



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

Lynchburg City School Board

Keith R. Anderson
School Board District 2

Mary Ann H. Barker
School Board District 1

Albert L. Billingsly
School Board District 3

Regina T. Dolan-Sewell
School Board District 1

Troy L. McHenry
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

Paul McKendrick
Superintendent

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

Edward R. Witt, Jr.
Assistant Superintendent of
Operations and Administration

Wendie L. Sullivan
Clerk

SCHOOL BOARD MEETING
May 17, 2011 5:30 p.m.
School Administration Building
Board Room

A. PUBLIC COMMENTS

- 1. Public Comments
Paul McKendrick.Page 1
Discussion/Action (30 Minutes)

B. FINANCE REPORT

- 1. Finance Report
Kimberly D. Lukanich. Page 2
Discussion

C. CONSENT AGENDA

- 1. School Board Meeting Minutes: March 1, 2011 (Regular Meeting)
March 15, 2011 (Special Meeting)
March 15, 2011 (Regular Meeting)
- 2. Personnel Report
Billie Kay Wingfield. Page 8
Discussion/Action
- 3. Special Education Annual Plan/Part B Flow-through
Application and Section 619 Preschool Grant Application: 2011-12
William A. Coleman, Jr. Page 10
Discussion/Action
- 4. Carl Perkins Funds: 2011-12
William A. Coleman, Jr. Page 17
Discussion/Action
- 5. Biology 2 Ecology: Textbooks
William A. Coleman, Jr. Page 20
Discussion/Action

- 6. Advanced Placement Microeconomics and
Macroeconomics: Textbooks
William A. Coleman, Jr. Page 21
Discussion/Action
- 7. School Board Policy 2-15.1: Service Animals in
Public Schools
Edward R. Witt, Jr.Page 22
Discussion/Action

D. STUDENT REPRESENTATIVE COMMENTS

E. UNFINISHED BUSINESS

- 1. AON Hewitt
Paul McKendrick.Page 30
Discussion
- 2. Eperitus Report
Paul McKendrick.Page 32
Discussion
- 3. Athletics Advisory Committee: 2010-11
William A. Coleman, Jr. Page 34
Discussion

F. NEW BUSINESS

- 1. Lynchburg City Schools Local Gifted Plan
William A. Coleman, Jr. Page 46
Discussion
- 2. School Board Policy 7-45.3: Student-Athlete Concussion
Management
William A. Coleman, Jr. Page 47
Discussion

G. SUPERINTENDENT’S COMMENTS

H. BOARD COMMENTS

I. CLOSED MEETING

- 1. Notice of Closed Meeting
Paul McKendrick.Page 48
Discussion/Action

2. Certification of Closed Meeting
Paul McKendrick.Page 49
Discussion/Action

J. INFORMATIONAL ITEMS

Next School Board Meeting: Tuesday, June 7, 2011, 5:30 p.m.
Board Room, School Administration Building

Graduation: Amelia Pride Center – May 25, 2011
Carl Anderson Performance Auditorium – Paul Laurence
Dunbar Middle School for Innovation

Heritage High School – May 29, 2011
Ralph Spencer Gymnasium – **8:30 a.m.**

E. C. Glass High School – May 29, 2011
Civic Auditorium – 3:00 p.m.

K. ADJOURNMENT

Agenda Report

Date: 05/17/11

Agenda Number: A-1

Attachments: No

From: Paul McKendrick, 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: 5/17/11

Agenda Number: B-1

Attachments: Yes

From: Paul McKendrick, Superintendent
Kimberly Lukanich, Assistant Director of Finance

Subject: Finance Report

Summary/Description:

The school administration, in accordance with the 2010-11 school's operating budget, authorized, approved, and processed the necessary payments through April 30, 2011. The school administration certifies that the amounts approved are within budgetary limits and revenue.

The operating fund expenditure report summarizes the payments made through April 30, 2011, for the operating fund.

Total Operating Fund Budget	\$75,663,290.00
❖ Less: Basic Aid reallocated as Final Phase of SFSF (Fund 5)	(\$899,601.00)
❖ Use of Lease Purchase Funds	\$ 96,687.56
Adjusted Balance	\$74,860,376.56
Expenditures through 4/30/11	(\$54,833,994.20)
Outstanding Encumbrances	(\$ 806,402.30)
Available Balance	\$19,219,980.06
Outstanding Payroll Encumbrances	(\$17,042,786.97)
Available Balance after Payroll	\$2,177,193.09
Percent of Budget Used as of 04/30/11 - with payroll encumbrances	97.09%
Percent of Budget Used as of 04/30/11 - without payroll encumbrances	74.32%
Percent of Budget Used as of 4/30/10 - without payroll encumbrances	66.38%
As of 4/30/11 – 10 months	83.33%

Agenda Report

Date: 5/17/11

Agenda Number: B-1

Attachments: Yes

The revenue and expenditure reports detail the transactions recorded through April 30, 2011. All reports appear as attachments to the agenda report.

The return of the 2009-10 fund balance, as well as the use of the health insurance reserve, will be reflected on the May 2011 reports. These items were on city council's consent agenda, May 10, 2011.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

Expenditures
Report Dated April 30, 2011

	Fiscal Year 2009-2010			Fiscal Year 2010-11					BUDGET AVAILABLE	BUDGET % USED	
	BUDGET	TRANSACTIONS	BUDGET % USED	BUDGET	TRANSACTIONS	BUDGET % USED	ENCUMBRANCES				
INSTRUCTION											
FUNCTION 1100 CLASSROOM INSTRUCTION	47,015,381.34	43,215,459.58	91.92%	42,922,198.00	30,640,552.82	71.39%	12,545,499.34	-263,854.16	100.61%	overage due to	
FUNCTION 1200 INST SUPPORT-STUDENT	2,882,180.28	2,867,189.44	99.48%	2,754,658.44	2,037,826.41	73.98%	501,363.48	215,468.55	92.18%	health ins expense	
FUNCTION 1300 INST SUPPORT-STAFF	4,733,292.66	5,221,947.71	110.32%	5,091,974.86	3,805,028.92	74.73%	665,823.85	621,122.09	87.80%		
FUNCTION 1400 INST SUPPORT-SCHOOL ADMN	3,235,724.44	3,029,748.56	93.63%	4,404,168.11	2,623,088.28	59.56%	791,436.12	989,643.71	77.53%		
TOTAL INSTRUCTION	57,866,578.72	54,334,345.29	93.90%	55,172,999.41	39,106,496.43	70.88%	14,504,122.79	1,562,380.19	97.17%		
ADMINISTRATION											
FUNCTION 2100 ADMINISTRATION	2,385,568.92	2,218,881.43	93.01%	2,441,437.78	1,825,860.89	74.79%	237,870.61	377,706.28	84.53%		
FUNCTION 2200 ATTENDANCE & HEALTH SERV	2,087,418.59	1,857,366.27	88.98%	1,803,495.42	1,226,365.67	68.00%	541,036.47	36,093.28	98.00%		
TOTAL ADMINISTRATION	4,472,987.51	4,076,247.70	91.13%	4,244,933.20	3,052,226.56	71.90%	778,907.08	413,799.56	90.25%		
PUPIL TRANSPORTATION											
FUNCTION 3100 MANAGEMENT & DIRECTION	295,854.22	281,707.26	95.22%	278,661.38	224,682.38	80.63%	41,361.93	12,617.07	95.47%		
FUNCTION 3200 VEHICLE OPERATION SERVICE	2,488,818.40	2,558,877.75	102.81%	2,708,861.42	2,084,546.30	76.95%	615,230.13	9,084.99	99.66%		
FUNCTION 3300 MONITORING SERVICE	325,078.86	322,177.67	99.11%	318,795.50	200,853.85	63.00%	106,534.93	11,406.72	96.42%		
FUNCTION 3400 VEHICLE MAINT SERVICE	468,890.50	345,839.78	73.76%	367,100.50	274,011.06	74.64%	3,583.60	89,505.84	75.62%		
TOTAL PUPIL TRANSPORTATION	3,578,641.98	3,508,602.46	98.04%	3,673,418.80	2,784,093.59	75.79%	766,710.59	122,614.62	96.66%		
OPERATIONS & MAINTENANCE											
FUNCTION 4100 MANAGEMENT & DIRECTION	342,756.50	313,711.24	91.53%	307,191.98	234,980.52	76.49%	42,310.54	29,900.92	90.27%		
FUNCTION 4200 BUILDING SERVICES	9,384,379.73	9,117,784.02	97.16%	8,852,667.95	6,890,682.09	77.84%	1,270,087.01	691,898.85	92.18%		
FUNCTION 4300 GROUNDS SERVICES	250,103.57	235,532.00	94.17%	240,570.71	197,355.10	82.04%	43,310.32	-94.71	100.04%		
FUNCTION 4400 EQUIPMENT SERVICES	52,000.00	39,799.25	76.54%	48,000.00	47,181.29	98.29%	0.00	818.71	98.29%		
FUNCTION 4500 VEHICLE SERVICES	27,000.00	23,889.79	88.48%	23,000.00	22,584.42	98.19%	0.00	415.58	98.19%		
FUNCTION 4600 SECURITY SERVICES	208,377.00	291,029.63	139.66%	232,224.50	221,010.71	95.17%	5,748.09	5,465.70	97.65%		
TOTAL OPERATIONS & MAINTENANCE	10,264,616.80	10,021,745.93	97.63%	9,703,655.14	7,613,794.13	78.46%	1,361,455.96	728,405.05	92.49%		
SCHOOL FOOD SERVICES											
FUNCTION 5100 SCHOOL FOOD SERVICES	55,215.00	0	0.00%	0	2,762.11	0.00%	25,573.48	-28,335.59	-9999.99%	to be reimbursed	
TOTAL SCHOOL FOOD SERVICES	55,215.00	0.00	0.00%	0.00	2,762.11	0.00%	25,573.48	-28,335.59	-9999.99%	by School Nutrition	
FACILITIES											
FUNCTION 6200 SITE IMPROVEMENTS	0	0	0.00%	0	0	0.00%	4.91	-4.91	0.00%		
FUNCTION 6600 BLDG ADD & IMP SERVICES	520,170.00	441,285.94	84.83%	98,095.00	54,960.25	56.03%	2,290.00	40,844.75	58.36%		
TOTAL FACILITIES	520,170.00	441,285.94	84.83%	98,095.00	54,960.25	56.03%	2,294.91	40,839.84	58.37%		
DEBT SERVICE											
FUNCTION 7100 DEBT SERVICE	1,027,410.00	1,025,636.45	99.83%	720,472.94	604,475.63	83.90%	86,596.53	29,400.78	95.92%		
TOTAL DEBT SERVICE											
TECHNOLOGY											
FUNCTION 8100 CLASSROOM INSTRUCTION	1,609,920.90	1,812,373.63	112.58%	1,560,213.69	1,194,351.23	76.55%	286,583.36	79,279.10	94.92%		
FUNCTION 8200 INSTRUCTIONAL SUPPORT	716,368.76	507,477.39	70.84%	489,501.82	324,146.71	66.22%	36,944.57	128,410.54	73.77%		
FUNCTION 8200 LEASE PURCHASE	0.00	0.00	0.00%	96,687.56	96,687.56	100.00%	0.00	0.00	100.00%		
TOTAL TECHNOLOGY	2,326,289.66	2,319,851.02	99.72%	2,146,403.07	1,615,185.50	75.25%	323,527.93	207,689.64	90.32%		
CONTINGENCY RESERVES											
FUNCTION 9100 CLASSROOM INSTRUCTION	500	0	0.00%	0	0	0.00%	0	0.00	0.00%		
FUNCTION 9300 ADMINISTRATION	11,500.00	0	0.00%	0	0	0.00%	0	0.00	0.00%		
FUNCTION 9500 PUPIL TRANSPORTATION	13,000.00	0	0.00%	0	0	0.00%	0	0.00	0.00%		
FUNCTION 9600 OPERATIONS & MAINTENANCE	78,000.00	0	0.00%	0	0	0.00%	0	0.00	0.00%		
TOTAL CONTINGENCY RESERVES	103,000.00	0.00	0.00%	0.00	0.00	0.00%	0.00	0.00	0.00%		
TOTAL OPERATING BUDGET	80,214,909.67	75,727,714.79	94.41%	75,759,977.56	54,833,994.20	72.38%	17,849,189.27	3,076,794.09	95.94%		

