



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

Lynchburg City School Board

Keith R. Anderson
School Board District 2

Mary Ann H. Barker
School Board District 1

Albert L. Billingsly
School Board District 3

Regina T. Dolan-Sewell
School Board District 1

Troy L. McHenry
School Board District 3

Treney L. Tweedy
School Board District 3

J. Marie Waller
School Board District 2

Thomas H. Webb
School Board District 2

Charles B. White
School Board District 1

School Administration

Paul McKendrick
Superintendent

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

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

Wendie L. Sullivan
Clerk

SCHOOL BOARD MEETING
January 25, 2011 5:30 p.m.
School Administration Building
Board Room

A. PUBLIC COMMENTS

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

B. SPECIAL PRESENTATION

- 1. Heritage High School Steering Committee: Update
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Discussion/Action

C. FINANCE REPORT

- 1. Finance Report
Kimberly D. Lukanich.Page 3
Discussion

D. CONSENT AGENDA

- 1. Personnel Report
Billie Kay Wingfield.Page 10
Discussion/Action

E. STUDENT REPRESENTATIVE COMMENTS

F. UNFINISHED BUSINESS

- 1. Civil War Trail Marker
Paul McKendrickPage 12
Discussion/Action
- 2. Capital Improvement Plan: Heritage High School
Edward R. Witt, Jr.Page 13
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3. Administrative Regulation 2-42: Community Use of School Facilities: Rules and Conditions
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Discussion/Action
4. School Operating Budget: 2011-12
Paul McKendrick.Page 25
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G. NEW BUSINESS

1. Blue Ridge Regional Jail Special Education Program
Budget: 2009-10
William A. Coleman, Jr. Page 26
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2. Capital Improvement Plan: 2012-2016
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3. Administrative and Supervisory Professional Growth
System Handbook – Principal, Associate Principal, and Assistant
Principal Administrative Assistant Standards
William A. Coleman, Jr. Page 29
Discussion
4. Educational Technology Series XI (Spring 2011) Notes
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Discussion/Action
5. Summer School: 2011
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Discussion
6. School Board Policy 7-14: Nonresidents
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H. SUPERINTENDENT’S COMMENTS

I. BOARD COMMENTS

J. INFORMATIONAL ITEMS

Next School Board Meeting: Tuesday, February 1, 2011, 5:30 p.m.
Board Room, School Administration Building

K. ADJOURNMENT

Agenda Report

Date: 01/25/11

Agenda Number: A-1

Attachments: No

From: Paul McKendrick, Superintendent

Subject: Public Comments

Summary/Description:

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

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

Agenda Report

Date: 01/25/11

Agenda Number: B-1

Attachments: No

From: Paul McKendrick, Superintendent

Subject: Heritage High School Steering Committee: Update

Summary/Description:

For the last few months school board members and city council members have held and have been involved in community discussions regarding the possible renovation/construction and the future of Heritage High School. Those meetings started at Heritage High School, with successive meetings later held at the school division's middle schools. At each of those meetings the committee requested community members' input regarding the future of secondary education in the city. Those meetings have since ended, and the committee is now reviewing and analyzing the data from those community meetings.

Dr. Michael Gillette, city council member and chairman of the committee, will come before the school board to provide an update of the committee's work as well as future tasks by the committee. This will also be a time for school board members to ask any questions relative to all aspects of the process.

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: 01/25/11

Agenda Number: C-1

Attachments: Yes

From: Paul McKendrick, Superintendent
Kimberly Lukanich, Accounting Supervisor

Subject: Finance Report

Summary/Description:

The school administration, in accordance with the 2010-11 school operating budget, authorized, approved, and processed the necessary payments through December 31, 2010. The school administration certifies that the amounts approved are within budgetary limits and revenue.

The attached operating fund expenditure report summarizes the payments made through December 31, 2010, for the operating fund.

Total Operating Fund Budget	\$75,663,290.00
Expenditures through 12/31/10	(\$29,233,577.35)
Outstanding Encumbrances	(\$2,329,405.99)
Available Balance	\$44,100,306.66
Outstanding Payroll Encumbrances	(\$35,933,211.15)
Available Balance after Payroll	\$8,167,095.51
Percent of Budget Used as of 12/31/10 with payroll encumbrances	89.21%
Percent of Budget Used as of 12/31/10 without payroll encumbrances	41.72%
Percent of Budget Used as of 12/31/09	40.59%

As of 12/31/10 – 6 months 50.00%

The operating fund revenue and expenditure reports detail transactions recorded through December 31, 2010. Both reports appear as attachments to the agenda report.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

Expenditures

Report Dated December 31, 2010

Note: Figures do not reflect November p-card expenses, paid in December

	Fiscal Year 2009-2010			Fiscal Year 2010-11				BUDGET AVAILABLE	BUDGET % USED
	BUDGET	TRANSACTIONS	BUDGET % USED	BUDGET	TRANSACTIONS	BUDGET % USED	ENCUMBRANCES		
INSTRUCTION									
FUNCTION 1100 CLASSROOM INSTRUCTION	47,015,381.34	43,215,459.58	91.92%	42,922,198.00	14,429,318.23	33.62%	25,236,607.16	3,256,272.61	92.41%
FUNCTION 1200 INST SUPPORT-STUDENT	2,882,180.28	2,867,189.44	99.48%	2,754,658.44	1,096,874.33	39.82%	1,188,030.58	469,753.53	82.95%
FUNCTION 1300 INST SUPPORT-STAFF	4,733,292.66	5,221,947.71	110.32%	5,091,974.86	2,090,596.15	41.06%	1,619,685.58	1,381,693.13	72.87%
FUNCTION 1400 INST SUPPORT-SCHOOL ADMN	3,235,724.44	3,029,748.56	93.63%	4,404,168.11	2,065,118.93	46.89%	2,137,860.42	201,188.76	95.43%
TOTAL INSTRUCTION	57,866,578.72	54,334,345.29	93.90%	55,172,999.41	19,681,907.64	35.67%	30,182,183.74	5,308,908.03	90.38%
ADMINISTRATION									
FUNCTION 2100 ADMINISTRATION	2,385,568.92	2,218,881.43	93.01%	2,441,437.78	1,127,254.50	46.17%	716,704.50	597,478.78	75.53%
FUNCTION 2200 ATTENDANCE & HEALTH SERV	2,087,418.59	1,857,366.27	88.98%	1,803,495.42	652,676.90	36.19%	1,110,301.91	40,516.61	97.75%
TOTAL ADMINISTRATION	4,472,987.51	4,076,247.70	91.13%	4,244,933.20	1,779,931.40	41.93%	1,827,006.41	637,995.39	84.97%
PUPIL TRANSPORTATION									
FUNCTION 3100 MANAGEMENT & DIRECTION	295,854.22	281,707.26	95.22%	278,661.38	134,263.80	48.18%	123,885.84	20,511.74	92.64%
FUNCTION 3200 VEHICLE OPERATION SERVICE	2,488,818.40	2,558,877.75	102.81%	2,708,861.42	1,258,810.82	46.47%	1,102,103.71	347,946.89	87.16%
FUNCTION 3300 MONITORING SERVICE	325,078.86	322,177.67	99.11%	318,795.50	116,389.65	36.51%	172,767.24	29,638.61	90.70%
FUNCTION 3400 VEHICLE MAINT SERVICE	468,890.50	345,839.78	73.76%	367,100.50	152,482.73	41.54%	8,600.76	206,017.01	43.88%
TOTAL PUPIL TRANSPORTATION	3,578,641.98	3,508,602.46	98.04%	3,673,418.80	1,661,947.00	45.24%	1,407,357.55	604,114.25	83.55%
OPERATIONS & MAINTENANCE									
FUNCTION 4100 MANAGEMENT & DIRECTION	342,756.50	313,711.24	91.53%	307,191.98	142,824.68	46.49%	126,849.42	37,517.88	87.79%
FUNCTION 4200 BUILDING SERVICES	9,384,379.73	9,117,784.02	97.16%	8,852,667.95	4,214,028.11	47.60%	3,415,189.63	1,223,450.21	86.18%
FUNCTION 4300 GROUNDS SERVICES	250,103.57	235,532.00	94.17%	240,570.71	137,584.90	57.19%	100,033.72	2,952.09	98.77%
FUNCTION 4400 EQUIPMENT	52,000.00	39,799.25	76.54%	48,000.00	11,661.30	24.29%	0.00	36,338.70	24.29%

SERVICES									
FUNCTION 4500 VEHICLE SERVICES	27,000.00	23,889.79	88.48%	23,000.00	11,383.92	49.50%	6.87	11,609.21	49.53%
FUNCTION 4600 SECURITY SERVICES	208,377.00	291,029.63	139.66%	232,224.50	134,866.09	58.08%	9,208.68	88,149.73	62.04%
TOTAL OPERATIONS & MAINTENANCE	10,264,616.80	10,021,745.93	97.63%	9,703,655.14	4,652,349.00	47.94%	3,651,288.32	1,400,017.82	85.57%
SCHOOL FOOD SERVICES									
FUNCTION 5100 SCHOOL FOOD SERVICES	55,215.00	0	0.00%	0	572.83	0.00%	63,409.98	-63,982.81	9999.99%
TOTAL SCHOOL FOOD SERVICES	55,215.00	0.00	0.00%	0.00	572.83	0.00%	63,409.98	-63,982.81	9999.99%
FACILITIES									
FUNCTION 6200 SITE IMPROVEMENTS	0	0	0.00%	0	0	0.00%	0	0.00	0.00%
FUNCTION 6600 BLDG ADD & IMP SERVICES	520,170.00	441,285.94	84.83%	98,095.00	39,869.19	40.64%	9,160.00	49,065.81	49.98%
TOTAL FACILITIES	520,170.00	441,285.94	84.83%	98,095.00	39,869.19	40.64%	9,160.00	49,065.81	535.65%
DEBT SERVICE									
FUNCTION 7100 DEBT SERVICE	1,027,410.00	1,025,636.45	99.83%	720,472.94	412,024.29	57.19%	274,821.65	33,627.00	95.33%
TOTAL DEBT SERVICE									
TECHNOLOGY									
FUNCTION 8100 CLASSROOM INSTRUCTION	1,609,920.90	1,812,373.63	112.58%	1,560,213.69	735,532.55	47.14%	746,491.93	78,189.21	94.99%
FUNCTION 8200 INTRUCTIONAL SUPPORT	716,368.76	507,477.39	70.84%	489,501.82	269,443.45	55.04%	100,897.56	119,160.81	75.66%
TOTAL TECHNOLOGY	2,326,289.66	2,319,851.02	99.72%	2,049,715.51	1,004,976.00	49.03%	847,389.49	197,350.02	90.37%
CONTINGENCY RESERVES									
FUNCTION 9100 CLASSROOM INSTRUCTION	500	0	0.00%	0	0	0.00%	0	0.00	0.00%
FUNCTION 9300 ADMINISTRATION	11,500.00	0	0.00%	0	0	0.00%	0	0.00	0.00%
FUNCTION 9500 PUPIL TRANSPORTATION	13,000.00	0	0.00%	0	0	0.00%	0	0.00	0.00%
FUNCTION 9600 OPERATIONS & MAINTENANCE	78,000.00	0	0.00%	0	0	0.00%	0	0.00	0.00%
TOTAL CONTINGENCY RESERVES	103,000.00	0.00	0.00%	0.00	0.00	0.00%	0.00	0.00	0.00%
TOTAL OPERATING BUDGET	180,214,909.67	75,727,714.79	94.41%	75,663,290.00	29,233,577.35	38.64%	38,262,617.14	8,167,095.51	89.21%

Revenue
Report Date - December 31, 2010

ACCOUNT TITLE	FY 2009-2010				FY 2010-2011			
	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	% RECEIVED	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	% RECEIVED
240308 SALES TAX RECEIPTS	(8,736,195.00)	(8,268,428.81)	(467,766.19)	94.65%	(8,321,436.00)	(3,623,251.96)	(4,698,184.04)	43.54%
240202 BASIC SCHOOL AID	(21,519,537.21)	(21,331,799.84)	(187,737.37)	99.13%	(19,996,461.00)	(9,998,230.56)	(9,998,230.44)	50.00%
240207 GIFTED & TALENTED	(249,571.00)	(251,576.00)	2,005.00	100.80%	(232,983.00)	(116,491.56)	(116,491.44)	50.00%
240208 REMEDIAL EDUCATION	(982,006.00)	(989,896.00)	7,890.00	100.80%	(916,399.00)	(458,199.48)	(458,199.52)	50.00%
240208 REMEDIAL EDUCATION	(215,497.00)	(211,765.00)	(3,732.00)	98.27%	(206,426.00)	0.00	(206,426.00)	0.00%
240209 ENROLLMENT LOSS	(174,302.00)	(68,539.00)	(105,763.00)	39.32%	0.00	0.00	0.00	0.00%
240212 SPECIAL ED SOQ	(3,586,222.00)	(3,615,034.00)	28,812.00	100.80%	(2,583,520.00)	(1,291,760.04)	(1,291,759.96)	50.00%
240217 VOCATIONAL ED SOQ	(314,676.00)	(317,204.00)	2,528.00	100.80%	(305,466.00)	(152,733.00)	(152,733.00)	50.00%
240221 SOC SEC-INSTR	(1,481,148.00)	(1,493,047.00)	11,899.00	100.80%	(1,340,942.00)	(670,472.52)	(670,469.48)	50.00%
240223 VRS INSTRUCTIONAL	(1,909,758.00)	(1,443,826.00)	(465,932.00)	75.60%	(792,143.00)	(396,070.56)	(396,072.44)	50.00%
240241 GROUP LIFE INST	(54,254.00)	(38,283.00)	(15,971.00)	70.56%	(46,598.00)	(23,298.48)	(23,299.52)	50.00%
240228 READING INTERVENTN	(118,746.00)	(126,935.00)	8,189.00	106.90%	(117,822.00)	0.00	(117,822.00)	0.00%
240205 CAT-REG FOSTER	(205,262.00)	(126,535.00)	(78,727.00)	61.65%	(150,118.00)	0.00	(150,118.00)	0.00%
240246 CAT-HOMEBOUND	(65,417.00)	(159,994.16)	94,577.16	244.58%	(160,802.00)	(147,984.74)	(12,817.26)	92.03%
240248 REGIONAL TUITION	(800,760.00)	(782,882.65)	(17,877.35)	97.77%	(866,273.00)	0.00	(866,273.00)	0.00%
240265 AT RISK SOQ	(1,029,835.00)	(1,018,840.00)	(10,995.00)	98.93%	(1,071,449.00)	0.00	(1,071,449.00)	0.00%
240309 ESL	(128,081.00)	(120,097.00)	(7,984.00)	93.77%	(114,953.00)	0.00	(114,953.00)	0.00%
330213 SCHOOL LUNCH	0.00	0.00	0.00	-	0.00	0.00	0.00	0.00%
240281 AT RISK 4 YR OLDS	(1,089,034.00)	(1,089,034.00)	0.00	100.00%	(1,209,101.00)	0.00	(1,209,101.00)	0.00%
240218 CTE - ADULT ED	(19,175.00)	(1,609.00)	(17,566.00)	8.39%	(19,175.00)	0.00	(19,175.00)	0.00%
240252 CTE EQUIPMENT	0.00	(10,123.30)	10,123.30	100.00%	0.00	0.00	0.00	0.00%
240253 CTE OCC PREP	(30,573.00)	(22,077.00)	(8,496.00)	72.21%	(29,073.00)	0.00	(29,073.00)	0.00%
LOTTERY PROCEEDS	(493,011.00)	(631,400.00)	138,389.00	128.07%	0.00	0.00	0.00	0.00%
REG SPEC SERV	(817,514.00)	(316,361.54)	(501,152.46)	38.70%	0.00	0.00	0.00	0.00%
240273 CPI HOLD HARMLESS	0.00	0.00	0.00	-	(1,744,519.00)	(747,650.97)	(996,868.03)	42.86%
240275 PRIMARY CLASS SIZE	(1,386,843.00)	(1,377,979.00)	(8,864.00)	99.36%	(1,174,904.00)	0.00	(1,174,904.00)	0.00%
240214 TEXTBOOKS	(643,024.00)	(294,719.37)	(348,304.63)	45.83%	(272,021.00)	(136,010.04)	(136,010.96)	50.00%

240203 GED/ISAEP	(23,576.00)	(23,576.00)	0.00	100.00%	(23,576.00)	0.00	(23,576.00)	0.00%
240405 ALGEBRA READINESS	(110,877.00)	(108,654.00)	(2,223.00)	98.00%	(110,760.00)	0.00	(110,760.00)	0.00%
COMMONWEALTH OF VA	(46,184,894.21)	(44,240,215.67)	(1,944,678.54)	95.79%	(41,806,920.00)	(17,762,153.91)	(24,044,766.09)	42.49%
* excludes 0910 SFSF								
330201 BASIC ADULT ED.	(80,000.00)	(96,051.19)	16,051.19	120.06%	(50,000.00)	0.00	(50,000.00)	0.00%
330212 IMPACT AIDPL81-874	(6,000.00)	(13,891.62)	7,891.62	231.53%	(6,000.00)	(972.64)	(5,027.36)	16.21%
180303 MEDICAID REIMBURSE	(180,000.00)	(629,579.18)	449,579.18	349.77%	(300,000.00)	(322,119.70)	22,119.70	107.37%
JR ROTC	(40,000.00)	(116,420.64)	76,420.64	291.05%	(105,000.00)	(42,234.01)	(62,765.99)	40.22%
FEDERAL	(306,000.00)	(855,942.63)	549,942.63	279.72%	(461,000.00)	(365,326.35)	(95,673.65)	79.25%
* excludes 0910 Title VI-B and Sped Stimulus								
510500 CITY OPER APPR	(31,942,103.00)	(29,443,654.00)	(2,498,449.00)	92.18%	(31,942,103.00)	(15,575,000.00)	(16,367,103.00)	48.76%
510502 CITY DEBT SERV APP	(33,627.00)	(31,890.02)	(1,736.98)	94.83%	(33,627.00)	0.00	(33,627.00)	0.00%
CITY	(31,975,730.00)	(29,475,544.02)	(2,500,185.98)	92.18%	(31,975,730.00)	(15,575,000.00)	(16,400,730.00)	48.71%

