



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

Jennifer R. Poore  
School Board District 2

Treney L. Tweedy  
School Board District 3

J. Marie Waller  
School Board District 2

Charles B. White  
School Board District 1

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**School Administration**

Scott S. Brabrand  
Superintendent

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

Anthony E. Beckles, Sr.  
Chief Financial Officer

Wendie L. Sullivan  
Clerk

**SCHOOL BOARD MEETING**  
**May 1, 2012 5:30 p.m.**  
**School Administration Building**  
**Board Room**

**A. PUBLIC COMMENTS**

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

**B. SPECIAL PRESENTATION**

1. Teacher of the Year: 2012-13  
Scott S. Brabrand. . . . .Page 2  
Discussion

**C. CONSENT AGENDA**

1. School Board Meeting Minutes: February 7, 2012 (Regular Meeting)
2. Personnel Report  
Scott S. Brabrand. . . . .Page 3  
Discussion/Action
3. Career-Technical Program: Nurse Aide  
William A. Coleman, Jr. . . . .Page 5  
Discussion/Action
4. Special Education Annual Plan/part B Flow-through Application  
and Section 619 Preschool Grant Applications: 2012-13  
William A. Coleman, Jr. . . . .Page 9  
Discussion/Action
5. Request for Reallocation of Budget  
Anthony E. Beckles, Sr. . . . .Page 39  
Discussion/Action

**D. STUDENT REPRESENTATIVE COMMENTS**

**E. UNFINISHED BUSINESS**

- 1. School Calendar: 2012-13 Exam Schedule  
William A. Coleman, Jr. . . . .Page 41  
Discussion/Action

**F. NEW BUSINESS**

- 1. School Board Policy 2-16: Community Involvement/Volunteers  
William A. Coleman, Jr. . . . .Page 42  
Discussion
- 2. Administrative Regulation 2-16: PTA/PTO Meeting Schedule  
William A. Coleman, Jr. . . . .Page 46  
Discussion

**G. SUPERINTENDENT’S COMMENTS**

**H. BOARD COMMENTS**

**I. CLOSED MEETING**

- 1. Notice of Closed Meeting  
Scott S. Brabrand. . . . . Page 48  
Discussion/Action
- 2. Certification of Closed Meeting  
Scott S. Brabrand. . . . . Page 49  
Discussion/Action

**J. INFORMATIONAL ITEMS**

Next School Board Meeting: Tuesday, May 15, 2012, 5:30 p.m., Board Room, School Administration Building

**K. ADJOURNMENT**

# Agenda Report

**Date:** 05/01/12

**Agenda Number:** A-1

**Attachments:** No

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

**Subject:** Public Comments

**Summary/Description:**

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

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

**Recommendation:**

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

# Agenda Report

**Date:** 05/01/12

**Agenda Number:** B-1

**Attachments:** No

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

**Subject:** Teacher of the Year: 2012-2013

## **Summary/Description:**

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

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

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

The Lynchburg City Schools' Teacher of the Year for the 2012-2013 school year will be introduced during this presentation.

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

## **Recommendation:**

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

# Agenda Report

**Date:** 05/01/12

**Agenda Number:** C-2

**Attachments:** Yes

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

**Subject:** Personnel Report

**Summary/Description:**

The personnel recommendations for April 17 – May 1, 2012, appear as an attachment to this agenda report.

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

**Recommendation:**

The superintendent recommends that the school board approve the personnel recommendations for April 17 – May 1, 2012.

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

Eckert, Lindsay	University of Tennessee	M.S./4 yrs. (Lv.3 3)	Linkhorne Elementary First Grade	06/07/12
Sebastian, Ashley	Liberty University	M.Ed./4 yrs. (Lv.3 3)	Sandusky Elementary Fifth Grade	06/07/12

**RETIREMENTS:**

Comninaki, Kathy	University of Virginia	M.Ed./33 yrs. (Lv. 32 3)	Sandusky Elementary Kindergarten	06/07/12
Cook, Ann	Lynchburg College	B.A./33 yrs. (Lv. 32 3)	Sandusky Elementary Kindergarten	06/07/12

# Agenda Report

**Date:** 05/01/12

**Agenda Number:** C-3

**Attachments:** Yes

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

**Subject:** Career-Technical Program: Nurse Aide

## **Summary/Description:**

As the health care industry expands due to technological advancements in medicine and the gradual aging of the population, there will be an increased need for all health care workers. According to the United States Census Bureau, the number of people ages 65 and older is expected to increase from 40 million to 72 million between 2010 and 2025. The United States Bureau of Labor Statistics (BLS) projects that this increasing population will result in job growth for a variety of occupations related to caring for older people. The BLS predicts that employment in nursing care facilities is expected to grow more than 24 percent by 2020. That's an increase of nearly 450,000 jobs. The school administration proposes the formation of a new Nurse Aide program to be offered through the Lynchburg City Schools' Career-Technical Education program.

The new course is projected to begin in the fall of 2012 at Heritage High School. The course will be offered as a two-hour course for juniors and seniors who wish to explore a possible career in caring for sick and elderly individuals in their homes or in an assisted living setting. The course will be taught by staff members from Generation Solutions. This program will also serve as an introduction to additional career opportunities in the health industry. A preliminary budget has been developed for the program. The anticipated expenditures will be covered through the partnership with Generation Solutions and the Lynchburg City Schools.

During the meeting on April 17, 2012, Ms. Temika Younger (RN), vice president of training and education with Generation Solutions, was present to explain the details of the proposal. Staff from the department for curriculum and instruction also provided information about the program.

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

## **Recommendation:**

The superintendent recommends that the school board approve the Nurse Aide program.



# Nurse Aide Program

Lynchburg City Schools

## Program Description:

1. This will be a two-year program designed for students who wish to explore a possible career in caring for sick and elderly individuals in their homes or in an assisted living setting.
  
2. The total required classroom and practical hours are 280. The program begins with a discussion of nursing theory and study of science. Once students have the theory completed they learn to care for others in the lab and clinical setting. In the clinical setting students will learn to care for patients independently and as a part of a team environment. Students will learn how their knowledge base, work ethics, documentation, and critical thinking skills assist in the proper care and management of another person. Students will leave the program prepared to work in nursing homes, hospitals and home environments.

## Nurse Aide Students Study:

- Growth and development
- Nutrition
- Ergonomics
- Total care of another human being
- Time management
- Team and independent working skills
- Anatomy and Physiology

## Career Opportunities:

- Practical Nurse or Registered Nurse
- Industrial or Private Duty Nurse
- Nurse in physician's office
- Nurse in long-term health care facility
- Nurse in acute care facility

## 3. Application Process & Requirements:

- Students MUST be 16 years of age and a high school junior before the beginning of the academic school year
- Complete CTE Application
- Minimum GPA of 2.0 in school (In two of last three semesters).
- Recommendation required by teacher or guidance counselor.
- Interview for placement in program.
- Medical physical examinations required as per healthcare standards (PPD Test)



**4. Goals of the Program:**

Upon successful completion of this course the student should be able to

- Identify personal and professional qualifications needed for one or more health careers.
- States the legal rights of clients/residents.
- Define terms relevant to the health care industry.
- Identify basic characteristics of microorganisms and their role in causing infection.
- Identify the natural effects of physical aging on the body and mind.
- Identify cultural factors that influence all of us.
- Name the different types of elder abuse and signs and symptoms of each form.
- Identify the normal structures and functions of the major body systems.
- Describe common disorders, their symptoms and nursing care related to the major body systems.
- State the types and purpose of restorative services.
- Demonstrate mastery of basic personal care attendant/direct care aide skills associated with caring for a client or resident.
- Demonstrates knowledge of first aid and CPR skills.

