

*During Dr. Lange's community and employee meetings, a number of concerns were expressed. Following are detailed responses from department heads as to those issues which apply to each department:*

## **Budget & Finance Topics**

### **12 Month Pay Checks for Teachers – Why don't we offer this option?**

In the late 1980's, teachers questioned how the school system could hold back their pay during the school year and pay it out during the summer without paying interest income on those holdings. In response to that request, Roanoke County Schools partnered with the school credit union to offer a summer hold-pay option that would be managed by the credit union independent of the school system and would earn interest throughout the year.

Since that time, the School Board and Roanoke County Board of Supervisors have invested in new payroll software and consolidated the payroll function for both school and government employees through the Roanoke County Payroll Office. Because of that, the request to reinstate a 12 month payroll option was submitted to the County for their consideration.

The County Payroll Office examined all aspects of the payroll process to determine the feasibility of offering a pay cycle option. After reviewing all of the data collected and identifying the programming changes and impact on the existing staffing resources, they have concluded that offering a 12 month option would be "very complex, expensive, and not possible with current staffing levels." They noted the following:

- The complexities are mainly related to the setup and handling of teachers individually based on whether they elected 10 or 12 month options as this will impact all of their deduction and benefit amounts.
- Currently, the payroll staff is able to process the payroll based on whole job types (i.e. teachers) rather than individual teachers.
- The County Payroll Office cannot pre-pay teachers in the summer before they come back to work in August which means they cannot be added to the normal 12 month pay cycle.
- This would double the payrolls to be run during July/August to pay teachers based on the prior school year contract and pay regular 12 month employees based on the current contract.
- During their inquiries of other localities, one locality that has gone to a 12 month option indicated that they wish they had not made this change.

The mixing of two different pay cycles lends itself to a more labor intensive function which would require additional staffing to accommodate. With budgets continuing to be stretched and the focus on salaries likely to be a high priority again this year, requesting

additional staffing for the payroll process would pull funds away from other more pressing budget needs.

As a means of assisting teachers who would like to set up a summer pay plan, the County Payroll Office is working to provide an individualized calculation for each teacher that would show the amount of money the teacher would need to set aside each pay day in order to have equivalent pay amounts during July and August. These amounts will be provided on the annual contract and each teacher can choose to set this up as a hold pay account at the Credit Union or set up an automatic transfer from their checking account to a savings account at their own bank. The Roanoke County Payroll Office has the ability to set up any bank for automatic deposit so this will allow complete flexibility for employees to bank where they choose.

### **Health Insurance Option for Employee plus Spouse**

As part of the health insurance renewal process every year, we ask the insurance company to break down our medical bills by type of medical service (hospitals, doctors, prescriptions) as well as by groups (employees, spouses, and dependents). This information is used to identify higher than expected medical bills in the different areas and potential areas for benefit changes that encourage employees to take advantage of lower cost services (for example, instituting a co-pay for emergency room visits discourages employees from going to emergency rooms, a high cost service, for non-emergency treatments and instead see their family doctor or clinic, a lower cost option).

Based on the national average, the medical bills for spouses are typically the same or slightly higher than bills for employees. However, the medical bills for spouses in Roanoke County cost 389% more than the average employee. Because the spouse bills are much higher than employee bills, it makes it hard to support a reduced premium for an employee plus spouse group.

We are self-insured and the total premiums for the year must be divided among all of our rates accordingly. In order to introduce a lower rate option for employee plus spouse, we would need to increase the rates for the family option. This would impact over 600 families that would remain in the family plan in order to reduce the rates for 200 employees who would qualify for employee plus spouse. One of our major goals every year is to do our best to keep the premiums from increasing to the point in which some of our employees can no longer afford to keep their health insurance. Increasing the family premium more than the regular medical inflation increase would likely result in many of our employees having to drop coverage for their families.

Despite the double digit increases in medical inflation, we have been able to negotiate rate increases of 8%, 5.5%, 9.7%, and 0% over the past 4 years due to stringent claims analysis and implementing benefit changes where needed. We will continue to analyze the claims each year and look for ways to keep the premium increases as low as possible for the benefit of all of our employees.

