Attachment A submitted by hard copy) electronically according to the directions on the cover and pages two and three of this document.**

A.1. Program Abstract (Page 3)

Summarize the key elements and overall purpose of the proposed 21st CCLC program in the abstract section. The abstract is an overview of the planned project that will be used to provide

information to the public about the program. Note: The program abstract is not a statement of the need for the program.

B. Program Narrative (Pages 4-14)

Section 1 Need for Services (30 points) - This section should address the following components as specified by Section 4204 of Title IV, Part B, under ESEA:

1) an evaluation of the community needs and available resources for the community learning center; 2) how the proposed program is expected to improve student academic achievement; and 3) a description of how the proposed program will address the students' and family members' needs (especially the needs of working families). This section should also describe the discussion and collaboration that occurred with other organizations within the community during the application development process.

If partnering organizations are not located within reasonable geographic proximity of the proposed community learning center facility, documentation about the lack of agencies or organizations with which to collaborate must be included.

The following information should be addressed, where appropriate, in the above components:

1) the need for academic enrichment opportunities designed to help students meet state and local academic achievement standards in the core academic subject areas; and 2) the need for opportunities for family literacy and related educational development. Included in the needs statement should be: 1) a detailed description of the school/student/family needs, using the most current data available (such as the Title I needs assessment); 2) a description of the resources available; 3) the process for selecting the participating school(s)/student(s); and 4) the criteria to measure and the process used to track the participation of family members.

Section 2 Project Design/Services (30 points) - This section of the proposal should address the following: 1) measurable objectives; and 2) scientifically-based research services and activities (program, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds. Each required section is described in more detail below.

1) Measurable objectives:

- A measurable objective has four components: 1) subject (Who is the target or focus?); 2) behavior (What will be changed/improved?); 3) specific criteria for assessing improvement, readiness, or achievement; and 4) time period for performance or assessment.
- State program objectives for students as well as family members. The objectives should align with the 21st Century Community Learning Centers performance indicators. (See page 10 of the *Guidelines, Instructions, and Assurances*.)

2) Describe the scientifically-based research services and activities (program, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds. All content, activities, and services must be secular, neutral, and nonideological.

Section 3 Management Plan/Budget (20 points) - This section should describe the structure of the project and the procedures for managing it effectively. Included in this section should be: 1) instructional program; 2) enrichment learning activities; 3) coordination; 4) letters of commitment or memoranda of understanding (attached to hard copy submission); 5) budget

overview; 6) quality afterschool staffing; 7) timeline; 8) if the applicant was previously awarded a 21st CCLC grant, demonstration of previous success; and 9) sustainability.

The information provided in this section should align with the Budget Narrative form details. This section must also include a description of a preliminary plan for how the community learning center will continue after funding under this grant ends. If this applicant has previously been awarded Title IV, Part B funds to serve the school(s) included in the application, the efforts and results of these efforts to sustain the program's activities must be clearly demonstrated in this section. A description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible shall also be included. Each required section is described in more detail below.

1) Instructional Program

Describe the instructional program and services being offered. The instructional program should include all eight components of a high-quality afterschool program found in the "Additional Information" section of the *Guidelines, Instructions, and Assurances*.

2) Enrichment Learning Activities

The enrichment learning activities being offered should be described. Enrichment learning activities can fall within one of the three primary types of afterschool activities:

- Tutoring/Homework Help – Extends the students' daily class work into afterschool. Tutors or teachers help students complete their homework, prepare for tests, and work on concepts covered during the school day.
- Project Based Learning – Expands on students' learning in ways that are different from the school day. Activities are engaging, interactive, creative, and often project or activity focused to address several learning points at one time, allowing for exploration beyond the basic concepts. Projects should be integrated across subjects, assisting students and their family members to apply the knowledge and skills from school to real-life experiences, to explore new roles, and to understand different perspectives.
- Recreational Activities – Do not necessarily address academic concepts, but can include lessons learned including social skills, teamwork, leadership, competition, and discipline that demonstrate a connection to improving achievement in mathematics or reading/language arts.

3) Coordination

Describe the following as applicable to the program:

- How students participating in the program will travel to and from the center and home and assurances for attention to safety, health, and nutrition issues;
- Federal, state, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources, including accessing U.S. Department of Agriculture Child Nutrition Programs funds;
- Partnership(s) created with community-based organizations, juvenile justice agencies, law enforcement agencies, and youth groups, and how the partnership(s) will provide services to students participating in the community learning center and the families of those students (clearly delineate the roles to be played by each of the partners, describing who will do what, when, and where, to what ends, and with what anticipated results);
- How the eligible entity will encourage and use appropriately qualified seniors as volunteers, if the applicant plans to use senior volunteers in activities carried out through the community learning center;
- Steps the applicant proposes to take to ensure equitable access to, and participation in,

- its federally-assisted program for students, teachers, and other program beneficiaries with special needs as required by the *General Education Provisions Act (GEPA) 427, OMB Control No. 1801-0004, Section 427*;
- Proposed hours of operation and number of days per week;
 - Facility usage;
 - Staff and volunteer needs;
 - Professional development plan; and
 - Description of a preliminary plan for how the community learning center will continue after funding under this part ends.
- 4) Letters of Commitment or Memoranda of Understanding
Letters of commitment or memoranda of understanding, that clearly indicate the role and capacity of each partnering organization discussed in the application, must be submitted with the application. Applicants are advised that the quality of the letters of support, with a clear demonstration of commitment from senior administrators of the partnering organization, is more important than the quantity. These letters are to be submitted with the signed hard copy of the cover pages.
- 5) Budget Overview
Provide an overview of the process for planning and implementing the budget process that aligns with the information the applicant has provided on the Budget Narrative Form of the application. This overview should illustrate how grant funds as well as funds from other sources will be used in the initial project year, including any matching or in-kind funds indicated on the Partnership Information form. The budget overview should describe how the budget covers program expenses, including transportation, and how existing resources, such as computer labs, libraries, and classrooms will be leveraged to carry out proposed activities. Costs will be evaluated against the scope of the project and its anticipated benefits. The overview should describe how costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits.
- 6) Quality Afterschool Staffing
Describe the staff organization of the program and narrative descriptions for key staff. Indicate the applicant's plan to include qualified instructional and youth development staff, as appropriate to program design, who have expertise fostering supportive relationships with students and families, meaningful opportunities for engagement, and academic achievement in out-of-school time settings.
- 7) Timeline
Include a timeline for program implementation of key events starting with notification of program funding in the fall, and going through full program implementation.
- 8) Demonstration of Previous Success
If the applicant was previously awarded a 21st CCLC grant, quantitative and qualitative information should be included that shows successful outcomes in achieving the goals and objectives as stated in the previous application proposal.
- 9) Sustainability
Sustainability refers to an organization's ability to successfully continue and maintain program activities after the grant has ended. It is an organization's commitment and ability to include the program as a core element of its overall services. Many factors, not just financial support, help to ensure sustainability of programs once the grant funding ends. These factors include board and leadership competence and commitment, staff who understand the benefits, community stakeholder support and collaboration, a history of positive program results, adequate funding resources, an ongoing evaluation process for improvement over time, a systemic plan for growth, and a strategic plan that addresses

the inclusion of the project. Briefly describe the sustainability plan to include the proposed project as part of the applicant's ongoing services. It should include internal and external means of support, both programmatic and financial, and provide an understanding of the needs for long-term growth of the project.

