



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

Lynchburg City School Board

Mary Ann H. Barker
School Board District 1

Albert L. Billingsly
School Board District 3

Regina T. Dolan-Sewell
School Board District 1

Jennifer R. Poore
School Board District 2

Katie K. Snyder
School Board District 3

Treney L. Tweedy
School Board District 3

J. Marie Waller
School Board District 2

Thomas H. Webb
School Board District 2

Charles B. White
School Board District 1

School Administration

Scott S. Brabrand
Superintendent

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

Ben W. Copeland
Assistant Superintendent of
Operations and Administration

Anthony E. Beckles, Sr.
Chief Financial Officer

Wendle L. Sullivan
Clerk

SCHOOL BOARD MEETING
April 9, 2013 5:30 p.m.
School Administration Building
Board Room

A. CLOSED MEETING

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

B. PUBLIC COMMENTS

- 1. Public Comments
Scott S. Brabrand. Page 2
Discussion/Action (30 Minutes)

C. SPECIAL PRESENTATION

- 1. School Improvement Plan: Heritage High School
School
William A. Coleman, Jr. Page 3
Discussion

D. STUDENT REPRESENTATIVE COMMENTS

E. CONSENT AGENDA

- 1. Personnel Report
Marie F. Gee. Page 5
Discussion/Action
- 2. Request for Reallocation of Budget
Anthony E. Beckles, Sr. Page 8
Discussion/Action
- 3. Request for Reallocation of Budget
Anthony E. Beckles, Sr. Page 9
Discussion/Action

- 4. Religious Exemption
Scott S. Brabrand. Page 10
Discussion/Action

F. UNFINISHED BUSINESS

- 1. Capital Improvement Plan: Heritage High School
Ben W. Copeland. Page 12
Discussion/Action

G. NEW BUSINESS

- 1. Partners In Education: Board of Directors for 2012-13
William A. Coleman, Jr. Page 13
Discussion/Action
- 2. School Board Policy 7-51: Wellness
William A. Coleman, Jr. Page 15
Discussion
- 3. 2013 Summer School Programs
William A. Coleman, Jr. Page 30
Discussion
- 4. Capital Improvement Plan: Hutcherson Early Learning
Center
Ben W. Copeland. Page 35
Discussion/Action
- 5. Capital Improvement Plan: Sheffield Elementary School
Ben W. Copeland. Page 36
Discussion/Action
- 6. Waiver from Certain SOL Assessments for Heritage
Elementary School
William A. Coleman, Jr. Page 37
Discussion
- 7. K-5 Reading/Language Arts Textbook Adoption
William A. Coleman, Jr. Page 39
Discussion

H. SUPERINTENDENT’S COMMENTS

I. BOARD COMMENTS

J. CLOSED MEETING

- 1. Notice of Closed Meeting
Scott S. Brabrand. Page 52
Discussion/Action

- 2. Certification of Closed Meeting
Scott S. Brabrand. Page 53
Discussion/Action

K. INFORMATIONAL ITEMS

Next School Board Meeting: Tuesday, April 23, 2013, 5:30 p.m. Board Room, School Administration Building

L. ADJOURNMENT

Agenda Report

Date: 04/09/13

Agenda Number: A-1

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Notice of Closed Meeting

Summary/Description:

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

Employee Appointments

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

Recommendation:

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

Agenda Report

Date: 04/09/13

Agenda Number: A-2

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Certification of Closed Meeting

Summary/Description:

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

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

Recommendation:

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

Agenda Report

Date: 04/09/13

Agenda Number: B-1

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Public Comments

Summary/Description:

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

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

Agenda Report

Date: 04/09/13

Agenda Number: C-1

Attachments: No

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

Subject: School Improvement Plan: Heritage High School

Summary/Description:

The superintendent has directed each school within the school division to form a School Improvement Planning Team that will develop school improvement plans that identify areas for growth and improvement specific to their students' academic, behavioral, and cultural needs. During this presentation, Mr. Timothy T. Beatty, principal of Heritage High School, will present data relative to that school's plan to the school board.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

Agenda Report

Date: 04/09/13

Agenda Number: E-1

Attachments: Yes

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

Subject: Personnel Report

Summary/Description:

The personnel recommendations for March 19 – April 9, 2013, appear as an attachment to this agenda report.

