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James D. Morse, Vice Chair – Smith River District
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Annie H. Hylton, Member – Peters Creek District
Dr. William D. Sroufe, Division Superintendent

September 24, 2017

Mrs. Nancy Carlson
Patrick County High School
215 Cougar Lane
Stuart, VA 24171

Mrs. Carlson,

Please find the answers to your questions below.

What criteria were used to award raises?

During the 2015-2016 school year, a senior administrator with 40 years of service to Patrick County Public Schools retired. This retirement of the third highest paid administrator in PCPS created an opportunity for restructuring within the central office to better align organizational functions while reducing the overall administrator payroll burden. Through this reorganization, we were able to align instructional programs under one senior administrator and align operations under another senior administrator. As has been the practice under former superintendents, an internal senior-level administrator was promoted to Assistant Superintendent. With the overall goal of an improved organizational structure and reduction in payroll, Dr. Sroufe chose to look within the organization as opposed to advertising externally. To this end, Dr. Sroufe promoted 24-year veteran and Executive Director of Instruction, Dr. Williams, to Assistant Superintendent of Instruction. With this new role, in addition to current duties, she assumed the duties and responsibilities of the recently retired veteran administrator and overall responsibility for PK-12 instruction, school improvement, and state/federal accountability.

When Dr. Williams was promoted to Assistant Superintendent, this created opportunities for movement within the school division. An instructional coordinator position was advertised; interviews were held, and the instructional coordinator position was filled by an elementary principal. Due to the vacancy of the elementary principal position, additional promotions were made by the PCPS School Board: assistant principal at PCHS to principal at an elementary school, and an elementary assistant principal at SES to high school assistant principal. Each position is aligned to a specific pay scale. Pay scales are posted on the PCPS website and ranges



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include: Teacher: \$36,981 - \$75,247; Principal: \$66,089 - \$80,520; Central Office Admin: \$66,277 - \$93,178.

Katina Hylton received a title change under Superintendent Dr. Roger Morris to Director of Finance, also sometimes referred to as the Finance Officer, and was not put on a director scale, while her male counterparts were on a director's scale. Mrs. Hylton has more than 18 years' experience, and the school board believes her scale reflects her ability, service and performance.

Last year the school board office had a vacancy caused by someone leaving. Dr. Sroufe saw this as an opportunity to create a human resources position, and absorb another position. Mrs. Amanda Holt who was working with truancy and Medicaid reimbursement was made the coordinator of human resources, and also kept part of her job dealing with truancy. She went from an 11-month contract to a 12-month contract. Mrs. Karen Fulcher took the other half of her job, Medicaid reimbursement, and was given a stipend.

Stipends are often paid to people throughout our district who take on an extra job and responsibilities. During the 2016-2017 school year, PCPS stipends ranged from \$250 (Beta Sponsor) - \$12,524 (Football Coach). In addition, teachers are paid 12.5% for teaching an extra block. During the 2016-2017 school year, PCHS teaching stipends ranged from \$4,634 - \$7,021 per semester (averaging \$6500 per semester). Some teachers work an extended contract, due to the nature of their teaching position and are also compensated accordingly. Stipends are posted at: <https://goo.gl/8wtCpQ>

Was each school board member made aware of and approve each raise?

The school board receives a personnel report each month from the school board office, which they approve or disapprove. Salary scales are not included in that report as the school system has appropriate scales for each position. Yearly employee contracts are approved by the school board. The school board has advocated for an employee raise in 2014, 2015 and 2016.



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Is it true that some employees at central office have their 5% retirement paid for them?

No. The School Board does not pay the 5% employee contribution for any employee.

What does the school board regard as its roles and responsibilities?

The general powers and duties of a school board can be found at:

<https://vacode.org/2016/22.1/7/>. Each school board member receives training related to roles and responsibilities by the Virginia School Board Association.

Why is there no published organization chart of the employees at central office that shows roles and responsibilities?

An organizational chart is posted to the PCPS website: <https://goo.gl/4bnL5h> In the last 20 years education has changed and along with that change, the accountability and oversight has increased. The increase requires more expertise at the central office level. We have 15 people at the central office.