Section 4 Evaluation (20 points) - This section should include an evaluation plan that will shape the development of the project from the beginning of the grant period. The plan should include the program objectives, clear benchmarks to monitor progress toward specific objectives, and outcome measures to assess impact on student learning and behavior. It should describe the evaluation design by indicating:

- 1) Types of data that will be collected;
- 2) When the data will be collected;
- 3) Design and methods that will be used for data collection;
- 4) Instruments that will be used;
- 5) How the data will be analyzed;
- 6) When reports of results and outcomes will be available; and
- 7) How information will be used by the project to monitor progress and to provide information to stakeholders about success at the project site(s).

It is essential that applicants adequately address their capacity to access and collect appropriate progress reports and evaluation data in this section. Applicants must also demonstrate their capacity and willingness to provide all requested evaluation data to the Virginia Department of Education through the Department's online local evaluation report template (ALERT) and annual survey through the Single Sign-on for Web Systems (SSWS) portal, and to the U.S. Department of Education. The evaluation plan should include measures and outcomes tailored to reflect the needs of students and family members in the school(s) served. The evaluation information should show the impact the project has had on student academic performance. If the applicant is not a local school division, this section must indicate that school personnel have agreed to provide information required and fulfill the evaluation requirements. No more than \$1,000 may be budgeted for implementing the annual local evaluation.

C. Budget Narrative (Pages 15-18) Please refer to *Expenditure Accounts Descriptions* on page 26 of the *Guidelines, Instructions, and Assurances*.

1. Enter the "Total Amount Requested for the First Year of the Grant" in the clear space provided. Please note, if this amount does not equal the total of individual amounts by object code entered on the *Budget Narrative* form, an error message will appear on page one of the cover pages sheet.
2. Enter the budget amounts requested on the *Budget Narrative* form for each object code on page 26 as specified. **It is important that whole numbers only be entered in all spaces on all budget pages of the application. Due to rounding, any entry other than a whole number may result in error messages. Do not use decimals.**
 - a. Object code 1000 Personnel Services – include individual detail of staff positions and amounts for each position;
 - b. Object code 2000 Employee Benefits – include the breakdown of each fringe benefit for each position;
 - c. Object code 3000 Purchased Services – describe and list each purchased service with a budgeted amount;
 - d. Object code 4000 Internal Services – describe and list each internal service with a budgeted amount;

- e. Object code 5000 Other Charges – describe and list each other charge with a budgeted amount;
- f. Object code 6000 Materials and Supplies – describe and list each type of material or supplies, including major purchases of instructional curriculum with a budgeted amount; and
- g. Object code 8000 Capital Outlay – describe and list each capital outlay with a budgeted amount.

D. Three-Year Budget Summary (Page 19)

1. Entries from the *Budget Narrative* sheet for **year one** will populate to this sheet. Enter projected object code amounts for years two and three in the clear cells on this page. Only amounts requested from award funds should be entered in this section. Contributions from other sources are not to be entered in this section.
2. All subtotals and totals on this page will automatically calculate from the entries. If the amounts on this sheet do not total the figures entered on the cover pages and *Budget Narrative* sheets, an error message will be displayed on the cover pages sheet or *Budget Narrative* sheets. If any error messages appear, please revise the amounts entered. **All numeric entries must be whole numbers.**

E. Collaboration and Partnership Information (Pages 20-21)

1. Indicate the total value of support to be provided in the space provided. This should include cash and value of donated time, facilities, and supplies.
2. Complete a separate sheet for each partner; enter information requested in the clear spaces of the form. To insert additional copies of this sheet into the application workbook:
 - With the mouse, move the cell pointer (arrow) over the “E. Partnership Information” **sheet tab and right click;**
 - In the window that appears, select “Move or Copy”;
 - In the next window that appears, under “Before sheet:”, click on “Attachment A”;
 - Check the “Create a copy” box;
 - Click on “OK”;
 - A new sheet will be added after the original “F. Partnership Information” sheet, with the name, “F. Partnership Information(2)”;
 - Double-click on the new “F. Partnership Information(2)” sheet tab; and
 - Re-name the sheet with the abbreviated name of the partner and complete the sheet for the partner

Attachment A: Statement of Partners’ Participation and Support (page 22)

1. List the legal name of each participating agency and obtain an authorized signature from a high-level official of the organization.
2. This page may either be attached to the signed cover pages, or converted to a PDF document and attached to the electronic version. A faxed signature on this document only is acceptable for inclusion in the application. The fiscal agent (applicant) must maintain the original signature on file if the faxed signature is included in the application.
3. Do not list the school division or schools proposed to be served by the application as a partner. These entities are included on the cover page of the application, and are not considered “external” partners.

Grant Application Submission Standards/Format

Please review and follow the instructions contained in the *Grant Application Submission*

Standards/Format on page 18 of the *Guidelines, Instructions, and Assurances*.

Additional Information

Please review the information contained in the Additional Information on pages 20-21 of the *Guidelines, Instructions, and Assurances*.