	FY 2009-2010							
	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	% RECEIVED		REVENUE BUDGET	YTD TRANSACTIONS	% RECEIVED
189912 MISC REV/OTH FUNDS	0.00	(3,005.29)	3,005.29	100.00%	0.00	(1,328.70)	100.00%	
180303 REBATES & REFUNDS	(115,000.00)	(7,240.41)	(107,759.59)	6.30%	(15,000.00)	(9,567.65)	63.78%	
189903 DONATIONS & SP GF	(3,000.00)	(3,000.00)	0.00	100.00%	0.00	0.00	0.00%	
189909 SALE OTHER EQUIP	(2,317.24)	(3,606.91)	1,289.67	155.66%	0.00	0.00	0.00%	
189910 INSURANCE ADJUST	(16,797.82)	(19,431.83)	2,634.01	115.68%	(3,000.00)	(37,270.68)	#####	
189912 OTHER FUNDS	(10,000.00)	0.00	(10,000.00)	0.00%	0.00	0.00	0.00%	
E RATE REIMBURSEMENT	(85,000.00)	(172,619.95)	87,619.95	203.08%	(85,000.00)	(43,682.11)	51.39%	
SCHOOL NUT UTILITIES	0.00	0.00	0.00	0.00%	(98,500.00)	(23,445.03)	23.80%	
TRANSFER IN/OUT	0.00	433,045.83	(433,045.83)	9999.99%	0.00	0.00	0.00%	
MISCELLANEOUS	(232,115.06)	224,141.44	(456,256.50)	-96.56%	(201,500.00)	(115,294.17)	57.22%	
150201 RENTS	(110,000.00)	(110,000.00)	0.00	100.00%	(110,000.00)	(98,000.00)	89.09%	
161201 TUITION DAY SCHOOL	(189,000.00)	(170,086.13)	(18,913.87)	89.99%	(189,000.00)	(69,551.98)	36.80%	

161206 TUITION ADULT	(15,750.00)	(8,962.00)	(6,788.00)	56.90%	(15,750.00)	(6,411.00)	40.70%
161207 TUITION SUMMER SCH	(42,000.00)	(41,290.00)	(710.00)	98.31%	0.00	0.00	0.00%
161202 SPEC PUPIL FEES	(35,000.00)	(35,959.64)	959.64	102.74%	(50,000.00)	(9,806.75)	19.61%
161205 BUS RENTAL	(122,500.00)	(122,500.00)	0.00	100.00%	(122,500.00)	(80,643.15)	65.83%
190101 TUIT FM OTH CO/CY	(634,620.00)	(623,945.00)	(10,675.00)	98.32%	(634,620.00)	0.00	0.00%
161201 DUAL ENROLLMENT	(42,000.00)	(34,314.55)	(7,685.45)	81.70%	(42,000.00)	0.00	0.00%
FACILITY RENTALS	(85,000.00)	(81,138.26)	(3,861.74)	95.46%	(54,270.00)	(33,145.38)	61.07%
CHARGES FOR SERVICES	(1,275,870.00)	(1,228,195.58)	(47,674.42)	96.26%	(1,218,140.00)	(297,558.26)	24.43%
150101 INTEREST-BNK DPST	0.00	(1,313.59)	1,313.59	100.00%	0.00	(264.03)	100.00%
USE OF MONEY							
LEASE PURCHASE PROCEEDS	(240,300.01)	0.00	(240,300.01)	0.00%	0.00	0.00	100.00%
TOTAL OPERATING FUND	(80,214,909.28)	(75,577,070.05)	(4,637,839.23)	94.22%	(75,663,290.00)	(34,115,596.72)	45.09%

Report Date: December 31, 2010

	ADOPTED BUDGET	YTD EXPENSES	OUTSTANDING ENCUMBRANCES	UNCOMMITTED FUNDS	% USED
FUND 5 FEDERAL PROJECTS					
		*** UNDER REVIEW AT THIS TIME ***			
FUND 7 STEP WITH LINKS	43,732.00	11,756.99	19,361.32	12,613.69	71.16%
FUND 8 CENTRAL VA GOV SCHOOL	918,722.93	421,525.15	300,831.83	196,365.95	78.63%
FUND 9 LAUREL REGIONAL PROGRAM	5,359,062.00	1,067,466.83	1,548,222.93	2,743,372.24	48.81%

Agenda Report

Date: 01/25/11

Agenda Number: D-1

Attachments: Yes

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

Subject: Personnel Report

Summary/Description:

The personnel recommendations for November 16, 2010 – January 25, 2011, appear as an attachment to this agenda report.

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

Recommendation:

The superintendent recommends that the school board approve the personnel recommendations for November 16, 2010 – January 25, 2011.

NAME	COLLEGE	DEGREE/ EXPERIENCE	SCHOOL/ ASSIGNMENT	EFFECTIVE DATE
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NOMINATIONS, INSTRUCTIONAL PERSONNEL, 2010-11:

Chapman, Mandy E.	Liberty University	B.S./ 0 yrs. (Lv. 0 3)	Linkhorne Middle School History/Social Science	01/18/11
Gonda, Meghan	Liberty University	B.S./0 yrs. (Lv. 0 3)	Linkhorne Elementary School Second Grade	01/18/11
Holloway, Daniel J	Liberty University	B.S./0 yrs. (Lv. 0 4)	Linkhorne Elementary School Fifth Grade	01/19/11

RETIREMENTS:

Williams, Jr. John W.	Lynchburg College	B.A./ 20 yrs (Lv. 20 4)	Linkhorne Middle School Physical Education	11/30/10
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LEAVE OF ABSENCE:

Sarlo, Guillermo W.	University of Buenos Aires	M.A./14 yrs. (Lv. 14 2)	Heritage High School Spanish	02/04/11
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Agenda Report

Date: 01/25/11

Agenda Number: F-1

Attachments: Yes

From: Paul McKendrick, Superintendent

Subject: Civil War Trails Marker

Summary/Description:

Dr. Clifton W. Potter, Jr., representing the Taylor-Wilson Camp #10 Sons of the Union Veterans of the Civil War, is requesting the approval of the Lynchburg City School Board for the placement of a Civil War Trails historical marker on the campus of E. C. Glass High School. According to Dr. Potter, more than 200 Union soldiers died in our hospitals and were buried in the City Cemetery. Most of these men were later moved to the Poplar Grove Cemetery in Petersburg shortly after the end of the war. However, Dr. Potter notes that more than 90 Union soldiers were buried in unmarked graves close to the areas of the major engagements during the Battle of Lynchburg in 1864. Most families never knew of the final resting places. Since the Prisoner of War Camp for Union soldiers was located at what is now E. C. Glass High School, his organization as well as the Virginia Commandary of the Loyal Legion of the United States would like to recognize the sacrifices of these soldiers and therefore is seeking school board approval for the placement of the marker on the school's campus.

The organizations only ask for the school board's support. There are no financial obligations. He reports that he has received support from city council as well as from two local Civil War heritage groups: The United Daughters of the Confederacy and the Sons of Confederate Veterans.

Dr. Potter will be present during the presentation of this agenda item and therefore will be available to answer questions.

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

Recommendation:

The superintendent recommends that the school board approved the request to place a Civil War Trails marker at E. C. Glass High School commemorating the Prisoner of War Camp for Union Soldiers.

Agenda Report

Date: 01/25/11

Agenda Number: F-2

Attachments: No

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

Subject: Capital Improvement Plan: Heritage High School

Summary/Description:

The city of Lynchburg Capital Improvement Plan (CIP) for 2010-11 included \$500,000 for repairs to leaking roofs at Heritage High School as well as another \$500,000 to replace the gymnasium floor and bleachers. Mr. Steven L. Gatzke, director of facilities and transportation, will offer updates on bids for removal and disposal of the gym floor, bleacher replacement, and the various approaches to the curtain wall repairs.

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: 01/25/11

Agenda Number: F-3

Attachments: Yes

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

Subject: Administrative Regulation 2-42: Community Use of School Facilities: Rules and Conditions

Summary/Description:

The school administration reviewed the Lynchburg City School Board's administrative regulation regarding the use of school facilities by the community and other organizations and presented revisions, including a new fee schedule to the school board on October 5, 2010, December 7, 2010, and December 21, 2010. The city attorney reviewed and revised the regulation prior to the December 7, 2010, school board meeting.

During this presentation, the school administration will present information to assist the school board's discussions regarding revisions to and/or elimination of rental rates for organizations. Mr. Edward R. Witt, Jr., assistant superintendent of operations and administration, and Mr. Steven L. Gatzke, director of facilities and transportation, will be available to respond to questions.

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

Recommendation:

The superintendent recommends that the school board approve Administrative Regulation 2-42: Community Use of School Facilities: Rules and Conditions.

COMMUNITY RELATIONS

Community Use of School Facilities: Rules and Conditions R 2-42

A. Supervision

~~— In order to protect the interests of the school board when school buildings and facilities are rented or are being used by non-rental fee paying organizations or groups, the superintendent, or his designee, may when he deems it necessary, require that the lessee or user employs a responsible school board employee, familiar with the particular school building and its facilities to supervise the area during the rental or use and be responsible for school-owned equipment.~~

~~— As part of the rental fee, one responsible full-time employee of the school division shall be designated to open and close the building and remain on duty while the building or premises is occupied by the lessee or user.~~

B. Liability

~~— Neither the school board nor any school personnel shall be liable for injury to person or persons present, nor for damage to property of persons in attendance resulting from this rental. Lessee obligates itself:~~

~~— 1. To make good any loss sustained by the lessor as a result of or in connection with the rental.~~

~~— 2. To maintain order and decorum in the building or premises.~~

~~— 3. To prevent smoking within the building except in designated areas.~~

~~— 4. To prohibit the consumption of alcoholic beverages on the premises.~~

~~— 5. To use only regular driveways in transporting persons, equipment, and supplies to and from the building.~~

{A. General

The Lynchburg City Schools welcomes the use of the school facilities by the community for purposes directly related to the educational, civic, cultural, recreational and social life of the community. The school division recognizes that the primary purpose of school facilities is to implement the school division’s instructional, extracurricular, and school-sponsored programs and that other usage shall not interfere with these programs.

Permission to use facilities shall be allowed at the discretion of the school division and will be given with the understanding that the user assumes full

COMMUNITY RELATIONS

Community Use of School Facilities: Rules and Conditions R 2-42

financial responsibility and liability for actions of attendees, care of equipment, and protection of school property.

Programs and activities of users must be lawful and must conform to all of the policies of the school board. Permission will not be denied due to content or views expressed by the organization.

B. Use of Facilities

1. Who May Use the Facilities

Established organizations within the city (parent/teacher organizations, booster groups, governmental and quasi-governmental public service bodies, religious, business/industrial organizations) serving the residents of the city may apply to use school facilities provided the use is for an educational, civic, cultural, recreational, social or other legitimate purpose of the organization. In addition, outside organizations may apply to use school facilities, provided they meet all the requirements for such use.

2. Classification of Users

To ensure the care and preservation of school facilities and equipment and to ensure fairness and consistency in the implementation of school board policy governing use of facilities, the following categories have been established. These categories are to determine priority for facility use and a schedule fee has been provided for approved users when space and facilities are available.

Approval of all applications will be based upon the following criteria: benefits to the school division and the community; educational contribution; potential wear and tear on school facilities; appropriateness of the activity; and relationship of the activity to the stated mission of the school division.

The use of school facilities for K-12 school instructional and extracurricular programs, meeting of students, teachers, parent/teacher organizations or other organizations directly affiliated with the schools will have precedence over all other requests.

Of the four categories, Category 1 will be given the highest priority and Category 4 the lowest priority. However, every effort will be made to accommodate all requests. Generally, those who are in Category 1 will only be charged for after-hours use of school division personnel.

COMMUNITY RELATIONS

Community Use of School Facilities: Rules and Conditions R 2-42

- a. **Category 1: Lynchburg City Schools Use (Rental Rate - No Charge)**
LCS-sponsored educational or interscholastic activities limited to student and school related functions.

- b. **Category 2: Educational Support Groups/Government Agency Programs/Community Programs (Rental Rate – No charge plus expenses related to the event.)**
 - 1.) **Educational Support Groups:** Could include but are not limited to partner groups providing educational or support services for the schools (including fund raising activities).

 - 2.) **Government Agencies/Community Programs** providing student or citizen enrichment and support. Government Agency Programs could include but are not limited to: the Department of Parks and Recreation and their partner programs, government meetings, and government polling sites.

- c. **Category 3: Non-Profit Groups (Rental Rate – 50 percent discount plus expenses related to the event.)**
 - 1.) **Non-Profit Groups:** Defined as governmental agencies, church groups, or organized groups that provide civic, educational, religious or cultural activities. Groups may need to show proof of non-profit status.

(Examples could include but are not limited to: civic organizations, community theatre, scout troops, little league (not partnered with Department of Parks and Recreation), and churches.

- d. **Category 4: Private Citizen Use/For Profit Groups/Commercial Users (Full Rental Rate – No discount plus expenses related to the event.)**

Private Citizen Use/For-Profit Groups/Commercial Users: Defined as groups, other than those identified in Categories 1, 2, and 3, interested in using school facilities for a particular use such as recreational, educational, and cultural activities. All groups must comply with all rules and regulations contained in this regulation.

C. Process to Obtain a Facility Use Reservation

- 1. **All organizations requesting facility use must submit a facility use application form. All applications for facility use must be processed through the Lynchburg City Schools Facility Scheduling Office.**

COMMUNITY RELATIONS

Community Use of School Facilities: Rules and Conditions R 2-42

2. The application can be printed, completed, and submitted to the Facility Scheduling Office along with a \$10.00 processing fee during business hours, mailed through US Postal Service, or the application can be submitted online.
3. All requests must be submitted to the Facility Scheduling Office no later than 30 days prior to the event. Requests may be submitted up to one year in advance.
4. The Facility Scheduling Office cannot “hold” space for any organization.
5. Facilities are rented and reserved on a first come, first served basis. When requests for the same facility at the same time are made, Category 1 has the highest priority and Category 4 the least.
6. The application must be submitted by a designated person who will be responsible for the event. This person must be at least 21 years of age.
7. Once the application is received and approved, the Facility Scheduling Office will calculate estimated fees and send the approved application to the applicant. Once the applicant signs and returns the form, the form becomes the contract between the Lynchburg City Schools and the applicant. The contract will contain the details of the event, a summary of fees, and a copy of this administrative regulation will be provided. This contract, along with the required deposit of 50 percent of estimated fees, must be signed and returned to the Facility Scheduling Office within 10 business days of receipt for the reservation to be approved and confirmed.
8. Representatives who have been granted permission to use facilities shall may not reassign, transfer, sublet or charge a fee to others for the use of school property.
9. A certificate of insurance must be provided at least two weeks prior to event. (See Liability and Insurance section below.)

D. Cancellations

1. User must give 15-days notice prior to cancellation of the event. Notification of cancellation less than 15 days before the scheduled time of use will result in forfeiture of the deposit. All cancellations must be received in writing in the Facilities Scheduling Office.

COMMUNITY RELATIONS

Community Use of School Facilities: Rules and Conditions R 2-42

2. School events may take precedence over any previously requested reserved space. The Facilities Scheduling Office will do everything possible to accommodate your group when this occurs with as much notice as possible.
3. The Lynchburg City Schools reserves the right to cancel events due to inclement weather, emergency, school use, or any other circumstances which would make the space unusable. Every effort will be made to reschedule the event at a mutually agreeable location, date, and time. If this is not possible, a full refund will be given.

E. Liability and Insurance

1. A Proof of Liability/Personal Injury/Bodily Injury and Property Damage Insurance Certificate is required for non-school groups for each event in the amount of least \$1,000,000 for Bodily Injury and \$1,000,000 for Property Damage, with the Lynchburg City Schools named as "an additional insured" on the policy. User is responsible for obtaining the insurance.
2. A copy of the insurance certificate is due in the Facilities Scheduling Office at least two weeks prior to the event.
3. User's failure to present proof of insurance voids all agreements and permission to use facilities.
4. All users must agree to hold harmless the Lynchburg City Schools and its agents and employees from and against all claims, damages, losses, and expenses including attorney's fees arising out of or resulting from applicants' use of school division facilities. A Hold Harmless statement will accompany the signed application form/contract.

F. Payment

1. The individual(s) who signed the application and agreement are responsible for payment of all charges associated with the related facility use.
2. Payment in full is due 10 business days prior to the event in the Facilities Scheduling Office. All rental fees will be computed based on information contained in the application. Any additional time, facilities, or services will result in extra charges to the applicant. Additional charges are billed after the event and are due within 30 days.
3. Late payments are subject to a 1.0% per month fee on unpaid balances.