## **Teacher Salary Scale – Too Many Steps**

The Teacher Salary Scale is approved every year by the members of the Teacher Salary Committee. This Committee includes 7 teacher representatives, 2 School Board Members, and Finance and Personnel staff. The current scale hinges on the concept adopted by the Committee and School Board in 2005. At that time, the School Board was giving an average salary increase each year. Based on the existing steps, teachers received an average increase which ranged between 1.7% and 15%, depending upon which step they were on. The teachers with more than 20 years of experience were receiving 1.7%. The Committee asked the School Board to provide equal salary increases to all teachers regardless of their placement on the scale. As a result, in 2005-06, the School Board funded a 3.5% salary increase for every teacher. Again, in 2006-07, the School Board funded a 4.5% salary increase for every teacher.

In addition, the School Board set aside approximately \$200,000 to phase in a new degree supplement plan that would provide a flat \$2,500 per year for a master's degree regardless of what step you are on. This commitment comes at a cost of \$800,000, but significantly impacts the potential for greater life time earnings for teachers.

A new step has been added to the teacher scale each year to allow for the teachers on the top to receive the same percent increase as all other teachers (i.e. 4.5% this year). If no step is added, the teachers on the top of the scale will receive a lower percent salary increase. The Teacher Salary Committee has approved adding a step each year. There is a common complaint by employees that they cannot get to the top of their scale but if the top stops moving, some teachers will get a lower salary increase. This concept will be debated by the Teacher Salary Committee again this year. One option would be to tier the top of the scale and those moving to the top step would get the full increase and those already there would get a much smaller percent. This would resemble, to some degree, the teacher scale from 3 years ago where those at the top received a smaller percent.

The School Board is committed to keeping the teacher salary scale simple and fair to all teachers and will only consider changes that are widely supported by the teaching population and affordable as a whole.

## **Various Budget Issues**

Concerns were expressed about inadequate funding to maintain top people, facilities, technology, programs, maintenance, and construction/renovations. The bottom line is ..... There is never enough money to do all that we would like to do. Developing the budget each year is a major balancing act for our School Board as they strive to stretch the resources as far as they can. During the budget process, we ask our departments and principals to look within before they make requests for new funds. In some cases, priorities are reevaluated and decisions can be made to reallocate existing funds from one area to another in order to fund the need rather than asking for new funding. We have

one pot of money that must be used to address all our needs and each new budget request directly impacts our ability to fund salary increases for employees.

Employee salary increases account for 86% of our budget. We have limited funding to cover the majority of the needs referred to above and many others not listed. The School Board has made a strong commitment to employee salaries in recent years. For every 1% increase in salaries, the School Board must allocate approximately \$800,000 in new monies. The 4.5% increase in teachers' salaries this year and the related increases in retirement, health, and dental rates cost \$7,500,000. Even with an extraordinarily good year of new state and local revenues, this only left \$1,800,000 for all other needs including the major increases in gasoline and utility rates felt across the country. The 2007-08 budget will be the 2<sup>nd</sup> year of the state biennial budget and typically, the state revenues are much lower in the 2<sup>nd</sup> year. Based on the Governor's budget proposal released on December 15<sup>th</sup>, we will be working with only a \$3,000,000 increase in state revenue (38% of what we received this year). The Governor's budget will go through many changes before being approved by the General Assembly this winter. Historically, the final budget generally falls below the funding levels proposed by the Governor.

The School Board has also taken a strong stance on the need for capital improvements and technology updates. They have partnered with the County Board of Supervisors to adopt a Major Capital Improvement Plan with shared funding of \$67 million in school improvements over the next 7 years. This includes camera security in all of our schools this year and the major renovation of Northside High School next year. Prior to the approval of a joint plan with the Board of Supervisors, the School Board had exhausted their ability to fund any further school capital projects. Additionally, the School Board is committed to providing the most current technology possible in our schools. They have gradually increased funds each year earmarked for the Laptop Initiative to provide for a sustainable revenue stream into the future. They have funded laptop computers for all middle school teachers and are expanding this into the elementary schools this year. They are also currently investigating the possibility of purchasing interactive white boards that can be shared at each school.

At the December Construction Committee meeting, the School Board approved \$300,000 for roofing and \$453,000 in various school projects from the Minor Capital Reserve (also a joint funding project with the Board of Supervisors). Each principal was asked to submit their top 3 school needs for consideration. The School Board Members will be meeting with each Principal to determine which project(s) can be funded with these funds with plans that every school have at least one project on the top of their list funded.