* expense budget increased on reporting due to use of lease purchase funds

Revenue

Report Date: April 30, 2011

ACCOUNT TITLE	FY 2009-2010				FY 2010-2011			
	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	% RECEIVED	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	% RECEIVED
240308 SALES TAX RECEIPTS	(8,736,195.00)	(8,268,428.81)	(467,766.19)	94.65%	(8,321,436.00)	(6,459,369.69)	(1,862,066.31)	77.62%
240202 BASIC SCHOOL AID	(21,519,537.21)	(21,331,799.84)	(187,737.37)	99.13%	(19,996,461.00)	(15,971,974.56)	(4,024,486.44)	79.87%
240207 GIFTED & TALENTED	(249,571.00)	(251,576.00)	2,005.00	100.80%	(232,983.00)	(194,793.16)	(38,189.84)	83.61%
240208 REMEDIAL EDUCATION	(982,006.00)	(989,896.00)	7,890.00	100.80%	(916,399.00)	(766,186.52)	(150,212.48)	83.61%
240208 REMEDIAL EDUCATION	(215,497.00)	(211,765.00)	(3,732.00)	98.27%	(206,426.00)	(98,991.36)	(107,434.64)	47.95%
240209 ENROLLMENT LOSS	(174,302.00)	(68,539.00)	(105,763.00)	39.32%	0.00	0.00	0.00	0.00%
240212 SPECIAL ED SOQ	(3,586,222.00)	(3,615,034.00)	28,812.00	100.80%	(2,583,520.00)	(2,160,039.32)	(423,480.68)	83.61%
240217 VOCATIONAL ED SOQ	(314,676.00)	(317,204.00)	2,528.00	100.80%	(305,466.00)	(255,395.64)	(50,070.36)	83.61%
240221 SOC SEC-INSTR	(1,481,148.00)	(1,493,047.00)	11,899.00	100.80%	(1,340,942.00)	(1,121,142.20)	(219,799.80)	83.61%
240223 VRS INSTRUCTIONAL	(1,909,758.00)	(1,443,826.00)	(465,932.00)	75.60%	(792,143.00)	(662,296.16)	(129,846.84)	83.61%
240241 GROUP LIFE INST	(54,254.00)	(38,283.00)	(15,971.00)	70.56%	(46,598.00)	(38,958.80)	(7,639.20)	83.61%
240228 READING INTERVENTN	(118,746.00)	(126,935.00)	8,189.00	106.90%	(117,822.00)	(95,288.00)	(22,534.00)	80.87%
240205 CAT-REG FOSTER	(205,262.00)	(126,535.00)	(78,727.00)	61.65%	(150,118.00)	(46,746.66)	(103,371.34)	31.14%
240246 CAT-HOMEBOUND	(65,417.00)	(159,994.16)	94,577.16	244.58%	(160,802.00)	(147,984.74)	(12,817.26)	92.03%
240248 REGIONAL TUITION	(800,760.00)	(782,882.65)	(17,877.35)	97.77%	(866,273.00)	(215,621.36)	(650,651.64)	24.89%
240265 AT RISK SOQ	(1,029,835.00)	(1,018,840.00)	(10,995.00)	98.93%	(1,071,449.00)	(717,238.64)	(354,210.36)	66.94%
240309 ESL	(128,081.00)	(120,097.00)	(7,984.00)	93.77%	(114,953.00)	(59,936.00)	(55,017.00)	52.14%
330213 SCHOOL LUNCH	0.00	0.00	0.00	-	0.00	(14,954.31)	14,954.31	100.00%
240281 AT RISK 4 YR OLDS	(1,089,034.00)	(1,089,034.00)	0.00	100.00%	(1,209,101.00)	(806,067.36)	(403,033.64)	66.67%
240218 CTE - ADULT ED	(19,175.00)	(1,609.00)	(17,566.00)	8.39%	(19,175.00)	0.00	(19,175.00)	0.00%
240252 CTE EQUIPMENT	0.00	(10,123.30)	10,123.30	100.00%	0.00	(4,377.00)	4,377.00	0.00%
240253 CTE OCC PREP	(30,573.00)	(22,077.00)	(8,496.00)	72.21%	(29,073.00)	0.00	(29,073.00)	0.00%
LOTTERY PROCEEDS	(493,011.00)	(631,400.00)	138,389.00	128.07%	0.00	0.00	0.00	0.00%
REG SPEC SERV	(817,514.00)	(316,361.54)	(501,152.46)	38.70%	0.00	0.00	0.00	0.00%
240273 CPI HOLD HARMLESS	0.00	0.00	0.00	-	(1,744,519.00)	(1,287,681.28)	(456,837.72)	73.81%
240275 PRIMARY CLASS SIZE	(1,386,843.00)	(1,377,979.00)	(8,864.00)	99.36%	(1,174,904.00)	(781,279.36)	(393,624.64)	66.50%
240214 TEXTBOOKS	(643,024.00)	(294,719.37)	(348,304.63)	45.83%	(272,021.00)	(227,432.04)	(44,588.96)	83.61%
240203 GED/ISAEF	(23,576.00)	(23,576.00)	0.00	100.00%	(23,576.00)	(15,717.36)	(7,858.64)	66.67%
240405 ALGEBRA READINESS	(110,877.00)	(108,654.00)	(2,223.00)	98.00%	(110,760.00)	(76,607.36)	(34,152.64)	69.17%
COMMONWEALTH OF VA	(46,184,894.21)	(44,240,215.67)	(1,944,678.54)	95.79%	(41,806,920.00)	(32,226,078.88)	(9,580,841.12)	77.08%
330201 BASIC ADULT ED.	(80,000.00)	(96,051.19)	16,051.19	120.06%	(50,000.00)	(900.00)	(49,100.00)	1.80%
330212 IMPACT AIDPL81-874	(6,000.00)	(13,891.62)	7,891.62	231.53%	(6,000.00)	(7,990.43)	1,990.43	133.17%
180303 MEDICAID REIMBURSE	(180,000.00)	(629,579.18)	449,579.18	349.77%	(300,000.00)	(368,608.50)	68,608.50	122.87%
JR ROTC	(40,000.00)	(116,420.64)	76,420.64	291.05%	(105,000.00)	(87,229.57)	(17,770.43)	83.08%
FEDERAL	(306,000.00)	(855,942.63)	549,942.63	279.72%	(461,000.00)	(464,728.50)	3,728.50	100.81%
510500 CITY OPER APPR	(31,942,103.00)	(29,443,654.00)	(2,498,449.00)	92.18%	(31,942,103.00)	(23,050,000.00)	(8,892,103.00)	72.16%
510502 CITY DEBT SERV APP	(33,627.00)	(31,890.02)	(1,736.98)	94.83%	(33,627.00)	0.00	(33,627.00)	0.00%
CITY	(31,975,730.00)	(29,475,544.02)	(2,500,185.98)	92.18%	(31,975,730.00)	(23,050,000.00)	(8,925,730.00)	72.09%
		FY 2009-2010				FY 2010-2011		
	REVENUE	YTD	BUDGET	%	REVENUE	YTD	BUDGET	%

Agenda Report Attachment

Item: B-1

Page 4

	BUDGET	TRANSACTIONS	BALANCE	RECEIVED	BUDGET	TRANSACTIONS	BALANCE	RECEIVED
189912 MISC REV/OTH FUNDS	0.00	(3,005.29)	3,005.29	100.00%	0.00	(10,664.39)	10,664.39	100.00%
180303 REBATES & REFUNDS	(115,000.00)	(7,240.41)	(107,759.59)	6.30%	(15,000.00)	(48,626.45)	33,626.45	324.18%
189903 DONATIONS & SP GF	(3,000.00)	(3,000.00)	0.00	100.00%	0.00	0.00	0.00	0.00%
189909 SALE OTHER EQUIP	(2,317.24)	(3,606.91)	1,289.67	155.66%	0.00	(1,813.45)	1,813.45	100.00%
189910 INSURANCE ADJUST	(16,797.82)	(19,431.83)	2,634.01	115.68%	(3,000.00)	(20,439.09)	17,439.09	681.30%
189912 OTHER FUNDS	(10,000.00)	0.00	(10,000.00)	0.00%	0.00	0.00	0.00	0.00%
E RATE REIMBURSEMENT	(85,000.00)	(172,619.95)	87,619.95	203.08%	(85,000.00)	(49,288.27)	(35,711.73)	57.99%
SCHOOL NUT UTILITIES	0.00	0.00	0.00	0.00%	(98,500.00)	(70,464.87)	(28,035.13)	71.54%
TRANSFER IN/OUT	0.00	433,045.83	(433,045.83)	9999.99%	0.00	33,634.13	(33,634.13)	-100.00%
MISCELLANEOUS	(232,115.06)	224,141.44	(456,256.50)	-96.56%	(201,500.00)	(167,662.39)	(33,837.61)	83.21%
150201 RENTS	(110,000.00)	(110,000.00)	0.00	100.00%	(110,000.00)	(98,000.00)	(12,000.00)	89.09%
161201 TUITION DAY SCHOOL	(189,000.00)	(170,086.13)	(18,913.87)	89.99%	(189,000.00)	(114,309.76)	(74,690.24)	60.48%
161206 TUITION ADULT	(15,750.00)	(8,962.00)	(6,788.00)	56.90%	(15,750.00)	(4,890.00)	(10,860.00)	31.05%
161207 TUITION SUMMER SCH	(42,000.00)	(41,290.00)	(710.00)	98.31%	0.00	0.00	0.00	0.00%
161202 SPEC PUPIL FEES	(35,000.00)	(35,959.64)	959.64	102.74%	(50,000.00)	(25,079.45)	(24,920.55)	50.16%
161205 BUS RENTAL	(122,500.00)	(122,500.00)	0.00	100.00%	(122,500.00)	(155,388.18)	32,888.18	126.85%
190101 TUIT FM OTH CO/CY	(634,620.00)	(623,945.00)	(10,675.00)	98.32%	(634,620.00)	(265,763.15)	(368,856.85)	41.88%
161201 DUAL ENROLLMENT	(42,000.00)	(34,314.55)	(7,685.45)	81.70%	(42,000.00)	0.00	(42,000.00)	0.00%
PRINT SHOP	0.00	0.00	0.00	0.00%	0.00	(88,950.25)	88,950.25	100.00%
FACILITY RENTALS	(85,000.00)	(81,138.26)	(3,861.74)	95.46%	(54,270.00)	(47,451.63)	(6,818.37)	87.44%
CHARGES FOR SERVICES	(1,275,870.00)	(1,228,195.58)	(47,674.42)	96.26%	(1,218,140.00)	(799,832.42)	(418,307.58)	65.66%
150101 INTEREST-BNK DPST USE OF MONEY	0.00	(1,313.59)	1,313.59	100.00%	0.00	(500.64)	500.64	100.00%
LEASE PURCHASE PROCEEDS	(240,300.01)	0.00	(240,300.01)	0.00%	(96,687.56)	0.00	(96,687.56)	0.00%
TOTAL OPERATING FUND	(80,214,909.28)	(75,577,070.05)	(4,637,839.23)	94.22%	(75,759,977.56)	(56,708,802.83)	(19,051,174.73)	74.85%