Grant Application Checklist

For your reference, on page 22, a checklist of all items is included. **Do not submit this checklist with the application.**

Instructions for Printing the Cover Pages of the Application for Original Signatures and Submission and the Applicant's Local File (using Excel 2007)

The cover pages one and two must be printed for original signatures and submission. To print the cover pages only for signature(s) and submission, open the cover pages sheet and click on the print icon. To print the entire application to keep on file locally, numbered sequentially, from pages 1 to 22; select, in the following order, menu bar commands:

1. Click on the "Office Button."
2. Select "Print."
3. Check the "Entire Workbook" selection.
4. Click on "Ok."

Appendices (Page 24)

The following documents are included for the applicant's reference:

1. Appendix A: *Assurances* (Keep a signed copy at the applicant's location.), pages 24-25
2. Appendix B: *Expenditure Accounts Descriptions*, page 26
3. Appendix C: Public Law 107-110 Part B, 21st Century Schools TITLE IV, PART B, — 21st Century Community Learning Centers, pages 27-34
4. Appendix D: U.S. Department of Education NON-REGULATORY GUIDANCE (EXCERPTS) Non-Regulatory Guidance for the 21st CCLC Program, pages 35-37

GRANT APPLICATION SUBMISSION STANDARDS/FORMAT

(The RFP application document is contained in the *21st Century Community Learning Centers Request For Proposals Application* (Excel File) at:

http://www.doe.virginia.gov/federal_programs/esea/title4/part_b/index.shtml.

In addition, the forms listed below, which are included in this document, are to be completed, signed as appropriate, and kept on file at the applicant's location.

Application format: The application (Excel workbook) has a maximum number of characters that may be typed in each cell (which varies, depending on the section). All sheets in the Excel document have been designed to maintain compliance with this requirement. More characters cannot be entered in any cell in the application workbook above the maximum number allowed. If the maximum number of characters allowed is exceeded (including spaces), an error message will appear, indicating the number of characters allowed, and Excel will not accept the data in that cell until the requirement is met. All required Word documents must be submitted on the sample forms listed below.

- Submit **only one hard copy of cover pages one and two with original signature(s), with the letters of commitment or memoranda of understanding attached, and Attachment A** (with signatures), and **an electronic copy** of the entire completed application, either on a compact disc (CD) or flash drive, delivered with the completed application, or e-mailed by 4 p.m. on Friday, April 26, 2013, to 21stCCLC@doe.virginia.gov. Please use the following naming convention:
21CCLC_[Org/DivName-01] (add subsequent numbers if more than one application is submitted from the same school division or organization)
- Staple the hard copy of the cover pages of the application with original signature(s) in the upper left hand corner only to the letters of commitment or memoranda of understanding, and *Attachment A*. Do not three-hole punch or enclose in a binder.

The signed, completed hard copy pages must be submitted in the following order and only the following forms are to be included:

1. *Cover Pages* sheet, pages one and two
2. Letters of Commitment
3. Memoranda of Understanding
4. Attachment A: *Statement of Partners' Participation and Support*

Other attachments to the application are strongly discouraged. Reviewers will have a limited time to review applications, and their consideration of the application against the selection criteria will focus on the sections of the application and the required documents listed above. Supplementary materials such as videotapes, CD-ROMs, files on disks (other than the required Excel application file), publications, press clippings, testimonial letters will not be reviewed nor will they be returned to the applicant. Do not include the U.S. Department of Education 21st CCLC law and guidance included in this document (Appendix C and D) on pages 27 through 37.

MAIL/HAND DELIVERY MAIL INSTRUCTIONS

An original, signed copy of *Cover Pages* one and two of the application with letters of commitment, memoranda of understanding, and *Attachment A*, and a CD or flash drive containing the electronic file, or e-mailed to 21stCCLC@doe.virginia.gov with the complete application file (Excel) must be received at the address listed below before **4 p.m. on Friday, April 26, 2013**. Incomplete, late, or faxed applications will not be accepted.

All program and budget questions should be directed to Duane C. Sergent at (804) 371-2929 or by e-mail to Duane.Sergent@doe.virginia.gov.

Mailing address:

Mr. Duane C. Sergent
Virginia Department of Education
Office of Program Administration and Accountability
P. O. Box 2120
Richmond, Virginia 23218-2120

Delivery address:

Mr. Duane C. Sergent
Virginia Department of Education
Office of Program Administration and Accountability
James Monroe Building - 23rd Floor
101 North 14th Street
Richmond, Virginia 23219

Any items missing from the original submission of the application cannot be accepted after the closing date of the RFP competition.

ADDITIONAL INFORMATION

What is the definition of a “community-based organization?”

As defined in Section 14101(4) of the ESEA, “the term ‘community-based organization’ means a public or private nonprofit organization of demonstrated effectiveness that (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community.”

What are the components of a high-quality afterschool program?

According to the U.S. Department of Education publication, *Afterschool Programs: Keeping Children Safe and Smart*, there are eight components that are generally present in high-quality afterschool programs. These include:

- Goal Setting, Strong Management, and Sustainability
- Quality Afterschool Staffing
- Attention to Safety, Health, and Nutrition Issues
- Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups
- Strong Involvement of Families
- Enriching Learning Opportunities
- Linkages Between School-Day and Afterschool Personnel
- Evaluation of Program Progress and Effectiveness

Applicants are encouraged to address as many of these components as possible in their application narrative. This document can be found at:

<http://www.eric.ed.gov/PDFS/ED438395.pdf>

Where can additional information or resources be found that would be useful in developing a community learning center?

These selected resources and accompanying descriptions are listed on the U.S. Department of Education Web site <http://www.ed.gov/programs/21stcclc/index.html>.

- The National Institute on Out-of-School Time (<http://www.niost.org/>) provides research and materials to assist applicants for 21st CCLC grants.
- The Early Childhood and Parenting (ECAP) Collaborative (<http://ecap.crc.uiuc.edu/>) is home to more than a dozen projects that focus on educating and raising young children. ECAP hosts research, technical assistance, and service projects.
- The Institute for Urban and Minority Education (<http://iume.tc.columbia.edu/>) provides information on program development, evaluation, and professional development.

- REL Appalachia (<http://ies.ed.gov/ncee/edlabs/regions/appalachia/index.asp>) is composed of a team of nationally-recognized educational research scientists. REL Appalachia's mission is to provide high-quality research, analysis and technical assistance that help state and local education systems in the region achieve higher educational standards and close the achievement gap.
- The Promising Practices in Afterschool (PPAS) Database (<http://www.afterschool.org/ppas>) Web site maintains a database of afterschool enrichment activities and a listserv for program staff and program directors to share information and ideas about quality programming.
- The Finance Project (<http://www.financeproject.org>) provides information and resources on evaluating and sustaining afterschool programs.

GRANT APPLICATION CHECKLIST

CLOSING DATE: Friday, April 26, 2013

CHECKLIST:

- Have completed cover pages one and two of the application with **original signature(s)**, letters of commitment, memoranda of understanding, and *Attachment A* been included?
- Has a compact disc (CD) or flash drive containing an electronic copy been sent, or e-mailed to 21stCCLC@doe.virginia.gov? Please use the following file naming convention for the electronic submission:
21CCLC_[Org/DivName-01] (add subsequent numbers if more than one application is submitted from the same school division or organization)
- Has the application been prepared according to the format standards?
- Has each of the four sections in the *Program Narrative* been designed to include only the specific requirements of that particular section?
- Have all sections of the application been completed?
- Has the hard copy of the entire Excel workbook been printed for your files so that all pages are numbered consecutively from page 1 through 22 (including *Attachment A*)?
- Have all required forms listed below been submitted?