1. Dr. William D. Sroufe, Division Superintendent
2. Mrs. Sara Leigh Collins, Administrative Assistant to Superintendent/Clerk of SB
3. Mrs. Stephanie Lawless, Receptionist
4. Dr. Cyndi Williams, Assistant Superintendent of Instruction
5. Mr. Dean Gilbert, Assistant Superintendent of Operations
6. Mrs. Andrea Cassell, Instructional Coordinator, Virtual Academy
7. Mrs. Shannon Brown, Instructional Coordinator, DDOT
8. Mrs. Ann Fulcher, Director of Special Education
9. Mrs. Amanda Hylton, Coordinator of Human Resources/Truancy
10. Mrs. Pam Lawson, Instructional Administrative Assistant
11. Mrs. Malissa Reynolds, Special Education Administrative Assistant
12. Mrs. Katina Hylton, Director of Finance
13. Ms. Nicole Dillon, Payroll manager
14. Mrs. Karen Fulcher, Accounts Receivable/Medicaid Coordinator/Payroll Associate
15. Ms. Renee Overby, School Psychologist



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Why aren't teachers surveyed, and why are lesson plans required?

Faculty & staff are surveyed throughout the school year. This includes an annual Comprehensive Needs Assessment (CNA), various staff development surveys, and a family engagement survey. Data from each survey is utilized to evaluate current programs and gather information about specific needs.

We are currently ranked 19th in the state on SOL performance. Your comment of being ranked 19th because of elementary retakes is incorrect. All elementary students throughout the Commonwealth of Virginia are afforded an opportunity to retake an SOL test if they achieve a score between 375-400. Patrick County is measured based on percentile rank of 132 school divisions within a level playing field. Our success is a direct result of hard work by students, families, staff, teachers, and administration.

ALL SOL Tests

Year	Division	Pass Rate	Rank
2017	Patrick County	86.10%	19th
2016	Patrick County	83.48%	36th
2015	Patrick County	80.04%	46th
2014	Patrick County	74.99%	75th

After 4 out of 7 of our schools moved into school improvement status in 2014-2015 based on state testing, VDOE required an Academic Review. Following the VDOE Academic Review Findings and Essential Actions Report, PCPS was required to review lesson plans and provide feedback to teachers to improve instructional alignment. The VDOE state contractor outlined 5 essential elements to be included in PCPS lesson plans.

During the past 3 years, PCPS has supported and encouraged teachers during this process. It has been stated and restated by school administrators that the goal of lesson planning is not for teachers to spend hours and hours on lesson plans. As instructional personnel, we are accountable to our students, parents and VDOE for teaching and documenting mastery of required SOLs. Our goal is for instructional personnel to have a simple plan for instruction each day -- a tool to help, not to hinder teachers. If a teacher is struggling with lesson planning, we always encourage him/her to reach out for help from a school or division administrator to work through this process.



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Reference:

- [Virginia Department of Education Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers](#)
- [PCPS Teacher Evaluation Document](#)

Figure 3 Documentation Log Evidence by Standards

Standards	Examples of Evidence May include: *Required items
1. Professional Knowledge	Can include <ul style="list-style-type: none"> • Professional Development log and/or certificates* • Intervention plan • Transcripts of coursework • Annotated list of instructional activities • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by teacher
2. Instructional Planning	Can include: <ul style="list-style-type: none"> • Sample Lesson Plan with essential components* • Evidence of curriculum alignment based on unpacked standards* • Differentiation in lesson planning and practice • Analysis of classroom assessment • Data driven curriculum revision work • Sample lesson or unit plan • Course syllabus • Substitute lesson plan • Annotated learning objectives
3. Instructional Delivery	Can include <ul style="list-style-type: none"> • Annotated photographs of class activities demonstrating active student engagement* • Evidence of guided instructional activities (graphic organizers, frames, anchor charts, skeleton notes, word walls, etc...*) • Video/audio samples of instructional units

Reference: Virginia Department of Education Office of School Improvement Academic Review Findings and required an Essential Actions Report/Plan that required monitoring teacher lesson plans for alignment to the SOL content and cognitive



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levels.