**General Overview of Schedule:**

The Program will begin in the FALL of 2012 and will be as follows:

	Fall Semester	Spring Semester
Junior Year	Nurse Aide 1	Nurse Aide 1
Senior Year	Nurse Aide 2	Nurse Aide 2

**Scheduled Class Period:** 6<sup>th</sup> and 7<sup>th</sup> periods

**Time:** Monday/Wednesday (12: 44 pm – 2:30 pm) **and/or**  
 Tuesday/Thursday (12: 59 pm – 2:30 pm) **times subject to change**

**Transportation:** Students will drive themselves or a shuttle bus will be provided

**Class meeting days:** Nurse Aide 1 (**Monday/Wednesday**)  
 Nurse Aide 2 (**Tuesday/Thursday**)

**Location(s):** Heritage High School, clinical sites

**Cost:** Year One: Optional – Stethoscope/BP Cuff (\$35 for students to have their own)  
Year Two: Required – Scrubs/Shoes (\$100)

**Certifications:** National Nurse Aide Assessment Program examination to become a Certified Nurse Aide in Virginia

**Program Time Line:**

- School Year 2012-2013: First Junior (11<sup>th</sup> grade)class begins program
- School Year 2013--2014: Second Junior(11<sup>th</sup> grade)class begins program
- June 2014: First Senior Class Graduates Program

**Employment and Job Outlook Information:**

Employment is projected to grow much faster than average, ranking nurse aides among the fastest growing occupations over the 2008-2018 decade. Job opportunities should be excellent, particularly for those with formal training or experience, and certification.

	National	Virginia
Median Hourly Wage	\$11.54	\$10.51
Annual Wage	\$33,190	\$25,860
Percent Growth through 2020	24%	20.4%

**Program of Studies Information:**

**Nurse Aide I (8360)**

**Suggested Grade Levels:** 11 or 12 (36 weeks, 280 hours)

Nurse Aide I, offered as an occupational preparation course beginning at the 11th-grade level, emphasizes the study of nursing occupations as related to the health care system. Students study normal growth and development, simple body structure and function, and medical terminology and are introduced to microbes and disease. They receive elementary skill training in patient-nursing assistant relationships; taking and recording of vital signs; cardiopulmonary resuscitation; and bathing, feeding, dressing, and transporting of patients in hospitals and nursing homes. Limited on-the-job instruction in nursing homes and hospitals is part of the course. This course can be used as an introduction to practical nursing or to prepare the student for Nurse Aide II so that all competencies for a certified nursing assistant are met.

*Recommended prerequisite(s): Introduction to Health and Medical Sciences 8302*

**Nurse Aide II (8362)**

**Suggested Grade Level:** 12 (36 weeks, 280 hours)

**Prerequisite:** Nurse Aide I

Nurse Aide II is an occupational preparation course, emphasizing advanced skill training in areas such as catheter care, range of motion, bowel and bladder training, care of the dying, selected procedures for maternal and infant care, and admission and discharge procedures. Students learn diseases and body systems as related to advanced clinical care of the acute medical-surgical patient, the chronically ill, and the elderly. On-the-job instruction in a licensed nursing home is part of the course. Upon completion of the nurse aide program, the student is eligible to take the nurse aide certification exam that leads to employment as a certified nurse aide in hospitals and nursing homes.

# Agenda Report

**Date:** 05/01/12

**Agenda Number:** C-4

**Attachments:** Yes

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

**Subject:** Special Education Annual Plan/Part B Flow-through Application and Section 619  
Preschool Grant Applications: 2012-13

## Summary/Description:

The Annual Special Education Plan is a formal agreement between the local school board and the Virginia Department 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 \$2,143,166 in special education flow-through funds for the 2012-13 school year. The application for funds for the 2012-13 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.

The Lynchburg City Schools will also apply for \$62,147 in Section 619 Preschool funds for the 2012-13 school year. This funding will be used to support Hutcherson Early Learning Program as they provide 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 Applications for 2012-13

Revised 1/20/12

**Welcome to the 2012-2013 Special Education Annual Plan/Part B Flow-Through Application in Excel.  
Please Select your entity type**

School Division

State Operated Programs / VSDB

Welcome to the 2012-2013 Special Education Annual Plan/Part B Flow-Through Application in Excel. Please use the tabs at the bottom of this spreadsheet to work your way through the certifications, assurances, budget forms, and other required components. Use your local personal computer to prepare the document for submission to VDOE via VDOE's Online Management of Education Grant Awards (OMEGA). The OMEGA submission and all division-level approvals must be completed no later than **May 14, 2012**.

Print School Division

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

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

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

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

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

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

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

Please also refer to the information outlined below, and the Superintendent's Memorandum, dated December 16, 2011, for additional information and contact assistance.

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

Each LEA must submit its Annual Plan/Part B Flow-Through Application using the Online Management of Grant Awards (OMEGA) System. LEAs are requested to use the sequence of activities outlined below when completing and submitting their Annual Plan/Part B Flow-Through Application for approval. NOTE: The submission of the following component is required; Excess Costs, Maintenance of Effort (MOE) requirements, and the Implementation of Coordinated Early Intervening Services (CEIS).

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

Instructions for completing the OP1 Form and online training opportunities are available online at: . Please ensure that if applicable, new OP1 forms are completed and mailed to the following address no later than April 13, 2012:

[http://www.doe.virginia.gov/school\\_finance/budget/grants\\_acct\\_reporting/omega/index.shtml](http://www.doe.virginia.gov/school_finance/budget/grants_acct_reporting/omega/index.shtml)

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

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

[omega.support@doe.virginia.gov](mailto:omega.support@doe.virginia.gov)

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

2. After completing all tabs below, the Annual Plan/Part B Flow-Through Application must be reviewed by the school division's local special education advisory committee, and approved by the local school board prior to submission via OMEGA to VDOE for review and approval.
3. OMEGA Data Submission - Once the LEA's electronic 2012-2013 Annual Plan/Part B Flow-Through Application has been reviewed and approved, as outlined in Step 2 above, LEAs are requested to do the following:
  - a. Login to the Virginia Department of Education's SSWS at the following website (NOTE: The website suffix is "do" rather than "doe".):  
<https://p1pe.doe.virginia.gov/ssws/login.page.do>
  - b. Select the Application Name "Online Management of Education Grant Awards - OMEGA."
  - c. On the left side of the OMEGA home page is a column entitled, "I want to...." From that list, select "Submit an application." That will bring up OMEGA's "Application Request Page."
  - d. On the "Application Request Page," the first step is to "Choose the Award Year." This will be **2012**.
  - e. The next question is "Do you wish to submit a consolidated application?" The answer is "**Yes**." (Please note that failure to select "Yes" may delay approval of your Annual Plan/Part B Flow-Through Application.)