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

Recommendation:

The superintendent recommends that the school board approve the personnel recommendations for March 19 – April 9, 2013.

NAME	COLLEGE	DEGREE/ EXPERIENCE	SCHOOL/ ASSIGNMENT	EFFECTIVE DATE
RESIGNATIONS:				
Hickcox, Alys O.	Lesley University	B.A./26 yrs. (Lv. 25 3)	Perrymont Elementary Prekindergarten	05-31-13
Serio, Debra A.	Lynchburg College	M.Ed./15 yrs. (Lv.14 3)	E.C. Glass High English	05-31-13
Smith, Elizabeth C.	University of North Florida	M.Ed./11 yrs. (Lv.10 3)	R.S. Payne Elementary Kindergarten	05-31-13
Velastegui, Michelle M.	Liberty University	B.S./20 yrs. (Lv.19 3)	Heritage High Spanish	05-31-13
RETIREMENTS:				
Bumgarner, Mary L.	Lynchburg College	M.ED./31 yrs. (Lv.30 3)	Special Education Educational Consultant	06-14-13
Branch, Beverly W.	Lynchburg College	M.Ed./35 yrs. (Lv.33 1)	Sandusky Middle Special Education	05-31-13
Campbell, Nancy B.	Lynchburg College	M.Ed./41 yrs. (Lv.33 3)	Bedford Hills Kindergarten	05-31-13
Curran, Donna J.	Radford University	B.S./36 yrs. (Lv.33 3)	Sandusky Elementary Special Education	05-31-13
Erickson, Brenda E.	Lynchburg College	M.A./28 yrs. (Lv.27 3)	Heritage Elementary Science	05-31-13
Hood, Jane E.	Concord University	B.S./13 yrs. (Lv.12 3)	T.C. Miller Second Grade	05-31-13
Kitts, Charles W.	Lynchburg College	M.Ed./22 yrs. (Lv.21 4)	E.C. Glass High Science	05-31-13
Martin, Carolyn B.	Lynchburg College	M.Ed./24 yrs. (Lv.23 3)	Hutcherson Special Education	05-31-13
Mason, Mary S.J.	University of Virginia	Ed.S./22 yrs. (Lv.21 3)	Fort Hill Community Instructional Specialist	06-14-13

RETIREMENTS: (continued)

Mitchell, Sandra F.	Lynchburg College	B.S./36 yrs. (Lv.33 1)	Bass Elementary Reading Specialist	05-31-13
Morris, Barbara D.	Lynchburg College	M.Ed./35 yrs (Lv.33 3)	Sandusky Elementary Prekindergarten	05-31-13
Oakes, Cathy G.	Catawba College	B.A./34 yrs (Lv.33 3)	Linkhorne Elementary First Grade	05-31-13
Ritchie, Valli S.	James Madison University	M.Ed./31 yrs (Lv.30 3)	Linkhorne Elementary Fourth Grade	05-31-13
Robinson, Eileen S.	Lynchburg College	B.S./27 yrs (Lv.26 3)	Bass Elementary Librarian	05-31-13

LEAVE OF ABSENCE:

Trowbridge, Jalie R.	Liberty University	B.S./3 yrs (Lv.2 3)	T.C. Miller Elementary Third Grade	05-31-13
-------------------------	-----------------------	------------------------	---------------------------------------	----------

Agenda Report

Date: 04/09/13

Agenda Number: E-2

Attachments: No

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

Subject: Request for Reallocation of Budget

Summary/Description:

The school administration has recognized a need to reallocate funds to purchase equipment and supplies throughout the school division. Purchases include the following:

Purchase of laptop computers	\$ 489,000.00
Purchase of replacement computers for computer labs	<u>\$ 117,280.00</u>
	\$ 606,280.00
	=====

Given school board approval, the funds to purchase the items will come from savings in the existing operating budget.

Salaries and Benefits Accounts	\$ 606,280.00
	=====

The school administration requests this budget adjustment be approved for the 2012-13 school year in order to fund these one-time purchases.

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

Recommendation:

The superintendent recommends that the school board approve the request for reallocation of budget.