Virginia Department of Education
 Office of School Improvement
 Academic Review Findings and Essential Actions Report

Finding: Align lesson plans to the Standards of Learning and Curriculum Framework (in both content and cognitive level) including clear student behaviors with conditions and criteria necessary to show learning.					Academic Review Follow-up	
Essential Actions	Who is responsible?	Who monitors?	Dates (Timeframe)	Documentation Required to Support Evidence of Completion	Evidence of Completion/Date	Essential Action Present in SIP
Establish and implement a system for monitoring lesson plans to ensure alignment.	Principal	Executive Director of Instruction	March 1, 2015	Documents detailing and describing system being implemented that monitors the lesson plans for alignment. (Completed lesson plans, lesson plan checklist with feedback notes, minutes/agendas from grade level meetings with feedback or supporting notes from the principal)		



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**Virginia Department of Education
 Office of School Improvement
 Academic Review Findings and Essential Actions Report**

Part III. Findings and Problem Identification

Provide the team’s overall findings and problem identification.

Division	
School/ Teacher	<p>Harden Reynolds Memorial School is a 4-7 school in Patrick County. The school is Accredited with Warning (first year) with most recent SOL assessment pass rates showing the school warned in Mathematics (67.2%) and Science (67.4%).</p> <p>The academic review for the school utilized four school review tools: School Leadership Basic Component Evaluation Tool, School Lesson Plan Evaluation Tool, School Lesson Observation Evaluation Tool, and the School Professional Development Evaluation Tool.</p> <p>Overall findings:</p> <ul style="list-style-type: none"> • Provide written guidance and feedback to teachers regarding expectations for implementing the written and taught curriculum • Monitor and provide written feedback to teachers regarding expectations for lesson planning including the outlining of objectives (including the behaviors students will exhibit to show learning and the conditions under which the students will exhibit those behaviors) and outlining the criteria used to determine whether learners have met the objective • Provide written guidance and feedback during lesson observations to reflect alignment with the content and cognitive level of the Standards of Learning, a connection between the lesson and the unit or curriculum Big Ideas, how lesson objectives are communicated to the students, and how the criteria used to determine whether learners have met the objective is communicated to the students

In addition, lesson plans are reviewed as a component of PCPS federal audits as documentation for receiving federal funds. See audit protocol document:



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Patrick County Public Schools 2016-2017: Federal Program Monitoring for Title I, Part A

2.1 The SEA has developed procedures to ensure the hiring and retention of qualified teachers and paraprofessionals.
 [§1112; 12119; §1119; 2 CFR Part 200.328]

Guiding Questions LEA	Acceptable LEA Evidence Documentation	Probing Questions Interview	LEA Response	To be completed by DOE: Is sufficient documentation provided?
<p>2.1a Has the LEA ensured that instructional paraprofessionals in Title I schools work under the direct supervision of and in close and frequent proximity with a properly licensed and endorsed teacher?</p>	<ul style="list-style-type: none"> Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers in Title I schools regarding the duties and assignment of instructional paraprofessionals. Schedules Lesson Plans Eligible students 	<ul style="list-style-type: none"> If applicable, how does the LEA ensure that Title I instructional paraprofessionals work under the direct supervision of a properly licensed and endorsed teacher? Do schedules reveal that instructional paraprofessionals work under the direct supervision of a properly licensed and endorsed teacher? 	<p>X Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u> Documented in Title I meeting agendas: 1/19/16, 8/9/16</p> <p>Leadership meeting agenda from 8/16/16 and handout with roles & responsibilities</p> <p>Title I handbook listing roles and responsibilities – p. 10-12</p> <p>Title I staff schedules</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>
<p>2.1b Has direction been given to principals and teachers regarding the requirement to ensure that instructional paraprofessionals in Title I schools work under the direct supervision of and in close and frequent proximity with a properly licensed and</p>	<ul style="list-style-type: none"> Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers in Title I schools regarding the duties and assignment of instructional paraprofessionals. 	<ul style="list-style-type: none"> Does documentation show that guidance has been given to principals and teachers regarding this requirement? 	<p>X Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u> 8/9/16 Title I teacher meeting agenda</p> <p>8/16/16 Division Leadership meeting agenda</p> <p>Handout for teachers and</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

Why do we need an academic coach?

As a school division, we are constantly seeking ways to enhance our instruction to better meet the needs of our students. Our PCPS Academic Coach supports new teachers (0-5 years of service) and teachers seeking professional growth.