As with all budgets, including our own personal home budgets, we have to make choices and sacrifices to address the most important and/or pressing needs. The School Board is committed to addressing as many needs as they can each and every year. They welcome employee input and have established an Employee Advisory Committee to facilitate employee involvement from every school in the county. We also challenge every employee to be looking for ways to cut costs and save money – every dollar counts. We strive to continue to support the backbone of our school system, the employees, as well as

the many support services used to provide a top-notch educational program for our nearly 15,000 students.

If you have questions, you may contact:

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## **Administrative Topics**

### Non-resident students

We only accept non-resident students who the principals indicate we have room for and those who have been previously approved. These students are counted in “staffing” numbers, so they should not cause overcrowding. We are accepting many fewer non-resident students than in the past because many of our schools are nearing capacity and several are considered “closed.” Serving those non-resident students for which we have room is a source of revenue that helps our system.

### Inconsistent practice of wearing identification badges

Principals have been asked to “raise the level of security” within our schools, which should include ID badges for staff and visitors.

### Dealing with the growing amount of violence in today’s society

All schools are trying to address this. Personnel is limited, so parents and volunteers are being used by some schools.

### Need for hot lines in schools

Most of our schools publicize the police “Hotline” number and all schools (offices and principals) should have the capability of receiving messages.

### Put cumulative total of absences on report cards

The cumulative total number of absences from school is shown on the report card, but not for the individual classes. We are required to maintain and report the number of daily absences from school.

### Some principals do not send information to staff

Specific information would help us address these problems.

## Inconsistent discipline practices throughout the county

Principals should be following our School Board's policies.

If you have questions, you may contact:

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## **Special Education Issues**

- Inclusion issues
  - ✓ Disruption/negative effect on other students (Some days all that is accomplished is crowd control.)
  - ✓ Negative effect on SOL scores
  - ✓ Does not help average students who deserve as much consideration as special education students
  - ✓ The educational experience of the majority of students is often watered down or interrupted by the needs of 1 or 2 students in a classroom (behavioral problems or severe disabilities).
  - ✓ Benefits only the delayed kids
  - ✓ Total inclusion is our greatest downfall.
  
- County seems to be driven by special education
  
- Special needs students are being enabled not challenged.
  
- Growth of special education in our schools

### **Response:**

#### **Inclusion:**

Roanoke County Public Schools is dedicated to serving students with disabilities in the least restrictive environment (LRE). This means that to the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. For most students, the LRE is the general education classroom. The Individuals with Disabilities Education Improvement Act (IDEIA) of 2004, as with previous regulations, requires that school systems serve students in the least restrictive environment and also that we offer a continuum of services to students with disabilities. Options for this continuum include the general education classrooms, collaborative classrooms, self contained classrooms, private day schools, hospital settings, homebound instruction, and residential settings. Roanoke County Schools serves students in each of these categories.

#### **Students who Demonstrate Challenging Behaviors:**

Some issues that surfaced throughout the county were regarding students with severe behavioral challenges and the negative impact those challenges have on an entire classroom. In these instances, the student's Individualized Education Plan (IEP) team may decide that an inclusive placement is not the least restrictive environment. In this instance, a self contained program in the building may be a more appropriate option. In addition, Roanoke County Public Schools currently offers Day Treatment programs in 12 of our schools to assist students with more severe emotional and behavioral challenges. We have also established a new self contained county wide elementary Day Treatment program that students who cannot be maintained in their home school may attend. This program opened in late October. We have a similar self contained Day Treatment program at the middle school level as well. Other options that schools have for students who are so disruptive they cannot be maintained within the building include going to private day schools in the area or attending R.E. Cook, our alternative school.

**Collaborative Classes**

Collaborative classes consist of a general education teacher and a special education teacher or paraprofessional. Advantages of a co-taught classroom include having two professionals to deliver the content and/or support students, negative behaviors decrease, it's time effective, and students with disabilities have the opportunity to grow and learn in the least restrictive environment. However, as with any situation, there can be challenges. Some people assume that students are not challenged in such courses but rather enabled. Collaborative classes follow the same pacing guides as the other general education classes. They are responsible for the same SOL content; however, the instructional delivery may be different.