Agenda Report

Date: 04/09/13

Agenda Number: E-3

Attachments: No

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

Subject: Request for Reallocation of Budget

Summary/Description:

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

From:

945 Public Relations	\$ 10,000.00
901 Superintendent	\$ 160,000.00
Various Payroll Benefits Accounts	<u>\$ 200,000.00</u>
	\$ 370,000.00
	=====

To:

Various expenditures accounts	\$370,000.00
	=====

The school administration requests these budget adjustment be approved for the 2012-13 school year in order to realign the budget to current expenditures needs.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board approve the request for reallocation of budget..

Agenda Report

Date: 04/09/12

Agenda Number: E-4

Attachments: Yes

From: Scott S. Brabrand, Superintendent

Subject: Religious Exemption

Summary/Description:

The school board, pursuant to the Code of Virginia 22.1-254 (B) (1) “shall excuse from attendance at school any pupil who, together with his parents, by reason of bona fide religious training or belief is conscientiously opposed to attendance at school.” The school board is in receipt of a Statement of Religious Beliefs from a parent.

The Statement of Religious Beliefs is confidential and is shared with members of the school board only.

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

Recommendation:

The superintendent recommends that the school board excuse the student(s) from public school attendance by reason of bona fide religious training or belief of both the parent(s) and the student(s).

Agenda Report

Date: 04/09/13

Agenda Number: F-1

Attachments: No

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

Subject: Capital Improvement Plan: Heritage High School

Summary/Description:

On February 27, 28, and March 1, the Heritage High School Design Team, which consisted of parents, faculty, students, community members, and school board members, met with Moseley Architects to discuss the design elements of the new Heritage High School. During this presentation, the school board will receive an overview of the designs that resulted from that team's discussions.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

Agenda Report

Date: 04/09/13

Agenda Number: G-1

Attachments: Yes

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

Subject: Partners In Education: Board of Directors for 2012-13

Summary/Description:

The Partners in Education Board of Directors is comprised of one representative each from the Lynchburg City School Board and the Lynchburg Regional Chamber of Commerce Board of Directors along with community leaders who represent education, business, professional, and organizational sectors of the community. Each representative serves a term of three years and attends semi-annual meetings. Members are appointed jointly by the Lynchburg City School Board and the Lynchburg Regional Chamber of Commerce Board. Board members provide general leadership in the community for the partnership program and serve as policy makers under the overall jurisdiction of the school board and the chamber board.

The proposed membership appears as an attachment to this agenda report. New Members are noted in bold.

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

Recommendation:

The interim superintendent recommends that the school board approve the appointment of the Partners in Education Board of Directors for 2012-13.

2012-13 Partners in Education Board of Directors

Charlie White
School Board Representative
Wood & White Investment
Advisors, LLC
4520 Trents Ferry Court
Lynchburg, Virginia 24503

Gary Harvey
Registered Architect
Craddock Cunningham
Architectural Partners, PC
10 Ninth Street
Lynchburg, Virginia 24504
(1)

Sally Selden
Professor of Management,
Assoc Dean for Academic Affairs
Lynchburg College
1501 Lakeside Drive
Lynchburg, Virginia 24501
(1)

Rex Hammond
President and CEO
Lynchburg Regional Chamber
of Commerce
2015 Memorial Avenue
Lynchburg, Virginia 24501
(2)

James Hornsby
Store Manager
WalMart #1350
3900 Wards Road
Lynchburg, Virginia 24502
(1)

Hylan "Hank" Hubbard
Retired Business Representative
5456 Cottontown Road
Forest, Virginia 24551
(1)

Robert Putt
Pastor, West Lynchburg
Baptist Church
3031 Memorial Ave
Lynchburg, VA 24501
(1)

Catherine Mosley
Business Group Operational
Communicator
Areva
PO Box 10935
Lynchburg, Virginia 24506
(1)

Tom Prest
Community Representative
2218 Cambridge Place
Lynchburg, Virginia 24503
(1)

Vickie Spencer
Vice President of Marketing
Bank of the James
828 Main Street
Lynchburg, Virginia 24504
(2)

Paul Sunwall
General Manager
Lynchburg Hillcats
PO Box 10213
Lynchburg, Virginia 24506
(2)

Marjett Upshur
Director of Economic
Development
City of Lynchburg
828 Main Street, 10th Floor
Lynchburg, Virginia 24504
(2)