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

**NOTE:** If you currently use OMEGA to submit NCLB applications, those funding streams may appear under "Choose the Project Group." Please be careful to select only the IDEA Part B selections, which are applicable to your Annual Plan/Part B Flow-Through Application.
  - g. The next step is to "Browse." Selecting "Browse" will allow you to locate and attach the Excel file containing your saved, completed 2012-2013 Annual Plan/Part B Flow-Through Application.
  - h. Once the file containing the Excel spreadsheet has been attached, select "Go to Submit" from the options at the bottom of the screen. This will bring up a "Confirmation Page." The "Confirmation Page" will allow you to ensure that the file you uploaded is the appropriate file, and that you selected the appropriate "Project Group(s)." Once you have verified that the information is ready for submission, select "Submit Request."
  - i. Once the OMEGA application is submitted, it will be routed to the individual(s) within the LEA, who are authorized to approve OMEGA applications, and it will appear in the approvers' OMEGA "To Do List." The application must be approved by each LEA-level approver, who is required, before it will be submitted via OMEGA to VDOE for review. At a minimum, at the LEA level, the OMEGA application must be approved by the individual authorized to provide "Level 4" approval, typically the Superintendent or other authorized designee.
4. To ensure a timely approval process, the electronic 2012-2013 Annual Plan/Part B Flow-Through Application must be uploaded via OMEGA, and all LEA-level approvals must be completed no later than **May 14, 2012.**

**B. Contact Information:**

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

Plan Section	Contact Person	Telephone	E-mail Address
Certifications, Policy Statements, OMEGA submission, & General Questions	Paul Raskopf	(804) 225-2080	<a href="mailto:Paul.Raskopf@doe.virginia.gov">Paul.Raskopf@doe.virginia.gov</a>
	Angela Phenicie	(804) 371-7582	<a href="mailto:Angela.Phenicie@doe.virginia.gov">Angela.Phenicie@doe.virginia.gov</a>
Special Education in Local and Regional Jail Programs	Jeff Phenicie	(804-786-0308	<a href="mailto:Jeff.Phenicie@doe.virginia.gov">Jeff.Phenicie@doe.virginia.gov</a>
Report on the Implementation of the 2010-2011 Plan	Angela Phenicie	(804) 371-7582	<a href="mailto:Angela.Phenicie@doe.virginia.gov">Angela.Phenicie@doe.virginia.gov</a>
Submission Statement, GEPA Statement, & Section 611 Application	Sherry Hubbard	(804) 225-2339	<a href="mailto:Sherry.Hubbard@doe.virginia.gov">Sherry.Hubbard@doe.virginia.gov</a>
Section 619 Application	Phyllis Mondak	(804) 225-2675	<a href="mailto:Phyllis.Mondak@doe.virginia.gov">Phyllis.Mondak@doe.virginia.gov</a>
	Cecil Overton	(804) 786-9153	<a href="mailto:Cecil.Overton@doe.virginia.gov">Cecil.Overton@doe.virginia.gov</a>
Coordinated Early Intervening Services	Angela Phenicie	(804) 371-7582	<a href="mailto:Angela.Phenicie@doe.virginia.gov">Angela.Phenicie@doe.virginia.gov</a>
OMEGA Support & OP1 Form	OMEGA Support	(804) 371-0993	<a href="mailto:Omega.Support@doe.virginia.gov">Omega.Support@doe.virginia.gov</a>

**C. Local Policies and Procedures:**

Each LEA must provide assurances via their Annual Plan/Part B Flow-Through Application that their local policies and procedures are in compliance with the requirements of, and any revisions to, the IDEA, its federal implementing regulations, and Virginia's state special education regulations. Approval of the electronic Annual Plan/Part B Flow-Through Application in OMEGA by the LEA's Level 4 approver serves as that assurance. Thus, LEAs are not required to submit copies of their local policies and procedures, or revisions to those policies and procedures, to VDOE for collection and review.

Nonetheless, LEAs are reminded that revisions to local special education policies and procedures must be approved by local school boards for local school divisions, or the Board of Visitors for the VSDB. State-operated programs must submit revisions to policies and procedures to the State Special Education Advisory Committee for review. A guidance document that provides technical assistance regarding those areas in which LEAs are required to have local special education policies and procedures is available online at:

[http://www.doe.virginia.gov/special\\_ed/regulations/state/developing\\_local\\_policies\\_procedures\\_guidance.pdf](http://www.doe.virginia.gov/special_ed/regulations/state/developing_local_policies_procedures_guidance.pdf)



**D. Private School Set-Aside Requirements:**

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

Upon notification of its grant award, each school division must calculate the proportionate share amounts from its 611 and 619 subgrants to be spent on parentally-placed private school students. These calculations should be completed in accordance with "Appendix B" of the of the 2006 federal IDEA implementing regulations, at page 46814. If set-aside funds received in accordance with the 2012-2013 Annual Plan/Part B Flow-Through Application are not spent by the end of the 2012-2013 fiscal year, any remaining funds must be obligated for one additional year to provide special education and related services to children with disabilities who are parentally placed in a private school, and may not be used for other purposes.

**E. Excess Costs, Maintenance of Effort Requirements, & Implementation of Coordinated Early Intervening Services**

Each school division must also **calculate, complete and submit** the Excess Costs and Maintenance of Effort requirements demonstrating compliance with the Excess Costs, and Maintenance of Effort provisions of the 2006 federal IDEA implementing regulations, and the Virginia Regulations, at 8 VAC 20-81-260 B and C. **NOTE: This is a change from the previous year.** These local records are subject to review and public disclosure, including in the event of a financial audit, or if an applicable state complaint or due process action is filed. Each school division should use Appendix A of the federal IDEA implementing regulations, at page 46813, to complete its Excess Cost calculations. The federal mandates regarding Maintenance of Effort are in the federal IDEA implementing regulations, at §§ 300.154(g)(2), and 300.203-300.205. The Level 4 (Superintendent or Authorized Designee) approval will ensure compliance with these requirements.

**F. Section 611 and Section 619 Grant Applications**

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

Additional Tips:

- **Required components:** In order for your LEA to receive funding under Part B of IDEA, all sections of this application must be completed in accordance with federal and state funding requirements. (LEAs not applying for Section 619 funding are not required to complete the tab entitled, "Section 619".)
- **Application Signature:** Approval of the LEA's Level 4 approver of this Annual Plan/Part B Flow-Through Application in OMEGA serves as an electronic signature for purposes of applying for federal funds.
- **Contact Information:** Please ensure the "Contact Person" identified in the application is available during the summer.
- **Proposed Budget:** We recommend that you base your 2012-2013 proposed budget, for both Section 611 and Section 619, on the LEA's 2011-2012 grant award for each funding stream, as specified in Superintendent's Memorandum #304-11, dated November 4, 2011. Please review both the proposed budget and the narrative budget description to ensure consistency.