**Growth of special education programs in our schools**

There is a perception that the number of students with disabilities increasing when in fact the total special education enrollment since 2001 has only increased by 6 students. Because of this and because Roanoke County's total student population has increased, the percentage of students with disabilities is actually moving closer to the state average. Please see the chart below:

<b>Year:</b>	<b>Special Education Count as of Dec. 1<sup>st</sup></b>	<b>Fall membership-county wide</b>	<b>% of students with disabilities</b>	<b>Increase of students with disabilities in Rke. Co.</b>	<b>State average/ students with disabilities</b>
2001	2323	14029	16.6%		14.2%
2002	2351	14238	16.5%	1.2%	14.5%
2003	2370	14537	16.3%	.8%	14.8%
2004	2329	14512	16.0%	-1.7%	14.6%
2005	2331	14830	15.7%	0%	14.4%
2006	2229	14891	15.0%	-4%	14.5-15%

If you have questions, you may contact:

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## Instruction

### **1. Concerns regarding a perception that SAT scores are decreasing**

SAT scores have varied over the years. Two important pieces of data worthy noting are: 1) Roanoke County's SAT average continues to be higher than the state's average and 2) Roanoke County's SAT average continues to be higher than the national average. Here's a compilation of data regarding the average SAT score for Roanoke County Schools:

**Roanoke County Schools – Average SAT Scores**

	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>	<b>2001</b>	<b>2000</b>
<b>Verbal</b>	524	527	530	532	514	522	512
<b>Math</b>	530	528	533	531	519	523	513

### **2. Concerns regarding adequate instruction for ELL students**

The ELL population has been increasing over the last few years. The number of students served has increased from  $\approx 265$  for Spring '06 to  $\approx 315$  for Fall '06. Roanoke County Schools has responded, in part, by increasing the number of personnel who are working with this population. In addition, the model of support for these students is under constant improvement and evaluation. The ELL coordinator and other instructional staff are reviewing other school divisions in the state that are successful with the ELL population. Our ELL coordinator spent time in Harrisonburg, VA and other locales to fully understand those school divisions' success with the ELL population. A reading program is being researched by our staff to determine if its implementation would be beneficial for the students.

### **3. Requests to revisit the 10-point grading scale**

According to the guidance department for Roanoke County Schools, colleges and universities report that Roanoke County School students are not disadvantaged in relation to their peers who attend other school divisions where 10-point grading scales are used. This is also applicable to those colleges and universities outside of Virginia. The rationale behind this statement is supported by the fact that colleges and universities have recruiters who possess full knowledge of their recruiting regions; thus understanding the nuances of the differences among the school divisions. A study completed in 1999 suggests that 4 school systems use a 10-point grading scale. The remaining school divisions use various scales. For example, 17 school divisions assign an A in the range of 95-100. The majority of school divisions (59), including Roanoke County, assign an A in the range of 94-100. Thirty-five school divisions use 93-100 for an A, five divisions use 92-100 for an A, and 1 uses 91-100 for an A.

### **4. Request for more publicity regarding AP/Dual Enrollment classes**

Currently, there's a model at one of our high schools where parents are invited to an AP/dual enrollment registration meeting. This meeting is designed by the principal and guidance staff to inform parents and students of the similarities and differences

between AP and dual enrollment classes. At our most recent high school principals' meeting, the principal of this school shared the information with the other high school principals.

#### **5. Perception that low expectations exist in the collaborative classes**

Collaborative classes are regular education classes that require the Standards of Learning (SOL) objectives to be mastered by the students in that class. The term "collaborative" introduces the concept that a second teacher is available for support of a specific population of students in that classroom. Once the concept of differentiation takes place in this environment, each student receives the SOL content plus any other enhancement that is available to their individual learning style. Thus not only meeting the minimum standards, but enriching them where possible.

#### **6. No college-bound English class exists for a certain grade level at a high school**

As of academic year 2007-08, this will no longer be true. It will exist.