New in bold

(1) Indicates first term

(2) Indicates second term

Agenda Report

Date: 04/09/13

Agenda Number: G-2

Attachments: Yes

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

Subject: School Board Policy 7-51: Wellness

Summary/Description:

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

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

STUDENTS

Wellness P 7-51

A. Introductory Statement

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

B. Definition

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

C. School Nutrition Program

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

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

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

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

- {• meet requirements established by the HHFKA based on the timelines established for full implementation;**
- be appealing and attractive to children;

STUDENTS

Wellness (continued)

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

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

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

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

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

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

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

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

STUDENTS

Wellness (continued)

provide nutritional content information to ~~of meals with {parents, nurses, and health assistants. Such information will be made available upon request through the School Nutrition Office.}~~ **on menus, the school website, or other point of purchase service materials.**

2. Meal Times and Scheduling

The school division:

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

3. Qualifications of School Food Service Staff

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

4. Sharing of Foods and Beverages

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

5. Elementary Schools

The school nutrition program will approve and provide all **{competitive and}** a la carte food and beverage sales to students in elementary schools. Given young

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

STUDENTS

Wellness (continued)

children’s limited nutrition skills, food sold in elementary schools will meet the ~~Governor’s Nutrition Standards as stated~~ **{standards as stated}**:

Snacks: Fewer than 300 calories per items

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

No more that 35 percent by weight sugar per serving

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

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

6. Middle and High Schools

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

A food item sold individually:

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

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

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

STUDENTS

Wellness (continued)

~~The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion size limits.~~

7. ~~Beverages sold for the School Nutrition Program:~~

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

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

D. Nutrition Education and Promotion

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

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

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

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

⁶ From USDA www.choosemyplate.gov

STUDENTS

Wellness (continued)

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

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

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

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

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

1. Vending

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

2. Snacks

STUDENTS

Wellness (continued)

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

3. Rewards**{/Incentives}**

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

4. Celebrations

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

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

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

STUDENTS

Wellness (continued)

~~School sponsored events such as, but not limited to, athletic events, dances, or performances after school programs, field trips, or school other events. Healthy food choices should be offered, such as low fat snacks, fresh fruits and vegetables, nuts, trail mix, granola bars, low fat milk, water, low sugar 100% juices. **{Events will offer healthy food and beverage choices.}** Students should be **{are}** discouraged from bringing **{chips,}** candy, **{and}** sodas, and other non-nutritive snacks and beverages to events. Foods and beverages offered or sold at school sponsored events outside the school day should meet the nutrition standards for foods and beverages sold in the School Nutrition Program. The schools should **{will}** have resources available for **{PTOs, booster clubs, teachers,}** parents and students regarding healthy food **{and beverage}** choices.~~

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

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

7. Food Marketing in Schools

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

F. Physical Activity Opportunities and Physical Education

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

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

STUDENTS

Wellness (continued)

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

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

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

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

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

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

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

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

{3. Movement Education

In addition to activity time, elementary students will have 40 minutes per week of movement education, 75 percent of which time should be moderate to vigorous activity. Qualified movement education professionals will

STUDENTS

Wellness (continued)

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

4. Communications with Parents

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

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

G. Additional School Based Activities Designed to Promote Wellness

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

STUDENTS

Wellness (continued)

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

H. Use of School Facilities Outside of School Hours

STUDENTS

Wellness (continued)

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

I. Safe Routes to School

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

J. Mental and Emotional Wellness

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

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

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

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

{K. Staff Wellness

STUDENTS

Wellness (continued)

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

K{L}. Measurement and Evaluation

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

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

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

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

Legal Reference:

The Child Nutrition and WIC Reauthorization Act of 2004

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

STUDENTS

Wellness (continued)

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

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

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

{Healthy, Hunger-Free Kids Act of 2010}

Approved by School Board: June 20, 2006

Revised by School Board:

Agenda Report

Date: 04/09/13

Agenda Number: G-3

Attachments: Yes

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

Subject: 2013 Summer School Programs

Summary/Description:

The school division offers summer programs to provide enrichment, acceleration, and academic support opportunities for elementary, middle, and high school students. The attachment to this agenda report provides the name, description, student groups, dates, times, transportation needs, and funding sources for each of the proposed summer programs.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