* revenue budget increased on reporting due to use of lease purchase funds

		ADOPTED	YTD	OUTSTANDING	UNCOMMITTED	%	Encumber
		BUDGET	EXPENSES	ENCUMBRANCES	FUNDS	USED	no later than
FUND 5 FEDERAL PROJECTS	Project Number						
House	5	\$ 24,576.43	\$ 9,644.73	\$ -	\$ 14,931.70	39.24%	-
Perry Poets	45	\$ 257.71	\$ 75.00	\$ -	\$ 182.71	29.10%	-
10-11 Carl Perkins Voc Ed	110	\$ 219,478.27	\$ 92,616.21	\$ 89,191.15	\$ 37,670.91	82.84%	9/30/2012
10-11 619 Preschool	113	\$ 62,147.00	\$ 41,302.78	\$ -	\$ 20,844.22	66.46%	9/30/2012
10-11 Title I Part D	115	\$ 192,142.53	\$ 112,615.08	\$ 48,870.26	\$ 30,657.19	84.04%	9/30/2012
10-11 Title II Part A	116	\$ 683,624.56	\$ 367,752.19	\$ 145,377.98	\$ 170,494.39	75.06%	9/30/2012
10-11 Title II Part D	117	\$ 23,473.29	\$ 756.39	\$ -	\$ 22,716.90	3.22%	9/30/2012
10-11 Title I Part D SOP	118	\$ 22,584.42	\$ 6,322.65	\$ 6,728.04	\$ 9,533.73	57.79%	9/30/2012
10-11 Title III Part A	121	\$ 22,432.16	\$ 12,419.34	\$ 7,269.96	\$ 2,742.86	87.77%	9/30/2012
10-11 Title I Part A	124	\$ 3,888,701.25	\$ 1,795,806.40	\$ 926,671.64	\$ 1,166,223.21	70.01%	9/30/2012
Partners in Education	127	\$ 9,539.39	\$ 3,055.20	\$ -	\$ 6,484.19	32.03%	-
10-11 Title VI-B 611 Flow Thru	129	\$ 2,155,042.00	\$ 1,350,384.97	\$ 623,331.11	\$ 181,325.92	91.59%	9/30/2012
10-11 Alternative Education	130	\$ 240,553.00	\$ 129,537.20	\$ 53,090.79	\$ 57,925.01	75.92%	annual
Ed Tech Series XI	134	\$ 492,000.00	\$ -	\$ 357,120.00	\$ 134,880.00	72.59%	-
10-11 Homeless Grant	137	\$ 26,000.00	\$ 11,554.26	\$ -	\$ 14,445.74	44.44%	9/30/2012
10-11 Mentor Teacher	138	\$ 8,618.00	\$ 3,656.65	\$ -	\$ 4,961.35	42.43%	annual
10-11 21st Century	145	\$ 598,791.00	\$ 172,364.21	\$ 26,788.47	\$ 399,638.32	33.26%	9/30/2012
10-11 ARRA Jobs Fund	190	\$ 1,976,551.06	\$ -	\$ -	\$ 1,976,551.06	0.00%	9/30/2012
Career Switcher	220	\$ 1,000.00	\$ 1,000.02	\$ -	\$ (0.02)	100.00%	-
Distinguished Schools	281	\$ 4,110.62	\$ 1,374.45	\$ -	\$ 2,736.17	33.44%	expired
Industry Certification	294	\$ 2,237.00	\$ 1,265.00	\$ -	\$ 972.00	56.55%	-
National Board Incentive	503	\$ 12,500.00	\$ 12,500.00	\$ -	\$ -	100.00%	annual
Play It Smart Program	510	\$ 9,350.00	\$ 2,015.95	\$ -	\$ 7,334.05	21.56%	annual
Ed Tech Series VIII	529	\$ 112,397.00	\$ 112,397.00	\$ -	\$ -	100.00%	-
Carl Perkins	541	\$ 395.65	\$ 395.65	\$ -	\$ -	100.00%	expired
08-09 Title I Part A	814	\$ 16,822.66	\$ 16,822.66	\$ -	\$ -	100.00%	expired
08-09 Title I, Part D - N&D	815	\$ 2.55	\$ 2.55	\$ -	\$ -	100.00%	expired
08-09 Title II, Part A	816	\$ 14,723.12	\$ 14,723.12	\$ -	\$ -	100.00%	expired
08-09 Title II, Part D	817	\$ 2,378.79	\$ 2,378.79	\$ -	\$ -	100.00%	expired
08-09 Title I-D, JDH-SOP	818	\$ 606.27	\$ 606.27	\$ -	\$ -	100.00%	expired
08-09 Title IV, Part A S&D	819	\$ 1,965.24	\$ 1,965.24	\$ -	\$ -	100.00%	expired
08-09 Title III Part A	821	\$ 64.59	\$ 64.59	\$ -	\$ -	100.00%	expired
Ed Tech Series	834	\$ 52,000.00	\$ -	\$ -	\$ 52,000.00	0.00%	-
08-09 21st Century Grant	845	\$ 41,299.18	\$ 41,299.18	\$ -	\$ -	100.00%	expired
Weyerhaeuser Grant - HES	847	\$ 260.60	\$ -	\$ -	\$ 260.60	0.00%	-
09-10 Carl Perkins Voc Ed	910	\$ 69,165.79	\$ 69,165.79	\$ -	\$ -	100.00%	expired
Gear Up Grant	911	\$ 45,950.00	\$ 25,873.14	\$ 3,812.62	\$ 16,264.24	64.60%	7/1/2011
09-10 619 Preschool	913	\$ 87,218.17	\$ 20,724.37	\$ 3,389.92	\$ 63,103.88	27.65%	9/30/2011
09-10 Title I Part D	915	\$ 61,689.47	\$ 33,409.06	\$ -	\$ 28,280.41	54.16%	9/30/2011
09-10 Title II, Part A	916	\$ 156,273.54	\$ 153,486.94	\$ 1,110.89	\$ 1,675.71	98.93%	9/30/2011 (excess to 116)
09-10 Title II, Part D	917	\$ 52,461.22	\$ 24,515.67	\$ -	\$ 27,945.55	46.73%	9/30/2011
09-10 Title I-D JDH-SOP	918	\$ 9,083.00	\$ 9,083.00	\$ -	\$ -	100.00%	9/30/2011
09-10 Title IV Part A	919	\$ 13,445.30	\$ 5,977.00	\$ 2,045.80	\$ 5,422.50	59.67%	9/30/2011
09-10 Title III, Part A	921	\$ 2,055.98	\$ 2,055.98	\$ -	\$ -	100.00%	9/30/2011
09-10 Title I, Part A	924	\$ 3,151,403.82	\$ 1,911,686.11	\$ 342,624.31	\$ 897,093.40	71.53%	9/30/2011
09-10 IDEA 611 Sped	929	\$ 944,063.19	\$ 701,633.56	\$ 129,587.26	\$ 112,842.37	88.05%	9/30/2011
Blue Ridge Jail	932	\$ 183,562.00	\$ 137,663.14	\$ 26,134.75	\$ 19,764.11	89.23%	7/31/2011
JDH/CDC	933	\$ 836,333.50	\$ 521,566.36	\$ 157,127.00	\$ 157,640.14	81.15%	7/31/2011
Ed Tech Series X	934	\$ 443,244.00	\$ 284,866.00	\$ 45,003.96	\$ 113,374.04	74.42%	-
09-10 Title X, Part C	937	\$ 15,506.42	\$ 15,506.42	\$ -	\$ -	100.00%	expired
Project Graduation - Summer 2010	942	\$ 9,616.65	\$ 4,660.34	\$ -	\$ 4,956.31	48.46%	7/1/2011
09-10 21st Century Grant	945	\$ 427,129.04	\$ 316,991.80	\$ 26,627.84	\$ 83,509.40	80.45%	9/30/2011
State Stabilization Funds	990	\$ 1,215,112.45	\$ 988,872.12	\$ 20,985.69	\$ 205,254.64	83.11%	9/30/2011

		<u>\$ 18,641,938.88</u>	<u>\$ 9,546,410.53</u>	<u>\$ 3,042,889.44</u>	<u>\$ 6,052,638.91</u>	<u>67.53%</u>
FUND 7 STEP WITH LINKS	804	<u>\$ 43,732.00</u>	<u>\$ 24,193.76</u>	<u>\$ 9,343.12</u>	<u>\$ 10,195.12</u>	<u>76.69%</u>
FUND 8 CENTRAL VA GOV SCHOOL	715	<u>\$ 918,722.93</u>	<u>\$ 679,547.18</u>	<u>\$ 117,473.78</u>	<u>\$ 121,701.97</u>	<u>86.75%</u>
FUND 9 LAUREL REGIONAL PROGRAM	914	<u>\$ 5,444,937.00</u>	<u>\$ 2,729,089.27</u>	<u>\$ 793,099.77</u>	<u>\$ 1,922,747.96</u>	<u>64.69%</u>

* increase due to Ed Tech

Agenda Report

Date: 05/17/11

Agenda Number: C-2

Attachments: Yes

From: Paul McKendrick, Superintendent
Billie Kay Wingfield, Director of Personnel

Subject: Personnel Report

Summary/Description:

The personnel recommendations for May 3 - 17, 2011, appear as an attachment to this agenda report.