COMMUNITY RELATIONS

Community Use of School Facilities: Rules and Conditions R 2-42**G. On-Site Rules**

In order to protect the interests of the school board when school buildings and facilities are rented or are being used by non-rental fee paying organizations or groups, the superintendent or his designee may, when it is deemed necessary, require that the user employ a designated school board employee, familiar with the particular school building and its facilities, to supervise the area during the rental or use and be responsible for school-owned equipment.

1. User groups are expected to leave all rooms and furniture in the condition and arrangement in which they were found. Any additional custodial services which are necessary to setup, breakdown, and return the facility to the condition in which it was originally found shall be performed by school division staff and charged to the user. All Lynchburg City Schools staff time for the event will be billed to the user.
2. Messages on whiteboards or chalkboards in the classroom areas are NOT to be disturbed. If the user needs the use of whiteboards or chalkboards, it must be specifically requested.
3. The user shall not allow any alcoholic beverages to be served or consumed in school buildings or on school property.
4. The user shall not allow the use of tobacco products in school buildings, on school property, including school division-owned vehicles.
5. The user is not entitled to use areas or equipment not specifically requested and approved per the Facility Use Application Form. Use of technology equipment must be specifically requested.
6. All activities must be under competent adult supervision. Children attending this event must be supervised by an adult at all times.
7. User groups must take reasonable steps to insure orderly behavior of attendees at the event. The Lynchburg City Schools will determine and schedule safety and security services. In addition, LCS may require that additional school employees be present during the period of use. The user will be billed for these services.
8. Users will be responsible for paying for all damage incurred during their use of the facility or equipment, including property of pupils and employees. The rental space will be inspected by a school division staff

COMMUNITY RELATIONS

Community Use of School Facilities: Rules and Conditions R 2-42

member and the user before and after the event. In the event that property loss or damage is incurred during use or occupancy of school division facilities, the amount of damage shall be determined by the Lynchburg City Schools, and a bill for damages will be presented to the group using the facilities. Payment for damage must be made within 30 days of receipt of the bill. The Lynchburg City Schools will not be responsible for any loss of valuables or personal property.

9. Approved users are restricted to the dates and hours approved and to the building area and facilities specified.
10. No pets of any kind are permitted on school property. Service animals are permitted.
11. Approved users must comply with all applicable city and state fire and safety regulations at all times. The user shall ensure that the corridors, exits, and stairways are kept free of obstructions and that members of the audience or spectators do not stand or sit in a manner that blocks exits, aisle ways, or stairways. The user shall observe facility capacities as determined by the Fire Marshal.
12. Only decoration materials acceptable to the local Fire Marshal shall be used. The user shall remove all decorations immediately after the event.
13. Only LCS personnel may move or direct movement of equipment, furniture, etc. If stage curtains, projection equipment, lighting, and PA systems are to be used, arrangements will be made with Facility Scheduling to provide technically qualified personnel to perform and/or supervise the tasks at wage rate specified in the Tiered Fee Schedule.
14. No food/drink items of any type are to be served in LCS facilities without the prior knowledge and consent of Facility Scheduling. Should a kitchen area be desired for use, it is understood that an approved member of the school cafeteria staff will be required to supervise the kitchen. The user will be billed for these services.
15. Applicant must have their approved Facility Use Contract in their possession at the event.
16. The user is responsible for the payment of all city, state, and federal taxes, assessments, or levies now or hereafter levied because of this use. If charging an admission fee, the Lynchburg City Collections Office (434-455-3840) must be contacted two weeks prior to the scheduled event.

COMMUNITY RELATIONS

Community Use of School Facilities: Rules and Conditions R 2-42

17. A copy of the OSHA Standards applicable to the use of any Lynchburg City Schools facility will be provided to the user.

18. Tickets available for sale may not exceed the capacity of the rented space.

H. Additional On-Site Rules for Athletic Field Use

1. Vehicles, bicycles, scooters, skates, skateboards, etc., are not allowed on fields or tracks.
2. Due to the surfacing of the tracks, individuals using the tracks must limit footwear to flat smooth-soled walking/tennis shoes. Absolutely no cleats are allowed on the tracks. Two inches, or less, cleats are acceptable on all fields. One quarter inch, or less, track spikes are allowed on tracks and field event areas only. Rubber crosswalks are required on the tracks.
3. No fireworks, open flames or sources of fire are allowed.
4. No food, gum, peanuts, popcorn, or sunflower seeds are {is} allowed on synthetic turf fields or tracks.
5. No additional field markings or painting on fields is allowed.
6. No chairs, tables, or tents are to be placed on tracks or synthetic turf fields.

J. Fees

Lynchburg City Schools Facility Rental Rates and Fees

Site	Rental Rate (Hourly)	Minimum	Notes
ECG Civic Auditorium			3 hr. min. for auditoriums
Event Day	\$250	\$750	
Pre-event day(s)	\$125	\$375	
HHS Auditorium	\$100	\$300	
PLDMSI Auditorium	\$100	\$300	
WMBES Auditorium	\$75	\$225	
TCMESI Auditorium	\$75	\$225	
RSPES Auditorium	\$75	\$225	
HHS Gym	\$150	\$300	2 hr. min. for gyms
ECG Gym	\$125	\$250	

COMMUNITY RELATIONS

Community Use of School Facilities: Rules and Conditions R 2-42

Site	Rental Rate (Hourly)	Minimum	Notes
ECG Aux Gym	\$125	\$250	
Gym Locker Rooms (No Gym Rental)	\$25	\$50	
PLDMSI Gym	\$100	\$200	
LMS Gym	\$100	\$200	
LMS Aux Gym (No Outside Rental)	\$100	\$200	
SMS Gym	\$100	\$200	
SMS Aux Gym	\$100	\$200	
WMBES Gym	\$50	\$100	
TCMESI Gym	\$50	\$100	
RSPES Gym	\$50	\$100	
HS Artificial Turf Fields	\$100		All other spaces are hourly
HS Grass Fields	\$50		
ECG/HHS Baseball	\$50		
ECG/HHS Softball	\$50		
Outdoor Track	\$25		
Middle School Field	\$50		
MS Tennis Courts	\$50		
Elem. Field	\$25		
Classrooms	\$25		
Computer Labs	\$75		
HHS Lecture Hall	\$25		
ECG Lecture Hall	\$25		
ECG Automotive	\$35		
Kitchen	\$50		
Cafeteria - MS and HS	\$100		
Elem. Multipurpose Rms.	\$50		
Outside area/parking (No other space rented)	\$75/day		

Additional Fees:

Police/Fire	\$30.00 per hour each
More than 1 Lynchburg City Schools Staff	\$15.00 per hour each
Athletic Field Lights	\$25.00 per hour

COMMUNITY RELATIONS

Community Use of School Facilities: Rules and Conditions R 2-42

Athletic Field – Scoreboard/PA System	\$20.00 per hour
High School Stage Pit Cover Removal	\$100.00 per event
Follow Spotlight	\$35.00 per event
Grand Piano	\$100.00 per day
Tuning	\$75.00
Auditorium/Sound and Lighting Systems	\$20.00 per hour

Adopted by School Board: June 19, 1973
 Revised by School Board: August 16, 1977
 Revised by School Board: October 17, 1978
 Revised by School Board:

Agenda Report

Date: 01/25/11

Agenda Number: F-4

Attachments: No

From: Paul McKendrick, Superintendent

Subject: School Operating Budget: 2011-12

Summary/Description:

On December 17, 2010, the school division received State Superintendent's Memo 315-10: Amendments to the 2010-2012 Biennial Budget as Proposed by Governor McDonnell (HB 1500/SB 800). That memorandum included information regarding the Direct Aid to Public Education budget and recommendations for technical updates to the Standards of Quality (SOQ), incentive, categorical, and Lottery funded accounts. Amendments that also affect the 2010-2012 budget for public education include:

- Updating the Direct Aid accounts for enrollment changes, program participation, and other technical changes in fiscal years 2011 and 2012;
- Updating Sales Tax revenue estimates dedicated to public education in fiscal years 2011 and 2012;
- Increasing the funded professional VRS rate in fiscal year 2012;
- Updating the cost of the Composite Index Hold Harmless payment in fiscal year 2011 and eliminating the payment in fiscal year 2012; and
- Providing competitive grants to school divisions in fiscal year 2012 to pilot models for awarding performance pay for instructional personnel in hard-to-staff schools.

During the presentation of this agenda item, the school administration will provide additional information to the school board regarding the school operating budget for 2011-12.

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: 01/25/11

Agenda Number: G-1

Attachments: No

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

Subject: Blue Ridge Regional Jail Special Education Program Budget: 2010-11

Summary/Description:

The Virginia Department of Education has approved the 2010-11 funding for the Special Education Instructional Program provided in the Blue Ridge Regional Jail Authority in the amount of \$182,762. The state funding provides one regional jail education coordinator and one special education teacher who deliver educational services to students in the Blue Ridge Regional Jail. The summary below outlines planned expenditures for 2010-11. Lynchburg City Schools serves as the fiscal agent for this state-operated program.

Budget

Personnel Salary Compensation	\$ 131,562
Fringe Benefits and Fixed Charges	\$ 43,200
Travel Expenses	\$ 3,000
Instructional Materials/Equipment	\$ 2,500
Other: Internet, Phone Bill, Rental Space	\$ 840
Professional Services: Occupational Therapy, Physical Therapy, Sociocultural(s), Psychological(s), and GED Examiner and Student Fee	\$ 1,300
Staff Development	\$ 360
Total	\$ 182,762

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

Recommendation:

The superintendent recommends that the school board approve the Blue Ridge Regional Jail Special Education Program budget in the amount of \$182,762 for the 2010-11 school year.

Agenda Report

Date: 01/25/11

Agenda Number: G-2

Attachments: Yes

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

Subject: Capital Improvement Plan: 2012-16

Summary/Description:

The school administration prepares a five-year plan each year requesting funds for capital improvements needed within the school division. After approval by the school board, the plan is forwarded to the Lynchburg City Council as a request for funding.

The Capital Improvement Plan (CIP) classifies capital projects into two categories: capital projects required to renovate or construct school facilities; and capital maintenance and equipment replacement projects required to maintain school facilities and grounds and to replace capital equipment.

A draft copy of the proposed Capital Improvement Plan for 2012-16 appears as an attachment to this agenda report.

Disposition: Action
 Information
 Action at Meeting on: 02/01/11

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 February 1, 2011.

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	Total Cost
Renovations/Replacement Projects:							
Sandusky Middle School	\$ 1,876,530						\$ -
Heritage High School				\$ 2,000,000	\$ 3,000,000	\$ 20,000,000	\$ 25,000,000
Heritage High School Gym Floor & Bleachers	\$ 500,000						\$ -
Heritage High School Repairs & Roof	\$ 500,000						\$ -
Total renovation Projects*	\$ 2,876,530	\$ -	\$ -	\$ 2,000,000	\$ 3,000,000	20,000,000	\$ 25,000,000
Capital Maintenance Projects:							
Mechanical/Electrical:							
Admin Bldg - Chiller	\$ 175,000						\$ -
Admin Bldg - HVAC Upgrade			\$ 900,000				\$ 900,000
HES main electrical service		\$ 193,536					\$ 193,536
DESI lighting upgrade			\$ 560,000				\$ 560,000
Paving	\$ 170,000	\$ 173,318	\$ 196,701	\$ 206,536	\$ 214,797	\$ 223,388	\$ 1,014,740
Secondary School Athletics - HHS track			\$ 163,022				\$ 163,022
Roof Replacement/Repair:							\$ -
TCM auditorium			\$ 64,800				\$ 64,800
HELC roofs ACDE	\$ 200,000						\$ -
Sheffield roofs ABC		\$ 350,000					\$ 350,000
ECG annex, 5,6,12,13			\$ 320,000				\$ 320,000
LES roofs CEK			\$ 99,000				\$ 99,000
DMS Mozee			\$ 52,000				\$ 52,000
LAUREL round section			\$ 27,000				\$ 27,000
Sandusky Elem				\$ 350,000			\$ 350,000
ECG					\$ 500,000	\$ 500,000	\$ 1,000,000
HVAC Controls							
HES	\$ 125,000						\$ -
Bedford Hills	\$ 150,000						\$ -
Sandusy Elem			\$ 165,360				\$ 165,360
HELC		\$ 106,000					\$ 106,000
Linkhorne Elem			\$ 165,360				\$ 165,360
Paul Munro			\$ 165,360				\$ 165,360
HELC Curtain Wall Replacement		\$ 551,200					\$ 551,200
Contracted Painting		\$ 100,000	\$ 100,000				\$ 200,000
Contingency	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 500,000
Total Capital Maintenance Projects	\$ 920,000	\$ 1,574,054	\$ 3,078,603	\$ 656,536	\$ 814,797	\$ 823,388	\$ 6,947,378
Grand Total All Projects	\$ 3,796,530	\$ 1,574,054	\$ 3,078,603	\$ 2,656,536	\$ 3,814,797	\$ 20,823,388	\$ 31,947,378

Agenda Report

Date: 01/25/11

Agenda Number: G-3

Attachments: Yes

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

Subject: Administrative and Supervisory Professional Growth System Handbook:
Principal, Associate Principal, Assistant Principal, and Administrative Assistant
Standards

Summary/Description:

The Administrative and Supervisory Professional Growth System Handbook acknowledges that administrative leadership is complex, changing, and essential to improving teaching and learning. An effective learning community for students and adults requires highly skilled administrators, teachers, support staff, and others working together to ensure the achievement of all students. Administrative and supervisory personnel play a key role in creating, guiding, managing, and inspiring that learning community.

The handbook serves several purposes:

- Provides a system for developing, evaluating, and recognizing administrators and supervisors
- Sets clear expectations about the roles and responsibilities for each administrative and supervisory position
- Creates a dynamic structure for critical reflection, continuous improvement, and lifelong learning
- Promotes personal ownership of professional development

The process for developing the growth system handbook included multiple stakeholders and provided multiple opportunities for input and revisions. An 18-member core team representing central office staff, principals and assistant principals met regularly over a 12-month period to research and develop the draft standards and performance criteria. This team reviewed research and documentation from the *Virginia Department of Education Advancing Virginia's Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Distinction (Level II) Administrative and Supervision Endorsement; Educational Leadership Policy Standards Interstate School Leaders Licensure Consortium (ISLLC) 2008* as adopted by the National Policy Board for Educational Administration (NPBEA); Montgomery County Maryland Public Schools; and other school districts.

Agenda Report

Date: 01/25/11

Agenda Number: G-3

Attachments: Yes

A second 30-member stakeholder team reviewed and revised the work of the core team and added exemplars to the document. Additional review of the draft document occurred at the superintendent's Summer Leadership Conference in August 2010. At this meeting, all school-based administrators who will be evaluated using this document had the opportunity to review, question, revise and agree to the draft contents. The following leadership standards were created for all school-based administrators in Lynchburg City Schools. (NOTE: Similar standards are in process of being developed for central office and business/operations administrators/supervisors.)

The school-based administrator is an educational leader who promotes the success of all students as he/she

- Standard I:** Facilitates the development, articulation, implementation, and fosters a vision of teaching and learning that is shared and embraced by the school community.
- Standard II:** Nurtures and sustains a school culture of high expectations and an instructional program conducive to student learning.
- Standard III:** Ensures the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Standard IV:** Collaborates with the school staff and other stakeholder groups including students, families, and community members.
- Standard V:** Models professionalism and professional growth in a culture of continuous improvement.
- Standard VI:** Understands, responds to, and influences the larger political, social, socioeconomic, legal, and cultural context.

Disposition: Action
 Information
 Action at Meeting on: 02/01/11

Recommendation:

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the meeting on February 1, 2011.

Final Draft (11-15-10)

Lynchburg City Schools
Principal Leadership Evaluation Performance Standards,
Performance Criteria, and Descriptive Examples

The six leadership standards for principals that have been established for the Administrative and Supervisory Professional Growth System Handbook are further defined by performance criteria for the purpose of supporting all components of this system. These components include attracting, recruiting, mentoring, developing, evaluating, and recognizing principals. Descriptive examples of what a principal might be doing in order to meet a specific standard and its criteria are provided. The purpose of the descriptive examples is to create a sample picture of what being a principal looks like when he/she meets or does not meet the Lynchburg City Schools standards. **These descriptive examples are not intended to isolate behaviors in a checklist or to suggest that every principal is expected to be doing everything that is described.** They define a range of behaviors and are intentionally designed to reflect a high standard of performance.

STANDARD 1: The principal is an educational leader who promotes the success of every student as he/she facilitates the development, articulation, implementation, and fosters a vision of teaching and learning that is shared and embraced by the school community.

Performance Criteria

The principal:

- A. Fosters a shared vision of high standards of teaching and learning with high expectations for achievement for all students
- B. Provides leadership and collaboratively develops and implements a shared vision involving all stakeholders (e.g., staff, parents, students, community).
- C. Facilitates the development of the leadership capacity of stakeholders to share the responsibility of the work of the school improvement process to promote continuous and sustainable improvement.
- D. Ensures the creation and implementation of a data-driven plan for school improvement that is aligned with the LCS Comprehensive Plan.
- E. Ensures alignment of programs, practices, and resources to support the teaching and learning process.
- F. Facilitates an ongoing collaborative process to monitor, evaluate, and revise programs and practices based upon multiple sources of data.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The principal...

