



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**  
**February 1, 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. School Board Appreciation Month  
Paul McKendrick. . . . .Page 2  
Discussion

**C. CONSENT AGENDA**

- 1. Capital Improvement Plan: 2012-2016  
Edward R. Witt, Jr. . . . .Page 3  
Discussion/Action
- 2. Administrative and Supervisory Professional Growth  
System Handbook – Principal, Associate Principal, Assistant  
Principal, and Administrative Assistant Standards  
William A. Coleman, Jr. . . . . Page 5  
Discussion/Action
- 3. Summer School: 2011  
William A. Coleman, Jr. . . . . Page 48  
Discussion/Action

**D. STUDENT REPRESENTATIVE COMMENTS**

**E. UNFINISHED BUSINESS**

- 1. Capital Improvement Plan: Heritage High School Bleachers  
Edward R. Witt, Jr. . . . .Page 53  
Discussion/Action

- 2. Capital Improvement Plan: Heritage High School Curtain Wall Repairs  
Edward R. Witt, Jr. . . . .Page 54  
Discussion/Action
- 3. Administrative Regulation 2-42: Community Use of School Facilities: Rules and Conditions  
Edward R. Witt, Jr. . . . .Page 55  
Discussion/Action
- 4. School Board Policy 7-14: Non-residents  
William A. Coleman, Jr. . . . . Page 66  
Discussion

**F. NEW BUSINESS**

- 1. School Calendar: 2011-12  
William A. Coleman, Jr. . . . . Page 68  
Discussion

**G. SUPERINTENDENT’S COMMENTS**

**H. BOARD COMMENTS**

**I. INFORMATIONAL ITEMS**

Next School Board Meeting: Tuesday, February 15, 2011, 5:30 p.m.  
Board Room, School Administration Building

**J. ADJOURNMENT**

# Agenda Report

**Date:** 02/01/11

**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: **02/01/11**

Agenda Number: **B-1**

Attachments: **No**

From: Paul McKendrick, Superintendent

Subject: School Board Appreciation Month

## Summary/Description:

Governor Bob McDonnell has proclaimed the month of February 2011 as School board Appreciation Month. The Virginia School Boards Association established this observance in 1989 to encourage public recognition of the roles and responsibilities of school board members and to highlight the importance of public education throughout the Commonwealth.

This year's theme, "Our School Board Is Leading Students to Success," stresses the important role that today's school boards play in the future of public education. More than 850 school board members in Virginia are entrusted with establishing goals and policies for 134 local school divisions.

The Lynchburg City Schools is joining with other divisions throughout the state to recognize the important contributions school board members make to their communities.

Members of the Lynchburg City School Board receive no financial compensation for their tireless efforts, and this school board is one of very few boards statewide that has student representatives. The nine members of the school board are appointed by Lynchburg City Council.

Even though this special event shows an appreciation of school board members, members of the community recognize that their contributions reflect a year-round commitment. They are dedicated individuals who are committed to the continuing success of the city's schools and students.

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:** 02/01/11

**Agenda Number:** C-1

**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:**

## **Recommendation:**

The superintendent recommends that the school board approve the Capital Improvement Plan for 2012-16.

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	Total Cost
<b>Renovations/Replacement Projects:</b>							
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						\$ -
<b>Total renovation Projects*</b>	<b>\$ 2,876,530</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,000,000</b>	<b>\$ 3,000,000</b>	<b>20,000,000</b>	<b>\$ 25,000,000</b>
<b>Capital Maintenance Projects:</b>							
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
<b>Total Capital Maintenance Projects</b>	<b>\$ 920,000</b>	<b>\$ 1,574,054</b>	<b>\$ 3,078,603</b>	<b>\$ 656,536</b>	<b>\$ 814,797</b>	<b>\$ 823,388</b>	<b>\$ 6,947,378</b>
<b>Grand Total All Projects</b>	<b>\$ 3,796,530</b>	<b>\$ 1,574,054</b>	<b>\$ 3,078,603</b>	<b>\$ 2,656,536</b>	<b>\$ 3,814,797</b>	<b>\$ 20,823,388</b>	<b>\$ 31,947,378</b>

# Agenda Report

**Date:** 02/01/11

**Agenda Number:** C-2

**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:** 02/01/11

**Agenda Number:** C-2

**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:**

## **Recommendation:**

The superintendent recommends that the school board approve the Administrative and Supervisory Professional Growth System Handbook: Principal, Associate Principal, Assistant Principal, and Administrative Assistant Standards