◇ **Hard copy of Excel application document pages**

- Cover Pages* (pages one and two)
- Letters of Commitment
- Memoranda of Understanding
- Attachment A *Statement of Partners' Participation and Support*

◇ **Electronic copy of entire Excel application document**

- An electronic copy of the completed application e-mailed to 21stCCLC@doe.virginia.gov or a compact disc (CD) or flash drive containing an electronic copy

◇ **Word document page Appendix A: Assurances** contained at the end of the *Guidelines, Instructions, and Assurances* document

- A signed copy should be kept on file in the division or organization applying as the fiscal agent for the grant (do not submit this document).

This page should not be submitted with the application.

APPENDICES

APPENDIX A

ASSURANCES

(Keep a signed copy at the applicant's location.)

I hereby submit that these assurances and the programs they represent were presented to and approved by the	
_____	on _____
Name of Governing Body/Board/Authority	Date
Signature	Date

The _____ (applicant) hereby assures that:

1. The applicant will administer the 21st CCLC program in accordance with all applicable statutes, regulations, program plans and applications.
2. The applicant will adopt and use proper methods of administering the 21st CCLC program, including:
 - (a) the enforcement of any obligations imposed by law;
 - (b) the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and
 - (c) the adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
3. The applicant will complete any evaluation of the 21st CCLC program conducted by or for the Virginia Department of Education (VDOE), the United States Education Secretary, or other federal officials.
4. The applicant will use such fiscal control and fund accounting procedures to ensure proper disbursement of funds and reporting procedures consistent with VDOE accounting practices.
5. The applicant will:
 - (a) make reports to the VDOE and the Secretary as may be necessary to enable such agency and the Secretary to perform their duties;
 - (b) maintain such records, provide such information, and afford access to the records as the VDOE and the Secretary may find necessary to carry out their responsibilities;
 - (c) provide parents of children receiving services and the appropriate local educational agency with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that such parents can understand;
 - (d) ensure that instruction provided and content used by the provider are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards; and
 - (e) ensure that all instruction and content under this subsection are secular, neutral, and non-ideological.
6. The community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.

7. The applicant will make equitable access to and equitable participation in the program's activities to be conducted with such assistance addressing the special needs of students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age (General Education Provision Act [GEPA] Section 427).
8. The applicant will comply with the Debarment, Suspension, and Other Responsibility Matters regulation (34 CFR 85.110), the Single Audit Act, the Civil Rights Act of 1964, the Americans with Disabilities Act of 1990, and the Gun-Free Schools Act of 1994 (Reauthorized the *No Child Left Behind Act of 2001*).
9. The applicant will not utilize any federal funds to lobby Congress or any federal agency.
10. The applicant will meet all applicable federal, state, and local health, safety, and civil rights laws.
11. The program will take place in a safe and easily accessible facility.
12. The proposed program was developed and will be carried out in active collaboration with the schools the students attend.
13. The program will primarily target students who attend schools eligible for schoolwide programs under Section 1114 and the families of such students.
14. Funds under the program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or nonfederal funds.
15. Applicants not subject to the provisions of the *Single Audit Act of 1984* with amendment in 1996 (non-Federal entities that expend less than \$500,000 of Federal awards in a year), will obtain an annual audit in accordance with the [Single Audit Act Amendments of 1996](#) and Compliance Supplement March 2007 at:
http://www.whitehouse.gov/omb/circulars_a133_compliance_07_07toc/
16. The applicant will consult with private schools during the development of the grant project and provide equitable services to private school students and their families (in the attendance area served by the grant). A PowerPoint presentation and other resources on ensuring equitable services to private schools may be found at
http://www.doe.virginia.gov/federal_programs/esea/title9/index.shtml.
17. The applicant shall provide, upon request, a current financial statement, and has the financial capacity to operate program services to all participants until reimbursement is received from the Commonwealth of Virginia.
18. If applying jointly with another entity, the applicant shall execute a formal agreement that clearly states that it is a joint application, and the conditions related to the applicant's and co-applicant's relationship. The signed agreement shall be executed and kept on file at the applicant's location.

APPENDIX B

EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

OBJECT CODE DEFINITIONS:

1000 PERSONNEL SERVICES — All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

2000 EMPLOYEE BENEFITS — Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

3000 PURCHASED/CONTRACTUAL SERVICES — Services acquired from outside sources (i.e., private vendors, public authorities or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

NOTE: TITLE IV, Part B, funds may not be used to pay for medical, dental, or clothing costs.

4000 INTERNAL SERVICES — Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

5000 OTHER CHARGES — Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (Staff/Administration), office phone charges, training, leases/rental, Indirect Cost, and Other.

Note: Indirect cost cannot be claimed against capital outlay and equipment.

6000 MATERIALS AND SUPPLIES — Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the school division has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies." Grant funds may not be used for food expenditures unless either technical assistance is being provided, or the expenditure is to directly support instruction being provided and U.S. Department of Agriculture Child Nutrition Programs funds have been utilized. Snacks purchased with Title IV-B grant funds should follow U.S.D.A Child Nutrition Program nutritional guidelines and consist of components of a reimbursable breakfast or lunch.

8000 CAPITAL OUTLAY — Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the school division has set a lower capitalization threshold.

NOTE: TITLE IV, Part B, funds cannot be expended for buildings or remodeling.

APPENDIX C

Public Law 107-110 Part B, 21st Century Schools

TITLE IV, PART B, – 21st Century Community Learning Centers

SEC. 4201. PURPOSE; DEFINITIONS.

(a) **PURPOSE** - The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that —

- (1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;
- (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- (3) offer families of students served by community learning centers opportunities for literacy and related educational development.

(b) **DEFINITIONS** - In this part:

(1) **COMMUNITY LEARNING CENTER**- The term community learning center means an entity that —

- (A) assists students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during nonschool hours or periods when school is not in session (such as before and after-school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and
- (B) offers families of students served by such center opportunities for literacy and related educational development.

(2) **COVERED PROGRAM** - The term covered program means a program for which —

- (A) the Secretary made a grant under part I of title X (as such part was in effect on the day before the date of enactment of the *No Child Left Behind Act of 2001*); and
- (B) the grant period had not ended on that date of enactment.