- **Personnel:** For personnel to be paid from project funds, please clearly indicate percentages of salaries (FTEs) to be covered by Part B funds. For personnel who do not spend 100% of their time serving children with disabilities, only the amount of time (i.e. percentage of salary and fixed charges) spent serving children with disabilities may be charged to Part B funds.
- **Equipment Purchases:** Approval for specific items of equipment is required for items costing \$5,000.00 or more. You must obtain approval of each equipment item prior to purchase. For items not included in this application, approval must be obtained prior to purchase in accordance with the policies and procedures in effect at that time.
- **Indirect Costs:** Applicants are encouraged to consider budgeting for “indirect costs” (restricted rate). Please consult with your LEA’s chief financial officer for information pertinent to indirect costs and the restricted cost rate(s) computed for your LEA.
- **Equipment/Travel:** Where equipment items and/or travel details are not known at the time this application is submitted, applicants may budget for equipment and travel and seek specific approval at a later date (prior to purchase or travel).
- **Capital Outlay:** Proposed expenditures for capital outlay, object code 8000, must be itemized.
- **Amendments:**

Once VDOE receives the federal grant award for Section 611 and 619 funding, each LEA whose Annual Plan/Part B Flow-Through Application has been received in substantially approvable form, and which continues to meet the eligibility requirements of Part B of IDEA, will receive sub-grant awards in accordance with federal and state funding requirements. The amount of the sub-grant awards will be published in a Superintendent's Memorandum, and posted in OMEGA. It is anticipated that the LEA's sub-grant award may differ from the proposed 611 or 619 budget amount submitted as part of the LEA's Annual Plan/Part B Flow-Through Application. If so, the amount of the discrepancy will appear in OMEGA under Object Code 0000. Select "Change my object code budget" to reallocate any funds in Object Code 0000 between the remaining Object Codes. The LEA is not required to submit a revised Annual Plan/Part B Flow-Through Application to VDOE via OMEGA to make this adjustment.

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

- **Reimbursements: VDOE is** responsible for assuring that federal special education funds are used in accordance with all applicable federal and state requirements. Thus, reimbursement requests will be monitored closely to ensure compliance with such requirements. If you have any questions about the appropriateness of a proposed use of these funds, please contact either Sherry Hubbard for Section 611 or Phyllis Mondak or Cecil Overton for Section 619. Their contact information is identified in section B above.
- **Technical Assistance Documents:** Additional technical assistance information regarding completion of the Annual Plan/Part B Flow-Through Application is available on the VDOE's Web site at [http://www.doe.virginia.gov/special\\_ed/reports\\_plans\\_stats/annual\\_plan/index.shtml](http://www.doe.virginia.gov/special_ed/reports_plans_stats/annual_plan/index.shtml). These documents provide guidance regarding object codes, including regarding the types of expenditures to be included under each object code, and suggestions for the appropriate use of early childhood special education funds.

[Logout](#)

### SSWS Application Selection

Please select one of the Applications listed below

#### APPLICATIONS

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

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

### Virginia Department of Education Dropbox

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

#### Upload Files

#### File information

To: School Division :

**VIRGINIA DEPARTMENT OF EDUCATION  
DIVISION OF SPECIAL EDUCATION AND STUDENT SERVICES  
OFFICE OF FINANCIAL AND DATA SERVICES**

**Local Special Education Annual Plan/Part B Flow-Through Application and Report  
2012-2013**

**Division and Contact Information - to be Completed by School Division**

Division Applicant Name (Legal Name of Agency)	LEA	Questions regarding this plan should be directed to:	
LYNCHBURG CITY PUBLIC SCHOOLS	Number	115	Wyllys VanDerwerker
Mailing Address (Street, City or Town, Zip Code)			
915 Court Street P.O.Box 2497 Lynchburg , Va. 24505-2497			
Phone (ext):		(434) 522-3700	185
		Numbers Only	Ext.
Fax:		(434) 522-3774	
		Numbers Only	Numbers Only
Region: 5	E-mail:	Vanderwerkerwd@lcsedu.net	

**SUPERINTENDENT'S CERTIFICATION**

**For the purpose of implementing the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), I certify that throughout the period of the 2012-2013 grant award, this School Division will comply with the requirements outlined in each of the following:**

- (1) Part B of IDEA, including the eligibility requirements of Section 613;**
- (2) The IDEA federal implementing regulations, dated October 13, 2006 and revised April 9, 2007, and December 31, 2008, at 34 C.F.R. Part 300 et seq.; and**
- (3) Virginia's "Regulations Governing Special Education Programs for Children with Disabilities in Virginia, at 8 VAC 20-81 et seq., effective January 25, 2010, and any revisions.**

**I certify that this school division has developed local policies and procedures for the provision of special education and related services, which are kept current, and which ensure compliance with the requirements of, and any revisions to, the IDEA, its federal implementing regulations, and the Virginia Board of Education's regulations.**

**I certify that this school division's local policies and procedures for the provision of special education and related services, and any revisions, were reviewed with the local Special Education Advisory Committee and were approved by the School Board.**

**I certify that all students, including those who may be placed in regional programs by this agency, are afforded all assurances as delineated in this document.**

**Finally, I certify that this Annual Plan/Flow-Through Application for Part B Funds under the provisions of IDEA, was approved by the School Board on \_\_\_\_\_ (Date).**

\_\_\_\_\_  
Division Superintendent (Signature)  
Dr. Scott Brabrand  
\_\_\_\_\_  
Typed Name

\_\_\_\_\_  
Date

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

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

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

**ANNUAL PLAN/FLOW-THROUGH APPLICATION POLICY STATEMENTS**  
**(continued from previous page)**

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

**SUBMISSION STATEMENT (continued on next page)**

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

1. The local educational agency shall be responsible for (1) the control of funds provided under part B of the Act; (2) title to property acquired with those funds; and (3) the local educational agency will administer such funds and property.
2. The local educational agency shall maintain records which show that where Part B funds are used to supplement existing services or to provide additional services to meet special needs, those services shall be at least comparable to services provided to other children with disabilities in the local educational agency with state and local funds.
3. The local educational agency application and all pertinent documents related to such application, including all evaluations and reports relative to the application, shall be made available for public inspection.
4. The local educational agency shall maintain records showing that Part B funds are used to supplement and, to the extent practicable, increase the level of state and local funds expended for the education of children with disabilities. Part B funds shall, in no case, be used to supplant local and state funds.
5. The funds provided under Part B of the Act shall be used to employ only those professional personnel who meet appropriate State standards. In addition, all other professional personnel employed, such as therapists, etc., shall be properly licensed.
6. The Virginia Department of Education assumes rights to all materials and/or products developed in this project, including equipment purchased with Part B funds.
7. No person shall, on the grounds of race, color, national origin, sex, disabling condition or age, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received financial assistance under the provisions of the Act.
8. The local educational agency shall provide students enrolled in private schools an opportunity to participate in programs funded through Part B of IDEA.
9. The local educational agency will ensure that projects involving construction, are not inconsistent with overall State plans for the construction of school facilities. In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under section 504 of the Rehabilitation Act of 1973 and subsequent amendments in order to ensure that facilities constructed with the use of Federal funds are accessible to, and usable by, individuals with disabilities.
10. The local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in Part B programs significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.
11. The local educational agency will ensure that none of the funds expended under Part B programs will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