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

Recommendation:

The superintendent recommends that the school board approve the personnel recommendations for May 3 - 17, 2011.

NAME	COLLEGE	DEGREE/ EXPERIENCE	SCHOOL/ ASSIGNMENT	EFFECTIVE DATE
RESIGNATIONS:				
Albon, Brendon	University of Natal	B.S./13 yrs. (Lv. 12 4)	Sandusky Middle School Instructional Specialist Math	06/30/11
Armstrong, Vicky	University of Virginia	B.A./4 yrs. (Lv. 3 3)	R. S. Payne Elementary ESL Teacher-Part time	05/29/11
Lukanich, Christopher	VMI	B.A./12 yrs. (Lv. 11 4)	E. C. Glass High School Social Studies	05/29/11
Moldakhanov, Ember	Liberty University	M.Ed./2 yrs (Lv. 1 3)	LAUREL Regional School Special Education	05/29/11
Moore, Andrea	Longwood University	B.S./6 yrs. (Lv. 5 3)	E. C. Glass High School Math	05/29/11
Smith, Phillip K.	Radford University	B.S./1 yr. (Lv.1 4)	Amelia Pride Center Science	05/29/11
RETIREMENTS:				
Parsons, Virginia	Lynchburg College	M.Ed./38 yrs. (Lv. 31 3)	R. S. Payne Elementary Gifted Teacher	05/29/11

Agenda Report

Date: 05/17/11

Agenda Number: C-3

Attachments: Yes

From: Paul McKendrick, Superintendent
William A. Coleman, Jr., Assistant Superintendent for Curriculum and Instruction

Subject: Special Education Annual Plan/Part B Flow-through Application and Section 619
Preschool Grant Application: 2011-12

Summary/Description:

The Special Education Annual 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. The Virginia Department of Education has advised school divisions to anticipate level funding for the Flow-through and 619 Preschool grants.

Therefore, Lynchburg City Schools will apply for \$2,155,043 in special education Flow-through funds for the 2011-12 school year. The application for funds for the 2010-11 school year must be approved by the school board and submitted to the Virginia Department of Education for plan approval and financial reimbursement. Funds provide salaries and staff development activities focused on addressing the unique needs of students with disabilities. Funding in the amount of \$16,000 will be used to provide autism spectrum disorder consultations for teachers.

The Lynchburg City Schools will also apply for \$62,147 in Section 619 Preschool funds for the 2011-12 school year. This funding will be used to support the Hutcherson Early Learning Program as it provides special education and related services to preschool children (ages 2-5) who have been determined eligible for special education services. Funds provide adaptive equipment, computers, diagnostic services, inclusion support, salaries, instructional materials, teacher stipends, and child-find activities.

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 for 2011-12.

VIRGINIA DEPARTMENT OF EDUCATION

**SPECIAL EDUCATION FEDERAL PROGRAM
PROPOSED GRANT BUDGET**

Part B, Section 611, Flow-Through Funds (July 1, 2011 – September 30, 2012)

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

Fax No.: (434) 522-3774

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) PROPOSED BUDGET AMOUNT	(D) FOR DOE USE ONLY
Personal Services	1000	\$1,431,217.76	
Employee Benefits	2000	\$641,330.43	
Purchased Services	3000	\$67,493.81	
Internal Services	4000		
Other Charges	5000	\$15,000.00	
Materials/Supplies	6000		
Joint Operations	7000		
Capital Outlay (list below)	8000		
TOTAL PROPOSED BUDGET		\$2,155,042.00	

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: \$

Federal Set Aside Summary

Total: \$174,438.47

\$174,438.47 Will be used to implement the required federal set aside program

Services provided through contracted services

Special Education Instruction	\$22,368.61 (contracted non-LCS staff)
Special Education Instruction	
Provided through LCS SPED Teachers	\$81,230.74 (LCS staff)
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
Speech Therapy Services provided	
Through LCS speech pathologist	\$70,839.12

Lynchburg City Schools

2011-2012 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)	1,302,525.26	5,000.00	1,307,525.26
2. Employee Benefits (2000)	512,953.07		612,953.07
3. Purchased Services (3000)	44,125.20	1,000.00	45,125.20
4. Internal Services (4000)			
5. Other Charges (5000)	2,000.00	13,000.00	15,000.00
6. Materials and Supplies (6000)			
7. Capital Outlay (8000)			
Subtotal	1,961,603.53	19,000.00	1,980,603.53

Flow Through (Federal Set-Aside)

By Expenditure Accounts	Federal Set-Aside
1. Personal Services (1000)	123,692.50
2. Employee Benefits (2000)	28,377.36
3. Purchased Services (3000)	22,368.61
4. Internal Services (4000)	
5. Other Charges (5000)	
6. Materials and Supplies (6000)	
7. Capital Outlay (8000)	
Subtotal	174,438.47

Total 2011-12 Part B Flow Through

Flow-Through (Non Federal Set-Aside)	\$1,980,603.53
Flow-Through (Federal Set-Aside)	<u>\$ 174,438.47</u>
Total	\$2,155,042.00

VIRGINIA DEPARTMENT OF EDUCATION

**SPECIAL EDUCATION FEDERAL PROGRAM
PROPOSED GRANT BUDGET**

Part B, Section 619, Preschool Funds (July 1, 2011– September 30, 2012) – H173A070112

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	2,500.00	
Employee Benefits	2000	191.00	
Purchased Services	3000	50,000.00	
Internal Services	4000		
Other Charges	5000	6,000.00	
Materials/Supplies	6000	\$3,456.00	
Joint Operations	7000		
Capital Outlay (list below)	8000		
TOTAL PROPOSED BUDGET		62,147.00	

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: \$

Lynchburg City Schools 2011-12 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)	2,500.00
2. Employee Benefits (2000)	191.00
3. Purchased Services (3000)	50,000.00
4. Internal Services (4000)	0.00
5. Other Charges (5000)	6,000.00
6. Materials and Supplies (6000)	3,456.00
7. Capital Outlay (8000)	0.00
Subtotal	62,147.00

Preschool Grant (Federal Set-Aside)

By Expenditure Accounts	Federal Set-Aside
1. Personnel Services (1000)	0.00
2. Employee Benefits (2000)	0.00
3. Purchased Services (3000)	0.00
4. Internal Services (4000)	0.00
5. Other Charges (5000)	0.00
6. Materials and Supplies (6000)	0.00
7. Capital Outlay (8000)	0.00
Subtotal	0.00

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

Preschool Grant (Non Federal Set-Aside)	\$ 62,147.00
Preschool Grant (Federal Set-Aside)	<u>0.00</u>
Total	\$62,147.00

Agenda Report

Date: 05/17/11

Agenda Number: C-4

Attachments: Yes

From: Paul McKendrick, Superintendent
William A. Coleman, Jr., Assistant Superintendent of Curriculum and Instruction

Subject: Carl Perkins Funds: 2011 – 12

Summary/Description:

The Lynchburg City Schools' application for Career-Technical Funds for the 2011 – 2012 fiscal year has been prepared with an approved Carl Perkins Grant allocation of \$219,478.27. The budget, outlining proposed expenditures based on allocated funds, was developed following consultation with the General Career-Technical Education Advisory Committee, which is composed of a business/industry representative from each of the 15 career-technical programs.

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

The approval of the grant proposal by the school board is necessary prior to submitting the local application to the Virginia Department of Education. A summary of proposed expenditures for 2011 – 2012 appears as an attachment to this agenda report.

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

Recommendation:

The superintendent recommends that the school board approve the Carl Perkins spending plan for 2011-12.

Proposed 2011-2012 Carl Perkins' Spending**Estimate Funding Available: \$219,478.27****Career Guidance \$5,000.00**

We will provide funds to be used for "VA Wizard Career Assessment" reports to parents and students. We will also buy non-traditional promotional videos and workforce readiness curriculum for middle school teachers. We will also provide transportation to local businesses and colleges for special workforce development programs for high school seniors.

Vocational Student Organizations \$16,000.00

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

Professional Development \$18,000.00

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

Technology Education \$71,000.00

We plan to upgrade our technology lab at Linkhorne Middle School with the purchase of 20 upgraded STEM modules and their classroom management systems. The new modules will cover areas from Alternative Energy and Electrical Engineering to Computer Animation and Robotics (\$67,000.00). We will also add one "Eco/Cad House module" at Linkhorne Middle School (\$2,000.00). We will also purchase a new band saw, aqua track and structure testing equipment for Paul Laurence Dunbar Middle School for Innovation (\$2,000.00).

Auto Service Technology \$20,000.00

We will purchase a new Wheel Alignment machine for our lab at E. C. Glass High School (\$18,000.00). We also will replace five battery charger packs (\$2,000.00).

Technology Foundations \$40,000.00

We plan to upgrade our lab at Heritage High School with the purchase of seven new learning modules in areas from Biotechnology and Forensic Science to Structural Engineering and Digital Electronics.

Dental Careers \$9,000.00

We plan to purchase a new Patterson Dental autoclave sterilizer (\$5,000.00). We also plan to upgrade CPR videos and replace all CPR books (\$4,000.00).

Business Education \$21,000.00

We plan to purchase 20 new HP computer stations for our business lab at Linkhorne Middle School (\$15,000.00). We also plan to replace a laser printer and laptop computer at E. C. Glass High School (\$2,000.00). We will also purchase a HP-1200

Agenda Report Attachment

Item: C-4

large format printer for our Advertising Design class at Heritage High School (\$4,000.00).

Cosmetology

\$1,500.00

We plan to replace a washer and dryer unit at Heritage High School lab.

Marketing Education

\$8,500.00

We plan to purchase 5 new computer stations (\$4,500.00). We also plan to purchase one new classroom set of marketing texts (\$4,000.00).

Technical Drawing

5,000.00

We plan to purchase one HP Color Laserjet 5500, 11 x 17 printer (\$3,000.00). We will also purchase a laptop capable of running AutoCad, Inventor, and Revit at TSA competitions (\$2,000.00).

Culinary Arts

\$4,478.27

We will purchase one new HP laser printer (\$500.00). We also plan to purchase one classroom set of "ProStart" Culinary I textbooks (\$3,978.27).

Total: \$219,478.27

Agenda Report

Date: **05/17/11**

Agenda Number: **C-5**

Attachments: **No**

From: Paul McKendrick, Superintendent
William A. Coleman, Jr., Assistant Superintendent of Curriculum and Instruction

Subject: Biology 2 Ecology: Textbook

Summary/Description:

On December 7, 2010, the school board approved the addition of Biology 2 Ecology to the High School Program of Studies for 2011-12. Soon thereafter, current biology teachers reviewed available materials in order to recommend a textbook that would best meet course requirements. The teachers have completed the review process and make the following recommendation for adoption:

Environmental Science, published by Holt, 2008 Edition

The current cost of the textbook is \$77.95. Based on an estimated enrollment of 200 students, the cost to provide this textbook to Biology 2 students and teachers will be about \$15,590 to \$16,000.00 plus shipping and handling costs.