(3) **ELIGIBLE ENTITY**- The term eligible entity means a local educational agency, community-based organization, another public or private entity, or a consortium of two or more of such agencies, organizations, or entities.

(4) **STATE** - The term State means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 4202. ALLOTMENTS TO STATES.

(a) **RESERVATION** - From the funds appropriated under section 4206 for any fiscal

year, the Secretary shall reserve —

- (1) such amount as may be necessary to make continuation awards to grant recipients under covered programs (under the terms of those grants);
- (2) not more than 1 percent for national activities, which the Secretary may carry out directly or through grants and contracts, such as providing technical assistance to eligible entities carrying out programs under this part or conducting a national evaluation; and
- (3) not more than 1 percent for payments to the outlying areas and the Bureau of Indian Affairs, to be allotted in accordance with their respective needs for assistance under this part, as determined by the Secretary, to enable the outlying areas and the Bureau to carry out the purpose of this part.

(b) STATE ALLOTMENTS-

- (1) DETERMINATION - From the funds appropriated under section 4206 for any fiscal year and remaining after the Secretary makes reservations under subsection (a), the Secretary shall allot to each State for the fiscal year an amount that bears the same relationship to the remainder as the amount the State received under subpart 2 of part A of title I for the preceding fiscal year bears to the amount all States received under that subpart for the preceding fiscal year, except that no State shall receive less than an amount equal to one-half of 1 percent of the total amount made available to all States under this subsection.
- (2) REALLOTMENT OF UNUSED FUNDS- If a State does not receive an allotment under this part for a fiscal year, the Secretary shall reallocate the amount of the State's allotment to the remaining States in accordance with this section.

(c) STATE USE OF FUNDS-

- (1) IN GENERAL - Each State that receives an allotment under this part shall reserve not less than 95 percent of the amount allotted to such State under subsection (b), for each fiscal year for awards to eligible entities under section 4204.
- (2) STATE ADMINISTRATION - A State educational agency may use not more than 2 percent of the amount made available to the State under subsection—
 - (A) the administrative costs of carrying out its responsibilities under this part;
 - (B) establishing and implementing a peer review process for grant applications described in section 4204(b) (including consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities); and
 - supervising the awarding of funds to eligible entities (in consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities).
- (3) STATE ACTIVITIES - A State educational agency may use not more than 3 percent of the amount made available to the State under subsection (b) for the following activities:
 - (A) Monitoring and evaluation of programs and activities assisted under this part.
 - (B) Providing capacity building, training, and technical assistance under this part.
 - (C) Comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities assisted under this part.
 - (D) Providing training and technical assistance to eligible entities who are

applicants for or recipients of awards under this part.

SEC. 4203. STATE APPLICATION.

(a) IN GENERAL - In order to receive an allotment under section 4202 for any fiscal year, a State shall submit to the Secretary, at such time as the Secretary may require, an application that —

- (1) designates the State educational agency as the agency responsible for the administration and supervision of programs assisted under this part;
- (2) describes how the State educational agency will use funds received under this part, including funds reserved for State-level activities;
- (3) contains an assurance that the State educational agency will make awards under this part only to eligible entities that propose to serve —

(A) students who primarily attend —

- (i) schools eligible for schoolwide programs under section 1114; or
- (ii) schools that serve a high percentage of students from low-income families; and

(B) the families of students described in subparagraph (A);

- (4) describes the procedures and criteria the State educational agency will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet local content and student academic achievement standards;
- (5) describes how the State educational agency will ensure that awards made under this part are —

(A) of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part; and

(B) in amounts that are consistent with section 4204(h);

- (6) describes the steps the State educational agency will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, evaluation, and dissemination of promising practices;
- (7) describes how programs under this part will be coordinated with programs under this Act, and other programs as appropriate;
- (8) contains an assurance that the State educational agency —

(A) will make awards for programs for a period of not less than 3 years and not more than 5 years; and

(B) will require each eligible entity seeking such an award to submit a plan describing how the community learning center to be funded through the award will continue after funding under this part ends;

- (9) contains an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, other federal, state, and local public funds expended to provide programs and activities authorized under this part and other similar programs;
- (10) contains an assurance that the State educational agency will require eligible entities to describe in their applications under section 4204(b) how the transportation needs of participating students will be addressed;

- (11) provides an assurance that the application was developed in consultation and coordination with appropriate State officials, including the chief State school officer, and other state agencies administering before and after-school (or summer school) programs, the heads of the state health and mental health agencies or their

- designees, and representatives of teachers, parents, students, the business community, and community-based organizations;
- (12) describes the results of the State's needs and resources assessment for before and afterschool activities, which shall be based on the results of ongoing state evaluation activities;
- (13) describes how the state educational agency will evaluate the effectiveness of programs and activities carried out under this part, which shall include, at a minimum —
- (A) a description of the performance indicators and performance measures that will be used to evaluate programs and activities; and
 - (B) public dissemination of the evaluations of programs and activities carried out under this part; and
- (14) provides for timely public notice of intent to file an application and an assurance that the application will be available for public review after submission.
- (b) **DEEMED APPROVAL** - An application submitted by a state educational agency pursuant to subsection (a) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this part.
- (c) **DISAPPROVAL** - The Secretary shall not finally disapprove the application, except after giving the State educational agency notice and opportunity for a hearing.
- (d) **NOTIFICATION** - If the Secretary finds that the application is not in compliance, in whole or in part, with this part, the Secretary shall —
- (1) give the state educational agency notice and an opportunity for a hearing; and
 - (2) notify the state educational agency of the finding of noncompliance, and, in such notification, shall —
 - (A) cite the specific provisions in the application that are not in compliance; and
 - (B) request additional information, only as to the noncompliant provisions, needed to make the application compliant.
- (e) **RESPONSE** - If the state educational agency responds to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the application with the requested information described in subsection (d)(2)(B), the Secretary shall approve or disapprove such application prior to the later of —
- (1) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or
 - (2) the expiration of the 120-day period described in subsection (b).
- (f) **FAILURE TO RESPOND** - If the state educational agency does not respond to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, such application shall be deemed to be disapproved.

SEC. 4204. LOCAL COMPETITIVE GRANT PROGRAM.