**SUBMISSION STATEMENT (continued from previous page)**

12. Except when used to provide coordinated early intervening services, the local educational agency will ensure that funds expended under Part B of IDEA will only be used for the costs which are directly attributable to the education of children with disabilities, and which exceed the average annual per student expenditure during the preceding year as computed in accordance with 34 C.F.R. § 300.202, Appendix A of the IDEA federal implementing regulations, and the "EC & MOE" tab below.
13. The local educational agency will ensure that funds expended under Part B of IDEA will not be used to reduce the level of expenditures made from local funds below the amount expended for the education of children with disabilities from state or local funds during the preceding fiscal year, in accordance with 34 C.F.R. §§ 300.203 to 300.205 of the IDEA federal implementing regulations, as documented on the "EC & MOE" tab below.
14. The school division will ensure that in accordance with 34 C.F.R. § 300.133, and Appendix B of the IDEA federal implementing regulations, during the grant award period, a proportionate share of the school division's Section 611 subgrant will be set aside to be expended for children with disabilities, ages 3 through 21, who are parentally-placed in a private school within the school division, and a proportionate share of its Section 619 subgrant will be set aside to be expended for children with disabilities, ages 3 through 5, who are parentally-placed in a private school within the school division. This school division further assures that if it has not expended for equitable services all of its set-aside funds by the end of the fiscal year for which it was appropriated, the school division will obligate any remaining funds for one additional year to provide special education and related services to children with disabilities who are parentally placed in a private school within the school division.
15. The local educational agency shall maintain records demonstrating compliance with the provisions of IDEA and its federal implementing regulations, including each of the assurances outlined above, and afford the Virginia Department of Education access to those records that it may find necessary to ensure the correctness and verification of the information required under this Act.
16. The local educational agency certifies this application as a material representation of its compliance with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 82 § 82.110—New Restrictions on Lobbying; 34 CFR Part 85 § 85.105 and § 85.110—Government-wide Debarment and Suspension (Nonprocurement); and 34 CFR Part 84 §§ 84.200 through 84.230, and 84.300 – “Government-wide Requirements for Drug-Free Workplace” (Grants).



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

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

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

Check all of the federally-assisted program areas to which the attached GEPA statement applies	
Improving the Academic Achievement of the Disadvantage -- Title I-Basic	
Title I- Even Start	
Title I- Migrant	
Title I- Neglected or Delinquent	
Title II-The Eisenhower Professional Development Program	
Title IV-Safe and Drug Free Schools and Communities	
Title VI-Innovative Education Program Strategies	
Stewart B. McKinney Homeless Assistance Act, Part B-Education for Homeless Children and Youth	
Title II-The Carl D. Perkins Vocational and Applied Technology Education Program	
Title III, Part A, Subpart 2 ESEA: Technology Literacy Challenge Fund	
Title III, Part B, Star Schools Program	
IDEA	
Comprehensive School Reform Demonstration Grant	

**GENERAL EDUCATION PROVISIONS ACT STATEMENT AS REQUIRED UNDER SECTION 427**

**DIVISION HAS NO BARRIERS**

<b>CHECK IDENTIFIED SUBJECT OF BARRIER</b>	
<b>PLACE AN "X" BY STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW</b>	
<b>GENDER</b>	<b>Provide awareness of/sensitivity to issues of gender bias through</b>
	Workshops
	Exchange programs
	Group counseling
	Individual counseling
	Other
	<b>Provide awareness of people functioning in no traditional roles/jobs/professions through</b>
	Shadowing
	Mentorships
	Internships
	Field trips
	Awareness/career days
	Advisory committees
	Highlighting current/former students who have succeeded in non-traditional jobs
	Tours of school facilities, classrooms, laboratories that prepare students for nontraditional roles
	Other
	<b>Encourage participation in all programs and activities through</b>
	Active recruitment of under-represented genders
	Providing transportation or child care
	Exchanges between educators and business representatives
	Other
	<b>Ensure appropriate representation of genders</b>
	In all activities
	In all instructional materials
	In all promotional materials
	Other

**GENERAL EDUCATION PROVISIONS ACT STATEMENT AS REQUIRED UNDER SECTION 427**

<b>CHECK IDENTIFIED SUBJECT OF BARRIER</b>	
<b>PLACE AN "X" BY STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW</b>	
<b>RACE AND/OR COLOR</b>	<b>Provide awareness of/sensitivity to issues of race/color through</b>
	Workshops
	Exchange programs
	Group counseling
	Individual counseling
	Other
	<b>Provide awareness of people of different racial/color groups functioning in all roles/ jobs/professions through</b>
	Shadowing
	Mentorships
	Internships
	Field trips
	Awareness/career days
	Advisory committees
	Highlighting current/former students who have succeeded in non-traditional jobs
	Tours of school facilities, classrooms, laboratories that prepare students for nontraditional roles
	Other
	<b>Encourage participation of all students and staff, regardless of race or color, in all programs and activities through</b>
	Active recruitment of under-represented groups
	Providing transportation or child care
	Exchanges between educators and business representatives
	Other
	<b>Ensure appropriate representation of all races and colors</b>
	In all activities
	In all instructional materials
	In all promotional materials
	Other

**GENERAL EDUCATION PROVISIONS ACT STATEMENT AS REQUIRED UNDER SECTION 427**

<b>CHECK IDENTIFIED SUBJECT OF BARRIER</b>	
<b>PLACE AN "X" BY STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW</b>	
<b>NATIONAL ORIGIN</b>	<b>Provide awareness of/sensitivity to issues of cultural and social differences related to ethnicity/national origin through</b>
	Workshops
	Exchange programs
	Group counseling
	Individual counseling
	Other
	<b>Provide awareness of people of different nationalities functioning in all roles/jobs/professions through</b>
	Shadowing
	Mentorships
	Internships
	Field trips
	Awareness/career days
	Advisory committees
	Highlighting current/former students of different nationalities who have succeeded in their chosen career
	Tours of school facilities, classrooms, laboratories that prepare students for jobs and careers
	Other
	<b>Encourage participation of all students and staff, regardless of national origin, in all programs and activities through</b>
	Active recruitment of under-represented ethnic groups
	Providing transportation or child care
	Providing program information in home language
	Exchanges between educators and business representatives
	Other
	<b>Ensure appropriate representation of all nationalities</b>
	In all activities
	In all instructional materials
	In all promotional materials
	Other

**GENERAL EDUCATION PROVISIONS ACT STATEMENT AS REQUIRED UNDER SECTION 427**

<b>CHECK IDENTIFIED SUBJECT OF BARRIER</b>		
<b>PLACE AN "X" BY STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW</b>		
<b>DISABILITIES</b>	<b>Identify accommodations in the</b>	
	IEP	
	504 plan	
	<b>Provide program activity materials</b>	
	In Braille	
	In large print	
	On audio tape	
	On video tape	
	<b>Provide accommodations</b>	
	Required in Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, as amended	
	<b>Provide program accessibility to students/staff with disabilities through</b>	
	Orientation and mobility training	
	Interpreter services	
	Closed captioning	
	Assistive technology devices	
	Personal assistants	
	Program accessibility	
	Early identification and intervention	
	Elimination of architectural barriers	
	<b>Provide awareness of/sensitivity to issues of bias related to disabilities through</b>	
	Workshops	
	Exchange programs	
	Group counseling	
	Individual counseling	
	Other	
	<b>Ensure that personnel/other administrators are aware of and refrain from unfair activities related to issues through</b>	
	Equitable hiring practices	
	Equitable assignment of responsibilities	
	Workshops	
	Special activities	
	Group counseling	
	Individual counseling	
	Other	
	<b>Ensure appropriate representation of people with disabilities</b>	
	In all activities	
	In all workshop materials	
	In all promotional materials	
	Other	