MEETS STANDARD	DOES NOT MEET STANDARD
1A.Ensures the continuous communication of key beliefs about student learning to students, staff, and parents <ul style="list-style-type: none"> • Learning is important • All students can learn • We must not give up on students and their learning • Effective effort leads to student achievement 	Sends messages to students, staff, and parents that do not: support student learning; conveys through communications that these messages are important for some groups, but not others
2A. Works with all stakeholders to establish clear and measurable goals for student learning	Rarely or never works with all stakeholders to establish goals that are clear and measurable
3A. Ensures that programs and learning opportunities are available for all students	Permits practices that inhibit students from participating in programs and learning opportunities
4A. Identifies and provides human and material resources, based on the school's allocation, to achieve the school's vision of high standards for teaching and learning	Neither identifies nor provides human and material resources to achieve the school's vision of high standards for teaching and learning
5B. Facilitates an annual, collaborative process for developing and refining the school's vision of high standards of teaching and learning with all stakeholders.	Does not have a collaborative process in place for annual review of the vision; discourages or ignores stakeholder input
6B. Establishes practices which keep the school's vision in the forefront for collaborative decision making; engages the community (e.g., parents, partnerships) in supporting student learning	Neither establishes nor maintains practices which keep the school's vision in the forefront for collaborative decision making; rarely or never engages the community in supporting student learning
7B. Uses relevant demographic and achievement data to develop objectives and strategies that support the vision	Rarely or never uses relevant demographic and achievement data to develop objectives and strategies that support the vision
8B. Develops a plan for clearly articulating the objectives and strategies supporting the vision to all stakeholders	Does not develop a plan for clearly articulating the objectives and strategies supporting the vision to all stakeholders
9B. Ensures that the vision is presented to and discussed with parents and the community in a variety of ways (e.g., back-to-school night, the school's website, PTO meetings and other parent and community forums, parent newsletters and other writ-	Communicates rarely or incompletely with parents and the community regarding the vision; uses limited methods to communicate the vision

ten formats)	
MEETS STANDARD	DOES NOT MEET STANDARD
10B. Ensures that the vision is presented to and discussed with staff in a variety of ways (e.g., pre-service day training sessions, staff meetings, team discussions, teacher conferences, staff bulletins, and electronic communications with staff)	Communicates rarely or incompletely with staff regarding the vision; uses limited methods to communicate the vision
11B. Ensures that the vision is communicated to students in age-appropriate language and is visible throughout the school	Communicates rarely or incompletely with students regarding the vision; does not use age-appropriate language to communicate the vision to students; does not ensure that the vision is visible throughout the school
12C. Ensures that all stakeholders have the necessary data to develop, implement, and monitor the school improvement plan and goals	Allows stakeholder participation in development, implementation, and monitoring of the school improvement plan without providing the necessary information or training to them
13C. Develops, monitors, evaluates, and revises the school's improvement plan on an annual basis, aligning it with the LCS comprehensive plan and <i>No Child Left Behind</i> (NCLB). Title 1 eligible schools must include all ten planning components from the state rubric.	Neither develops, monitors, evaluates, and nor revises the school's improvement plan on an annual basis, aligning it with the LCS comprehensive plan and <i>No Child Left Behind</i> (NCLB). Title 1 eligible schools DO NOT include all ten planning components from the state rubric.
14C. Provides opportunities during the school year for staff to participate in professional development specifically tied to the school's vision and LCS comprehensive plan	Rarely or never provides opportunities for staff to participate in professional development specifically tied to the school's vision and LCS comprehensive plan
15D. Establishes the school improvement team in accordance with LCS procedures and NCLB regulations; develops agendas that focus on the school's vision and the LCS Comprehensive Plan	Inadequately establishes procedures regarding the school improvement process; rarely or never establishes agendas that focus on the school's vision, LCS Comprehensive Plan and NCLB regulations
16E. Works collaboratively with stakeholders to overcome the obstacles to achieving the school's vision of high standards of teaching and learning	Rarely or never works collaboratively with stakeholders to overcome obstacles to achieving the school's vision of high standards of teaching and learning; allows obstacles to interfere with teaching and

	learning
17E. Solicits and considers input from staff and other stakeholders regarding curriculum implementation, schedule modifications, and other resources to support high standards of teaching and learning	Resists efforts by staff and other stakeholders to provide input regarding curriculum implementation, schedule modifications, or other resources THAT support high standards of teaching and learning
MEETS STANDARD	DOES NOT MEET STANDARD
18E. Ensures that all staff incorporate small group, as appropriate, and differentiated instruction	Does not ensure that all staff incorporate small group, as appropriate, and differentiated instruction
19F. Uses a variety of methods to communicate progress with stakeholders about practices and accomplishments.	Rarely or never communicates progress about practices and accomplishments with stakeholders
20F. Monitors instructional programs regularly for alignment with LCS comprehensive plan	Rarely or never monitors instructional programs for alignment with LCS comprehensive plan
21F. Schedules time throughout the school year for stakeholders to evaluate, reflect on, and revise their assumptions, beliefs, and practices of teaching and learning	Rarely or never schedules time for stakeholders to evaluate, reflect on and revise their assumptions, beliefs, and practices of teaching and learning
22F. Analyzes and presents data from a variety of sources as they relate to student achievement and school improvement	Rarely or never analyzes nor presents data

STANDARD 2: The principal is an educational leader who promotes the success of every student as he/she nurtures and sustains a school culture of high expectations and an instructional program conducive to student learning.

Performance Criteria

The principal:

- A. Demonstrates and promotes high expectations for the achievement of all students.
- B. Promotes a school climate focused on teaching and learning.
- C. Articulates, supports, and monitors the effective implementation of curriculum, assessment, and instruction as evidenced by student outcomes.
- D. Leads the continuous improvement of instruction by data-driven analysis of student learning.
- E. Cultivates a school climate that recognizes the diverse needs and strengths of learners.

Examples of evidence of high expectations and an instructional program conducive to student learning

The principal...

MEETS STANDARD	DOES NOT MEET STANDARD
1A. Nurtures and sustains a culture of collaboration, trust, learning, and high expectations	Permits a culture of non-collaboration, minimal trust, and low expectations
2A. Encourages all students to excel; recognizes student work and academic progress	Rarely or never encourages all students to excel; does not recognize student work and academic progress
3A. Monitors the implementation of the practices and strategies of skillful teaching	Rarely or never monitors the implementation practices and strategies of skillful teaching
4B. Ensures that staff meetings and other professional development opportunities focus on issues of student achievement and/or student-related issues (e.g., Bloodborne Pathogens, immunizations, flu)	Allows staff meetings and other professional development opportunities to focus on topics that are not tied to student achievement and/or student-related issues
5B. Obtains and considers feedback from stakeholder groups in a variety of ways; considers feedback to improve school climate	Uses limited methods to obtain stakeholder feedback; rarely or never considers feedback to improve school climate

Standard 2 continued

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MEETS STANDARD	DOES NOT MEET STANDARD
6B. Maximizes instructional time; limits disruptions to instructional time (e.g., announcements, visitors, assemblies, meetings, noise in hallways or outside school)	Allows announcements, visitors, or outside events to consume instructional time
7B. Demonstrates knowledge of research on effective teaching practices and how they promote student achievement	Does not demonstrate knowledge of research on effective teaching practices
8B. Provides opportunities for faculty discussions and reflection regarding research on teaching and learning	Rarely or never provides opportunities for faculty to meet, discuss, or reflect on research regarding teaching and learning
9B. Ensures that mentoring opportunities are available for staff new to the school; provides support for staff in need of assistance	Does not make mentoring opportunities available to new staff; rarely or never provides support for staff in need of assistance
10C. Interprets and communicates assessment targets for the school and monitors instruction in support of attainment of the targets for all groups of students (e.g., racial/ethnic group membership, gender, disabilities, socio-economic background, English language fluency)	Inadequately interprets and communicates assessment targets for the school; rarely or never monitors instruction in support of attainment of the targets for all groups of students
11C. Uses a multi-year process to monitor the school's progress over time in meeting state and city performance standards (e.g., attendance, graduation rates, and assessments) included in the system of shared accountability	Does not have a multiyear process in place to monitor the school's progress over time in meeting state or city performance standards
12C. Works with school leaders (e.g., leadership team, resource teachers, grade level/team leaders, division specialists) to monitor curriculum implementation and provide feedback to teachers	Rarely or never works with school leaders or division specialists to monitor curriculum and provide feedback to teachers
13C. Ensures that formative and summative assessments are aligned with curriculum and instruction	Permits formative and summative assessments to be used that are not well aligned with curriculum and instruction
14C. Promotes the use of appropriate technologies to support teaching and learning; offers professional development opportunities on instructional technology (e.g., school-based implementation of division's technology plan, on-going profes-	Does not promote appropriate technologies to support instruction; does not offer staff development opportunities on instructional technology

Standard 2 continued

sional development training for all staff)	
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MEETS STANDARD	DOES NOT MEET STANDARD
15C. Makes appropriate and effective use of the Plan of Assistance process; monitors the process for teachers who are on the plan	Makes inappropriate and ineffective use of the Plan of Assistance in referrals or implementation; rarely or never monitors the Plan of Assistance process for teachers being served
16D. Uses classroom observation and ongoing monitoring of formative/summative assessment data to ensure that teachers use effective instructional practices (e.g., flexible grouping, re-teaching, multi-modal activities)	Neither uses classroom observation Nor ongoing monitoring of formative/summative assessment data to ensure that teachers use effective instructional practices (e.g., flexible grouping, re-teaching, multi-modal activities)
17D. Demonstrates knowledge of Observing and Analyzing Teaching (OAT) (e.g., language, format, and principles in classroom observations, conferences, and monitoring)	Does not demonstrate knowledge of OAT (e.g., language, format, and principles in classroom observations, conferences, and monitoring)
18D. Uses formal and informal classroom visits to monitor instruction, observe student behavior, and monitor student learning	Rarely or never uses formal and informal classroom visits to monitor instruction, observe student behavior, and monitor student learning
19D. Analyzes and responds to a variety of data on student progress and achievement (e.g., report card grades, formative assessments, tests results) to address trends and needs for all groups of students	Neither analyzes or responds to data on student progress and achievement; bases analyses and responses on only limited data sources; analyzes and responds to data for the school as a whole, not for separate groups
20D. Provides opportunities for staff to analyze and discuss multiple sources of data and information to monitor student achievement and plan for improvement (e.g., professional development, staff meetings, evaluation conferences)	Rarely or never provides opportunities for staff to analyze and discuss multiple sources of data and information to monitor student achievement and plan for improvement
21E. Shares student progress and achievement data with parents and the community and solicits input from them regarding improvement	Shares neither student progress nor achievement data with parents and the community; rarely or never solicits input from parents and the community
22E. Creates and maintains a school climate that encourages students and staff to take intellectual risks (e.g., participate	Permits a school climate that discourages students and staff from taking intellectual risks

Standard 2 continued

<p>freely in discussions, offer opinions, brainstorm solutions, respect others' views)</p>	
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<p>MEETS STANDARD</p>	<p>DOES NOT MEET STANDARD</p>
<p>23E. Holds teachers accountable for employing a variety of instructional strategies to respond to the diverse learning needs and strengths of students</p>	<p>Does not hold teachers accountable for employing a variety of instructional strategies to respond to the diverse learning needs and strengths of students; permits teachers to use a limited number of strategies</p>
<p>24E. Solicits input from and collaborates with special program staff (e.g., accelerated/enriched instruction, special education, ELL) to acquire resources, such as modeling lessons and/or sharing lesson plans, to meet the diverse learning needs and strengths of students</p>	<p>Neither solicits input from nor collaborates with special program staff to meet the diverse learning needs and strengths of students</p>

STANDARD 3: The principal is an educational leader who promotes the success of every student as he/she ensures the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Performance Criteria

The principal:

- A. Ensures educational and support staff are in place to achieve targeted results.
- B. Efficiently manages human and material resources to cultivate and support a safe and healthy school environment.
- C. Ensures, with fiscal responsibility, that resources are aligned with the school improvement plan and the LCS comprehensive plan.
- D. Builds the capacity of the organization and staff to respond to the needs of students in a rapidly changing school environment.

Examples of evidence of management of processes, practices, and resources

The principal...

MEETS STANDARD	DOES NOT MEET STANDARD
1A. Implements processes to supervise staff effectiveness on established performance criteria	Rarely or never implements established processes to supervise staff effectiveness
2A. Effectively monitors established testing protocols; adequately addresses violations of protocol/testing irregularity	Inadequately monitors testing protocol; inadequately addresses violations of protocol/ testing irregularity
3A. Actively participates on the school improvement team; selects representative stakeholders (balanced for diversity) to develop and monitor the school improvement plan	Is not actively involved with the school improvement team; creates a team that does not include representative stakeholders; fails to monitor the school improvement process
4A. Communicates and implements clear and comprehensive attendance and discipline policies in necessary language translations	Neither communicates nor implements clear and comprehensive attendance and discipline policies; does not provide necessary language translations
5A Effectively uses the division’s administrative and management support services (e.g., transportation services, food services, employee assistance, human resources, professional development) to maximize student learning	Rarely or never uses the division’s administrative and management support services to maximize student learning

Standard 3 continued

MEETS STANDARD	DOES NOT MEET STANDARD
6A. Maintains the integrity of designated positions (e.g., team leaders, counselors, mentor coordinators)	Uses designated positions to fulfill other school responsibilities that adversely affect performance in designated positions
7B. Uses technology tools to manage school operations and streamline tasks	Rarely or never uses technology tools to manage operations and streamline tasks
8B. Develops and communicates clear expectations and responsibilities for staff in responding to school safety and student discipline matters	Neither develops nor communicates clear expectations or responsibilities for staff in responding to school safety and student discipline matters
9B. Communicates relevant and timely information regarding school safety and discipline policies to students, parents, and the school community in regular correspondence (e.g., newsletters, school bulletins, meetings) in necessary translations	Communicates rarely or incompletely with students, parents, and the school community regarding matters of school safety and discipline policies
10B. Complies with emergency drill (e.g., fire, tornado, lockdown) regulations in accordance with local, state, federal agencies	Does not comply with emergency drill (e.g., fire, tornado, lockdown) regulations in accordance with local, state, federal agencies
11B. Establishes and meets with the on-site emergency team; implements effective emergency/crisis plans	Neither meets regularly with the on-site emergency team nor adequately implements emergency/crisis plans
12B. Establishes processes for, provides direction to, and delegates responsibilities to building services and security staff (if applicable) to maintain a clean and safe building	Does not ensure that building services and security staff are clear on their responsibilities; allows building and grounds to deteriorate; inadequately monitors the implementation of safety procedures
13B. Ensures that staff monitors immunizations, blood safety, and health regulations; communicates with staff and school community regarding health issues as appropriate	Rarely monitors implementation of health/safety regulations; does not communicate with staff and school community regarding health issues
14B. Ensures that staff members monitor arrival and dismissal of students	Does not ensure that staff members monitor arrival and dismissal of students
15B. Recognizes the evolving needs of the school (e.g., changes in the student population, condition of the building) and plans to address these needs	Rarely or never plans to address evolving needs of the school
16B. Provides structures and processes that promote effective communication and timely resolution of conflicts; establishes and maintains regular procedures whereby students and stakeholders are able to	Does not provide structures and processes that promote effective communication and timely resolution of conflicts; neither establishes nor maintains regular procedures whereby students and stakeholders are

Standard 3 continued

communicate concerns	able to communicate concerns
MEETS STANDARD	DOES NOT MEET STANDARD
17C. Evaluates programs in the school for their relevance to the school improvement plan; uses available data from division-wide and school-based assessment as a form of continual program evaluation	Implements programs into the school without evaluating their relevance to the school improvement plan; does not use available data to evaluate programs
18C. Prioritizes funding allocations (human and material) to support the instructional program and school improvement goals	Allows funding allocations to be used for purposes that do not support the instructional program and/or school improvement goals
19C. Identifies and encourages staff to pursue resources (e.g., grants, business partners, volunteers) to support the school improvement plan goals	Does not identify and encourage staff to pursue resources outside LCS to support the school improvement plan goals
20D. Develops management skills among the staff to handle the key aspects of school management	Does not develop management skills among the staff
21D. Delegates responsibilities to a variety of appropriate staff	Does not delegate responsibilities; delegates responsibility only to a limited few
22D. Implements a master schedule with a balanced program of learning opportunities for all students; monitors assignment of students to classes and staff that best meet students needs	Implements a master schedule that limits learning opportunities; does not monitor assignment of students to classes or staff
23D. Organizes instructional teams/support groups to meet student needs	Rarely or never organizes instructional teams/support groups to meet student needs
24D. Selects and develops instructional team leaders who have the capacity to motivate others, makes decisions, and creates change; cultivates leadership from within the school's staff	Selects team leaders who lack essential leadership or motivational skills; does not provide opportunities for leadership development within the school's staff
25D. Applies change theory principles to support collaborative decision making (e.g., forming task forces, identifying staff and school community leadership, establishing an action plan with timeline)	Rarely or never applies change theory principles to support collaborative decision making
26D. Uses a research-based, systemic process (e.g., <u>The Skillful Teacher</u>) with criteria to guide continuous improvement; ensures that the process is ongoing	Plans for school improvement without attention to research or systemic processes; process is sporadic

Standard 4: The principal is an educational leader who promotes success for all students as he/she collaborates with the school staff and other stakeholder groups including students, families, and community members.