#### **7. New exam policy encourages low expectations**

The exam policy in question is a 2-year pilot study suggested by the school board in 2005-06. The impetus for the study was the belief that students might perform better, attendance-wise and academically, with the incentive of a possible 2<sup>nd</sup> semester exam exemption. Unless the student excels with an A/B average and misses no more than five days of school, he/she would not be eligible for the exemption. Also, **ALL** students must take a 1<sup>st</sup> semester exam. The exemption only applies to 2<sup>nd</sup> semester. The attendance data and academic data will be reviewed by the school board at the end of the 2006-07 academic year to determine if the pilot study made a difference. A decision to enact the pilot as policy or a decision to return to the original policy will be made at the end of the 2006-07 academic year.

#### **8. Instruction diminishes after the SOL assessments are completed at the end of the year**

Discussions have ensued at various principal and administrative meetings regarding this concern, as this concern is shared by all. The testing coordinator was able to move the testing window back one week (i.e. add one more week of instruction before SOL assessments, thus deleting one week after the SOL assessments). Curriculum area coordinators and supervisors are working with teachers to ensure meaningful curriculum and instructional practices during that time.

#### **9. Instructional opportunities for gifted students**

There is a written plan for the gifted that is continuously revised and affords students with opportunities throughout grades K-12. Acceleration of content, clustering, flexible grouping, QUEST, Roanoke Governor's School, Pre-AP and AP classes, mentoring and differentiation strategies are a few options available for the students. For clarification and a list of other opportunities please visit our website at <http://www.rcs.k12.va.us/gifted/gifted/delivery.htm> .

## **10. Clarification regarding make-up work**

Content and information within Administrative Regulation (AR) 7.7 is often referred to as the “homework policy” or the “no-zero policy”. Both references are understandably assumed, but they are erroneous. Administrative Regulation 7.7’s purpose is to outline provisions for encouraging and maintaining regular school attendance and documenting absences. Within that context, the question arises regarding make-up work when a student is not able to attend school. Simply, rather than emphatically allow a student a maximum of 3 days to complete make-up work following an absence, the new administrative regulation provides more flexibility by allowing the student until the end of the nine-weeks to make up the work. This time frame is in concert with a sliding scale determined by the administration and teachers at the student’s school. For example, a student will receive less and less credit for an assignment as the 9-weeks grading period wanes. However, if a student does not complete the work then a zero is assigned to that student for the assignment in question. As with all policy and administrative regulations created by Roanoke County, the language is written to maximize opportunity for student learning. It is our hope that a student will not sense hopelessness regarding make-up work; thus still capitalizing on opportunity for learning. You may reference the actual regulation at [http://www.rcs.k12.va.us/SB/Policy/s7/sec7\\_7ar.shtml](http://www.rcs.k12.va.us/SB/Policy/s7/sec7_7ar.shtml) .

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## **Personnel Issues**

Professional and classified committees meet every year with school board members to study and develop salary scales and benefits. Our mission is to continue to explore ways for Roanoke County Public Schools to offer one of the best compensation packages for employees in Southwest Virginia.

Five years ago we led the way with a support mentoring program for new teachers. This practice will continue with feedback from our new teachers. We are always focusing on ways we can continue to attract and retain new teachers for our system. In our retention efforts, we also strive to provide our more experienced teachers with quality professional development opportunities that are relevant to their assignment. This year the school board provided additional dollars for tuition assistance. During the last seven years, 80% of our professional staff (teachers and administrators) has changed. The majority of these were from retirement after a long, successful and rewarding career. Exit interviews with others who have resigned from RCPS stated the following reasons: spouse transfer, getting married, convenience to home and babysitting, money.

We have a more diverse workforce than ever before so we can expose our students to the true face of America and other countries. A Diversity Committee was formed five years ago in order to bring about more diversity awareness to our organization. It is the mission of this committee to provide education and sensitivity to the students and employees.

We will continue to study concerns in the following areas as our budget allows:

- full time nurses
- K-1 Art
- Support for guidance during testing periods
- Support for non-English speaking population
- Classified salaries
- Quality professional development opportunities
- Alternatives for students with disruptive behaviors

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## **Operations/Transportation**

Over the past year, the Roanoke County Public Schools Department of Operations has implemented a new software program that helps to speed up, track, and follow-up on safety issues and maintenance requests. This program enables an administrator at any school to post a request online to the maintenance department, and then allows the administrator the ability to track the status of that project. All projects are now posted on the Roanoke County Schools website along with their current status. This website is updated weekly. The School Board allocates funding each year to Major Capital Projects which would include school renovations, facility improvements, technology improvements and new construction to meet the ever changing needs of our community. In addition to the Major Capital funding, the School Board also funds a Minor Capital Improvements account which addresses immediate safety and maintenance improvements. Roanoke County Public Schools Operations Department is working hard to meet the needs of our students and educators. We will continue diligently to serve our schools, and maintain an open line of communication between our department and the community.