- (a) **IN GENERAL** - A state that receives funds under this part for a fiscal year shall provide the amount made available under Section 4202(c)(1) to eligible entities for community learning centers in accordance with this part.
- (b) **APPLICATION-**

- (1) IN GENERAL - To be eligible to receive an award under this part, an eligible entity shall submit an application to the state educational agency at such time, in such manner, and including such information as the state educational agency may reasonably require.
- (2) CONTENTS - Each application submitted under paragraph (1) shall include--
- (A) a description of the before and after-school or summer recess activities to be funded, including--
 - (i) an assurance that the program will take place in a safe and easily accessible facility;
 - (ii) a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home; and
 - (iii) a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;
 - (B) a description of how the activity is expected to improve student academic achievement;
 - (C) an identification of federal, state, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources;
 - (D) an assurance that the proposed program was developed, and will be carried out, in active collaboration with the schools the students attend;
 - (E) a description of how the activities will meet the principles of effectiveness described in section 4205(b);
 - (F) an assurance that the program will primarily target students who attend schools eligible for schoolwide programs under section 1114 and the families of such students;
 - (G) an assurance that funds under this part will be used to increase the level of State, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds;
 - (H) a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;
 - (I) an evaluation of the community needs and available resources for the community learning center and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);
 - (J) a demonstration that the eligible entity has experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students;
 - (K) a description of a preliminary plan for how the community learning center will continue after funding under this part ends;
 - (L) an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application;

- (M) if the eligible entity plans to use senior volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified seniors to serve as the volunteers; and
 - (N) such other information and assurances as the state educational agency may reasonably require.
- (c) APPROVAL OF CERTAIN APPLICATIONS - The state educational agency may approve an application under this part for a program to be located in a facility other than an elementary school or secondary school only if the program will be at least as available and accessible to the students to be served as if the program were located in an elementary school or secondary school.
- (d) PERMISSIVE LOCAL MATCH-
- (1) IN GENERAL - A state educational agency may require an eligible entity to match funds awarded under this part, except that such match may not exceed the amount of the grant award and may not be derived from other Federal or State funds.
 - (2) SLIDING SCALE - The amount of a match under paragraph (1) shall be established based on a sliding fee scale that takes into account--
 - (A) the relative poverty of the population to be targeted by the eligible entity; and
 - (B) the ability of the eligible entity to obtain such matching funds.
 - (3) IN-KIND CONTRIBUTIONS - Each state educational agency that requires an eligible entity to match funds under this subsection shall permit the eligible entity to provide all or any portion of such match in the form of in-kind contributions.
 - (4) CONSIDERATION- Notwithstanding this subsection, a state educational agency shall not consider an eligible entity's ability to match funds when determining which eligible entities will receive awards under this part.
- (e) PEER REVIEW - In reviewing local applications under this section, a state educational agency shall use a peer review process or other methods of assuring the quality of such applications.
- (f) GEOGRAPHIC DIVERSITY - To the extent practicable, a state educational agency shall distribute funds under this part equitably among geographic areas within the State, including urban and rural communities.
- (g) DURATION OF AWARDS - Grants under this part may be awarded for a period of not less than 3 years and not more than 5 years.
- (h) AMOUNT OF AWARDS - A grant awarded under this part may not be made in an amount that is less than \$50,000.
- (i) PRIORITY-
- (1) IN GENERAL - In awarding grants under this part, a state educational agency shall give priority to applications--
 - (A) proposing to target services to students who attend schools that have been identified as in need of improvement under section 1116; and
 - (B) submitted jointly by eligible entities consisting of not less than 1--
 - (i) local educational agency receiving funds under part A of title I; and
 - (ii) community-based organization or other public or private entity.
 - (2) SPECIAL RULE - The state educational agency shall provide the same priority under paragraph (1) to an application submitted by a local educational agency if the local educational agency demonstrates that it is unable to partner

with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this part.

SEC. 4205. LOCAL ACTIVITIES.

(a) AUTHORIZED ACTIVITIES - Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of before and after-school activities (including during summer recess periods) that advance student academic achievement, including —

- (1) remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- (2) mathematics and science education activities;
- (3) arts and music education activities;
- (4) entrepreneurial education programs;
- (5) tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- (6) programs that provide afterschool activities for limited English proficient students that emphasize language skills and academic achievement;
- (7) recreational activities;
- (8) telecommunications and technology education programs;
- (9) expanded library service hours;
- (10) programs that promote parental involvement and family literacy;
- (11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and
- (12) drug and violence prevention programs, counseling programs, and character education programs.

(b) PRINCIPLES OF EFFECTIVENESS-

- (1) IN GENERAL - For a program or activity developed pursuant to this part to meet the principles of effectiveness, such program or activity shall —
 - (A) be based upon an assessment of objective data regarding the need for before and afterschool programs (including during summer recess periods) and activities in the schools and communities;
 - (B) be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
 - (C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

(2) PERIODIC EVALUATION-

- (A) IN GENERAL - The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment.
- (B) USE OF RESULTS - The results of evaluations under subparagraph (A) shall be —
 - (i) used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and

(ii) made available to the public upon request, with public notice of such availability provided.

APPENDIX D

**U. S. Department of Education
Non-Regulatory Guidance on
21st Century Community Learning Centers
(Excerpts)
February 2003**

Complete document is located at:

<http://www.ed.gov/programs/21stcclc/guidance2003.pdf>

U. S. Department of Education NON-REGULATORY GUIDANCE (EXCERPTS)

Non-Regulatory Guidance for the 21st CCLC Program

Non-Regulatory Guidance (dated February 2003) is available at the U. S. Department of Education 21st Century Community Learning Centers Web site at: <http://www.ed.gov/programs/21stcclc/guidance2003.pdf>. Included below are selected excerpts from the Non-Regulatory Guidance. Refer to the complete document for additional information.

What is a 21st CCLC?

A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families during nonschool hours (before or afterschool) or periods when school is not in session (including holidays, weekends or summer recess). According to Section 4201(b)(1) of the program statute, a community learning center assists students in meeting state and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment. Centers also provide students with a broad array of other activities – such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs – during periods when school is not in session. Community learning centers must also serve the families of participating students, e.g., through family literacy programs.

What organizations are eligible to apply for 21st CCLC funds?

Any public or private organization is now eligible to apply for a 21st CCLC grant. Examples of agencies and organizations now eligible to apply under the 21st CCLC program include, but are not limited to: nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. The statute encourages eligible organizations applying for funds to collaborate with the schools the children attend. The statute also allows a consortium of two or more agencies, organizations, or entities to apply.

For what activities may a grantee use 21st CCLC program funds?

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and afterschool activities (or activities during other times when school is not in session) that advance student achievement. In the Department's view, local grantees are limited to providing activities within the following list:

- Remedial educational activities and academic enrichment learning programs, including providing additional assistance to students to help improve their academic achievement;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;

- Programs that provide afterschool activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
- Drug and violence prevention programs, counseling programs, and character education programs.