Performance Criteria

The principal:

- A. Ensures that the involvement of staff and other stakeholder groups includes students, families, and community members in continuous improvement processes and decision making.
- B. Considers and utilizes, as appropriate, available family and community resources to provide support and achieve school goals.
- C. Encourages and develops collaborative partnerships to strengthen programs and support school goals.
- D. Identifies, nurtures, and includes diverse stakeholders in the work and culture of the school as appropriate.
- E. Recognizes individual and group differences and treats all stakeholders with respect.
- F. Creates and sustains a culture of collaboration, trust, learning, and high expectations.
- G. Establishes collaborative processes that promote cooperation among diverse groups working together to develop and accomplish common goals.

Examples of evidence of management of processes, practices, and resources

The principal...

MEETS STANDARD	DOES NOT MEET STANDARD
1A. Involves professional and supporting services staff in decision-making and continuous improvement processes as appropriate	Rarely or never involves professional and supporting services staff in decision-making and continuous improvement processes
2A. Presents information to staff and solicits feedback through a variety of methods prior to making changes to existing programs/processes or prior to adopting new ones	Rarely or never presents information to or solicits feedback from staff prior to making changes to existing programs/processes or adopting new ones

Standard 4 continued

MEETS STANDARD	DOES NOT MEET STANDARD
3A. Utilizes valid data from staff, student, or parent school surveys such as school climate, leadership and others to celebrate successes and engage in problem-solving with staff and other stakeholders as appropriate	Does not share or utilize valid and complete data from surveys with stakeholders; does not allocate time for discussion of the data; fails to establish any process for involving stakeholders in using survey data to make changes in school structure, plans, or processes
4A. Accepts opportunities to pilot division approved community-based programs or participate in research, if applicable	Does not accept opportunities to pilot division approved community-based programs or participate in research, if applicable
5B. Maintains visibility in the community by attending and participating in community events	Rarely or never attends or participates in community events
6B. Establishes a clear process for using outside resources to foster student achievement; solicits funds/seeks grants from a variety of sources (e.g., community, civic groups, local government, business foundations) to support school improvement plan goals and initiatives	Rarely or never communicates a clear process for using outside resources to foster student achievement; rarely or never solicits funds to support SIP goals and initiatives
7B. Ensures collaboration with community agencies to acquire health, social, or other services that students need; refers families to community agencies as needed	Rarely or never collaborates with community agencies to acquire services or make referrals
8B. Invites community and business groups into the school for a variety of activities (e.g., volunteering in classes, participating in career days and speaking engagements, providing mentors for service learning and internships)	Rarely or never invites community and business groups into the school to participate in activities
9C. Establishes a multi-faceted program of community relations; that encourages active participation from community members	Does not establish a program of community relations; and rarely considers input from community members
10C. Solicits input from stakeholder groups through a variety of methods (e.g., professional learning communities, study groups, advisory groups, meetings with parents and the school community) to identify and solve problems and achieve school goals	Uses limited methods to solicit input
11C. Ensures that stakeholder meetings are held at times that make them accessible to school community	Schedules meetings at times that interfere with the attendance of stakeholders

Standard 4 continued

MEETS STANDARD	DOES NOT MEET STANDARD
12C. Maintains partnerships with business and community groups to obtain financial support, materials, and mentors for students and staff	Does not maintain partnerships with business and community groups to obtain financial support, materials, and mentors for students and staff
13D. Ensures that the school improvement plan team membership includes stakeholder groups; periodic reviews of the school improvement plan contain evidence of this involvement (e.g., agendas, attendance rosters, minutes, observations of meetings)	Establishes a school improvement plan team that does not represent all stakeholder groups.
14D. Works to recommend and retain qualified staff who reflect the diversity of the LCS community upon availability	Makes limited or no attempts to recruit and retain diverse staff members
15D. Works to select school leadership team membership that reflects the diversity of the school community	Makes limited or no attempts to recruit and retain diverse members of the leadership team
16E. Communicates with stakeholders and articulates trends that affect the community through a variety of methods; provides communications in the predominant language(s) used in the community	Relies primarily on written communication; rarely or never provides communications in the predominant language(s) used in the community
17E. Respects all groups and their priorities; treats all stakeholders equitably; responds equitably to parent, student, staff, and community concerns	Responds to some stakeholder groups more favorably than others
18E. Recognizes and celebrates differences in cultures through student work/displays	Rarely or never displays student work representing different cultures
19E. Respects all stakeholders and their priorities and responds to their concerns in a timely manner	Does not respect all stakeholders and their priorities nor respond to their concerns in a timely manner
20F. Facilitates a climate in which staff input and innovation are encouraged	Discourages or ignores staff input and innovation
21F. Establishes opportunities for individuals and groups to meet, reflect, and have input on significant school decisions	Establishes few or no opportunities for staff to meet, reflect, and have input on significant school decisions
22F. Encourages mutual respect among staff, students and school community by modeling respectful behaviors with all	Does not encourage mutual respect among staff, students and school community by modeling respectful behaviors with all
23F. Protects the rights of confidentiality of individual students, staff, and parents	Violates or is careless about protecting confidentiality
24G. Seeks out representation from all stakeholder groups to participate in the	Does not seek out representation from all stakeholder groups

Standard 4 continued

process of decision making.	
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STANDARD 5: The principal is an educational leader who promotes the success of every student as he/she models professionalism and professional growth in a culture of continuous improvement.

Performance Criteria

The principal:

- A. Seeks and considers feedback and reflects on his/her leadership and the impact it has on other stakeholders.
- B. Demonstrates values, beliefs, and attitudes that inspire others to promote the success of every student.
- C. Demonstrates commitment to continuous improvement for students, staff, and self.
- D. Uses data from a variety of sources to assess professional growth and shares with appropriate stakeholders
- E. Involves each staff member in the professional development process to build professional learning communities.
- F. Models appropriate professional standards in conduct and appearance.

Examples of evidence of modeling professionalism and professional growth

The principal...

MEETS STANDARD	DOES NOT MEET STANDARD
1A. Solicits, listens to, and acts on input from stakeholders individually and in groups (e.g., through conferences, meetings, surveys, e-mails, telephone calls) in a timely manner	Rarely or never solicits, listens to, or acts on input from stakeholders; is unavailable and/or unresponsive to stakeholders
2A. Seeks out and uses feedback from colleagues and stakeholders to evaluate the impact of his/her own administrative practice	Neither seeks out nor acts on feedback
3A. Reflects on how to improve processes of his/her own administrative practice	Seeks but does not act on feedback
4A. Identifies personal goals in a professional development plan of his/her own administrative practice	Sets personal goals regardless of feedback

Standard 5 continued

MEETS STANDARD	DOES NOT MEET STANDARD
5B. Demonstrates a personal and professional code of ethics (e.g., core values and beliefs such as honesty and integrity) in formal and informal settings	Disregards common standards of ethical and professional behavior; allows personal feelings to interfere with professional code of ethics and/or core values
6B. Communicates key beliefs about student learning to staff, students, and parents: <ul style="list-style-type: none"> • Learning is important • All students can learn with effective effort • We must not give up on students 	Sends messages to students, staff, and parents that do not support student learning; communications convey that these messages are important for some groups, but not others
7B. Leads staff toward high levels of performance	Rarely or never lead staff toward high levels of performance
8B. Demonstrates dedication, openness, integrity and ethical behavior and holds others to these norms	Rarely or never demonstrates dedication, openness, integrity and ethical behavior; does not hold others to these norms
9B. Meets professional obligations in a complete and timely manner (e.g., paperwork, deadlines)	Is often late in meeting professional obligations; submits incomplete and/or inaccurate reports
10B. Participates in required school and system-wide meetings; shares information obtained at meetings with school staff	Misses or arrives late to meetings; rarely or never shares information with school staff
11C. Encourages staff to learn and pursue effective practices that focus on student learning and pursuing professional growth	Rarely or never encourages staff to learn and pursue effective practices that focus on student learning and pursuing professional growth
12C. Ensures that each staff member has an appropriate professional development plan; monitors individuals' progress toward professional development goals	Does not ensure that each staff member has an appropriate professional development plan; rarely or never monitors individuals' progress toward professional development plan goals
13C. Models lifelong learning and encourages lifelong learning in others	Rarely or never seeks out opportunities to learn; does not encourage lifelong learning in others
14C. Develops the leadership capacity of staff	Limits opportunities for staff to assume leadership or expanded roles in the school
15C. Holds membership in local, state, or national professional associations and organizations; and/or participates in professional growth opportunities relevant to education (e.g., course work, workshops, conferences, research, study groups)	Maintains limited or no membership in professional organizations; rarely and/or never participates in professional growth opportunities relevant to education

Standard 5 continued

MEETS STANDARD	DOES NOT MEET STANDARD
16D. Monitors staff participation in curriculum-related professional development and in-service training	Rarely or never monitors staff participation in curriculum-related professional development and in-service training
17D. Solicits input from teachers and the school leadership team regarding their professional development needs and the design of professional development days	Rarely or never solicits input from teachers and the school leadership team; or solicits input from selected members only
18D. Analyzes school test data for evidence of continuous progress; identifies priorities and implements programs for his/her professional growth and that of staff	Does not analyze test data; analyzes data but implements programs for professional growth that are not connected to the data; analyzes the data but does not implement programs suggested by the data
19D. Shares data from a variety of sources (e.g., achievement, student progress, attendance data) with staff, students, and the school community, and solicits suggestions for continuous improvement	Rarely or never shares data with staff, students, and the school community; rarely or never solicits suggestions for continuous improvement; solicits suggestions but does not act on them
20D. Facilitates the use of information and data gained from successful Professional Growth Plans	Does not facilitates the use of information and data gained from successful Professional Growth Plans
21E. Provides professional development to teachers through a variety of methods (e.g., professional learning communities, staff meetings, peer visits with reflection, study groups, action research, professional development days)	Rarely or never works with staff or works in a limited way with staff to provide professional development

STANDARD 6: The principal is an educational leader who promotes the success of every student as he/she expands personal knowledge and develops skills to respond to continuously changing political, social, cultural, and economic conditions that impact schools and the school system.

Performance Criteria

The principal:

- A. Develops and applies knowledge of policies, regulations, procedures, and laws in a consistent manner.
- B. Participates in the development of policies, programs, and budgets.
- C. Advocates for students, staff, school community, and the school system.
- D. Articulates the district's initiatives, ensures their implementation, and participates in their continuous improvement.

Examples of understanding, responding to, and influencing the larger political, social, socioeconomic, legal, and cultural context

The principal...

MEETS STANDARD	DOES NOT MEET STANDARD
1A. Demonstrates knowledge of local, state, and national educational and cultural trends, current research, and best practices; applies this knowledge to the school's programs and operation	Creates and maintains school programs without consideration of local, state, or national educational! cultural trends, best practices, or current research
2A. Commits to LCS policies, regulations and procedures, as well as local, state and federal mandates and seeks clarification as necessary	Misinterprets and fails to comply with LCS policies, regulations and procedures, as well as local, state and federal mandates
3B. Participates in local and state committees or workgroups; works on development of programs, policies, or budgets, as requested	Declines opportunities to participate in local and state committees or workgroups; rarely or never works on developing programs, policies, or budgets
4C. Balances participation in local, state, or national professional associations and organization activities with day-to-day school operations and responsibilities	Allows professional organization activities to supersede day-to-day school operations and responsibilities
5C. Engages in all aspects of the school community acting as a spokesperson for the needs of the school and the student population	Avoids invitations to address civic and community organizations. Does not know or interact with key stakeholders across the breadth of demographics in the school community

Standard 6 continued

MEETS STANDARD	DOES NOT MEET STANDARD
6C. Actively advocates on behalf of students, staff, and the school community for necessary resources to support the goals and objectives of the school (e.g., at meetings of the school board, civic associations, professional organizations, city council, budget hearings)	Rarely or never advocates on behalf of students, staff, and the school community for necessary resources
7C. Involves students, staff, and the school community in working together to meet the goals of the school system's comprehensive plan	Rarely or never involves students, staff, and the school community in working together to meet the goals of the school system's comprehensive plan
8D. Monitors the implementation and progress of the school improvement plan and updates it as appropriate; ensures that the school improvement plan reflects changing political, social, cultural, and economic conditions	Updates the school improvement plan cursorily or not at all; maintains a school improvement plan that does not reflect changing political, social, cultural, and economic conditions
9D. Explains to students, staff, and the school community how the local school fits into the larger context of the school system	Provides limited or inadequate explanation to students, staff, and the school community about how the local school fits into the larger context of the school system
10D. Communicates the budget process and its impact on the local school to the school stakeholders	Provides limited or inadequate communication about the budget process and its implications to the school stakeholders
11D. Provides feedback about programs and initiatives to appropriate LCS staff; serves on committees, task forces, and focus groups evaluating LCS programs and initiatives	Rarely or never provides feedback about programs and initiatives to appropriate LCS staff; rarely or never serves on committees, task forces, or focus groups to evaluate LCS programs and initiatives
12D. Communicates necessary information to students, staff, and the school community regarding LCS policies, regulations, and procedures, as well as local, state, and federal mandates	Rarely or never communicates with students, staff, and the school community to foster understanding of LCS policies, regulations, and procedures as well as local, state, and federal mandates
13D. Articulates alignment of the school improvement planning process with the goals and initiatives of the LCS comprehensive plan to students, staff, and the school community	Does not articulate alignment of the school improvement planning process with the goals and initiatives of the LCS comprehensive plan

FINAL DRAFT (12-1-10)

Lynchburg City Schools
Associate Principal, Assistant Principal, Administrative
Assistant Leadership Evaluation Performance Standards,
Performance Criteria, and Descriptive Examples

The six leadership standards for associate principal, assistant principal, and administrative assistant that have been established for the Administrative and Supervisory Professional Growth System Handbook are further defined by performance criteria for the purpose of supporting all components of this system. These components include attracting, recruiting, mentoring, developing, evaluating, and recognizing associate principal, assistant principal, and administrative assistants. Descriptive examples of what an associate principal, assistant principal, and administrative assistant might be doing in order to meet a specific standard and its criteria are provided. The purpose of the descriptive examples is to create a sample picture of what being an associate principal, assistant principal, and administrative assistant looks like when he/she meets or does not meet the Lynchburg City Schools standards. **These descriptive examples are not intended to isolate behaviors in a checklist or to suggest that every associate principal, assistant principal, and administrative assistant is expected to be doing everything that is described.** They define a range of behaviors and are intentionally designed to reflect a high standard of performance.

STANDARD 1: The associate principal, assistant principal, and administrative assistant is an educational leader who promotes the success of every student as he/she facilitates the development, articulation, implementation, and fosters a vision of teaching and learning that is shared and embraced by the school community.

Performance Criteria

The associate principal, assistant principal, and administrative assistant:

- A. Fosters a shared vision of high standards of teaching and learning with high expectations for achievement for all students

- B. Provides leadership and collaboratively develops and implements a shared vision involving all stakeholders (e.g., staff, parents, students, community).

- C. Facilitates the development of the leadership capacity of stakeholders to share the responsibility of the work of the school improvement process to promote continuous and sustainable improvement.

- D. Ensures the creation and implementation of a data-driven plan for school improvement that is aligned with the LCS Comprehensive Plan.

Standard 1 continued

- E. Ensures alignment of programs, practices, and resources to support the teaching and learning process.
- F. Facilitates an ongoing collaborative process to monitor, evaluate, and revise programs and practices based upon multiple sources of data.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The associate principal, assistant principal or administrative assistant ...