The textbook is available for review at the School Administration Building in the Department of Curriculum and Instruction.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board adopt the Biology 2 Ecology textbook, *Environmental Science, published by Holt, 2008 Edition*.

Agenda Report

Date: **05/17/11**

Agenda Number: **C-6**

Attachments: **No**

From: Paul McKendrick, Superintendent
William A. Coleman, Jr., Assistant Superintendent of Curriculum and Instruction

Subject: Advanced Placement Microeconomics and Macroeconomics: Textbook

Summary/Description:

On December 7, 2010, the school board approved the addition of Advanced Placement Microeconomics and Macroeconomics to the High School Program of Studies for 2011-12. Soon thereafter, a team of current social studies teachers reviewed available materials in order to recommend a textbook that would best meet course requirements. The teachers have completed the review process and make the following recommendation for adoption:

Principles of Economics, Fifth Edition, published by South-Western Cengage Learning

The current cost of the textbook is \$177.00. Based on an estimated enrollment of 30 students, the cost to provide this textbook to Advanced Placement Microeconomics and Macroeconomics students and teachers will be about \$5,310.00, plus shipping and handling costs.

The textbook is available for review at the School Administration Building in the Department of Curriculum and Instruction.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board adopt the Advanced Placement Microeconomics and Macroeconomics textbook, *Principles of Economics, Fifth Edition, published by South-Western Cengage Learning*.

Agenda Report

Date: 05/17/11

Agenda Number: C-7

Attachments: Yes

From: Paul McKendrick, Superintendent
Edward R. Witt, Jr., Assistant Superintendent of Operations and Administration

Subject: School Board Policy 2-15.1: Service Animals in Public Schools

Summary/Description:

Recent modifications of the federal regulations governing the Americans With Disabilities Act became effective March 15, 2011. The proposed changes to School Board Policy 2-15.1: Service Animals in Public Schools reflect those changes. The language for the policy revisions was sourced from the Virginia School Board Association policy services. The proposed policy has been reviewed by the deputy city attorney.

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

Recommendation:

The superintendent recommends that the school board approve School Board Policy 2-15.1: Service Animals in Public School.

COMMUNITY RELATIONS

School Visitors With Service Animals {in Public Schools} P 2-15.1

A. Generally Admission of Service Animals to Public Events

Persons with disabilities may be accompanied by their service animals while on school property **{when required by law, subject to conditions of this policy.}** ~~for events that are open to the general public, such as athletic games or plays. This right of access does not extend to Lynchburg City Schools generally or to other activities which are not open to the general public.~~

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

School officials can ask the owner or handler of an animal whether the animal is a trained service animal **{required because of a disability}** and inquire into the specific **{what work or}** tasks that the animal has been trained to perform **{do unless the answers to these inquiries are readily apparent.}** School officials should **{may}** not ask questions about **{the nature or extent of}** a person’s disability **{and may not require documentary proof of certification or licensing as a service animal.}**

B. Admission of Service Animals to Schools {Requirements That Must be Satisfied Before a Service Animal will be Allowed on School Property}

~~When requested for educational purposes: There is no automatic right to be accompanied by a service animal in the school setting. A student with a disability may request to bring a service animal to school for educational reasons. Such requests should be directed to a student’s IEP or Section 504 team. A student’s IEP or Section 504 team will decide whether the service animal is required to accompany the student to school in order for the student to receive a free appropriate public education.~~

~~When requested for noneducational reasons: Trained guide, hearing, or service dogs are permitted in school buildings under certain circumstances:~~

- ~~1. Totally or partially blind persons may be accompanied by a trained guide dog while on school property.~~
- ~~2. Deaf or hearing impaired persons may be accompanied by a trained hearing dog while on school property.~~

COMMUNITY RELATIONS

School Visitors With Service Animals {in Public Schools} P 2-15.1

- ~~3. Mobility-impaired or other disabled persons may be accompanied by a trained service dog while on school property.~~
- ~~4. Persons conducting training of a guide, hearing, or service dog may be accompanied by a dog in training while on school property.~~

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

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

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

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

C. **{Service} Dogs in Training**

~~Persons conducting training~~ **{Experienced trainers}** of a guide, hearing, or service dog **animals** may be accompanied by a dog in training while on school property ~~for the purpose of school business.~~ **{The dog must be at least six months of age. Trainers must wear a jacket identifying the organization to which they belong. Persons conducting continuing training of a service animal may be accompanied by a service animal while on school property for the purpose of school business.}** Persons who are part of a three-unit service dog team also may be accompanied by a service dog **{while on school property provided that person is conducting continuing training of a service dog. A three-unit service dog team consists of a trained service dog, a disabled person and a person who is an adult and who has been trained to handle the service dog.**

COMMUNITY RELATIONS

School Visitors With Service Animals {in Public Schools} P 2-15.1

The dogs may accompany these persons while on school property for school purposes.

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

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

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

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

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

D. Requirements That Must be Satisfied Before A Service Animal Will be Allowed {Miniature Horses}

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

~~Health: The service animal must be in good health.~~

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

- 1. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;**
- 2. Whether the handler has sufficient control of the miniature horse;**
- 3. Whether the miniature horse is housebroken; and**
- 4. Whether the miniature horse’s presence in a facility compromises**

COMMUNITY RELATIONS

School Visitors With Service Animals {in Public Schools} P 2-15.1

legitimate safety requirements that are necessary for safe operation.

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

E. Documentation

~~Before a service animal will be allowed in a school building, the owner or handler of the animal must submit to the school principal or building supervisor a request along with documentation from a certified professional of the following: diagnosis of a specific disability; verification of the need for a service animal; a description of the function(s) that the service animal is expected to perform in relation to the person's disability; a current license; a current veterinary health certificate; and proof of current vaccinations and immunizations of the service animal. Documentation of current vaccinations and immunizations of the service animal must be resubmitted annually.~~

{E.} F. Supervision and Care of Service Animals

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

{F.} ~~G.~~ Damages to School Property and Injuries

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

{G.} H. Extra Charges

~~Lynchburg City Schools cannot require an {The} owner or handler of a service animal **{cannot be required}** to pay an extra **{admission fee or a}** charge for the animal to attend events for which a fee is charged. This provision does not preclude Lynchburg City Schools from charging an owner or handler for any damages to school property caused by the animal~~

{H.} I. Excluding **{Removal of}** Service Animals from School Property

~~Lynchburg City Schools can exclude **{A school administrator can require an individual with a disability to remove}** a service animal from school property~~

COMMUNITY RELATIONS

School Visitors With Service Animals {in Public Schools} P 2-15.1

under the following circumstances:

1. The presence of the animal poses a direct threat to the health and safety of others;
2. The ~~owner or handler is unable to control the animal~~ **{is out of control and the animal's handler does not take effective action to control it;}**
3. The ~~presence of the animal is disrupting or interfering with the educational process~~ **{animal is not housebroken; or}**
4. The presence of an animal would require a fundamental alteration to the **{service,} program, {or activity of the school system.**

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

Legal Reference:

28 C.F.R. Part 35

Code of Va., **{as amended,}** § 51.5-44. Rights of persons with disabilities in public places and places of public accommodation.

~~A. A person with a disability has the same rights as other persons to the full and free use of the streets, highways, sidewalks, walkways, public buildings, public facilities, and other public places.~~

~~B. A person with a disability is entitled to full and equal accommodations, advantages, facilities, and privileges of all common carriers, airplanes, motor vehicles, railroad trains, motor buses, streetcars, subways, boats or any other public conveyances or modes of transportation, restaurants, hotels, lodging places, places of public accommodation, amusement or resort, public entities including schools, and other places to which the general public is invited subject only to the conditions and limitations established by law and applicable alike to all persons.~~

~~C. Each town, city or county, individually or through transportation district commissions, shall ensure that persons with disabilities have access to the public transportation within its jurisdiction by either (i) use of the same transportation facilities or carriers available to the general public or (ii) provision of paratransit or special transportation services for persons with disabilities or (iii) both. All persons with disabilities in the jurisdiction's service area who, by reason of their disabilities, are unable to use the service for the~~

COMMUNITY RELATIONS

School Visitors With Service Animals {in Public Schools} P 2-15.1

~~general public shall be eligible to use such paratransit or special transportation service. No fee that exceeds the fee charged to the general public shall be charged a person with a disability for the use of the same transportation facilities or carriers available to the general public. Paratransit or special transportation service for persons with disabilities may charge fees to such persons comparable to the fees charged to the general public for similar service in the jurisdiction service area, taking into account especially the type, length and time of trip. Any variance between special service and regular service fares shall be justifiable in terms of actual differences between the two kinds of service provided.~~

~~D. Nothing in this title shall be construed to require retrofitting of any public transit equipment or to require the retrofitting, renovation, or alteration of buildings or places to a degree more stringent than that required by the applicable building code in effect at the time the building permit for such building or place is issued.~~

~~E. Every totally or partially blind person shall have the right to be accompanied by a dog, in harness, trained as a guide dog, every deaf or hearing-impaired person shall have the right to be accompanied by a dog trained as a hearing dog on a blaze orange leash, and every mobility-impaired or otherwise disabled person shall have the right to be accompanied by a dog, trained as a service dog, in a harness, backpack, or vest identifying the dog as a trained service dog, in any of the places listed in subsection B without being required to pay an extra charge for the dog; provided that he shall be liable for any damage done to the premises or facilities by such dog. The provisions of this section shall apply to persons accompanied by a dog that is in training, at least six months of age, and is (i) in harness, provided such person is an experienced trainer of guide dogs or is conducting continuing training of a guide dog; (ii) on a blaze orange leash, provided such person is an experienced trainer of hearing dogs or is conducting continuing training of a hearing dog; (iii) in a harness, backpack, or vest identifying the dog as a trained service dog, provided such person is an experienced trainer of service dogs or is conducting continuing training of a service dog; (iv) wearing a jacket identifying the recognized guide, hearing or service dog organization, provided such person is an experienced trainer of the organization identified on the jacket; or (v) the person is part of a three-unit service dog team and is conducting continuing training of a service dog.~~

~~As used in this chapter, "hearing dog" means a dog trained to alert its owner by touch to sounds of danger and sounds to which the owner should respond.~~

~~As used in this chapter, "service dog" means a dog trained to accompany its owner or handler for the purpose of carrying items, retrieving objects, pulling a wheelchair, alerting the owner or handler to medical conditions, or other such activities of service or support necessary to mitigate a disability.~~

COMMUNITY RELATIONS

School Visitors With Service Animals {in Public Schools} P 2-15.1

~~As used in this chapter, "three-unit service dog team" means a team consisting of a trained service dog, a disabled person, and a person who is an adult and who has been trained to handle the service dog.~~

~~As used in this chapter, "mobility-impaired person" means any person who has completed training to use a dog for service or support because he is unable to move about without the aid of crutches, a wheelchair or any other form of support or because of limited functional ability to ambulate, climb, descend, sit, rise or perform any related function.~~

~~(Code 1950, § 63.1-171.2; 1972, c. 156; 1979, c. 207; 1985, c. 421, § 51.01-44; 1987, c. 500; 1989, c. 326; 1994, c. 108; 2001, c. 443; 2008, cc. 431, 506.)~~

~~U. S. Department of Justice and the National Association of Attorneys General guidance document on service animals dated July 26, 1996.~~

Adopted by School Board: December 16, 2008

Revised by the School Board:

Agenda Report

Date: 05/17/11

Agenda Number: E-1

Attachments: No

From: Paul McKendrick, Superintendent

Subject: AON Hewitt: Report

Summary/Description:

During the presentation to the Lynchburg City School Board, the consultants discussed the issues that school divisions and private companies will face because of health reform and its related initiatives that will take effect in or by 2014. They also discussed a feasibility study that it had conducted, based on data that it had from the benefits programs of both the city of Lynchburg and Lynchburg City Schools. For that discussion, the consultants highlighted, among other points, the major challenges both facing organizations, the benefits and compensation challenges, plan and vendor comparisons, and plan management challenges.