Lynchburg City Schools: 2013 Summer Programs

Program	Students Served	Location	Dates & Hours	Cost to Student	Transp. Provided?
PETAL Elementary Accelerated Reading and Math Academies	Students rising into grades 2-6 recommended for acceleration in reading or math. Eligibility requirements will be communicated through the principal.	Heritage Elementary School	June 25-August 1 (M-Th) (off July 4-5) (Teacher Workday June 24) Students: 8:15 a.m. – 11:45 a.m. Teachers: 8:00 a.m. – 12:15 p.m.	None	Yes
PETAL Middle School Accelerated Math Academy	Students rising into grades 7 & 8 recommended for acceleration in math. Eligibility requirements will be communicated through the principal.	Heritage High School	June 25-August 1 (M-Th) (off July 4-5) (Teacher Workday June 24) Students: 8:30 a.m. – 12:00 Noon. Teachers: 8:00 a.m. – 12:15 p.m.	None	Yes
PETAL High School Accelerated Math Bridge Academies	Current high school PETAL students needing a transitional course into their next accelerated math course	Heritage High School	July 22-August 1 (M-Th) (Teacher Workday July 18) Students: 8:30 a.m. - 12:00 Noon Teachers: 8:00 a.m. – 12:15 p.m.	None	Yes

Lynchburg City Schools: 2013 Summer Programs

Program	Students Served	Location	Dates & Hours	Cost to Student	Transp. Provided?
Elementary Enrichment Programs: Art Science	Students rising into grades 1-6	Sandusky Elementary School	Offered in 4 one-week sessions: July 8-12 July 15-19 July 22-26 July 29 – August 1 Students: 1 st class: 9:00-12:00 noon (M-Th) 2 nd class: 1:00-4:00 p.m. (M-Th) Teachers: 1 st class: 8:30 a.m. – 12:30 p.m. 2 nd class: 12:30 p.m. – 4:30 p.m.	\$50 city residents \$100 non-city residents \$90 (2 wks) city residents \$175 (2 wks) non-city residents	No
Summer Athletic Camps	Elementary, middle, and high school students interested in developing skills in particular sports	Heritage and E.C. Glass High Schools	Dates–TBA Hours vary by camp	\$30 to \$50 per camp depending on camp	No
Pre-Kindergarten	Children enrolled in LCS pre-K in the 12-13 school year and in need of additional instruction before enrolling in Kindergarten	Sandusky Elementary	June 25-August 1 (M-Th) (off July 4-5) (Teacher Workday June 24) Students: 8:00 a.m. – 11:30 a.m. Teachers: 7:45 a.m. – 12:15 noon	None	Yes
Elementary Remedial Summer School	Students currently in grades K-5 who either (1) will be retained, or (2) need additional reading instruction	Sandusky Elementary	June 25-August 1 (M-Th) (off July 4-5) (Teacher Workday June 24) Students: 8:00 a.m. – 11:30 a.m. Teachers: 7:45 a.m. – 12:15 noon	None	Yes

Page 32

Lynchburg City Schools: 2013 Summer Programs

Program	Students Served	Location	Dates & Hours	Cost to Student	Transp. Provided?
Middle School Remedial Summer School	Students currently in grades 6-8 who are required to complete a course successfully in order to be promoted	Sandusky Middle School	Registration-Wednesday, June 19 8:30a.m. – 5:30p.m. <u>1st Session</u> June 25-July 15 (M-Th) (off July 4-5) <u>2nd Session</u> July 16-August 1 (M-Th) Students: 8:15 a.m. - 12:15 p.m. Teachers: 8:00 a.m. – 12:30 p.m.	None	Yes
High School Remedial Summer School	Current 9 th -12 th grade students needing to repeat courses for credit	E. C. Glass High School Heritage High School	Registration-Wednesday, June 19 8:30a.m. – 5:30p.m. <u>1st Session</u> June 25-July 15 (M-Th) (off July 4-5) <u>2nd Session</u> July 16-August 1 (M-Th) SOL Writing Test July 15-18 SOL Testing: July 15-August 1 Graduation: Friday, August 2 <u>Class Times (both sessions)</u> <u>Students:</u> 1 st class: 8:15 - 11:45 a.m. 2 nd class: 12:15 - 3:45 p.m. <u>Teachers:</u> 1 st class: 8:00 a.m. – 12:00 noon 2 nd class: 12:00 p.m. – 4:00 p.m.	\$75.00 per semester class	No