MEETS STANDARD	DOES NOT MEET STANDARD
1A. Supports the continuous communication of key beliefs about student learning to students, staff, and parents <ul style="list-style-type: none"> • Learning is important • All students can learn • We must not give up on students and their learning • Effective effort leads to student achievement 	Sends messages to students, staff, and parents that do not: support student learning; conveys through communications that these messages are important for some groups, but not others
2A. Works with all stakeholders to establish clear and measurable goals for student learning	Rarely or never works with all stakeholders to establish goals that are clear and measurable
3A. Assists the principal in ensuring that programs and learning opportunities are available for all students	Permits practices that inhibit students from participating in programs and learning opportunities
4A. Assists in Identifying and providing human and material resources, based on the school's allocation, to achieve the school's vision of high standards for teaching and learning	Neither identifies nor provides human and material resources to achieve the school's vision of high standards for teaching and learning
5B. Assists in facilitating an annual, collaborative process for developing and refining the school's vision of high standards of teaching and learning with all stakeholders.	Does not have a collaborative process in place for annual review of the vision; discourages or ignores stakeholder input
6B. Assists in establishing practices which keep the school's vision in the forefront for collaborative decision making; engages the community (e.g., parents, partnerships) in supporting student learning	Neither establishes nor maintains practices which keep the school's vision in the forefront for collaborative decision making; rarely or never engages the community in supporting student learning
7B. Assists in using relevant demographic and achievement data to develop objec-	Rarely or never uses relevant demographic and achievement data to develop objec-

Standard 1 continued

tives and strategies that support the vision	tives and strategies that support the vision
MEETS STANDARD	DOES NOT MEET STANDARD
8B. Helps to develop a plan for clearly articulating the objectives and strategies supporting the vision to all stakeholders	Does not help to develop a plan for clearly articulating the objectives and strategies supporting the vision to all stakeholders
9B. Helps to ensure that the vision is presented to and discussed with parents and the community in a variety of ways (e.g., back-to-school night, the school's website, PTO meetings and other parent and community forums, parent newsletters and other written formats)	Communicates rarely or incompletely with parents and the community regarding the vision; uses limited methods to communicate the vision
10B. Helps to ensure that the vision is presented to and discussed with staff in a variety of ways (e.g., pre-service day training sessions, staff meetings, team discussions, teacher conferences, staff bulletins, and electronic communications with staff)	Communicates rarely or incompletely with staff regarding the vision; uses limited methods to communicate the vision
11B. Helps to ensures that the vision is communicated to students in age-appropriate language and is visible throughout the school	Communicates rarely or incompletely with students regarding the vision; does not use age-appropriate language to communicate the vision to students; does not ensure that the vision is visible throughout the school
12C. Supports the principal to ensure that all stakeholders have the necessary data to develop, implement, and monitor the school improvement plan and goals	Allows stakeholder participation in development, implementation, and monitoring of the school improvement plan without providing the necessary information or training to them
13C. Supports the principal as he/she develops monitors, evaluates, and revises the school's improvement plan on an annual basis, aligning it with the LCS comprehensive plan and <i>No Child Left Behind</i> (NCLB). Title 1 eligible schools must include all ten planning components from the state rubric.	Neither supports the principal as he/she develops, monitors, evaluates, and nor revises the school's improvement plan on an annual basis, aligning it with the LCS comprehensive plan and <i>No Child Left Behind</i> (NCLB). Title 1 eligible schools DO NOT include all ten planning components from the state rubric.
14C. Assists in providing opportunities during the school year for staff to participate in professional development specifically tied to the school's vision and LCS comprehensive plan	Rarely or never assists in providing opportunities for staff to participate in professional development specifically tied to the school's vision and LCS comprehensive plan
15D. Helps establish the school improvement team in accordance with LCS procedures and NCLB regulations; develops agendas that focus on the school's vision	Inadequately helps establish procedures regarding the school improvement process; rarely or never establishes agendas that focus on the school's vision, LCS Compre-

Standard 1 continued

and the LCS Comprehensive Plan	hensive Plan and NCLB regulations
MEETS STANDARD	DOES NOT MEET STANDARD
16E. Works collaboratively with stakeholders to overcome the obstacles to achieving the school's vision of high standards of teaching and learning	Rarely or never works collaboratively with stakeholders to overcome obstacles to achieving the school's vision of high standards of teaching and learning; allows obstacles to interfere with teaching and learning
17E. Solicits and considers input from staff and other stakeholders regarding curriculum implementation, schedule modifications, and other resources to support high standards of teaching and learning	Resists efforts by staff and other stakeholders to provide input regarding curriculum implementation, schedule modifications, or other resources THAT support high standards of teaching and learning
18E. Helps ensure that all staff incorporate small group, as appropriate, and differentiated instruction	Does not help ensure that all staff incorporate small group, as appropriate, and differentiated instruction
19F. Uses a variety of methods to communicate progress with stakeholders about practices and accomplishments.	Rarely or never communicates progress about practices and accomplishments with stakeholders
20F. Helps monitor instructional programs regularly for alignment with LCS comprehensive plan	Rarely or never helps monitor instructional programs for alignment with LCS comprehensive plan
21F. Assists in scheduling time throughout the school year for stakeholders to evaluate, reflect on, and revise their assumptions, beliefs, and practices of teaching and learning	Rarely or never assists in scheduling time for stakeholders to evaluate, reflect on and revise their assumptions, beliefs, and practices of teaching and learning
22F. Assists in analyzing and presenting data from a variety of sources as they relate to student achievement and school improvement	Rarely or never assists in analyzing nor presenting data

STANDARD 2: The associate principal, assistant principal, and administrative assistant is an educational leader who promotes the success of every student as he/she nurtures and sustains a school culture of high expectations and an instructional program conducive to student learning.

Performance Criteria

The associate principal, assistant principal, and administrative assistant:

- A. Demonstrates and promotes high expectations for the achievement of all students.
- B. Promotes a school climate focused on teaching and learning.
- C. Articulates, supports, and monitors the effective implementation of curriculum, assessment, and instruction as evidenced by student outcomes.
- D. Leads the continuous improvement of instruction by data-driven analysis of student learning.
- E. Cultivates a school climate that recognizes the diverse needs and strengths of learners.

Examples of evidence of high expectations and an instructional program conducive to student learning

The associate principal, assistant principal or administrative assistant ...

MEETS STANDARD	DOES NOT MEET STANDARD
1A. Nurtures and sustains a culture of collaboration, trust, learning, and high expectations	Permits a culture of non-collaboration, minimal trust, and low expectations
2A. Encourages all students to excel; recognizes student work and academic progress	Rarely or never encourages all students to excel; does not recognize student work and academic progress
3A. Assists in monitoring the implementation of the practices and strategies of skillful teaching	Rarely or never assists in monitoring the implementation practices and strategies of skillful teaching
4B. Helps ensure that staff meetings and other professional development opportunities focus on issues of student achievement and/or student-related issues (e.g., Bloodborne Pathogens, immunizations, flu)	Allows staff meetings and other professional development opportunities to focus on topics that are not tied to student achievement and/or student-related issues
5B. Helps obtain and consider feedback from stakeholder groups in a variety of ways; considers feedback to improve	Uses limited methods to obtain stakeholder feedback; rarely or never considers feedback to improve school climate

Standard 2 continued

school climate	
MEETS STANDARD	DOES NOT MEET STANDARD
6B. Helps maximize instructional time; limits disruptions to instructional time (e.g., announcements, visitors, assemblies, meetings, noise in hallways or outside school)	Allows announcements, visitors, or outside events to consume instructional time
7B. Demonstrates knowledge of research on effective teaching practices and how they promote student achievement	Does not demonstrate knowledge of research on effective teaching practices
8B. Assists in providing opportunities for faculty discussions and reflection regarding research on teaching and learning	Rarely or never provides opportunities for faculty to meet, discuss, or reflect on research regarding teaching and learning
9B. Helps to ensure that mentoring opportunities are available for staff new to the school; provides support for staff in need of assistance	Does not help make mentoring opportunities available to new staff; rarely or never provides support for staff in need of assistance
10C. Assists in interpreting and communicating assessment targets for the school and helps monitor instruction in support of attainment of the targets for all groups of students (e.g., racial/ethnic group membership, gender, disabilities, socio-economic background, English language fluency)	Inadequately interprets and communicates assessment targets for the school; rarely or never monitors instruction in support of attainment of the targets for all groups of students
11C. Assists in using a multi-year process to monitor the school's progress over time in meeting state and city performance standards (e.g., attendance, graduation rates, and assessments) included in the system of shared accountability	Does not assist in having a multiyear process in place to monitor the school's progress over time in meeting state or city performance standards
12C. Works with school leaders (e.g., leadership team, resource teachers, grade level/team leaders, division specialists) to monitor curriculum implementation and provide feedback to teachers	Rarely or never works with school leaders or division specialists to monitor curriculum and provide feedback to teachers
13C. Helps to ensure that formative and summative assessments are aligned with curriculum and instruction	Permits formative and summative assessments to be used that are not well aligned with curriculum and instruction
14C. Assists in promoting the use of appropriate technologies to support teaching/learning and offering professional development opportunities on instructional technology (e.g., school-based implementation of division's technology plan, on-	Does not promote appropriate technologies to support instruction; does not offer staff development opportunities on instructional technology

Standard 2 continued

going professional development training for all staff)	
MEETS STANDARD	DOES NOT MEET STANDARD
15C. Assists in making appropriate and effective use of the Plan of Assistance process; monitors the process for teachers who are on the plan	Makes inappropriate and ineffective use of the Plan of Assistance in referrals or implementation; rarely or never monitors the Plan of Assistance process for teachers being served
16D. Uses classroom observation and ongoing monitoring of formative/summative assessment data to ensure that teachers use effective instructional practices (e.g., flexible grouping, re-teaching, multi-modal activities)	Neither uses classroom observation Nor ongoing monitoring of formative/summative assessment data to ensure that teachers use effective instructional practices (e.g., flexible grouping, re-teaching, multi-modal activities)
17D. Demonstrates knowledge of Observing and Analyzing Teaching (OAT) (e.g., language, format, and principles in classroom observations, conferences, and monitoring)	Does not demonstrate knowledge of OAT (e.g., language, format, and principles in classroom observations, conferences, and monitoring)
18D. Uses formal and informal classroom visits to monitor instruction, observe student behavior, and monitor student learning	Rarely or never uses formal and informal classroom visits to monitor instruction, observe student behavior, and monitor student learning
19D. Helps analyze and respond to a variety of data on student progress and achievement (e.g., report card grades, formative assessments, tests results) to address trends and needs for all groups of students	Neither analyzes or responds to data on student progress and achievement; bases analyses and responses on only limited data sources; analyzes and responds to data for the school as a whole, not for separate groups
20D. Assists in providing opportunities for staff to analyze and discuss multiple sources of data and information to monitor student achievement and plan for improvement (e.g., professional development, staff meetings, evaluation conferences)	Rarely or never provides opportunities for staff to analyze and discuss multiple sources of data and information to monitor student achievement and plan for improvement
21E. Assists in sharing student progress and achievement data with parents and the community and solicits input from them regarding improvement	Shares neither student progress nor achievement data with parents and the community; rarely or never solicits input from parents and the community
22E.Helps create and maintain a school climate that encourages students and staff to take intellectual risks (e.g., participate freely in discussions, offer opinions, brainstorm solutions, respect others'	Permits a school climate that discourages students and staff from taking intellectual risks

Standard 2 continued

views)	
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MEETS STANDARD	DOES NOT MEET STANDARD
23E. Holds teachers accountable for employing a variety of instructional strategies to respond to the diverse learning needs and strengths of students	Does not hold teachers accountable for employing a variety of instructional strategies to respond to the diverse learning needs and strengths of students; permits teachers to use a limited number of strategies
24E. Solicits input from and collaborates with special program staff (e.g., accelerated/enriched instruction, special education, ELL) to acquire resources, such as modeling lessons and/or sharing lesson plans, to meet the diverse learning needs and strengths of students	Neither solicits input from nor collaborates with special program staff to meet the diverse learning needs and strengths of students

STANDARD 3: The associate principal, assistant principal, and administrative assistant is an educational leader who promotes the success of every student as he/she ensures the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Performance Criteria

The associate principal, assistant principal, and administrative assistant:

- A. Ensures educational and support staff are in place to achieve targeted results.
- B. Efficiently manages human and material resources to cultivate and support a safe and healthy school environment.
- C. Ensures, with fiscal responsibility, that resources are aligned with the school improvement plan and the LCS comprehensive plan.
- D. Builds the capacity of the organization and staff to respond to the needs of students in a rapidly changing school environment.

Examples of evidence of management of processes, practices, and resources

The associate principal, assistant principal or administrative assistant ...

MEETS STANDARD	DOES NOT MEET STANDARD
1A. Assists in implementing processes to supervise staff effectiveness on established performance criteria	Rarely or never assists in implementing established processes to supervise staff effectiveness
2A. Effectively assists in monitoring established testing protocols; adequately addresses violations of protocol/testing irregularity	Inadequately assists in monitoring testing protocol; inadequately addresses violations of protocol/ testing irregularity
3A. Actively participates on the school improvement team; helps select representative stakeholders (balanced for diversity) to develop and monitor the school improvement plan	Is not actively involved with the school improvement team; helps create a team that does not include representative stakeholders; fails to monitor the school improvement process
4A. Communicates and implements clear and comprehensive attendance and discipline policies in necessary language translations	Neither communicates nor implements clear and comprehensive attendance and discipline policies; does not provide necessary language translations
5A Effectively uses the division’s administrative and management support services (e.g., transportation services, food services, employee assistance, human resources, professional development) to maximize student learning	Rarely or never uses the division’s administrative and management support services to maximize student learning

Standard 3 continued

MEETS STANDARD	DOES NOT MEET STANDARD
6A. Helps maintain the integrity of designated positions (e.g., team leaders, counselors, mentor coordinators)	Helps use designated positions to fulfill other school responsibilities that adversely affect performance in designated positions
7B. Uses technology tools to manage school operations and streamline tasks	Rarely or never uses technology tools to manage operations and streamline tasks
8B. Helps develop and communicate clear expectations and responsibilities for staff in responding to school safety and student discipline matters	Neither helps develop nor communicate clear expectations or responsibilities for staff in responding to school safety and student discipline matters
9B. Assists in communicating relevant and timely information regarding school safety and discipline policies to students, parents, and the school community in regular correspondence (e.g., newsletters, school bulletins, meetings) in necessary translations	Communicates rarely or incompletely with students, parents, and the school community regarding matters of school safety and discipline policies
10B. Helps comply with emergency drill (e.g., fire, tornado, lockdown) regulations in accordance with local, state, federal agencies	Does not help comply with emergency drill (e.g., fire, tornado, lockdown) regulations in accordance with local, state, federal agencies
11B. Assists with establishing and meeting with the on-site emergency team; implementing effective emergency/crisis plans	Neither assists with meeting regularly with the on-site emergency team nor adequately implementing emergency/crisis plans
12B. Helps establish processes for, provides direction to, and delegates responsibilities to building services and security staff (if applicable) to maintain a clean and safe building	Does not help ensure that building services and security staff are clear on their responsibilities; allows building and grounds to deteriorate; inadequately monitors the implementation of safety procedures
13B. Helps ensure that staff monitors immunizations, blood safety, and health regulations; communicates with staff and school community regarding health issues as appropriate	Rarely helps monitor implementation of health/safety regulations; does not communicate with staff and school community regarding health issues
14B. Ensures that staff members monitor arrival and dismissal of students	Does not ensure that staff members monitor arrival and dismissal of students
15B. Recognizes the evolving needs of the school (e.g., changes in the student population, condition of the building) and helps plan to address these needs	Rarely or never plans to address evolving needs of the school
16B. Supports structures and processes that promote effective communication and timely resolution of conflicts; establishes and maintains regular procedures whereby students and stakeholders are able to	Does not support structures and processes that promote effective communication and timely resolution of conflicts; neither establishes nor maintains regular procedures whereby students and stakeholders are

Standard 3 continued

communicate concerns	able to communicate concerns
MEETS STANDARD	DOES NOT MEET STANDARD
17C. Assists in evaluating programs in the school for their relevance to the school improvement plan; uses available data from division-wide and school-based assessment as a form of continual program evaluation	Helps implement programs into the school without evaluating their relevance to the school improvement plan; does not use available data to evaluate programs
18C. Helps prioritize funding allocations (human and material) to support the instructional program and school improvement goals	Helps allow funding allocations to be used for purposes that do not support the instructional program and/or school improvement goals
19C. Identifies and encourages staff to pursue resources (e.g., grants, business partners, volunteers) to support the school improvement plan goals	Does not identify and encourage staff to pursue resources outside LCS to support the school improvement plan goals
20D. Supports the development of management skills among the staff to handle the key aspects of school management	Does not support the development of management skills among the staff
21D. Helps delegates responsibilities to a variety of appropriate staff	Does not help to delegate responsibilities; delegates responsibility only to a limited few
22D. Assists with implementation of a master schedule with a balanced program of learning opportunities for all students; monitors assignment of students to classes and staff that best meet students needs	Assists with implementing a master schedule that limits learning opportunities; does not monitor assignment of students to classes or staff
23D. Helps to organize instructional teams/support groups to meet student needs	Rarely or never organizes instructional teams/support groups to meet student needs
24D. Helps select and develop instructional team leaders who have the capacity to motivate others, makes decisions, and creates change; cultivates leadership from within the school's staff	Helps select team leaders who lack essential leadership or motivational skills; does not provide opportunities for leadership development within the school's staff
25D. Applies change theory principles to support collaborative decision making (e.g., forming task forces, identifying staff and school community leadership, establishing an action plan with timeline)	Rarely or never applies change theory principles to support collaborative decision making
26D. Uses a research-based, systemic process (e.g., <u>The Skillful Teacher</u>) with criteria to guide continuous improvement; en-	Plans for school improvement without attention to research or systemic processes; process is sporadic

Standard 3 continued

sures that the process is ongoing	
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Standard 4: The associate principal, assistant principal, and administrative assistant is an educational leader who promotes success for all students as he/she collaborates with the school staff and other stakeholder groups including students, families, and community members.

Performance Criteria

The associate principal, assistant principal, and administrative assistant:

- A. Ensures that the involvement of staff and other stakeholder groups includes students, families, and community members in continuous improvement processes and decision making.
- B. Considers and utilizes, as appropriate, available family and community resources to provide support and achieve school goals.
- C. Encourages and develops collaborative partnerships to strengthen programs and support school goals.
- D. Identifies, nurtures, and includes diverse stakeholders in the work and culture of the school as appropriate.
- E. Recognizes individual and group differences and treats all stakeholders with respect.
- F. Creates and sustains a culture of collaboration, trust, learning, and high expectations.
- G. Establishes collaborative processes that promote cooperation among diverse groups working together to develop and accomplish common goals.

Examples of evidence of management of processes, practices, and resources
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The associate principal, assistant principal or administrative assistant ...