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"> <li>• Learning is important</li> <li>• All students can learn</li> <li>• We must not give up on students and their learning</li> <li>• Effective effort leads to student achievement</li> </ul>	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

Standard 1 continued

ten formats)	
<b>MEETS STANDARD</b>	<b>DOES NOT MEET STANDARD</b>
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
<b>MEETS STANDARD</b>	<b>DOES NOT MEET STANDARD</b>
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

mate	
------	--

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)	
--	--

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

freely in discussions, offer opinions, brainstorm solutions, respect others' views)	
---	--

<b>MEETS STANDARD</b>	<b>DOES NOT MEET STANDARD</b>
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 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
<b>MEETS STANDARD</b>	<b>DOES NOT MEET STANDARD</b>
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/seek 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.	
-----------------------------	--

**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"> <li>• Learning is important</li> <li>• All students can learn with effective effort</li> <li>• We must not give up on students</li> </ul>	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

<b>MEETS STANDARD</b>	<b>DOES NOT MEET STANDARD</b>
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

<b>MEETS STANDARD</b>	<b>DOES NOT MEET STANDARD</b>
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"> <li>• Learning is important</li> <li>• All students can learn</li> <li>• We must not give up on students and their learning</li> <li>• Effective effort leads to student achievement</li> </ul>	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
<b>MEETS STANDARD</b>	<b>DOES NOT MEET STANDARD</b>
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
<b>MEETS STANDARD</b>	<b>DOES NOT MEET STANDARD</b>
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)	
<b>MEETS STANDARD</b>	<b>DOES NOT MEET STANDARD</b>
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)	
--------	--

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
<b>MEETS STANDARD</b>	<b>DOES NOT MEET STANDARD</b>
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	
-----------------------------------	--

**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.

<b>Examples of evidence of management of processes, practices, and resources</b>
--

*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
<b>MEETS STANDARD</b>	<b>DOES NOT MEET STANDARD</b>
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 style="text-align: center;"><b>MEETS STANDARD</b></p>	<p style="text-align: center;"><b>DOES NOT MEET STANDARD</b></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
<b>MEETS STANDARD</b>	<b>DOES NOT MEET STANDARD</b>
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"> <li>• Learning is important</li> <li>• All students can learn with effective effort</li> <li>• We must not give up on students</li> </ul>	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:** 02/01/11

**Agenda Number:** C-3

**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:**

## Recommendation:

The superintendent recommends that the school board approve the summer school programs for 2011.

**Lynchburg City Schools: Approved 2010 Summer Programs**

<b>Program</b>	<b>Students Served</b>	<b>Location</b>	<b>Dates &amp; Hours</b>	<b>Cost to Student</b>	<b>Transp. Provided?</b>
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 <sup>st</sup> class: 9:00-12:00 noon (M-F) 2 <sup>nd</sup> class: 1:00-4:00 p.m. (M-F)  Teachers: 1 <sup>st</sup> class: 8:30 a.m. – 12:15 p.m. 2 <sup>nd</sup> 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 50	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>1<sup>st</sup> Session</u> June 13-June 27 (M-F) <u>2<sup>nd</sup> 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 9<sup>th</sup>-12<sup>th</sup> 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>1<sup>st</sup> Session</u> (semester 1) Thursday, June 16-June 30 (M-F)</p> <p><u>2<sup>nd</sup> 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> 1<sup>st</sup> class: 8:15 – 11:45 a.m. 2<sup>nd</sup> class: 12:15 – 3:45 p.m. <u>Teachers:</u> 1<sup>st</sup> class: 8:00 a.m. – 12:00 p.m. 2<sup>nd</sup> 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>
---	---	--------------------------------	--	--	-----------

# Agenda Report

**Date:** 02/01/11

**Agenda Number:** E-1

**Attachments:** No

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

**Subject:** Capital Improvement Plan: Heritage High School Bleachers

## Summary/Description:

The 2010-11 capital improvement plan includes \$500,000 for repair of the gym floor and bleacher replacement at Heritage High School. The City of Lynchburg Office of Procurement and Purchasing has received bids on the bleacher project.

J. H. Pence Company of Roanoke, Virginia, was the low bidder at \$128,000. Other bids were received from T. J. Distributors of Forest Hill, Maryland (\$136,879), and MDE (Modern Door) of Midlothian, Virginia (\$147,650).

The school administration will enter into a contract with J. H. Pence Company based on their low bid of \$128,000.