**GENERAL EDUCATION PROVISIONS ACT STATEMENT AS REQUIRED UNDER SECTION 427**

<b>CHECK IDENTIFIED SUBJECT OF BARRIER</b>	
<b>PLACE AN "X" BY STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW</b>	
<b>AGE</b>	<b>Provide awareness of/sensitivity to issues of bias related to issues of age and the aging process through</b>
	Workshops
	Exchange programs
	Group counseling
	Individual counseling
	Other
	<b>Ensure that personnel/other administrators are aware of and refrain from unfair activities related to issues of age through</b>
	Equitable hiring practices
	Age-free assignment of responsibilities
	Workshops
	Special activities
	Group counseling
	Individual counseling
	Other
	<b>Ensure objective and positive representation of age groups</b>
	In all activities
	In all workshop materials
	In all promotional materials
Other	
<b>OTHER FACTORS THAT MIGHT LIMIT PARTICIPATION</b>	

**2012-2013 SPECIAL EDUCATION IN LOCAL AND REGIONAL JAILS**

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

**Interagency Agreement**

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

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

**Please complete question 2**

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

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

[Instructions for Using drop box](#)

**REPORT ON IMPLEMENTATION  
OF THE 2010-2011 ANNUAL PLAN**

Submit a report indicating the extent to which the annual plan for the 2010-2011 school year has been implemented (Code of Virginia, Section 22.1-215). (Maximum capacity of each text box is 975 characters.)

The 2010-11 Special Education Annual Plan was implemented as planned. Staff development activities were provided to support the school division's work on the Special Education State Performance Plan Indicators. We anticipate receiving the Special Education Performance Report data for the 2010-11 school year on June 1, 2012. Special Education and speech therapy services were provided to students with federal set-aside service plans attending local private schools or homeschooled. The Special Education Advisory Committee sent one parent newsletter in the fall. The Spring 2012 SEAC parent newsletter will be mailed this month. Individualized Education Plans were met through the provision of special education staff funded through the 611 Flow Through Funds.



School Division: LYNCHBURG CITY PUBLIC SCHOOLS

Division Number: 115

**EXCESS COSTS & MAINTENANCE OF EFFORT REQUIREMENTS,  
IMPLEMENTATION OF COORDINATED EARLY INTERVENING SERVICES**

**Excess Costs**

(Adapted from 71 Fed. Reg. 156, pages 46813-46814)

Except as otherwise provided by IDEA and the federal and state special education regulations, funds provided to a school division under IDEA Part B may be used only to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the preceding school year for an elementary school or secondary school student, as may be appropriate. An LEA must spend at least the average annual per student expenditure on the education of an elementary school or secondary school child with a disability before IDEA Part B funds are used to pay the excess costs of providing special education and related services.

Section 602(8) of the Act and § 300.16 require the LEA to compute the minimum average amount separately for children with disabilities in its elementary schools and for children with disabilities in its secondary schools. LEAs may not compute the minimum average amount it must spend on the education of children with disabilities based on a combination of the enrollments in its elementary schools and secondary schools.

Therefore, when completing Step 1 through Step 10 for the column entitled “Elementary School Students” below, use data applicable only to elementary school students. When completing Step 1 through Step 10 for the column entitled “Secondary School Students” below, use data applicable only to secondary school students. Step 10 will identify the total minimum amount of funds the LEA must spend for the education of children with disabilities enrolled in the LEA before using Part B funds.

	<b>ELEMENTARY SCHOOL STUDENTS</b>	<b>SECONDARY SCHOOL STUDENTS</b>
1. Total amount of LEA expenditures <b><u>in the preceding year</u></b> for students (including students with disabilities) <b><u>from all sources</u></b> -- local, state, and federal funds (including IDEA Part B)	\$58,250,585.76	\$32,765,954.49
2. Total expenditures for capital outlay and debt service relating to the education of students	\$1,713,538.50	\$963,865.41
3. Total expenditures less capital outlay & debt services	\$56,537,047.26	\$31,802,089.08
4. Identify the amount spent for students from each of the following funding streams during the preceding year. (Note: These are funds that the LEA actually spent, not funds received last year but carried over for the current school year.)		
Funds from IDEA, Part B allocation	\$1,826,275.55	\$1,027,280.01
Funds under ESEA, Title I, Part A allocation	\$5,251,365.92	\$0.00

Funds under ESEA, Title III, Parts A and B allocation	\$13,577.72	\$7,637.48
State and local funds for children with disabilities	\$7,053,524.39	\$3,967,607.48
State and local funds for programs under ESEA, Title I, Part A, and Title III, Parts A and B	\$0.00	\$0.00
5. Total of other deductions	\$14,144,743.58	\$5,002,524.97
6. Total expenditures less capital outlay, debt services, and other deductions (Step 3 less Step 5)	\$42,392,303.68	\$26,799,564.11
7. Average number of students enrolled in the LEA during the preceding year (including students with disabilities)	5,129	3,126
8. Average annual per student expenditure (Step 6 divided by Step 7) Note: This is the minimum amount the LEA must spend (on the average) for the education of each of its children with disabilities. IDEA Part B funds may be used only for costs over and above this minimum.	\$8,265.22	\$8,573.12
9. Number of students with disabilities in the LEA	702	465
10. Total minimum amount of funds the LEA must spend for the education of children with disabilities enrolled in the LEA before using Part B funds. (Step 9 multiplied by Step 10)	\$5,802,183.11	\$3,986,499.46

**Maintenance of Effort**

Provide total state and local expenditures for the school division's total special education program for the years designated below.

School Year 2010-2011	School Year 2011-2012 (estimated)
\$ 11,021,131.87	\$ 11,021,131.87

**Coordinated Early Intervening Services**

The school division plans to utilize up to 15% of its Part B grant award for this grant period to implement coordinated early intervening services. Please indicate Yes or No as applicable.

Section 611

Section 619

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

**VIRGINIA DEPARTMENT OF EDUCATION  
PART B, SECTION 611 (Flow-Through Funds)  
GRANT PERIOD: JULY 1, 2012 – SEPTEMBER 30, 2014**

For joint applications, please select the Fiscal Agent below, and provide the requested contact information. **If this is not a joint application move directly to the next section below.**

Fiscal Agent:		LEA Code:
Joint Application Project Director:		
Mailing Address of Project Director:		
Phone:		
Email:		

If this is a joint application and allocations are to be combined into a single award issued to the fiscal agent designated above, list participating LEAs and the amounts to be combined into a single award. Note: All participating agencies must still complete the remainder of this tab.

Participating Agency Name	Code Number	Amount Released
<b>Total Amount to be issued to Fiscal Agent:</b>		\$0.00

**PROPOSED USE OF PART B, SECTION 611 FUNDS  
GRANT PERIOD: JULY 1, 2012 – SEPTEMBER 30, 2014**

In narrative format, please provide a description and budget outline of all personnel (i.e. teachers, instructional assistants, administrators, clerical, support personnel, and other) to be supported in whole or in part with IDEA, Part B, Section 611 grant funds (with proposed budget amounts and FTEs).