Lynchburg City Schools: 2013 Summer Programs

<p>SOL Content Academies</p>	<p>Students who have passed a course but failed the associated SOL test</p>	<p>Sandusky Middle School</p>	<p>Tuesday, June 18 Registration for All Academies</p> <p>June 25-July 2: U.S History (SOL July 15) Chemistry (SOL July 15)</p> <p>July 8-15: Writing (SOL July 15-18) Algebra 1 (SOL July 16) Biology 1 (SOL July 17) Make-up Testing July 18</p> <p>July 16-23: Reading (SOL July 23) World History 1 (SOL July 24) Geometry (SOL Test July 24) Make-up Testing July 25</p> <p>July 24-30: Algebra 2 (SOL July 31) World History 2 (SOL July 31) Earth Science (SOL July 30) Make-up Testing August 1</p> <p>Students: 8:15 a.m. – 12:15 p.m. Teachers: 8:00 a.m. – 12:30 p.m.</p>	<p>None</p>	<p>Yes</p>
--------------------------------------	---	-------------------------------	--	-------------	------------

Agenda Report

Date: 04/09/13

Agenda Number: G-4

Attachments: No

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

Subject: Capital Improvement Plan: Hutcherson Early Learning Center

Summary/Description:

The capital improvement plan budget contains \$774,000, and the 2013-14 Capital Improvement Plan includes \$350,000 for renovations at the building previously used as Hutcherson Early Learning Center. The City of Lynchburg Office of Procurement and Purchasing has received bids on the renovation project.

Coleman-Adams of Forest, Virginia, was the low bidder at \$849,000. Other bids were received as listed below.

The school administration will enter into a contract with Coleman-Adams based on their low bid of \$849,000.

	Contractor	Base Bid	Alternate 1	Alternate 2	Base Bid + Alt. 1 + Alt 2
1	Coleman-Adams	849,000	24,600	27,425	901,025
2	Glass Associates	917,000	24,500	25,800	967,300
3	J. E. Jamerson	900,000	29,000	33,000	962,000

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board authorize the school administration to enter into a contract with Coleman-Adams in the amount of \$849,000 for the façade improvements at Hutcherson Early Learning Center.

Agenda Report

Date: 04/09/13

Agenda Number: G-5

Attachments: No

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

Subject: Capital Improvement Plan: Sheffield Elementary School

Summary/Description:

The 2012-13 Capital Improvement Plan includes \$575,000 for repair of the roof at Sheffield Elementary School. The City of Lynchburg Office of Procurement and Purchasing has received bids on the roofing project.

John T. Morgan Roofing Company of Roanoke, Virginia, was the low bidder at \$209,510. Other bids were received as listed below.

The school administration will enter into a contract with John T. Morgan Roofing Company based on their low bid of \$209,510.

Bid Tabulation
Sheffield Elementary School Roofing Project
March 12, 2013

	Vendor	Base Bid	Alternate No. 1	Sub Total	Unit Price No. 1	Unit Price No. 2
1	John T. Morgan Roofing	79,843.00	129,667.00	209,510.00	6.50	6.50
2	W A Lynch Roofing Co.	86,478.00	142,281.00	228,759.00	7.00	4.00
3	Roofing Solutions	84,200.00	148,700.00	232,900.00	7.00	5.00
4	Melvin T Morgan Roofing	108,042.00	205,136.00	313,178.00	7.00	6.00
5	AAR of North Carolina	122,400.00	199,500.00	321,900.00	8.00	3.50
6	KCT Group	138,200.00	290,300.00	428,500.00	25.00	3.50

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

The superintendent recommends that the school board authorize the school administration to enter into a contract with John T. Morgan Roofing Company in the amount of \$209,510 for the repair of the Sheffield Elementary School roof.