MEETS STANDARD	DOES NOT MEET STANDARD
1A. Assists with involving professional and supporting services staff in decision-making and continuous improvement processes as appropriate	Rarely or never assists with involving professional and supporting services staff in decision-making and continuous improvement processes

Standard 4 continued

2A. Helps present information to staff and solicits feedback through a variety of methods prior to making changes to existing programs/processes or prior to adopting new ones	Rarely or never helps present information to or solicits feedback from staff prior to making changes to existing programs/processes or adopting new ones
MEETS STANDARD	DOES NOT MEET STANDARD
3A. Assists with utilizing valid data from staff, student, or parent school surveys such as school climate, leadership and others to celebrate successes and engage in problem-solving with staff and other stakeholders as appropriate	Does not assist with sharing or utilizing valid and complete data from surveys with stakeholders; does not allocate time for discussion of the data; fails to establish any process for involving stakeholders in using survey data to make changes in school structure, plans, or processes
4A. Helps facilitate opportunities to pilot division approved community-based programs or participate in research, if applicable	Does not help to facilitate opportunities to pilot division approved community-based programs or participate in research, if applicable
5B. Maintains visibility in the community by attending and participating in community events	Rarely or never attends or participates in community events
6B. Assists with establishing a clear process for using outside resources to foster student achievement; solicits funds/seeks grants from a variety of sources (e.g., community, civic groups, local government, business foundations) to support school improvement plan goals and initiatives	Rarely or never communicates a clear process for using outside resources to foster student achievement; rarely or never solicits funds to support SIP goals and initiatives
7B. Helps ensure collaboration with community agencies to acquire health, social, or other services that students need; refers families to community agencies as needed	Rarely or never helps collaborate with community agencies to acquire services or make referrals
8B. Assists with inviting community and business groups into the school for a variety of activities (e.g., volunteering in classes, participating in career days and speaking engagements, providing mentors for service learning and internships)	Rarely or never assists with inviting community and business groups into the school to participate in activities
9C. Helps with establishing a multi-faceted program of community relations; that encourages active participation from community members	Does not establish a program of community relations; and rarely considers input from community members
10C. Facilitates input from stakeholder groups through a variety of methods (e.g.,	Uses limited methods to solicit input

Standard 4 continued

<p>professional learning communities, study groups, advisory groups, meetings with parents and the school community) to identify and solve problems and achieve school goals</p>	
<p>MEETS STANDARD</p>	<p>DOES NOT MEET STANDARD</p>
<p>11C. Helps to ensure that stakeholder meetings are held at times that make them accessible to school community</p>	<p>Schedules meetings at times that interfere with the attendance of stakeholders</p>
<p>12C. Assists with maintaining partnerships with business and community groups to obtain financial support, materials, and mentors for students and staff</p>	<p>Does not assist with maintaining partnerships with business and community groups to obtain financial support, materials, and mentors for students and staff</p>
<p>13D.Helps to ensure that the school improvement plan team membership includes stakeholder groups; periodic reviews of the school improvement plan contain evidence of this involvement (e.g., agendas, attendance rosters, minutes, observations of meetings)</p>	<p>Helps to establish a school improvement plan team that does not represent all stakeholder groups.</p>
<p>14D. Works to recommend and retain qualified staff who reflect the diversity of the LCS community upon availability</p>	<p>Makes limited or no attempts to recruit and retain diverse staff members</p>
<p>15D. Works to select school leadership team membership that reflects the diversity of the school community</p>	<p>Makes limited or no attempts to recruit and retain diverse members of the leadership team</p>
<p>16E. Helps communicate with stakeholders and articulates trends that affect the community through a variety of methods; provides communications in the predominant language(s) used in the community</p>	<p>Relies primarily on written communication; rarely or never provides communications in the predominant language(s) used in the community</p>
<p>17E. Respects all groups and their priorities; treats all stakeholders equitably; responds equitably to parent, student, staff, and community concerns</p>	<p>Responds to some stakeholder groups more favorably than others</p>
<p>18E. Recognizes and celebrates differences in cultures through student work/displays</p>	<p>Rarely or never displays student work representing different cultures</p>
<p>19E. Respects all stakeholders and their priorities and responds to their concerns in a timely manner</p>	<p>Does not respect all stakeholders and their priorities nor respond to their concerns in a timely manner</p>

Standard 4 continued

20F. Helps to facilitate a climate in which staff input and innovation are encouraged	Discourages or ignores staff input and innovation
21F. Assists in establishing opportunities for individuals and groups to meet, reflect, and have input on significant school decisions	Establishes few or no opportunities for staff to meet, reflect, and have input on significant school decisions
MEETS STANDARD	DOES NOT MEET STANDARD
22F. Encourages mutual respect among staff, students and school community by modeling respectful behaviors with all	Does not encourages mutual respect among staff, students and school community by modeling respectful behaviors with all
23F. Protects the rights of confidentiality of individual students, staff, and parents	Violates or is careless about protecting confidentiality
24G. Seeks out representation from all stakeholder groups to participate in the process of decision making.	Does not seek out representation from all stakeholder groups

STANDARD 5: The associate principal, assistant principal, and administrative assistant is an educational leader who promotes the success of every student as he/she models professionalism and professional growth in a culture of continuous improvement.

Performance Criteria

The associate principal, assistant principal, and administrative assistant:

- A. Seeks and considers feedback and reflects on his/her leadership and the impact it has on other stakeholders.
- B. Demonstrates values, beliefs, and attitudes that inspire others to promote the success of every student.
- C. Demonstrates commitment to continuous improvement for students, staff, and self.
- D. Uses data from a variety of sources to assess professional growth and shares with appropriate stakeholders
- E. Involves each staff member in the professional development process to build professional learning communities.
- F. Models appropriate professional standards in conduct and appearance.

Examples of evidence of modeling professionalism and professional growth

The associate principal, assistant principal or administrative assistant ...

MEETS STANDARD	DOES NOT MEET STANDARD
1A. Solicits, listens to, and acts on input from stakeholders individually and in groups (e.g., through conferences, meetings, surveys, e-mails, telephone calls) in a timely manner	Rarely or never solicits, listens to, or acts on input from stakeholders; is unavailable and/or unresponsive to stakeholders
2A. Seeks out and uses feedback from colleagues and stakeholders to evaluate the impact of his/her own administrative practice	Neither seeks out nor acts on feedback
3A. Reflects on how to improve processes of his/her own administrative practice	Seeks but does not act on feedback
4A. Identifies personal goals in a professional development plan of his/her own administrative practice	Sets personal goals regardless of feedback

Standard 5 continued

MEETS STANDARD	DOES NOT MEET STANDARD
5B. Demonstrates a personal and professional code of ethics (e.g., core values and beliefs such as honesty and integrity) in formal and informal settings	Disregards common standards of ethical and professional behavior; allows personal feelings to interfere with professional code of ethics and/or core values
6B. Communicates key beliefs about student learning to staff, students, and parents: <ul style="list-style-type: none"> • Learning is important • All students can learn with effective effort • We must not give up on students 	Sends messages to students, staff, and parents that do not support student learning; communications convey that these messages are important for some groups, but not others
7B. Leads staff toward high levels of performance	Rarely or never lead staff toward high levels of performance
8B. Demonstrates dedication, openness, integrity and ethical behavior and holds others to these norms	Rarely or never demonstrates dedication, openness, integrity and ethical behavior; does not hold others to these norms
9B. Meets professional obligations in a complete and timely manner (e.g., paperwork, deadlines)	Is often late in meeting professional obligations; submits incomplete and/or inaccurate reports
10B. Participates in required school and system-wide meetings; shares information obtained at meetings with school staff	Misses or arrives late to meetings; rarely or never shares information with school staff
11C. Encourages staff to learn and pursue effective practices that focus on student learning and pursuing professional growth	Rarely or never encourages staff to learn and pursue effective practices that focus on student learning and pursuing professional growth
12C. Helps ensure that each staff member has an appropriate professional development plan; monitors individuals' progress toward professional development goals	Does not ensure that each staff member has an appropriate professional development plan; rarely or never monitors individuals' progress toward professional development plan goals
13C. Models lifelong learning and encourages lifelong learning in others	Rarely or never seeks out opportunities to learn; does not encourage lifelong learning in others
14C. Assists with the development of the leadership capacity of staff	Limits opportunities for staff to assume leadership or expanded roles in the school
15C. Holds membership in local, state, or national professional associations and organizations; and/or participates in professional growth opportunities relevant to education (e.g., course work, workshops, conferences, research, study groups)	Maintains limited or no membership in professional organizations; rarely and/or never participates in professional growth opportunities relevant to education

Standard 5 continued

MEETS STANDARD	DOES NOT MEET STANDARD
16D. Helps monitor staff participation in curriculum-related professional development and in-service training	Rarely or never monitors staff participation in curriculum-related professional development and in-service training
17D. Helps solicit input from teachers and the school leadership team regarding their professional development needs and the design of professional development days	Rarely or never solicits input from teachers and the school leadership team; or solicits input from selected members only
18D. Assists in analyzing school test data for evidence of continuous progress; identifies priorities and implements programs for his/her professional growth and that of staff	Does not assist in analyzing test data; analyzes data but implements programs for professional growth that are not connected to the data; analyzes the data but does not implement programs suggested by the data
19D. Shares data from a variety of sources (e.g., achievement, student progress, attendance data) with staff, students, and the school community, and solicits suggestions for continuous improvement	Rarely or never shares data with staff, students, and the school community; rarely or never solicits suggestions for continuous improvement; solicits suggestions but does not act on them
20D. Facilitates the use of information and data gained from successful Professional Growth Plans	Does not facilitates the use of information and data gained from successful Professional Growth Plans
21E. Assist with providing professional development to teachers through a variety of methods (e.g., professional learning communities, staff meetings, peer visits with reflection, study groups, action research, professional development days)	Rarely or never works with staff or works in a limited way with staff to provide professional development

STANDARD 6: The associate principal, assistant principal, and administrative assistant is an educational leader who promotes the success of every student as he/she expands personal knowledge and develops skills to respond to continuously changing political, social, cultural, and economic conditions that impact schools and the school system.

Performance Criteria

The associate principal, assistant principal, and administrative assistant:

- A. Develops and applies knowledge of policies, regulations, procedures, and laws in a consistent manner.
- B. Participates in the development of policies, programs, and budgets.
- C. Advocates for students, staff, school community, and the school system.
- D. Articulates the district's initiatives, ensures their implementation, and participates in their continuous improvement.

Examples of understanding, responding to, and influencing the larger political, social, socioeconomic, legal, and cultural context

The associate principal, assistant principal or administrative assistant ...

MEETS STANDARD	DOES NOT MEET STANDARD
1A. Demonstrates knowledge of local, state, and national educational and cultural trends, current research, and best practices; applies this knowledge to the school's programs and operation	Creates and maintains school programs without consideration of local, state, or national educational! cultural trends, best practices, or current research
2A. Commits to LCS policies, regulations and procedures, as well as local, state and federal mandates and seeks clarification as necessary	Misinterprets and fails to comply with LCS policies, regulations and procedures, as well as local, state and federal mandates
3B. Participates in local and state committees or workgroups; works on development of programs, policies, or budgets, as requested	Declines opportunities to participate in local and state committees or workgroups; rarely or never works on developing programs, policies, or budgets
4C. Balances participation in local, state, or national professional associations and organization activities with day-to-day school operations and responsibilities	Allows professional organization activities to supersede day-to-day school operations and responsibilities
5C. Engages in all aspects of the school community acting as a spokesperson for the needs of the school and the student population	Avoids invitations to address civic and community organizations. Does not know or interact with key stakeholders across the breadth of demographics in the school community

Standard 6 continued

MEETS STANDARD	DOES NOT MEET STANDARD
6C. Actively advocates on behalf of students, staff, and the school community for necessary resources to support the goals and objectives of the school (e.g., at meetings of the school board, civic associations, professional organizations, city council, budget hearings)	Rarely or never advocates on behalf of students, staff, and the school community for necessary resources
7C. Helps involve students, staff, and the school community in working together to meet the goals of the school system's comprehensive plan	Rarely or never involves students, staff, and the school community in working together to meet the goals of the school system's comprehensive plan
8D. Helps monitor the implementation and progress of the school improvement plan and updates it as appropriate; ensures that the school improvement plan reflects changing political, social, cultural, and economic conditions	Updates the school improvement plan cursorily or not at all; maintains a school improvement plan that does not reflect changing political, social, cultural, and economic conditions
9D. Assists with the explanation to students, staff, and the school community about how the local school fits into the larger context of the school system	Provides limited or inadequate explanation to students, staff, and the school community about how the local school fits into the larger context of the school system
10D. Helps communicate the budget process and its impact on the local school to the school stakeholders	Provides limited or inadequate communication about the budget process and its implications to the school stakeholders
11D. Provides feedback about programs and initiatives to appropriate LCS staff; serves on committees, task forces, and focus groups evaluating LCS programs and initiatives	Rarely or never provides feedback about programs and initiatives to appropriate LCS staff; rarely or never serves on committees, task forces, or focus groups to evaluate LCS programs and initiatives
12D. Helps communicate necessary information to students, staff, and the school community regarding LCS policies, regulations, and procedures, as well as local, state, and federal mandates	Rarely or never communicates with students, staff, and the school community to foster understanding of LCS policies, regulations, and procedures as well as local, state, and federal mandates
13D. Helps articulate alignment of the school improvement planning process with the goals and initiatives of the LCS comprehensive plan to students, staff, and the school community	Does not articulate alignment of the school improvement planning process with the goals and initiatives of the LCS comprehensive plan

Agenda Report

Date: 01/25/11

Agenda Number: G-4

Attachments: Yes

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

Subject: Educational Technology Series XI (Spring 2011) Notes

Summary/Description:

The Virginia Department of Education has notified Lynchburg City Schools that its share of the Educational Technology Series XI (Spring 2011) Grant Funds will be \$466,000. A 20 percent matching expenditure of \$93,200 is required. Grant funds may be expended on networking/infrastructure equipment, classroom multimedia network computers, instructional software, and local technology plan equipment. Purchases from these funds are financed by Virginia Public School Authority Bonds, which are sold in the spring of each year.

Ordinarily, these funds may not be spent more than 60 days prior to the date the bonds are sold. However, a school division may spend funds prior to that date and be reimbursed for those expenditures if the school board passes a resolution stating its intention to do so. A resolution stating the school board's intention to be reimbursed for expenditures is attached for school board consideration.

The Central Virginia Governor's School for Science and Technology, the LAUREL Regional Special Education Program, and the Middle School Learning Center are also eligible for \$26,000 grants per school. There is no local match required for these grants. The resolution attached to this agenda report refers to these funds as well.

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

Recommendation:

The superintendent recommends that the school board approve the resolution to permit reimbursement for expenditures under the Educational Technology Issue Series XI Notes.

RESOLUTION OF THE LYNCHBURG CITY SCHOOL BOARD OF LYNCHBURG CITY SCHOOLS DECLARING ITS INTENTION TO REIMBURSE ITSELF FROM THE PROCEEDS OF ONE OR MORE GRANTS MADE BY THE COMMONWEALTH OF VIRGINIA FOR CERTAIN EXPENDITURES MADE AND/OR TO BE MADE IN CONNECTION WITH CERTAIN CAPITAL IMPROVEMENTS

WHEREAS, Lynchburg City Schools (“the Division”) is a political subdivision organized and existing under the laws of the Commonwealth of Virginia; and

WHEREAS, the Division has paid, beginning no earlier than December 1, 2010 and will pay, on and after the date hereof, certain expenditures (the “Expenditures”) in connection with the capital projects (the “Project”), as more fully described in Appendix A attached hereto; and

WHEREAS, the Lynchburg City School Board of the Division (the “Board”) has determined that the money previously advanced no more than 60 days prior to the date hereof and to be advanced on and after the date hereof to pay the Expenditures are available only for temporary period and it is necessary to reimburse the Division for the Expenditures from the proceeds of one or more grants to be made by the Commonwealth of Virginia (the “Grants”) from the proceeds of its tax exempt equipment notes (the “Notes”).

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD AS FOLLOWS:

Section 1. The Board hereby declares the Division’s intent to reimburse the Division with the proceeds of the Grants for the Expenditures with respect to the Project made on and after December 1, 2010, which date is no more than 60 days prior to the date hereof. The Division reasonably expects on the date hereof that it will reimburse the Expenditures with the proceeds of the Grants.

Section 2. Each Expenditure was and will be of a type properly chargeable to capital account under the general federal income tax principles (determined in each case as of the date of the Expenditure).

Section 3. The maximum cost of the Project is expected to be \$544,000.00.

Section 4. The Division will make a reimbursement allocation, which is a written allocation by the Division that evidences the Division’s use of the proceeds of the Grants to reimburse an Expenditure, no later than 18 months after the later of the date on which the Expenditure is paid or the Project is placed in service or abandoned, but in no event more than three years after the date on which the Expenditure is paid. The Division recognizes that exceptions are available for certain “preliminary expenditures,” costs of issuance, certain de minimis amounts, expenditures by “small issuers”(based on the year of issuance and not the year of expenditure) and expenditures for construction projects of at least 5 years.

Section 5. This resolution shall take effect immediately upon its passage.

PASSED AND ADOPTED this 25st day of January, 2011.

(School Board Chair)

Attested to:

(Superintendent)

APPENDIX A

DESCRIPTION OF PROJECT

Check the Applicable Box(es):

- (1) **Classroom Multimedia Network Computers** – requests in this category include only the cost of the new computer itself (e.g., monitor,CPU,keyboard, mouse, operating system software). Additional software or peripherals such as printers or modems should not be included in this category.