Lynchburg City Schools plans to use the 611 funds as follows: Salaries for ( 27 FTE) special education teachers; (9 FTE) special education teacher assistants and staff development based on the LCS instructional priorities for students with disabilities. In addition (1.5 FTE) special education teachers and (1 FTE) speech pathologist are assigned to federal set aside programming.

In a narrative format, please provide a detailed description and budget outline for all additional activities, goods and services to be supported with IDEA, Part B, Section 611 grant funds.

\$12,523.75 will be used for staff development on topics related to the division's instructional priorities. \$1000.00 will be used to provide (copying and postage) the LCS Special Education Advisory Committee's Parent Newsletter. \$45,000.70 will be used to provide autism educational planning and positive behavioral support consultation to teachers of students with Autism Spectrum Disorder. \$19,500.00 will be used to provide the instructional materials teachers identify as needed to implement standards-based Individualized Education Plans. \$177,708.62 will be used to provide special education instruction and speech therapy to students with disabilities who are homeschooled or parent placed in private schools operating in Lynchburg. (The services provided are outlined in Federal Service Plans.)

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

**Part B, Section 611, Flow Through Funds (July 1, 2012-September 30, 2014) - H027A120107**

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

List all equipment items costing five thousand dollars (\$5,000) or more, to be purchased with grant funds, and provide information on proposed out-of-state/country travel to be supported with grant funds.

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) PROPOSED BUDGET AMOUNT	(D) FOR DOE USE ONLY
Personal Services	1000	1,571,265.36	
Employee Benefits	2000	473,330.43	
Purchased Services	3000	70,846.46	
Internal Services	4000	0.00	
Other Services	5000	5,748.75	
Materials / Supplies	6000	21,975.00	
Capital Outlay	8000	0.00	
<b>TOTAL PROPOSED BUDGET</b>		<b>2,143,166.00</b>	

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

--

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

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

**VIRGINIA DEPARTMENT OF EDUCATION  
PROPOSAL SUMMARY  
PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT)  
GRANT PERIOD: JULY 1, 2012 – SEPTEMBER 30, 2014**

ECSE Contact Person:	Judy Trent
Title:	Principal
Mailing Address:	409 Perrymont Avenue Lynchburg, Va. 24502
Phone:	434-522-3756
Email:	<a href="mailto:trentjk@lcsedu.net">trentjk@lcsedu.net</a>

For joint applications, please select the Fiscal Agent below, and provide the requested contact information. **If this is not a joint application move directly to the next section below.**

Fiscal Agent:		LEA Code:
Joint Application Project Director:		
Mailing Address of Project Director:		
Phone:		
Email:		

If this is a joint application and allocations are to be combined into a single award issued to the fiscal agent designated above, list participating LEAs and the amounts to be combined into a single award. Note: All participating agencies must still complete the remainder of this tab.

Participating Agency Name	Code Number	Amount Released
<b>Total Amount to be issued to Fiscal Agent:</b>		\$0.00

**PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT)  
GRANT PERIOD: JULY 1, 2012 – SEPTEMBER 30, 2014**

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

Child Find is an important part of our early intervention program. We anticipate an increase in the number of referrals for comprehensive evaluations this summer. We will use \$2,500 to pay Hutcherson Early Learning Program (H.E.L.P.) teachers/therapists to complete child study, developmental screenings, evaluations, and eligibility meetings during the summer. We also allocated \$191.00 to cover the benefits associated with the summer teacher/therapist pay. This is a total of \$2,691. for personnel expenses to meet the timelines outlined in the Regulations Governing Special Education Programs In Virginia.

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

Professional development is a foundation for our success in meeting the needs of students with disabilities in natural environments with their same-aged nondisabled peers. Therefore, we allocated \$6,000. for professional development. The training activities include: 1. teacher participation in VDOE endorsed Early Childhood Special Education conferences; 2. speech pathologists' participation in the SHAV convention for recertification; and training for our local child care facilities providing inclusive instructional settings to our students. To insure we have a foundation for success, we plan to continue our work under the Inclusion Placement Opportunities for Preschoolers, IPOP, initiative, a collaboration with the V.D.O.E. sponsored Training and Technical Assistance Center located at J.M.U.

We are including students with significant disabilities into age-appropriate settings and materials for communication and instruction are not typically available in the community sites. Therefore, we allocated \$3,323. for materials and supplies. \$1649.30 will be used to provide speech therapy to ECSE children who are attending private schools or are home schooled.

**Virginia Department of Education  
PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT) APPLICATION  
PROPOSED GRANT BUDGET  
Part B, Section 619, Preschool Funds (July 1, 2012-September 30, 2014) -H173A120112**

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

List all equipment items costing five thousand dollars (\$5,000) or more, to be purchased with grant funds, and provide information on proposed out-of-state/country travel to be supported with grant funds.

(A) EXEPENDITURE 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	0.00	
Other Services	5000	6,000.00	
Materials / Supplies	6000	3,323.00	
Capital Outlay	8000	0.00	
<b>TOTAL PROPOSED BUDGET</b>		<b>62,014.00</b>	

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

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

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# Agenda Report

**Date:** 05/01/12

**Agenda Number:** C-5

**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 for the purchase of select equipment and textbooks within the school division. There is also the need for additional funds for transportation due to the rising fuel prices.

Purchases include the following:

Stage curtains at William Marvin Bass and Dearington Elementary	\$ 8,644.80
Light board at E. C. Glass High School	\$ 10,000.00
Auditorium lights at Dunbar Middle School	\$ 26,250.90
Equipment for communication room at Dunbar Middle School	\$ 12,500.00
Purchase of Driver's Education vehicle	\$ 16,600.00
Diesel Fuel	\$ 100,000.00
Camera for bus	\$ 17,864.00
Textbooks	<u>\$ 600,000.00</u>
	\$791,859.70

Given school board approval, these purchases will be funded through savings in the existing operating budget.

Salaries and Benefits:

Director of Personnel and Public Information Officer, vacated positions	\$ 50,000.00
Finance Receptionist position not filled	\$ 39,731.56
Savings recognized from employee retirement/rehire at lower cost	\$614,764.14
Reduction in audit expenditures	\$ 17,000.00
Xerox and printing savings	\$ 52,500.00
Purchase price of buses were less than originally estimated/budgeted	<u>\$ 17,864.00</u>
	\$791,859.70

# Agenda Report

**Date:** 05/01/12

**Agenda Number:** C-5

**Attachments:** No

The school administration requests this budget adjustment be approved for the 2011-12 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 the request for reallocation of budget.

# Agenda Report

**Date:** 05/01/12

**Agenda Number:** E-1

**Attachments:** No

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

**Subject:** School Calendar: 2012 – 13 Exam Schedule

## **Summary/Description:**

The administrative staff discussed whether the 2012 fall semester exams should be administered in December 2012 or in January 2013.

After review, the administrative staff reached consensus that the December dates will provide the better opportunity for student achievement and success.

Once students return in January from winter break, they will have the opportunity to begin their next unit of study. These days in January will also allow sufficient time for make-up work during the second nine-week grading period.