What portions of the Education Department General Administrative Regulations (EDGAR) apply to the 21st CCLC program?

34 C.F.R. Part 74 - Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and other Non-Profit Organizations; 34 C.F.R. Part 75 - Direct Grant Programs; 34 C.F.R. Part 76 - State-Administered Programs; 34 C.F.R. Part 77 - Definitions that Apply to Department Regulations; 34 C.F.R. Part 80 - Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments; 34 C.F.R. Part 82 -New Restrictions on Lobbying; 34 C.F.R. Part 85 - Governmentwide Debarment and Suspension (Nonprocurement) and 34 C.F.R. Part 84 Governmentwide Requirements for Drug-Free Workplace (Financial Assistance Grants); and 34 C.F.R. Part 99 - Family Educational Rights and Privacy.

In addition to the portions of EDGAR noted above, the Office of Management and Budget (OMB) Circular A-133 Compliance Supplement released in March 2003 identifies 34 C.F.R. Part 79 - Intergovernmental Review of Department of Education Programs and Activities and 34 C.F.R. Part 81- General Education Provisions Act-Enforcement as applicable to the 21st CCLC program. Circular A-122 Cost Principles for Nonprofit Organizations also applies to the 21st CCLC program.

The EDGAR regulations can be found at:

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>. The OMB circulars can be found at: <http://www.whitehouse.gov/omb/circulars/>.

Applicants are reminded of their obligation under Section 504 of the Rehabilitation Act of 1973 <http://www.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html> to ensure that their proposed community learning center program and facility is accessible to persons with disabilities.

Agenda Report

Date: 05/07/13

Agenda Number: G-3

Attachments: No

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

Subject: Request for Reallocation of Budget

Summary/Description:

The school administration has recognized a need to reallocate funds among various budget functional areas and would like to reallocate the following funds from its existing cost center to a different cost center as follows:

FROM:

Various cost centers leases & rentals	\$105,000.00
Various benefits accounts	460,000.00
Various salary accounts	<u>55,000.00</u>
	<u>\$620,000.00</u>
	=====

TO:

960 Asst. Supt for Instruction - Stipends for Pacing guides development	\$150,000.00
960 Asst. Supt for Instruction – Purchase of Interactive instructional software	81,000.00
914 Facilities and Maint. – Purchase of vehicles for maintenance department	100,000.00
914 Facilities and Maint. – Purchase of maintenance supplies	89,000.00
940 Deputy Superintendent - Purchase of equipment	100,000.00
911 Information Technology – Purchase of electronic equipment	<u>100,000.00</u>
	<u>\$620,000.00</u>
	=====

Disposition: Action
 Information
 Action at Meeting on: May 20, 2013

Recommendation:

The superintendent recommends that the school board receive the agenda report as an informational item and consider action at the school board meeting on May 20, 2013.

Agenda Report

Date: 05/07/13

Agenda Number: G-4

Attachments: Yes

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

Subject: Perrymont Elementary School: Cell Phone Tower

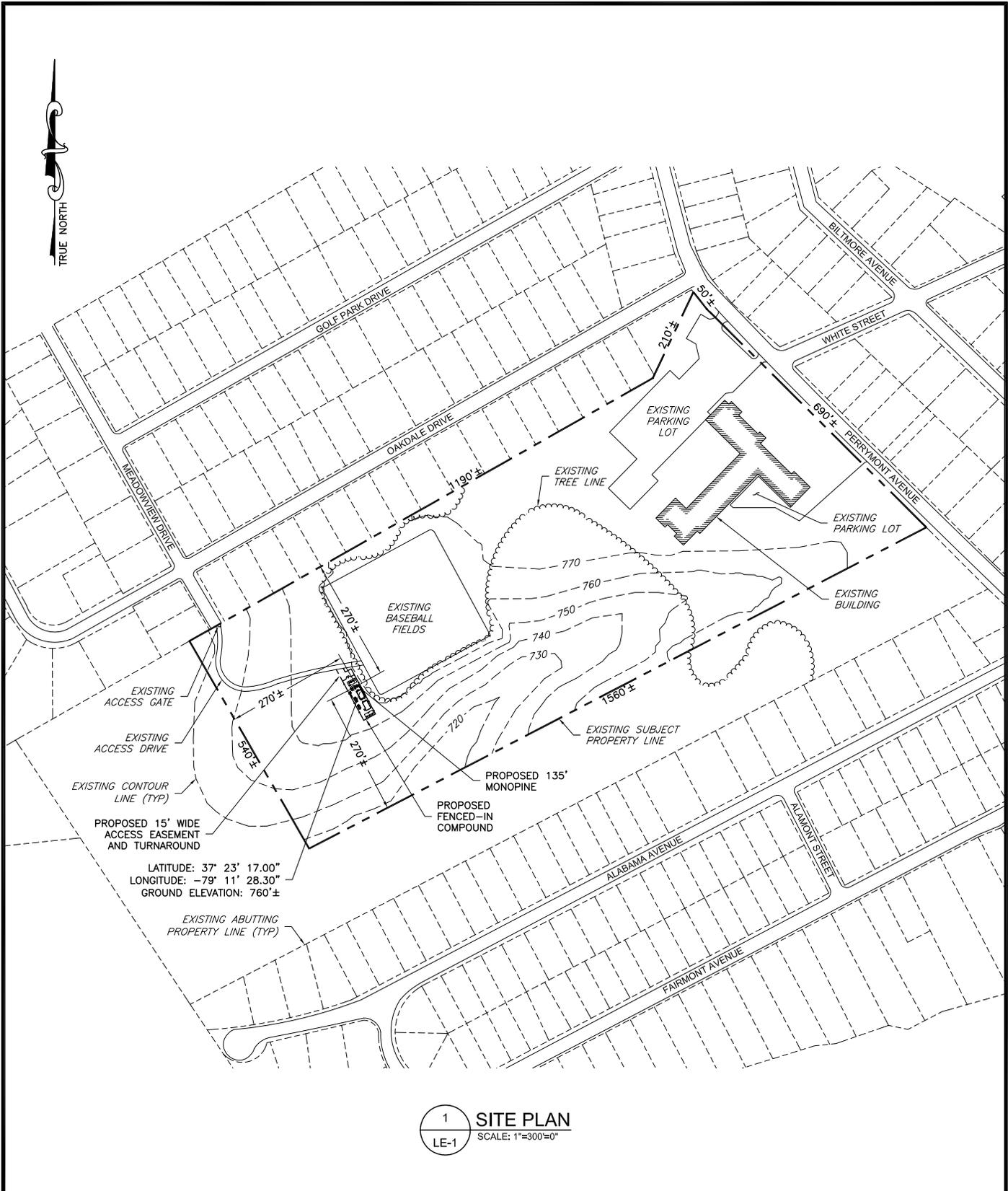
Summary/Description:

The City entered into an agreement with Milestone Communications concerning the possible placement of cell towers on city property throughout Lynchburg. Milestone is proposing a tower be located in the woods behind Perrymont Elementary School. Information and details concerning the site selection, equipment placement, tower type and other details will be presented to the school board during this presentation.