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

## Recommendation:

The superintendent recommends that the school board approve a contract in the amount of \$128,000 for the replacement of the Heritage High School Bleachers.

# Agenda Report

**Date:** 02/01/11

**Agenda Number:** E-2

**Attachments:** No

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

**Subject:** Capital Improvement Plan: Heritage High School Curtain Wall

## **Summary/Description:**

The 2010-11 Capital Improvement Plan included \$500,000 for leak-related repairs to the roof and curtain wall system at Heritage High School. At the January 25, 2011, meeting it was agreed that the best approach was a design using an EIFS product (Dryvit). The school gave authorization to proceed with the design.

The school administration wishes to extend the existing agreement with Craddock-Cunningham Architectural Partners (CCAP) to include design of the curtain wall project. The work will be performed on a time and material cost basis (not to exceed \$30,000). CCAP has already been pre-approved as a provider for architectural services by the City of Lynchburg Office of Procurement and Purchasing.

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

## **Recommendation:**

The superintendent recommends that the school board approve extending the agreement with Craddock-Cunningham Architectural Partners (CCAP) to include design of the curtain wall project with the work to be performed on a time and material cost basis (not to exceed \$30,000).

# Agenda Report

**Date:** 02/01/11

**Agenda Number:** E-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**

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

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: **02/01/11**

Agenda Number: **E-4**

Attachments: **No**

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

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

## Summary/Description:

At its January 25, 2011, meeting, the school board requested information about practices or policies of other local school divisions regarding tuition-paying non-residents. The following information was obtained through a phone interview with an administrator from three bordering school divisions. Three discussion points were posed: whether students were permitted to apply for acceptance to the Central Virginia Governor's School for Science and Technology; whether student tuition requests were ever denied; and what explanation could be provided for the current non-resident tuition rate.

While Lynchburg educates more non-resident tuition students than do the surrounding county school districts, Bedford County, Campbell County, and Amherst County allow tuition-paying students access to all programs including the Governor's School. The administrators from the three counties indicated that there are waiting lists for the Governor's School, and tuition-paying students' applications are not handled any differently than students who are county residents either for admission to the school or for placement on the waiting list.

Each county indicated that circumstances could present themselves that would lead to a denial of a tuition request. Based on current practice, denial is based on space/capacity issues within schools, courses, or grade levels. Denial could also be based on student discipline records. The superintendents are granted the authority to deny a tuition request.

Administrators shared a variety of comments about the non-resident tuition rates charged by their school divisions. For some, the rates have not been discussed by the school board for a number of years. For some, the per-pupil allocations from the state and locality, based partly on a formula which relies on the average daily membership and the composite index, are enough financial support for the school division to accept non-resident students. For some, there are

# Agenda Report

Date: **02/01/11**

Agenda Number: **E-4**

Attachments: **No**

geographic regions within the county where one of its schools is much closer to a residence than the other county's school. Therefore, for safety and travel reasons, families request a non-resident placement, and school administrators work with these families to meet these requests.

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: **02/01/11**

Agenda Number: **F-1**

Attachments: **No**

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

Subject: School Calendar: 011-12

## Summary/Description:

The school administration has developed a daily schedule and two calendars for the 2011-12 school year. While there are many possible versions, these calendars capture the important elements discussed over the last few months.

The key concepts are as follows:

- Students attend 180 days, not 172.
- The length of the teacher contracted day is the same for all levels and the same as this year.
- There are sufficient built-in snow days to cover at least 10 days.
- The elementary student day is shortened from seven hours and five minutes to six hours and 40 minutes.
- The middle school and high school day is six hours and 50 minutes in order to schedule seven periods and meet the 140 clock-hour requirement.
- The high school day has built-in time for two enrichment periods at Heritage High School of 44 minutes per week or a 26-minute RAM period per day at E.C. Glass High School.
  - However, for every inclement weather day, each school must surrender an enrichment period/RAM period in order to meet the 140 clock-hour requirement.
- Middle schools will be able to develop a schedule similar to either E. C. Glass High School or Heritage High School relative to built-in remediation time.
- Bus schedules should be essentially the same as they are this year.