**Disposition:**  Action  
 Information  
 Action at Meeting on: 05/15/12

## **Recommendation:**

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the school board meeting on May 15, 2012.

# Agenda Report

**Date:** 05/01/12

**Agenda Number:** F-1

**Attachments:** Yes

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

**Subject:** School Board Policy 2-16: Community Involvement/Volunteers

## **Summary/Description:**

At the beginning of the 2011-12 school year, the school administration began requiring individuals to submit applications in order to volunteer in schools. This process involves a screening, and applicants who have felony drug, child abuse/neglect, or violent crimes charges are not allowed to volunteer. School Board Policy 2-16: Community Involvement/Volunteers has been revised to reflect that practice. The school board policy also has language that has been developed by the Virginia School Boards Association. Revisions to the policy appear as an attachment to this agenda report.

**Disposition:**  Action  
 Information  
 Action at Meeting on: 05/15/12

## **Recommendation:**

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the school board meeting on May 15, 2012.

COMMUNITY RELATIONS

**Community Involvement/Volunteers P 2-16**

A. Volunteers

The Lynchburg City School Board recognizes that volunteers make a valuable contribution to the educational program and that their involvement in the schools increases the support of the schools by the community. **{The school board supports and encourages the active participation of parents and other members of the community in providing and extending educational opportunities for children. The involvement of volunteers who can serve as a resource to schools is a fundamentally important component of successful school programs.**

**The principal or designee may appoint parents as volunteers to assist in the schools. The principal or designee will provide orientation, training, job descriptions, and specific assignments for the volunteers. Schools shall operate within the regulations of the Guidelines for School Volunteers.**

B. Background Screenings

**Each volunteer must have a background screening on a yearly basis before volunteering with Lynchburg City Schools. The person must complete a volunteer application and submit it to the department of school/business partnerships. College students who want to volunteer with Lynchburg City Schools will be screened by the individual college. Applicants who have felony drug, child abuse/neglect, or violent crimes charges will not be allowed to volunteer. A database of cleared volunteers will be maintained each year with appropriate personnel having access.}**

~~—The administration of the schools and the instructional program are entirely the responsibility of school board employees, and this responsibility cannot be delegated in any degree. Volunteers work under the direction of principals and teachers who retain the responsibility for the instruction and supervision of students in their charge.~~

~~B~~**{C.}** Avoiding Meeting Conflicts

The avoidance of meeting conflicts for school patrons shall be a major consideration whenever divisionwide and individual school meetings are scheduled.

Legal Reference:

**{Code of Virginia, 1950, as amended, sections 22.1-70, 22.1-78**

COMMUNITY RELATIONS

**Community Involvement/Volunteers P 2-16**

**8 VAC 20-131-20  
8VAC 20-131-270}**

~~Code of Va., § 2.1-555. Definitions. "As used in this chapter, the following items shall have the following meanings unless another may clearly be inferred from the content:~~

- ~~1. Volunteer shall mean any person who, of his own free will, provides goods or services, without any financial gain, to any agency, instrumentality or political subdivision of the Commonwealth;~~
- ~~2. Regular service volunteer shall mean any person engaged in specific voluntary service activities on an ongoing or continuous basis;~~
- ~~3. Occasional service volunteer shall mean any person who provides a one time or occasional voluntary service;~~
- ~~5. Department shall mean and include all departments and divisions enumerated in § 2.1-1 of the Code and local agencies under the jurisdiction or supervision thereof, and for the purposes of §§ 2.1-556, 2.1-557.1 and 2.1-558, shall include political subdivisions of the Commonwealth."~~

~~Code of Va., §2.1-558. Volunteer benefits. "A. Meals may be furnished without charge to regular service volunteers, provided scheduled work assignments extend over an established meal period. Meals may be furnished without charge to occasional service volunteers at the discretion of the department's executive head.~~

~~B. Lodging, if available, may be furnished temporarily, at no charge, to regular service volunteers.~~

~~C. Transportation reimbursement may be furnished those volunteers whose presence is determined to be necessary to the department. Rates or amounts of such reimbursement shall not exceed those provided in § 14.1-5 of the Code of Virginia. Volunteers may utilize State vehicles in the performance of their duties, subject to those rules and regulations governing use of State vehicles by paid staff.~~

~~D. Liability insurance may be provided by the department utilizing their services both to regular service and occasional service volunteers to the same extent as may be provided by the department to its paid staff. Volunteers in State and local service shall enjoy the protection of the Commonwealth's sovereign immunity to the same extent as paid staff." (1986)~~

~~Code of Va., § 65.1-4. "Employee" defined. ". . . Further, by resolution or ordinance~~

COMMUNITY RELATIONS

**Community Involvement/Volunteers P 2-16**

~~duly adopted, the governing body of any county, city, town or any political subdivision thereof may provide coverage under this Act to its volunteers or to any officers and employees of any commission or board of any authority created or controlled by the local governing body, or any local agency or public service corporation owned, operated or controlled by such local governing body . . . ." (1988)~~

~~Code of Va., § 22.1-253.13:7. Standard 7. Policy manual. " . . . D. Each local school board shall ensure that the policy manual include the following policies, which shall be developed giving consideration to the views of teachers, parents, and other concerned citizens . . . ."~~

~~4. A policy for school community communications and community involvement; . . . ." (1988)~~

Adopted by School Board: January 6, 1981  
Revised by School Board: September 3, 1985  
Revised by School Board:

# Agenda Report

**Date:** 05/01/12

**Agenda Number:** F-2

**Attachments:** Yes

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

**Subject:** Administrative Regulation 2-16: PTA/PTO Meeting Schedule

## **Summary/Description:**

At the request of the superintendent, schools have been asked to refrain when possible from having events on Tuesdays, which is when school board meetings are scheduled to occur. Administrative Regulation 2-16: PTA/PTO Meeting Schedule has been revised accordingly. The regulation appears as an attachment to this agenda report.

**Disposition:**  Action  
 Information  
 Action at Meeting on: 05/15/12

## **Recommendation:**

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the school board meeting on May 15, 2012.



COMMUNITY RELATIONS

**PTA/PTO Meeting Schedule R 2-16**

Except for the month of December, PTA and PTO meetings are to be scheduled in the following manner to avoid conflicts for school patrons:

Elementary Schools          Second Week of each month

Exceptions:

1st ~~Tuesday~~ **{Thursday}** of each month -- Dearington Elementary School for Innovation

1st ~~Tuesday~~ **{Thursday}** -- Thomas C. Miller Elementary School for Innovation

1st ~~Tuesday~~ **{Thursday}** -- Robert S. Payne Elementary School

Middle Schools                  Third week of each month

High Schools                      First and fourth weeks of each month

The first week is defined as the first week of the month containing a Monday.

Approved by Superintendent: September 3, 1985

Revised by Superintendent: May 19, 1992

Revised by Superintendent: August 4, 1992

Revised by Superintendent: October 2, 1996

Revised by School Board:

# Agenda Report

**Date:** 05/01/12

**Agenda Number:** I-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:

Personnel Matters

**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 personnel matters.

# Agenda Report

**Date:** 05/01/12

**Agenda Number:** I-2

**Attachments:** No

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

**Subject:** Certification of Closed Meeting

**Summary/Description:**

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

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

**Recommendation:**

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