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## Testing

Our administration shares many of the concerns that teachers have about SOL testing. The impact of the No Child Left Behind Act of 2001, particularly its AYP goals, has transformed how we approach instruction and testing. Each year the Virginia Department of Education undergoes a federal NCLB audit of the SOL testing system and each year the federal auditors force the Virginia Department of Education to alter its testing practices. These changes usually come during the school year, which compounds the difficulty for teachers. The removal of the read-aloud accommodation on the English Reading SOL and the removal of SELP as a proxy for ELL students (and the subsequent VGLA option that has replaced it) are examples of the latest round of federal monitoring of Virginia's SOL system. For a variety of reasons, including the upcoming 2007/8 reauthorization of No Child Left Behind Act, we anticipate that changes in the SOL testing system will be the norm for the next few years. Central Office will do our best to provide teachers with new information when we get it as well as provide answers to any questions you might have. We understand that the success that we have enjoyed in Roanoke County is because of our amazingly innovative and resilient teachers.

If you have questions, you may contact:

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## Nutrition Services

### **Deep Fried Funnel Cakes and Other Urban Legends** (An Open Letter from the School Nutrition Services Department)

Recently, there have been some concerns about the nutritional integrity of the food products served in the cafeterias. We want to assure you that all the products served in the cafeteria meet or exceed Virginia's standards for School Nutrition Programs. We have a commitment to offer a wide variety of healthy food choices. Our Nutrition Associates understand that we are here for the children and we try to offer only restaurant quality food and services. The Federal Government recently mandated all school districts across the country to implement wellness programs beginning in July 2006. We took a leadership role in the process and have fully implemented the program one (1) year prior to the schools implementation. We did this to model healthy choices for the students. We evaluated each snack item offered and if it did not meet the specifications of the wellness program, we eliminated the product. (Schools will have to do the same next year in their vending programs.)

Some background on School Nutrition Programs, we are totally a **self-funded program**. We are responsible for all expenses of the program including; food, employee salaries/benefits, Central Office personnel, equipment replacement/enhancements and

other miscellaneous costs. (We have invested over \$350,000 in equipment in the past 6 years.) Our revenue comes from Federal/State reimbursements, USDA commodities and local funds. The Government funds only 25% of revenues so we must rely on local funds collected through our cash registers to fund the balance of our program. This means that we must make our food inviting to our customers. A lot of our products reflect current restaurant offerings except ours are more nutritious.

We have made many food quality enhancements in the past six years. Many entrees have soy protein added; this replaces the fat. We removed all our fryers from the elementary/middle schools in Oct. 2000. We kept our fryers in the high schools to cook French fries. (Fries are not menued daily) We do not cook any entrees in fryers. District-wide, we oven bake or steam our products, we do not add any butter or margarine to season food. We season our vegetables with a low sodium roasted vegetable base. Our gravy for potatoes and steak is fat free and low sodium. There has been some concern about offering honi buns/funnel cakes for breakfast. These products are designed for schools. We offer these products only twice in a (15) day menu cycle. They are oven baked and are low in fat (honi bun- 27.0% and funnel cake-28.5%). We offer a (30) day lunch menu cycle to provide a wider variety of entrees and vegetables. We have introduced many more fruit and vegetable choices. Everyday we offer chef salads, (3) vegetables and assorted canned and fresh fruit. Our canned fruit is unsweetened or packed in light syrup. We offer an “adult friendly” vegetable each day at lunch (beets, red beans & rice, steamed cabbage, etc.). This helps promote student acceptance and student consumption has risen each year. Consumption of canned fruit in the middle/high schools has increased tremendously. Some schools are opening 5-7 cans per day, while in the past they were using less than a can. We offer more whole grain products and have introduced many new items like wraps, stromboli and yellow rice. We have tried to be responsive to current nutritional trends and to appease our customers at the same time.

Please feel free at anytime to contact our office with any concerns that you may have with our program. We want to assure you that we only offer nutritious products for your children.

Sincerely,

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