**Number of student days:** 180

**Length of elementary student day:** 6 hours and 40 minutes

**Hours of elementary day:** 8:50 a.m. – 3:30 p.m.

# Agenda Report

Date: **02/01/11**

Agenda Number: **F-1**

Attachments: **No**

**Length and hours of elementary teacher day:** 7 hours and 30 minutes  
8:15 a.m. – 3:45 p.m.

**Length of middle school and high school student day:** 6 hours and 50 minutes

**Hours of high school day:** 7:40 a.m. – 2:30 p.m.

**Length and hours of high school teacher day:** 7 hours and 30 minutes  
7:30 a.m. – 3:00 p.m.

**Hours of middle school day:** 8:05 a.m. – 2:55 p.m.

**Length and hours of middle school teacher day:** 7 hours and 30 minutes  
7:45 a.m. – 3:15 p.m.

Below is a table with the same daily schedule information:

Level	School Day	Teacher Day
High School	7:40 – 2:30	7:30 – 3:00
Middle School	8:05 – 2:55	7:45 – 3:15
Elementary	8:50 – 3:30	8:15 – 3:45

Two versions of school calendars for 2011-12 are as follows:

## **Calendar 1: Key Components**

- Students begin school August 15, one week earlier than this year
- First semester ends December 21
- 5 teacher work days in August
- 3 teacher work days in January prior to students returning from extended winter break
- 1 teacher work day in February
- 1 teacher work day in June
- Total teacher work days = 10

# Agenda Report

Date: **02/01/11**

Agenda Number: **F-1**

Attachments: **No**

- August 1 New 10-month teachers report
- August 8 Returning 10-month teachers report
- August 15 First student day
- September 5 Labor Day holiday
- September 23 End of first 6 weeks (29 days)
- September 26 First day of second 6 weeks
- November 1 Election Day (students and teachers do not report)
- November 4 End of second 6 weeks (29 days)
- November 7 First day of third 6 weeks
- November 24-25 Thanksgiving holiday
- December 21 End of third 6 weeks and beginning of winter break (31 days)
  - Total days first semester = 89 days (29 + 29 + 31)
- January 11-13 Teacher work days
- January 16 Martin Luther King, Jr. holiday
- January 17 1<sup>st</sup> student day of fourth 6 weeks
- February 24 End of fourth 6 weeks (29 days)
- February 27 Staff development day/Teacher work day (Students do not attend)
- February 28 First day of fifth 6 weeks
- April 6 End of fifth 6 weeks (29 days)
- April 9-13 Spring break
- April 16 First day of sixth 6 weeks
- May 1 Election day (Students and teachers do not report)
- May 28 Memorial Day holiday
- June 1 Last day of school (33 days)
  - Total days second semester = 91 days (29 + 29 + 33)
- June 2 Teacher work day/high school graduation

## **Calendar 2: Key Components**

- Students begin school August 22
- First semester ends January 13
- 5 teacher work days in August
- 1 teacher work day at the end of each 6 weeks except the fifth 6 weeks (5 days total)
- Total teacher work days = 10

# Agenda Report

Date: **02/01/11**

Agenda Number: **F-1**

Attachments: **No**

- 3 days for Thanksgiving holiday
- More traditional winter break
- Students attend spring election day
  
- August 8                   New teachers report
- August 15                 Returning 10-month teachers report
- August 22                 First student day
- September 5             Labor Day holiday
- September 30            End of first 6 weeks (29 days)
- October 3                 Teacher work day (Students do not report)
- October 4                 First day of second 6 weeks
- November 1              Election Day (Students and teachers do not report)
- November 11             End of second 6 weeks (28 days)
- November 14             Teacher work day (Students do not report)
- November 15             First day of third 6 weeks
- November 23-25         Thanksgiving holiday
- December 20            Last day of school prior to winter break
- January 3                 First day of school following winter break. Teachers and students report.
  
- January 13                End of third 6 weeks (32 days)
  - Total days first semester = 89 days (29 + 28 + 32)
- January 16                Martin Luther King holiday
- January 17                Teacher work day (Students do not report)
- January 18                First student day of fourth 6 weeks
- February 24              End of fourth 6 weeks (28 days)
- February 27              Teacher work day (Students do not report)
- February 28              First day of fifth 6 weeks
- April 6                    End of fifth 6 weeks (29 days)
- April 9-13                Spring break
- April 16                  First day of sixth 6 weeks
- May 28                    Memorial Day holiday
- June 1                    Last day of school (34 days)

# Agenda Report

Date: **02/01/11**

Agenda Number: **F-1**

Attachments: **No**

- June 2
  - Total days 2<sup>nd</sup> semester = 91 days (28 + 29 + 34)  
Teacher work day/high school graduation

Disposition:  Action  
 Information  
 Action at Meeting on: 02/15/11

## Recommendation:

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