Disposition: Action
 Information
 Action at Meeting on: 05/21/13

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 21, 2013.



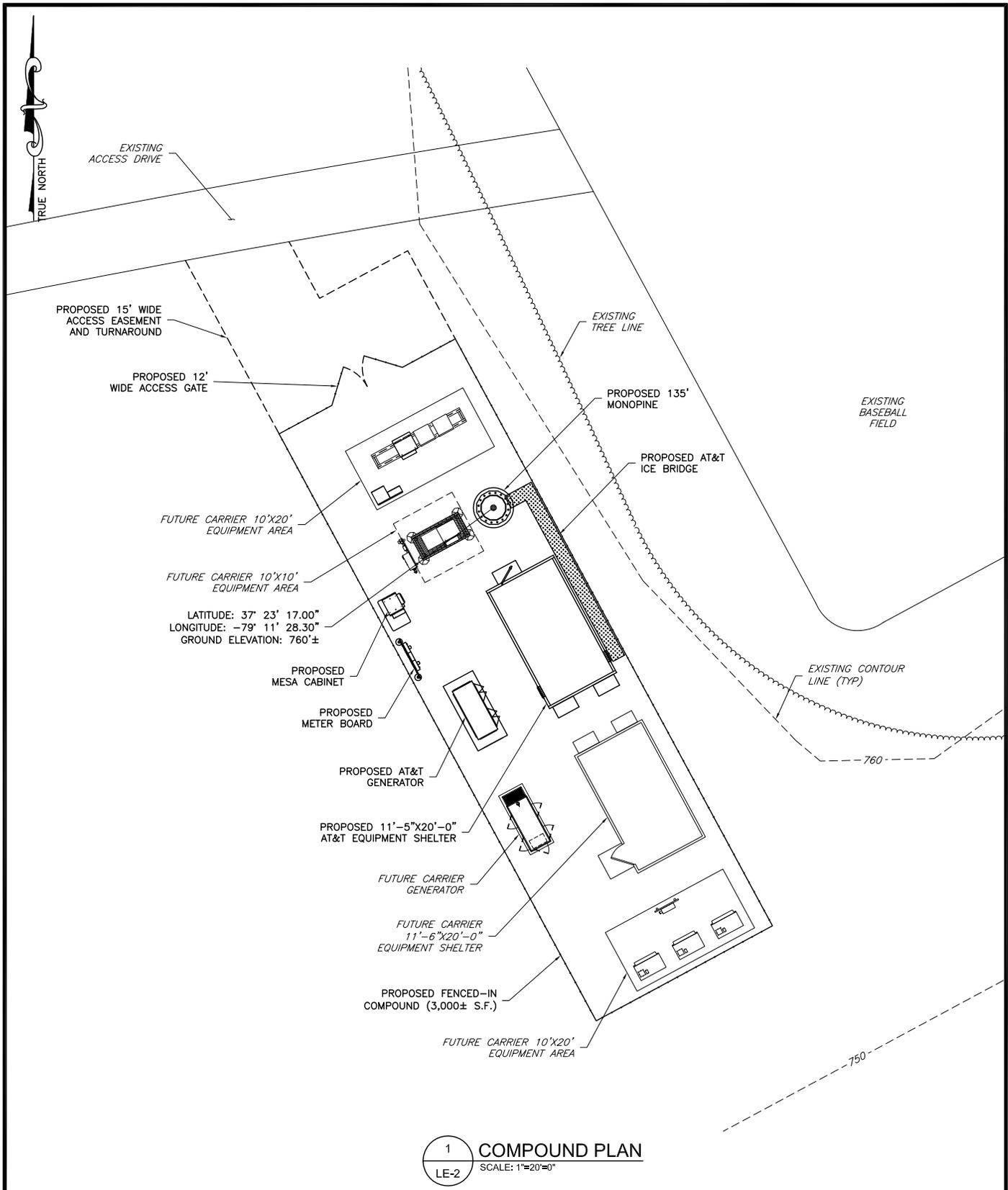
1 SITE PLAN
 LE-1 SCALE: 1"=300'=0"



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SUBMITTALS

A	03/13/13
B	03/18/13
C	03/19/13
D	03/21/13



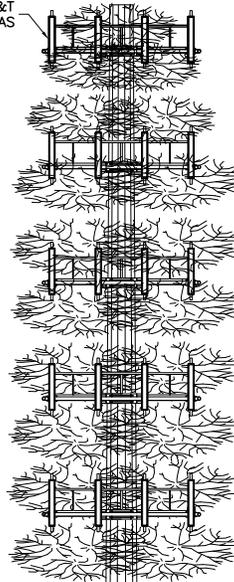
1 COMPOUND PLAN
 LE-2 SCALE: 1"=20'=0"



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A	03/13/13
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D	03/21/13

PROPOSED AT&T ANTENNAS



----- TOP OF MONOPINE
ELEV.=135.0'± AGL
- - - - - PROPOSED C OF AT&T ANTENNAS
ELEV.=132.0'± AGL

----- FUTURE ANTENNAS
ELEV.=122.0'± AGL

----- FUTURE ANTENNAS
ELEV.=112.0'± AGL

----- FUTURE ANTENNAS
ELEV.=102.0'± AGL

----- FUTURE ANTENNAS
ELEV.=92.0'± AGL

PROPOSED 135' MONOPINE

----- GROUND LEVEL
ELEV.=0.0'± AGL

1 ELEVATION
LE-3 SCALE: 1/16"=1'-0"

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Agenda Report

Date: 05/07/13

Agenda Number: G-5

Attachments: No

From: Treney L. Tweedy, Vice Chairman

Subject: National School Boards Association: Conference Update

Summary/Description:

On April 13-15, 2013, Mrs. Treney L. Tweedy, vice chairman, attended the 73rd Annual NSBA Conference. During this presentation, Mrs. Tweedy will provide information to the school board about the workshops she attended at the conference.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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