- (2) **Internet-Ready Local Area Network (LAN) Capability** – requests in this category include costs related to networking,retrofitting, upgrading of school buildings, and operating software related to Internet-ready local area network capability (e.g., wiring,servers,power upgrade, etc.).

- (3) **Assure adequate high-speed, high-bandwidth capability** – requests in this category include costs related to networking,retrofitting, upgrading of school buildings, and operating software related to access the Internet (e.g., wiring,servers,power upgrade,etc.).

- (4) **Instructional Software** – requests in this category shall not exceed **1/13th** of the amount spent on Classroom Multimedia Network Computers (see A1). Software purchased must have a useful life of a least one year and be included in the division's approved technology plan.

Agenda Report

Date: 01/25/11

Agenda Number: G-5

Attachments: Yes

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

Subject: Summer School: 2011

Summary/Description:

The school administration will present a proposed calendar for 2011 summer programs. The presentation will include explanations of the following components:

- Dates of all programs, given the earlier end of the 2010-11 school year
- Changes in elementary remedial summer school
 - “Summer Safari” concept
 - Inclusion of retained students
 - Inclusion of students in need of additional reading instruction
 - Two enrichment field trips
 - Inclusion of pre-kindergarten summer school
- Inclusion of four elementary enrichment programs
- Re-institution of high school summer school
- Continuation of traditionally offered opportunities
 - High school SOL Academies
 - PETAL enrichment
 - Middle school remedial summer school
 - Summer sport camps

Disposition: Action
 Information
 Action at Meeting on: 02/01/11

Recommendation:

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the meeting on February 1, 2011.

Lynchburg City Schools: Approved 2010 Summer Programs

Program	Students Served	Location	Dates & Hours	Cost to Student	Transp. Provided?
PETAL Elementary Accelerated Reading and Math Academies	Students rising into grades 2-6 recommended for acceleration in reading or math. Eligibility requirements will be communicated through the principal.	Dearington Elementary School for Innovation	June 20-July 28 (M-Th) – off July 4 Students: 8:30 a.m. – 12:00 p.m. Monday – Thursday No Friday sessions Teachers: 8:00 a.m.- 12:15 p.m.	None	Yes
PETAL Middle School Accelerated Math Academy	Students rising into grades 7 and 8 recommended for acceleration in math. Eligibility requirements will be communicated through the principal.	E. C. Glass High School	June 13-July 21 (M-Th) – off July 4 Students: 8:30 a.m. - 12:00 noon Monday – Thursday No Friday sessions Teachers: 8:00 a.m. – 12:15 p.m.	None	Yes
PETAL High School Accelerated Math Bridge Academies	Current high school PETAL students needing a transitional course into their next accelerated math course	E. C. Glass High School	July 11-July 21 (M-Th) Students: 8:30 a.m. - 12:00 noon Monday – Thursday No Friday sessions Teachers: 8:00 a.m. – 12:15 p.m.	None	Yes

Lynchburg City Schools: Approved 2010 Summer Programs

Program	Students Served	Location	Dates & Hours	Cost to Student	Transp. Provided?
Four Elementary Enrichment Programs: science, technology art, and musical theatre	Students rising into grades 1-5	Linkhorne Elementary	July 11–15 (M-F) July 18–22 (M-F) July 25–29 (M-F) Students: 1 st class: 9:00-12:00 noon (M-F) 2 nd class: 1:00-4:00 p.m. (M-F) Teachers: 1 st class: 8:30 a.m. – 12:15 p.m. 2 nd class: 12:30 p.m. – 4:15 p.m.	\$50 city residents \$100 non-city residents \$90 (2 wks) city residents \$175 (2 wks) non-city residents	No
Summer Athletic Camps	Elementary, middle, and high school students interested in developing skills in particular sports	Heritage and E.C. Glass High Schools	Dates–TBA hours vary by camp	\$30 to \$50 per camp depending on camp	No
SOL Content Academies	Students who have passed a course but failed the associated SOL test Page 77	E. C. Glass High School	June 10-16 Algebra 1 Chemistry June 17-23 Biology 1 Geometry U. S. History June 24-30 English RLR World History 1 Algebra 2 July 1-8 Writing World History 2/ Earth Science July 11 Tutoring for SOL Tests July 18-21 SOL Writing Testing July 12-21 SOL Testing Students: 8:30 a.m. – 12:00 noon Teachers: 8:00 a.m. – 12:15 p.m.	None	Yes

Lynchburg City Schools: Approved 2010 Summer Programs

Program	Students Served	Location	Dates & Hours	Cost to Student	Transp. Provided?
Pre-Kindergarten	Children enrolled in LCS pre-K in the 10-11 school year and in need of additional instruction before enrolling in Kindergarten	Linkhorne Elementary	June 20-July 29 (M-Th) – off July 4 (Teacher Workday June 17) Students: 8:15 a.m. – 11:45 a.m. Teachers: 7:45 a.m. – 12:15 noon	None	Yes
SUMMER SAFARI Elementary Remedial Summer School	Students currently in grades K-5 who either (1) will be retained, or (2) need additional reading and math instruction	Linkhorne Elementary	June 20-July 29 (M-Th) – off July 4 (Teacher Workday June 17) 2 Friday enrichment field trips Students: 8:15 a.m. – 11:45 a.m. Teachers: 7:45 a.m. – 12:15 noon	None	Yes
Middle School Remedial Summer School	Students currently in grades 6-8 who are required to complete a course successfully in order to be promoted	E. C. Glass High School	Registration-Wednesday, June 8, 2011 8:30a.m. – 5:30p.m. <u>1st Session</u> June 13-June 27 (M-F) <u>2nd Session</u> June 28-July 13 (M-F) – off July 4 Students: 8:30 a.m. - 12:00 noon Teachers: 8:15 a.m. – 12:15 p.m.	None	Yes

Lynchburg City Schools: Approved 2010 Summer Programs

<p>High School Remedial Summer School</p>	<p>Current 9th-12th grade students needing to repeat courses for credit</p>	<p>E. C. Glass High School</p>	<p>Registration-Wednesday, June 8, 2011 8:30a.m. – 5:30p.m.</p> <p><u>1st Session</u> (semester 1) Thursday, June 16-June 30 (M-F)</p> <p><u>2nd Session</u> (semester 2) Friday, July 1-July 18 (M-F) – off July 4</p> <p>SOL Writing Test July 18-21 SOL Testing: July 12-July 21 Graduation: Friday, July 22 <u>Class Times (both sessions)</u> <u>Students:</u> 1st class: 8:15 – 11:45 a.m. 2nd class: 12:15 – 3:45 p.m. <u>Teachers:</u> 1st class: 8:00 a.m. – 12:00 p.m. 2nd class: 12:00 p.m. – 4:00 p.m.</p>	<p>\$75.00 per semester class for city residents \$150.00 per semester class for non-city residents.</p>	<p>No</p>
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Agenda Report

Date: 01/25/11

Agenda Number: G-6

Attachments: Yes

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

Subject: School Board Policy 7-14: Non-residents

Summary/Description:

School Board Policy 7-14: Nonresidents states:

“Nonresident students are not eligible to apply as Lynchburg residents to attend the prekindergarten program, the schools for innovation, the Gifted Opportunity Center, or the Central Virginia Governor’s School for Science and Technology.”

The prekindergarten program, the schools for innovation, and the Gifted Opportunity Center program were developed to benefit students who live in the city of Lynchburg. Further, the school division is allotted a certain number of slots for eligible students who live within the city to attend the Central Virginia Governor’s School for Science and Technology, and the school division pays tuition for students to attend that school. During this presentation, the school board will discuss possible revisions to the policy that will allow non-resident students access to these programs.

Disposition: Action
 Information
 Action at Meeting on:

Recommendation:

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

STUDENTS

Nonresidents

Nonresident students may be accepted for enrollment in the Lynchburg City Schools upon authorization by the superintendent or his/her designee.

Tuition fees for nonresident students will be approved by the board each year. Additional tuition fees may be charged depending upon the services required.

A refund for any unused tuition will be made if a nonresident student should withdraw during the school year.

The superintendent, or his designee, will assign students to schools. Transportation will be the responsibility of the parent.

Nonresident students are not eligible to apply as Lynchburg residents to attend the pre-kindergarten program, the schools for innovation, the Gifted Opportunity Center, or the Central Virginia Governor's School for Science and Technology.

Nonresident students will be admitted only on a space-available basis and contingent upon a review of the student's scholastic record. Admission is not assumed to be continuous from one year to the next. Parents/guardians must submit an application each year.

Students who have been suspended from their former schools or who have poor attendance or disciplinary records or reportable offenses may not be accepted. Nonresident students who become disciplinary problems, have attendance problems, or have reportable offenses after enrollment are subject to immediate removal from the school division.

Parents or guardians paying tuition for multiple children during the same academic year will pay on a basis of paying full tuition for the first child and half tuition for any other children who reside with the same parent/guardian.

Legal Reference

Code of Va., §22.1-5. Regulations concerning admission of certain persons to schools; tuition charges. – "A. Consistent with Article VIII, Section 1 of the Constitution of Virginia, no person may be charged tuition for admission or enrollment in the public schools of the Commonwealth, whether on a full-time or part-time basis, who meets the residency criteria set forth in § [22.1-3](#). No person of school age shall be charged tuition for enrollment in a general education development or alternative program offered as a regional or divisionwide initiative by the local school division in which such person is deemed to reside pursuant to § [22.1-3](#). Further, no person of school age shall be denied admission or charged tuition when (i) such person's custodial parent has been deployed

STUDENTS

Nonresidents (continued)

outside the United States as a member of the Virginia National Guard or as a member of the United States Armed Forces; (ii) such person's custodial parent has executed a Special Power of Attorney under Title 10, United States Code, § 1044b providing for the care of the person of school age by an individual who is defined as a parent in § [22.1-1](#) during the time of his deployment outside the United States; and (iii) such person has been attending a public school in this Commonwealth while residing with his custodial parent. The person of school age shall be allowed to attend a school in the school division in which the individual providing for his care, pursuant to the Special Power of Attorney under Title 10, United States Code, § 1044b, resides or, when practicable, to continue to attend the school in which he was enrolled while residing with his custodial parent.

The following persons may, however, in the discretion of the school board of a school division and pursuant to regulations adopted by the school board, be admitted into the public schools of the division and may, in the discretion of the school board, be charged tuition:

1. Persons who reside within the school division but who are not of school age.
2. Persons of school age who are residents of the Commonwealth but who do not reside within the school division, except as provided in this section.
3. Persons of school age who are attending school in the school division pursuant to a foreign student exchange program approved by the school board.
4. Persons of school age who reside beyond the boundaries of the Commonwealth but near thereto in a state or the District of Columbia which grants the same privileges to residents of the Commonwealth.
5. Persons of school age who reside on a military or naval reservation located wholly or partly within the geographical boundaries of the school division and who are not domiciled residents of the Commonwealth of Virginia; however, no person of school age residing on a military or naval reservation located wholly or partly within the geographical boundaries of the school division may be charged tuition if federal funds provided under P.L. 874 of 1950, commonly known as Impact Aid, shall fund such students at not less than 50 percent of the total per capita cost of education, exclusive of capital outlay and debt service, for elementary or secondary pupils, as the case may be, of such school division.
6. Persons of school age who, as domiciled residents of the Commonwealth who were enrolled in a public school within the school division, are required as a result of military or federal orders issued to their parents to relocate and reside on federal property in

STUDENTS

Nonresidents (continued)

another state or the District of Columbia, if the school division subsequently enrolling such persons is contiguous to such state or District of Columbia.

7. Persons of school age who reside in the school division and who are enrolled in summer programs, exclusive of required remediation as provided in § [22.1-253.13:1](#), or in local initiatives or programs not required by the Standards of Quality or the Standards of Accreditation.

For the purposes of determining the residency of persons described in subdivisions 1 and 2 of this subsection, local school boards shall adopt regulations consistent with the residency requirements regarding persons residing in housing or temporary shelter, or on property located in multiple jurisdictions, as articulated in § [22.1-3](#).

B. Persons of school age who are not residents of the Commonwealth but are living temporarily with persons residing within a school division may, in the discretion of the school board and pursuant to regulations adopted by it, be admitted to the public schools of the school division. Tuition shall be charged such persons.

C. No tuition charge authorized or required in this section shall exceed the total per capita cost of education, exclusive of capital outlay and debt service, for elementary or secondary pupils, as the case may be, of such school division and the actual, additional costs of any special education or gifted and talented program provided the pupil, except that if the tuition charge is payable by the school board of the school division of the pupil's residence pursuant to a contract entered into between the two school boards, the tuition charge shall be that fixed by such contract.

D. School boards may accept and provide programs for students for whom English is a second language who entered school in Virginia for the first time after reaching their twelfth birthday, and who have not reached 22 years of age on or before August 1 of the school year. No tuition shall be charged such students, if state funding is provided for such programs.”

(Code 1950, §§ 22-218.3, 22-219, 22-220; 1958, c. 628; 1959, Ex. Sess., c. 81, § 1; 1964, c. 192; 1968, c. 178; 1976, cc. 681, 713; 1978, c. 140; 1980, c. 559; 1981, c. 342; 1993, c. 293; 1994, c. 887; 1999, cc. 394, 443, 465, 988; 2000, c. 253; 2004, c. 967.)

Code of Va., § 22.1-101.1. Increase of funds for certain nonresident students; how increase computed and paid; billing of out-of-state placing agencies or persons.--” A. To the extent such funds are appropriated by the General Assembly, a school division shall be reimbursed for the cost of educating a child who is not a child with disabilities and who is not a resident of such school division under the following conditions:

STUDENTS

Nonresidents (continued)

1. When such child has been placed in foster care or other custodial care within the geographical boundaries of the school division by a Virginia agency, whether state or local, which is authorized under the laws of this Commonwealth to place children;

2. When such child has been placed within the geographical boundaries of the school division in an orphanage or children's home which exercises legal guardianship rights; or

3. When such child, who is a resident of Virginia, has been placed, not solely for school purposes, in a child-caring institution or group home licensed under the provisions of Chapter 17 (§ [63.2-1700](#) et seq.) of Title 63.2 which is located within the geographical boundaries of the school division.

B. To the extent such funds are appropriated by the General Assembly, a school division shall be reimbursed for the cost of educating a child with disabilities who is not a resident of such school division under the following conditions:

1. When the child with disabilities has been placed in foster care or other custodial care within the geographical boundaries of the school division by a Virginia agency, whether state or local, which is authorized under the laws of this Commonwealth to place children;

2. When such child with disabilities has been placed within the geographical boundaries of the school division in an orphanage or children's home which exercises legal guardianship rights; or

3. When such child with disabilities, who is a resident of Virginia, has been placed, not solely for school purposes, in a child-caring institution or group home licensed under the provisions of Chapter 17 (§ [63.2-1700](#) et seq.) of Title 63.2 which is located within the geographical boundaries of the school division.

C. Each school division shall keep an accurate record of the number of days which any child, identified in subsection A or B above, was enrolled in its public schools, the required local expenditure per child, the handicapping condition, if applicable, the placing agency or person and the jurisdiction from which the child was sent. Each school division shall certify this information to the Board of Education by July 1 following the end of the school year in order to receive proper reimbursement. No school division shall charge tuition to any such child.

D. When a child who is not a resident of Virginia, whether disabled or not, has been placed by an out-of-state agency or a person who is the resident of another state in foster care or other custodial care or in a child-caring institution or group home licensed under the provisions of Chapter 17 (§ [63.2-1700](#) et seq.) of Title 63.2 located within the

STUDENTS

Nonresidents (continued)

geographical boundaries of the school division, the school division shall not be reimbursed for the cost of educating such child from funds appropriated by the General Assembly. The school division in which such child has been enrolled shall bill the sending agency or person for the cost of the education of such child as provided in subsection C of § [22.1-5](#).

The costs of the support and maintenance of the child shall include the cost of the education provided by the school division; therefore, the sending agency or person shall have the financial responsibility for the educational costs for the child pursuant to Article V of the Interstate Compact on the Placement of Children as set forth in Chapters 10 (§ [63.2-1000](#) et seq.) and 11 (§ [63.2-1100](#) et seq.) of Title 63.2. Upon receiving the bill for the educational costs from the school division, the sending agency or person shall reimburse the billing school division for providing the education of the child. Pursuant to Article III of the Interstate Compact on the Placement of Children, no sending agency or person shall send, bring, or cause to be sent or brought into this Commonwealth any child for placement unless the sending agency or person has complied with this section by honoring the financial responsibility for the educational cost as billed by a local school division.”

(1988, c. 101; 1992, cc. 837, 880; 1994, c. 854.)

Code of Va., § 22.1-255. Nonresident children.-- Any person who has residing with him for a period of sixty days or more any child within the ages prescribed in § [22.1-254](#) whose parents or guardians reside in another state or the District of Columbia shall be subject to the provisions of § [22.1-254](#) and shall pay or cause to be paid any tuition charges for such child that may be required pursuant to § [22.1-5](#) or shall return such child to the home of his parents or legal guardians.

(Code 1950, § 22-220; 1958, c. 628; 1968, c. 178; 1976, cc. 681, 713; 1978, c. 140; 1980, c. 559.)

Public Law 100-77 (July 22, 1987) at Subtitle B - "Education for Homeless Children and Youth."

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