Further, the consultants provided the school board with reasons for recommending that the school board move forward with the process, one of which related to the number of changes that are imminent by 2014 because of health care reform. They also provided other specific reasons for their recommendation. Those included:

- Health Care Reform creates challenges and opportunities
- Need to pool resources to develop long-term strategy for managing health plan in a complex environment
- Cost savings by consolidating vendor contracts – some but small since most vendors are already common (except Rx)
- Expand and combine health and productivity initiatives (e.g., Wellness) and include dependents
 - building on current on-site healthcare services
- Develop administrative and communication efficiencies
- Recognize benefit plan merger does not require same benefits for all

Lastly, the company gave a suggested next step/timeline. These are only recommendations, and, of course, the school board may change any part that it desires.

- Determine operational set up such as shared position for support of ongoing program, joint benefits committee, and voting structure (included in this study as optional service June/July 2011)

Agenda Report

Date: 05/17/11

Agenda Number: E-1

Attachments: No

- Consider Rx, Stop Loss, and Vision vendor consolidation (June/July 2011)
- Determine if consultant needed and if so select consultant to serve joint group (July/Aug 2011)
- Adopt guiding principles, goals, and focus (Aug/Sep 2011)
- Develop long-term strategic plan (Oct/Nov 2011)
- Commence implementation of long-term strategic plan (Nov/Dec 2011)
- Launch competitive bidding of benefits and wellness vendors and conduct negotiations (Dec 2011/Jan 2012)
- Develop communications program for employee population (Feb/Mar 2012)
- Open enrollment (June 2012)
- Effective date (Oct 2012)

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: 05/17/11

Agenda Number: E-2

Attachments: No

From: Paul McKendrick, Superintendent

Subject: Eperitus: Report

Summary/Description:

In fall 2010, Eperitus presented information to the school board regarding a possible review of current attendance zones for the school division. Following the retreat, the school division entered into a contract with Eperitus for the purpose of conducting that review for elementary school attendance zones. Representatives from Eperitus presented several sets of data resulting from the review to the school board at its meeting on May 10, 2011. One of those included attendance data per school. That data described attendance patterns, which included the number of students in each zone, the number of students who attend schools out of that zone, as well as the number of students who leave that zone to attend another LCS school

Further, the consultants presented live birth data and with that data gave predictions of the number of elementary students that the school division would have five years later. They indicated that kindergarten enrollment data for 2011 would be a significant piece of data, for it would further support the belief that there is a trend in increased enrollment in kindergarten. That information appears as an attachment to the agenda report.

The school board decided that it would discuss the implications of the consultants' presentations. The school board will also decide if it wants to move to the next phase of the process of reviewing the school division's elementary attendance zones.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

Births to Kindergarten

<u>Year</u>	<u>Births</u>	<u>Year</u>	<u>Kindergarten</u>	<u>Ratio</u>
2001	834	2006	722	.87
2002	887	2007	702	.79
2003	861	2008	732	.85
2004	831	2009	718	.86
2005	945	2010	683	.72
2006	964	2011	???	
2007	1115	2012	???	
2008	1038	2013	???	
2009	1023	2014	???	

Agenda Report

Date: **05/17/11**

Agenda Number: **E-3**

Attachments: **Yes**

From: Paul McKendrick, Superintendent
William A. Coleman, Jr., Assistant Superintendent of Curriculum and Instruction

Subject: Athletics Advisory Committee: 2010-11

Summary/Description:

At its September 21, 2010, meeting, the school board approved the membership for the Athletics Advisory Committee and requested that the advisory committee conduct a review of the school division's athletics program. The advisory committee has held 10 meetings and received input from a variety of sources: middle school and high school principals, high school athletic directors, high school coaches, former high school/central office administrators, a representative from Lynchburg Parks and Recreation, and a representative from the juvenile justice system. The advisory committee has compiled a final report and presents this report to the school board this evening. The report contains a series of recommendations for consideration by the school board.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

Introduction

Lynchburg City Schools has maintained a strong, competitive, and vibrant athletics program. Historically, our programs have always been a source of pride for our students as well as the City as a whole. In September 2010, the Lynchburg City School Board created the Lynchburg City Schools Athletics Advisory Committee and asked the committee to study the status of our athletics programs, particularly in light of the fact that budget cuts have affected some of the comprehensive program traditionally provided to all our students. In these challenging circumstances, the school division's whole athletics program—its purpose, performance, and funding—understandably has received increased attention from the community.

The committee, comprised of 20 parents, community members, and school personnel, began meeting in October 2010. At our initial meeting, the committee considered what needed to occur for our athletics program to move from, "Good to Great" (Collins). Over the past six months, we met with a range of school and community members including middle school principals, current and former high school principals, high school athletic directors, high school coaches, a representative from the Lynchburg Recreation Department, and a representative from the juvenile justice system. We acknowledged that some of the recent attention to the school division's athletics program has been critical. Despite the fact that our schools are certainly competitive, as evidenced by the fact that five district titles were won in the 2010-11 winter season alone, there is room for improvement. This report will provide specific recommendations for the school board to consider.

The Purpose of Athletics

Competitive athletics is an integral and meaningful part of the Lynchburg City Schools' experience and contributes in unique and fundamental ways to the educational mission of the school division and to the diverse nature of our community. Our athletics program is certainly aligned with the school division's Mission Statement: "The Lynchburg City Schools, with its Tradition of Excellence, recognizes the uniqueness and worth of all students and will teach each student the concepts, knowledge and skills necessary to be a thinking, productive, and responsible citizen." Our committee understands that it is a privilege, not a right, for a student to represent his/her school by participating in athletics. With 23 high school varsity programs and 39 teams per high school, including all 9th grade and junior varsity teams, as well as 14 middle school teams per school, the school division seeks an appropriate balance between academics and athletics. Aspiring for excellence in athletics is not antithetical to aspiring for excellence in the classroom. Indeed, aspirations to achieve greatness in all endeavors—certainly including athletics and academics—are essential to our mission. We do not believe anyone in the community should accept mediocrity in athletics. Certainly, no one will accept mediocrity in the achievement of our students in the classroom. The same is true on the playing field. While this desire to be outstanding in any and every endeavor is not unique to Lynchburg City Schools, there is a sense that our commitment and efforts to achieve balance are unusual. An example of our pledge to producing well-rounded students is our continuing commitment to our academic program for student-athletes in the face of difficult budgetary times.

All persons interviewed by the committee as well as all members of the committee agree that athletics are an absolutely essential part of the high school experience. Students benefit through the sense of

belonging and commitment that comes through involvement in any extracurricular activity. The connection to a team is often the critical social link between students and their school. Students are more engaged in school when they are part of a team. Because school is more important to them, these students tend to achieve at higher levels. Due to their commitment to a team, these students also tend to care more about their classmates and their school. Participation in athletics continues to create bridges across racial, socio-economic, and ethnic divides in ways that participation in few other activities seems able to accomplish. Additionally, the importance of physical activity and competitive sports to the full development of young people is universally acknowledged. Vigorous adolescents need physical outlets for their energy and their competitive interests. They also want to continue their search for competence and excellence. High school athletics allows our students to improve their skills in a team context and to test themselves against competitive peers.

The personal lessons and benefits our students derive from these activities—practices, conditioning, contests, and travel—are well known: teamwork, a sense of belonging, focus, perseverance, accountability, leadership, time management, commitment, spirit, pride and grace in victory, humility and resilience in defeat. In no other extracurricular venues can students learn such a wide and useful variety of life lessons.

But sports also confer a number of valuable benefits upon the high school community as a whole. Success in athletics and the availability of outstanding programs influence the choices families make about whether their children will be a part of our public school system. Teams that win and those that play hard even in defeat give not only students but alumni and the local community palpable and appropriate pride. Spectator sports and even so-called “minor” sports with relatively few spectators are capable of binding the community together.

We should never ignore the impact that sports can have on a community. High school sports are an important link to the broader Lynchburg community – providing an inexpensive and alternative form of entertainment for spectators of all ages—from children to retirees. Sports played well and with integrity provide one more public representation of some of the core values of our school system and community—fairness, civility, and excellence.

From “Good to Great”

While we did not intentionally focus on problems, we felt it incumbent to report to the school board those concerns that impede our efforts to move from good to great. Many concerns exist: the magnitude of cost associated with athletics, the increasing number of coaches who do not teach in the school division, the inconsistency of communication and cooperation between middle school and high school coaches, an inconsistent means of evaluating head coaches and their assistants a disparity by ethnicity and gender in the percentage of students choosing to participate in athletics, a scarcity of facilities to provide practice time, a feeder system that affords opportunities to every interested young child in Lynchburg, the provisions in our middle school athletic eligibility policy that can remove those students most in need of positive support from the coaches who often provide that needed level of support and encouragement, a coaching pay scale that is less attractive at some levels of experience, a serious shortage in the number of CDL-certified bus drivers, the difficulty of scheduling other schools in a geographic region that is more spread out than some other areas, and

a consistent and appropriate process through which students assigned to alternative education for a period of time may earn enough credits to be academically eligible for participation in Virginia High School League sports once they are reinstated in their high school. However, these concerns do not alter the essential fact that athletics makes significant positive contributions to our core mission of fostering intellectual growth, social responsibility, and leadership in a complex and changing world. The committee feels that as the community addresses the hindrances listed above we can achieve a level of balanced excellence that will make all of us proud.

A Staircase to Greatness

We understand the financial times in which we find ourselves. Consequently, our counsel to the school board is to consider our recommendations as a staircase to greatness. Some of the steps on the staircase require no financial commitment but, instead, a willingness to consider an examination of current practice and policy. Other recommendations will have to be delayed for consideration until different revenue sources can be identified.