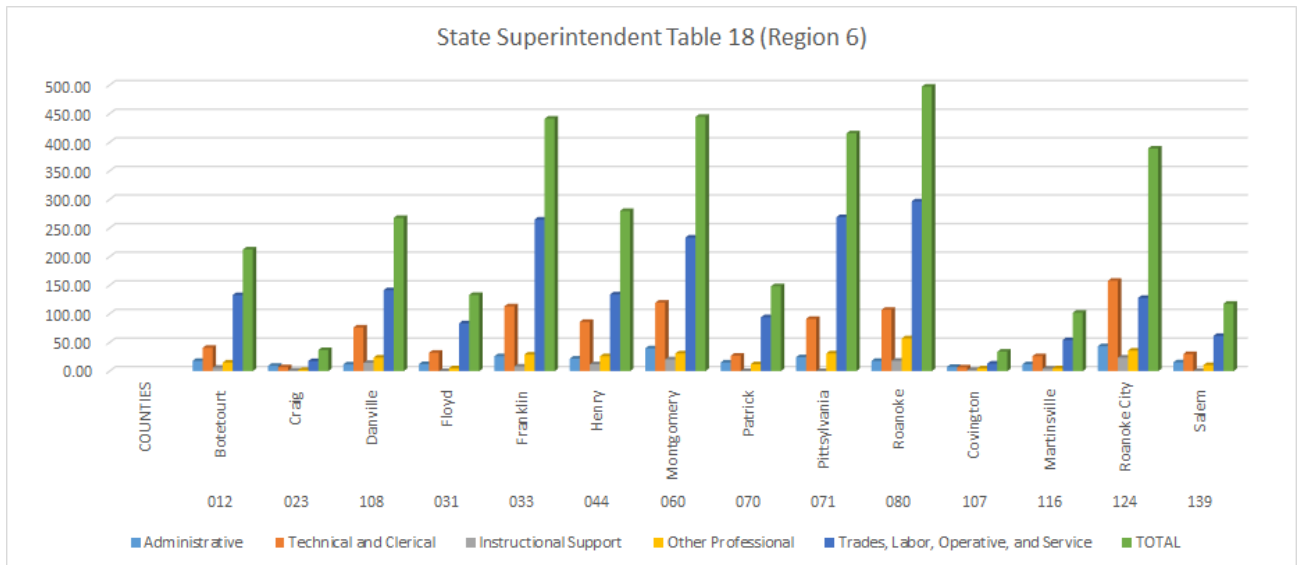
Central Office Personnel Information

Table 18 from the VDOE State Superintendent’s Report outlines administrative, service, and support personnel positions in PCPS and other school divisions in Region 6.



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Table 18							
Administrative, Service, and Support Personnel Positions by Function ¹							
2016		SUMMARY - ALL FUNCTIONS					
Code	School Division/Regional Program	Administrative	Technical and Clerical	Instructional Support	Other Professional	Trades, Labor, Operative, and Service	TOTAL
COUNTIES							
012	Botetourt	18.00	40.75	6.00	15.00	133.00	212.75
023	Craig	9.25	7.00	1.00	2.00	17.70	36.95
108	Danville	11.88	76.35	14.43	23.77	141.44	267.87
031	Floyd	12.27	32.16	0.00	5.12	83.64	133.19
033	Franklin	26.10	113.18	8.20	29.00	264.87	441.35
044	Henry	21.79	86.15	12.00	26.00	134.00	279.94
060	Montgomery	40.00	119.60	20.54	31.00	233.50	444.64
070	Patrick	15.10	26.93	0.00	12.17	94.25	148.45
071	Pittsylvania	24.24	91.34	0.00	30.89	269.20	415.67
080	Roanoke	17.93	107.14	18.19	57.20	296.89	497.35
107	Covington	7.50	6.50	2.00	4.75	13.25	34.00
116	Martinsville	12.00	26.20	4.37	5.00	54.41	101.98
124	Roanoke City	43.65	157.90	23.75	36.00	128.00	389.30
139	Salem	15.50	29.93	0.34	10.52	61.69	117.98





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We are spending more than we need to on administration?

Currently, our budget is \$30,770,186 million dollars. In the administration line 62000, PCPS spends \$1,485,084, which is 4.83% of our budget on administration as outlined by the Chart of Accounts. Central office instructional administrators and principals are paid from line 61000, as instructed by the Chart of Accounts. If you were to add central office instructional administrators Dr. Williams, Mrs. Brown and Mrs. Cassell to the 4.8%, we would spend approximately 5.8% of the school budget on administration.