Agenda Report

Date: 04/09/13

Agenda Number: G-6

Attachments: No

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

Subject: Waiver from Certain SOL Assessments for Heritage Elementary School

Summary/Description:

On March 20, 2013, HB 2144 was approved by the General Assembly and then supported by budget amendments made by Governor McDonnell as outlined in State Supt's. Memo 050-13, dated February 28, 2013. The Governor's executive amendment (adopted in the final General Assembly action) indicated additional language regarding state funds that will be provided in fiscal year 2014 to support reading specialists for any school that has a school-wide pass rate of less than 75 percent on the third grade reading Standards of Learning (SOL) assessments. Payments would be based on the state's share of the cost of providing one reading specialist per qualifying school based on the 2011-2012 SOL pass rates for reading and would be available to any school division with a qualifying school that agrees to the following five conditions:

- (1) certifies to the Department of Education that the division has hired a reading specialist to provide the appropriate services to children reading below grade level in the school;
- (2) applies and receives a waiver for up to two years from the Board of Education for the administration of third grade SOL assessments in science and history/social science for the purpose of creating additional instructional time for reading specialists to work with students reading below grade level to improve reading achievement;
- (3) develops a system to monitor the academic progress of all third grade students in the subject area in which the assessment waiver is sought, which shall include the administration of a summative or another division-wide assessment to third grade students in that subject area;
- (4) commits to publishing the adjusted pass rate of third grade students on such summative assessment or other division-wide assessment once the results are available; and
- (5) commits to providing at least 30 minutes of instruction per day to third grade students in the subject area in which the assessment waiver is sought.

Agenda Report

Date: 04/09/13

Agenda Number: G-6

Attachments: No

Heritage Elementary School is one of 38 schools in the Commonwealth that is eligible to submit a waiver request. The waiver request form must be completed and submitted to the Virginia Department of Education by April 30, 2013. To be eligible to submit the waiver, it must first be approved by the school board and then must be signed by the superintendent and the board chairman.

Disposition: Action
 Information
 Action at Meeting on: 04/23/13

Recommendation:

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the meeting on April 23, 2013.

Agenda Report

Date: 04/09/13

Agenda Number: G-7

Attachments: Yes

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

Subject: K-5 Reading/Language Arts Textbook Adoption

Summary/Description:

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

At its meeting on October 18, 2011, the school board approved textbook adoption processes and procedures for the adoption of K-12 social studies and K-5 reading/language arts. The social studies adoption process was completed; however, at the recommendation of the Elementary Leadership Team, the K-5 reading/language arts textbook adoption was postponed until 2012-2013.

Preparation for the reading textbook adoption process was resumed during summer 2012 as the Instructional Reading Specialists were commissioned to prepare a White Paper on reading instruction to be used as a guide in the adoption process. The White Paper (attached) underwent several iterations and vetting by central office staff, principals, teachers, and finally the superintendent, in fall 2012.

Upon completion of the White Paper, the textbook adoption process resumed. The attached summary outlines the process that began in November 2012 and concluded on March 18, 2013. Tonight's presentation will highlight the reading/language arts textbook adoption process and recommend for your consideration at the school board meeting on April 23, 2013, the approval

Agenda Report

Date: 04/09/13

Agenda Number: G-7

Attachments: Yes

of *Journeys*, published by Houghton Mifflin Harcourt, as the reading/language arts program to be used in kindergarten through grade 5 for the next seven years. Program materials are available for school board and public review in Conference Room 2 of the School Administration Building and at each elementary school.

Disposition: Action
 Information
 Action at Meeting on: 04/23/13

Recommendation:

The superintendent recommends that the school board accept this agenda report as an informational item and consider action at the school board meeting on April 23, 2013.

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

Revised Draft

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

Philosophy

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

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

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

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

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

Components of Balanced Literacy Instruction

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

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

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

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

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

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

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

Effective Practices for Reading Instruction in Lynchburg City Schools

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

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

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

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

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

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

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

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

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

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

Summary Statement

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

To: Mr. William A. Coleman, Assistant Superintendent

From: Michael K. Rudder, Director of Elementary Education

Date: March 20, 2013

Subject: Reading Textbook Adoption Recommendation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Agenda Report

Date: 04/09/13

Agenda Number: J-1

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Notice of Closed Meeting

Summary/Description:

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

Employee Performance

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

Recommendation:

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

Agenda Report

Date: 04/09/13

Agenda Number: J-2

Attachments: No

From: Scott S. Brabrand, Superintendent

Subject: Certification of Closed Meeting

Summary/Description:

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

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

Recommendation:

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