Governance and Policy

All interscholastic sports are in compliance with the rules and regulations of The Virginia High School League (VHSL), an alliance of Virginia's public high schools that promotes education, leadership, sportsmanship, character, and citizenship for students by establishing and maintaining high standards for school activities and competitions. As with any school matters related to governance and policy, the superintendent and school board are the final authority. Practically speaking, the principal of the high school is the official overseer of athletics and athletic policy. The principal in turn appoints the athletic director, who has everyday charge of the program and who, along with the principal, is responsible for recommending to the superintendent the appointment of the coaches and staff in each sport. The principal and athletic director are responsible for ensuring that the athletic program operates with fiscal responsibility, integrity to promote sportsmanship and the optimal development of the student-athletes, and compatibility with the school division's mission and values. Through his/her evaluation of the principal, the superintendent ensures the school board that the athletics program is in compliance with VHSL and local policies.

Recommendation 1:

The superintendent shall designate a central office administrator to provide oversight and support to the secondary principals, athletic directors, and coaches regarding the school division's athletics program.

As stated above, the superintendent and the school board are the final authority regarding all matters of governance and policy. However there are routine as well as unexpected matters in which a designee could provide assistance to the superintendent. For example, several of the recommendations of this report include a commitment to create standardized procedures and oversee their implementation, representation on committees assigned with specific tasks, and the need for follow through and updates. The superintendent's designee could be of assistance in making certain such matters are managed.

Recommendation 2:

In order to create a cohesive program in every varsity sport, the head varsity coach at the high school level shall be responsible both for assigning duties to all high school assistant coaches and for including the middle school coaches whose athletes feed into the high school program as an integral part of the staff.

The purpose of this recommendation is to provide the head varsity coaches with autonomy over all athletes in grades 6-12. The result of this recommendation will be a much improved level of cooperation between middle school and high school coaches.

The goal of most elementary and middle school students who love to compete in athletics is to be able to participate in high school sports at the varsity level. Students need to feel a part of a varsity sport as soon as possible. By creating a system in which the middle school coaches and players are directly linked to the high school coaches and players, the dream of these younger students to compete at the varsity level will be reinforced. Currently, in every sport with teams at both the middle school and high school levels, we have 5 independently managed athletic programs. This recommendation will be in effect for the following middle school sports: football, cross-country (boys and girls), volleyball, wrestling, basketball (boys and girls), soccer (boys and girls), tennis (boys and girls), and outdoor track (boys and girls). The intent of this recommendation is to develop two, not five, athletic programs—one that culminates with students participating in their chosen sport(s) at Heritage High School and the other that culminates in similar fashion at E. C. Glass High School.

Regarding the high school coaches relationships with the middle school coaches, it shall be the responsibility of the varsity coaches to prepare the middle school coaches to teach fundamental skills and techniques that will be needed at the high school level. For example, the varsity basketball coach might work with the middle school basketball coaches so that the middle school students will be taught man-to-man defense and basic motion-style offense. As another example, the football coaches might work with the middle school coaches to make sure middle school players are taught the stances and blocking and tackling techniques that are taught at the high school level. In the case of the coaches at Dunbar Middle School, whose students will eventually attend both schools, the high school coaches will agree on the core fundamental skills and techniques which will be of benefit to the students regardless of which high school they attend. It shall be the responsibility of the middle school coaches to embrace and teach the fundamental skills and techniques that are shared with them by the high school coaches.

The head varsity coaches shall be responsible for including the middle school coaches in all team activities, including but not limited to the following: participation in coaching clinics, involvement in scouting and game preparation, practice schedule development, participation in out-of-season practices, and participation in on-the-sidelines/bench coaching. Middle school coaches will be expected to participate in team activities as requested.

The head varsity coaches will be responsible for evaluating each high school assistant coach. The middle school coaches will be evaluated by the middle school athletic director and the middle school principal.

Recommendation 3:

A standardized evaluation process will be used to evaluate all athletic directors and head coaches on an annual basis. The superintendent shall include a review of the school's athletics program in the evaluation of the principal.

The five athletic directors, with the assistance of the superintendent's designee, shall develop a common, annual, end-of-season evaluation process. The principals and athletic directors shall be responsible for the annual evaluations of all head coaches. The head coaches, in turn, shall be responsible for the evaluations of all high school assistant coaches. Evaluation reports shall be completed and filed with the athletic director. A copy shall also be provided to the superintendent's designee. If a head coach does not meet a satisfactory level of performance in two or more of the areas listed below, then the head coach can be placed on a Plan of Assistance, the length of which shall be determined by the principal and the athletic director. The intent of the Plan of Assistance is to provide the head coach with assistance, support, and monitoring in order to improve upon those areas judged to be below standard. At the conclusion of the Plan of Assistance, a decision will be made by the principal and the athletic director either to (1) return the head coach to full duties, (2) continue the Plan of Assistance, (3) or dismiss the head coach from coaching duties. This same process shall be followed for any assistant coaches who do not meet satisfactory levels of performance in any assigned duties. The head coach, with the knowledge and support of the principal and athletic director, can initiate a Plan of Assistance for any assistant coach.

Evaluations shall cover the following major areas:

1. Discuss the won/loss record of the varsity team
2. Identify strengths of the program
3. Identify areas in need of improvement
4. Identify strategies designed to address those areas in need of improvement
5. Describe the level of staff cohesion
6. Describe the level of team cohesion
7. Describe the coach's knowledge of the sport
8. Describe how the team improved over the course of the season
9. Describe the coach's ability to handle all paperwork
10. Describe the coach's management of equipment and resources
11. Describe the coach's interaction with parents
12. Describe the coach's tracking of each student's academic progress
13. Describe the coach's and team's interactions with officials and opposing coaches and players
14. Describe efforts to engage team members in community activities

Data regarding the head coach's performance shall be gathered from a variety of sources, including anonymous surveys from assistant coaches, players, and parents. These surveys shall address all applicable items from the list above.

The secondary principals, with the assistance of the superintendent's designee, shall develop a common evaluation process for the athletic directors. The principal shall evaluate the athletic director and shall provide the superintendent's designee with a copy of the annual evaluation. As with the head coach's evaluation, the athletic director's evaluation process shall include data provided through anonymous surveys as completed by coaches and parents, and representatives of various other groups such as students, officials, game-day employees, coaches and athletic directors from other schools, vendors, etc.

Recommendation 4:

Any eighth grade student may try out for selection to any sub-varsity teams at the high school level.

Currently, eighth grade students are subject to the *Phenom Rule*: "If there is a middle school team in a sport, eighth graders must participate at their school, except in the case of the RARE phenomenal student athlete whose skills far exceed those of other middle school student athletes. For the RARE student athlete, the middle school and high school coaches would consult about the student athlete in question and if in agreement then notify the middle school athletic director and the high school athletic director of their desire to give the student athlete the opportunity to move up. The middle school athletic director will inform the school division administrator in charge of athletics of the interest in moving the student athlete to the high school team (and receive approval, if necessary) to approach the parents with the opportunity. The parents and the student athlete would then weigh their options and decide what action they want to take. High school coaches should not approach eighth graders about participating on the high school level in a sport offered on the middle school level. For consistency, they must follow the procedure outlined above. If the middle school does not offer a sport like baseball and softball, eighth graders may try out for the high school JV squads on their own."

Now that our middle schools are competing against other middle schools aligned with high schools in the Seminole District, the rule is unnecessary. Other schools allow eighth grade students to play at the sub-varsity high school level, and we can easily do the same. One of the benefits to this practice is that some students will be involved in our high school programs a year earlier than is now the practice. Elimination of the rule will also allow more middle school students to participate at the middle school level.

Recommendation 5:

Academic eligibility requirements for all students in grades 6-12 shall be those stated in Virginia High School League Rule 28-4-1.

Per VHSL Rule 28-4-1, students must pass at least five subjects per semester to remain eligible. Our current middle school policy requires students to pass all courses every six-weeks grading period to ensure eligibility.

It is the unanimous opinion of committee members that to require the same of middle school students as is required of high school students throughout the Commonwealth is a reasonable approach to the matter of academic eligibility.

Recommendation 6:

Alternative education students shall have the opportunity to earn enough credits by semester to be academically eligible for athletics when they return to their base school.

The final Governance and Policy matter is the eligibility status of students assigned to alternative education. A concern about these students' eligibility was expressed by the high school coaches and administrators. High school personnel want to make sure that alternative education students have the opportunity to earn enough credits to be academically eligible for athletics when they return to their base school. Often these students have had opportunities to complete core subjects but not enough electives. Because students must pass five subjects per semester to remain eligible, students need the opportunity to complete elective credits. For some students in alternative education, the desire to return to their base schools and eventually graduate is fueled by a desire to participate in athletics.

One of the Stimulus funding priorities for the school division is to select a provider of on-line courses for students in a variety of settings, including alternative education. Reviewers of available programs have made certain that students will have the opportunity to complete core subjects as well as electives. While we feel this request of our high school staffs will be met through the school division's appropriation of specified Stimulus funding, we wanted to raise this matter to the level of "Recommendation" because of the difference athletics can make in some students' desire of returning to high school and graduating.

Facilities

All persons who addressed the committee expressed thanks for the quality of the current facilities. Several pointed to the collaboration of City and School officials in the transformation of the high schools' practice fields to state-of-the-art turf fields as the type of forward-thinking initiative that must continue in order for our facilities to keep pace with our growing needs. For despite the quality of our facilities, there is an ever-increasing demand for more practice areas. Consider the following:

- In the spring season at E. C. Glass, the following teams are in need of practice time: boys junior varsity soccer, boys varsity soccer, girls junior varsity soccer, girls varsity soccer, boys junior varsity lacrosse, boys varsity lacrosse, girls lacrosse. These teams must either share time on the turf field or practice at an off-campus location.
- At the same time, boys and girls track practice uses the track and portions of the turf area for certain field events.
- At Heritage, the same scenario exists except Heritage does not currently field any lacrosse teams.

- In the winter season, the following squads are scheduled to practice in the Heritage Field House: girls junior varsity basketball, girls varsity basketball, boys junior varsity basketball, boys varsity basketball, and boys and girls indoor track.
- Both swim teams struggle to find time and space to practice.
- In the fall season at E. C. Glass, the band uses the Memorial Avenue lawn for practice space.
- Practice time is impacted whenever there are events scheduled for any gym, field house, or turf field.
- With the VHSL's changes to the out-of-season practice rule, coaches will want to secure practice space for their players throughout the year in order to remain competitive.
- Organizations like Lynchburg Parks and Recreation, Little League Baseball, YMCA, and Hill City Youth Football need practice areas.
- As city-wide discussions about the future of Heritage High School continue, school officials have discussed their desire for an expansion of the seating capacity at their turf field and modifications to the indoor track in the field house.
- The availability of multiple high quality fields and gym spaces with accompanying parking areas attracts regional tournaments which bring revenue to the City.

Recommendation 7:

Request the school administration to convene a study group of School, City, and college/university personnel, along with representation from key youth organizations, to analyze the availability and use of existing facilities with the goal of developing a plan that will accommodate the growing need for appropriate practice and game spaces.

Exemplary Personnel

A great deal of discussion focused on the ever-increasing challenge of hiring and keeping exceptional coaches. Through the years, nearly all of us have benefitted from the leadership provided by outstanding coaches. These coaches were motivators, strategists, teachers, and role models. They were persons of character who positively influenced the lives of their players. We are fortunate that our coaches today embody these same traits. When asked by the committee why they coach, our coaches speak about their desire to help our students move from adolescence to adulthood. They feel that athletics is a venue through which our students can develop the mental toughness needed to prevail in today's world. They feel compelled to help their students evolve into responsible citizens.

Recommendation 8:

In an effort to be competitive with other school divisions, request that the school administration expeditiously conduct a state-wide review of coaching supplements and recommend to the school board any changes to our current plan.

One of the greatest challenges our principals and athletic directors face is staffing all of a school's coaching positions with highly qualified personnel. There are not enough teachers willing to coach to fill all available positions. There are many reasons the challenge to hire exemplary coaches exists. To name just a few—

- Coaches measure their compensation in terms of pennies per hour. While no coach is dedicated to his students and his sport because of the pay, a coach will tell you that three factors about the current pay scale are bothersome. First, the scale is not competitive with other school divisions' pay scales. Second, the scale does not have any built-in incentives for making the playoffs (and therefore coaching several weeks longer). Third, the pay increases for years of service are insignificant.
- There are not as many coaches who coach multiple sports. For example, at one time there was a significant number of coaches who were coaching a sport every season of the year. That is no longer the case.
- Family commitments affect coaches' decisions about whether to continue in the profession.
- The more sports we offer and the more teams we field, the more coaches we need.
- At the same time, secondary school staffs have been reduced due to budget reductions.
- With high-stakes accountability tests, there are more pressures on classroom teachers than ever before. Teachers are sometimes choosing to leave coaching because of the pressures related to these tests.
- Some teacher assistants served as coaches. Provisions in The Fair Labor Standards Act prohibit teacher assistants from serving as coaches for the usual supplementary pay.

As a result, principals and athletic directors have been forced to hire coaches who work for us only in coaching. While non-teaching coaches are dedicated to their students, having a coach in school all day with the students is preferred.

Of those concerns listed above, the one factor the school board can directly impact is the pay scale for coaches. We know that the current budget climate does not allow the school board to consider adjustments to the supplemental pay scale; however, when the climate improves, we ask the school board to review our current scales.

Recommendation 9:

With any head coaching vacancy, the school division will actively seek to hire the best person for the job.

While this recommendation may appear too obvious to include, we want to make sure there is a consistent process in place to seek outstanding candidates for any head coaching vacancy. We want to make sure any head coaching postings are listed through the school division's office for personnel services and utilize state, regional, and internet channels. The recommendation is meant to assure all players, parents, and other interested community members that our school division consistently seeks opportunities to discuss head coaching positions with the strongest candidates available.

Recommendation 10:

Based on available funding, an athletics academic coach shall be assigned to each high school. Additionally, one part-time athletics academic coach shall be assigned to each of the three middle schools to work with middle school students as they develop the skills and attitude needed to be successful in high school.

Invited guests as well as committee members were unanimous in their support of the athletics academic coach position. Our desire is to replicate the services of our one coach in both high schools as well as at the middle school level. The person in this position works with students to improve or maintain their grades, to make progress towards graduation from high school, and to help them develop a plan for the future. The coach serves not only as an academic advisor but also as a “character” advisor through the promotion of life skills and community service.

Funding

The costs of creating and maintaining a great athletics program continue to rise. That said, we ask that the school board and the community consider the preventative aspect of spending on effective athletic programs as opposed to spending money on punitive or recovery-oriented programs. As stated earlier, we feel participation in athletics is a better way to retain some at-risk students than through some alternative programs. It is true that travel, officials, security, association dues, equipment, uniforms, field improvements, storage spaces, weight room improvements, and the purchase of catastrophic insurance, to name some of the major costs, total much more than the support provided through the school operating budget. The other traditional sources of revenue are gate receipts and fund-raisers. When considering whether there are ways to affect these costs, there are few traditional options—either income from other sources must rise or the athletics programs must eventually be cut. The better alternative is to raise income.

Recommendation 11:

Request the administration to study the feasibility of embarking on a MAJOR fund-raising initiative to create a Lynchburg City Schools Athletic Foundation.

Solicit the support of businesses and individuals, including professional athletes from Lynchburg, in an effort to create a significant fund. Use the interest earnings from the fund to support athletics in ways that the operating budget may never be able to match.

Community Involvement and Participation

This report includes several references to the positive impact high school sports can have on a community. Many members of our committee grew up in Lynchburg and can recall times when high school sports were much more city-wide, center-stage events than they are today. We understand that times are much different now than they were several decades ago. The world has, indeed, seemed to grow smaller. With so many other sports’ options available on television, the internet, and even hand-held communication devices, there is much more competition for a fan’s support. Our local media covers many more localities than just Lynchburg. High school sports, once guaranteed to be the top story in a sports section of the paper or on the local news, now must compete with global sporting events for coverage. Yet, we also know of communities of comparable size and demographic composition in which high school sporting events are those special times when generations of fans rally behind their favorite team.

Recommendation 12:

In cooperation with their teacher and the supervisor of career and technical education, ask the high school sports marketing students to work with the athletic booster organizations at the two high schools, along with a professional marketing consultant, to examine and then implement plans designed to involve students, parents, families, and the community in increasing the level of support for high school athletics.

Efforts to engage and involve a broader base of people to support our athletics program should be initiated at the school level. The schools' booster organizations could benefit from the advice and counsel of a firm or person who is a marketing professional. While the school division's Public Information Office can serve as a valuable resource and participant in this effort, a marketing consultant is better suited to assist in the analysis of ways to bolster support for athletics. We are aware of organizations within our school division who have mustered greater family and community support, and we encourage the athletic boosters to consult with these organizations to identify ways to gain higher levels of support. Some of these organizations include the PTO's of some of our elementary schools as well as band and theatre booster groups.

Conclusion

We find that Lynchburg City Schools offers students opportunities to be successful in high-level athletic competition. It is our wish that athletics will be as important in the future as it has been in the past. It is our expectation that more and more students will become engaged in athletics. It is our intent to be "great," no matter how that term is defined. We will expect nothing short of both outstanding effort by our players and superior preparation and leadership by our coaches. It is our promise to acknowledge success, celebrate accomplishments, and preserve our rightful place as a school division that produces champions both on and off the playing field. It is our request that the community and leadership will give serious attention to the challenges enumerated above in order to strengthen further the quality of our athletics programs.

Agenda Report

Date: 05/17/11

Agenda Number: F-1

Attachments: No

From: Paul McKendrick, Superintendent
William A. Coleman, Jr., Assistant Superintendent for Curriculum and Instruction

Subject: Lynchburg City Schools Local Gifted Plan

Summary/Description:

On May 27, 2010, the Virginia Board of Education adopted revised *Regulations Governing Educational Services for Gifted Students* (8 VAC 20-40-10 et. seq.). These revisions were made in order to strengthen the regulations and to bring them into conformity with best practices in gifted education. The Virginia Department of Education recently released the local plan template to assist school divisions with the development of their local gifted plans. The Lynchburg City Schools Gifted Education Advisory Committee has worked to revise and update our local plan.

Among the new revisions is the requirement that local school boards must approve their division's local plan for the education of gifted students annually. Upon approval, the school division shall submit a copy of its plan to the Virginia Department of Education (VDOE) for technical review on a schedule determined by the VDOE. The technical review for the Lynchburg plan is set for July 31, 2014. The plan is also required to be posted on the school division's website for one month and public comments are to be accepted during that time.

All public comments related to the Lynchburg City Schools Local Gifted Plan will be submitted to April M. Bruce, director of testing, guidance, and gifted education. The final version of the plan will be brought to the school board for approval at the meeting scheduled for June 21, 2011.

Disposition: Action
 Information
 Action at Meeting on: 06/21/11

Superintendent's Recommendation:

The superintendent recommends that the school board receive the Lynchburg City Schools Local Gifted Plan as an informational item and consider action at the school board meeting on June 21, 2011.

Agenda Report

Date: **05/17/11**

Agenda Number: **F-2**

Attachments: **Yes**

From: Paul McKendrick, Superintendent
William A. Coleman, Jr., Assistant Superintendent of Curriculum and Instruction

Subject: School Board Policy 7-45.3: Student-Athlete Concussion Management

Summary/Description:

Pursuant to Senate Bill 652, the 2010 General Assembly amended the Code of Virginia to include 22.1-271.5 directing the Board of Education to develop and distribute to school divisions by July 1, 2011, guidelines for policies dealing with concussions in student-athletes, and requiring each school division to develop policies and procedures regarding the identification and handling of suspected concussions in student-athletes.

The goals of the Student-Athlete Protection Act (SB 652) are to ensure that student-athletes who sustain concussions are properly diagnosed, given adequate time to heal, and are comprehensively supported until they are symptom free.

During this presentation, the school administration will provide details regarding prescribed procedures in the event of a possible concussion injury to a student-athlete.

The concussion manual will be included in the Lynchburg City Schools' High School Student-Athlete Handbook.

Disposition: Action
 Information
 Action at Meeting on: 06/07/11

Recommendation:

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the meeting on June 7, 2011.

STUDENTS

Student-Athlete Concussion Management P7-45.3

- {1. In order to participate in any extracurricular physical activity, each student-athlete and the student-athlete's parent or guardian shall review, on an annual basis, information on concussions. After having reviewed materials describing the short- and long-term health effects of concussions, each student-athlete and the student-athlete's parent or guardian shall sign a statement acknowledging receipt of such information; and**
- 2. A student-athlete suspected by that student-athlete's coach, athletic trainer, or team physician of sustaining a concussion or brain injury in a practice or game shall be removed from the activity at that time. A student-athlete who has been removed from play, evaluated, and suspected to have a concussion or brain injury shall not return to play that same day nor until (i) evaluated by an appropriate licensed health care provider as determined by the Board of Education and (ii) in receipt of written clearance to return to play from such licensed health care provider.**
- 3. The concussion management manual is included in the LCS High School Student- Athlete Handbook.**

Legal Reference:

§Code of Virginia 22.1-271.5}

Adopted by School Board:

Agenda Report

Date: 05/17/11

Agenda Number: I-1

Attachments: No

From: Paul McKendrick, Superintendent

Subject: Notice of Closed Meeting

Summary/Description:

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

Employee Performance

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

Recommendation:

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

Agenda Report

Date: 05/17/11

Agenda Number: I-2

Attachments: No

From: Paul McKendrick, 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).