



VSBA

Virginia School Boards Association

Leadership • Advocacy • Support

REPORT OF THE VSBA
TASK FORCE ON STUDENTS
AND SCHOOLS
IN CHALLENGING
ENVIRONMENTS

2.0

SEPTEMBER 2020

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The Virginia School Boards Association (VSBA) Task Force on Schools in Challenging Environments was created by the VSBA Board of Directors at its June 6, 2013 meeting to make recommendations to the Virginia Board of Education and the Virginia Department of Education on ways to help challenged schools in Virginia. The task force was created as a result of requests for assistance and concerns among VSBA member boards related to school divisions struggling to reach their most challenged student populations. For nearly a decade, the VSBA Task Force on Schools and Students in Challenging Environments has made significant headway in advocacy and action. The bulleted list below highlights significant contributions to public education from this task force:

- The task force played a significant role in preventing legislation created by then Governor Bob McDonnell related to the grading of public schools on an A-F scale.
- The task force, along with the VSBA and the Norfolk City School Board, was instrumental in preventing the state takeover of public schools through the Opportunity Educational Institution (OEI).
- The Challenged Schools Task Force led the charge in creating a summit entitled “Practices of Promise for Schools in Challenging Environments.”

The Challenged Schools Task Force has been instrumental in advocating for an equity framework which includes model equity policies utilized by school divisions across the Commonwealth. In October 2014, the Virginia School Board Association adopted a comprehensive and aspirational report from the Task Force on Schools in Challenging Environments. The Task Force affectionately named this report 1.0 with an emphasis on following up with future work. The Task Force, after considerable deliberation and attention to best practices and research, prioritized five domains in the 1.0 report, which were each addressed individually:

- Community & Family Engagement
- Funding & Resources
- Specialized Training
- Student Learning
- Teacher Quality

The Task Force targeted the following groups and aligned practices with advocacy of these groups:

- School Board / Governance Leadership Teams
- Community Groups
- Internal / External Stakeholders (e.g., faculty, parents, business, community, local government)
- General Assembly, including the governor and state offices
- VSBA

In the Spring and Summer of 2018, the VSBA asked the Challenged School Task Force to review the impact of the report. Surveys were completed by school divisions across the Commonwealth indicating that there was a profound impact from the [Task Force Report](#), with still much work to be done. In March 2019, the VSBA Board of Directors approved a name change to the VSBA Task Force on Students and Schools in Challenging Environments.

After analyzing the impact of the 1.0 report, the Task Force members decided that a sample of best practices in each of the five domains would continue practical guidance for school leaders and inspire educators to engage in best practices shared by school division personnel across the Commonwealth.

Contained herein are a collection of best practices or recommended initiatives to advance success and opportunities for students and schools in challenging environments. By no means is this intended to be a complete or exhaustive list; rather, as with the 1.0 report, these are intended to serve as “starting points.”

COVID-19/GEORGE FLOYD IMPACT

Clearly, the members of this Task Force have real concerns that the COVID-19 virus and subsequent shut down of schools from face to face instruction for long periods of times will have a profoundly detrimental impact on the equity framework that the Task Force has consistently advocated. The Task Force members urge school leaders, the General Assembly, the Governor, and school boards across the Commonwealth to prevent Virginia public schools from slipping back into an environment which invokes its history of segregation. To be clear, COVID-19 could be a tipping point in re-segregating those who lack resources. Unfortunately, the resource chasm will widen during this unfortunate time due to the following realities:

- Lack of availability of internet services
- Lack of exposure to technology
- Lack of face to face instruction for the most vulnerable students

Whereas those schools in affluent areas benefit from the following assets:

- Robust Internet access
- Parental resources that allow for tutoring
- Parental resources that allow for appropriate childcare

In addition to the vast inequities related to the COVID-19 pandemic, it is apparent to the Task Force members that there is a tangible and substantial impact to our schools and our communities from the death of George Floyd and the resulting worldwide protests. This impact will bring policies regarding equity and the prevention of racism to the forefront. The Task Force members believe that the future work of the Task Force will revolve around heightened awareness of inequities resulting from both the COVID-19 pandemic and the justice issues related to the death of George Floyd and plan to intentionally and purposefully address these issues.

BEST PRACTICES

VSBA Task Force on Students and Schools in Challenging Environments (“Challenged Schools Task Force”) created five domains in the initial report: Community and Family Engagement, Funding and Resources, Specialized Training, Student Learning, and Teacher Quality. Each domain had both recommendations and aspirations. In addition, the Challenged Schools Task Force targeted the following groups: School Board, Community Groups, Internal/External Stakeholders, General Assembly, and the Virginia School Boards Association.

Best Practice: Alumni Profiles

Colleges have known for years that their alumni associations offer tremendous social and financial benefits to their graduates. K-12 districts can and should leverage these same types of practices to increase community and family engagement with their local division. Alumni associations support a network of former graduates who will, in turn, help to raise the profile of the institution. Alumni associations bring together like-minded individuals and offer networking that connect graduates to careers, jobs, and entrepreneurial activities. Leveraging alumni associations could allow school divisions to host more effective job fairs, launch mentor programs for graduates, and genuinely inspire current students to a career of their dreams.

A first concrete step toward having a robust alumni association for the school division is establishing alumni profiles. The alumni profile teaches valuable marketing skills to students and celebrates the accomplishments of graduates. However, simply creating the profile is not sufficient. The profile must be kept up to date, the division should be able to reach alumni, etc. For that reason, LinkedIn or another type of profile software platform makes the most sense for the activity. To be useful to alumni, the software should benefit the individual’s career beyond recognition by the school division.

To benefit the school division, alumni profiles should be celebrated often and communicated with the public as an accomplishment of the school division.

Best Practice:	<p>One profile is published each week and distributed through a weekly email blast, posted on the division website, Facebook, Twitter, and other social media, neighborhood publications, and shared on LinkedIn.</p> <p>Designed to drive our alumni to LinkedIn, so we can identify and leverage professional connections for mentors, internships, and career speakers.</p> <p>Profiles range from teachers to community volunteers to celebrity actors.</p> <p>Leverage the LinkedIn alumni network to provide mentoring to current students, fundraising for education-related causes, career advisory committees, internships, and other community engagement.</p>
Impact	<p>Shows the division is proud of its students and that alumni are successful contributors to the community.</p> <p>Encourages other alumni to contribute to the community.</p> <p>Shows that the division wants former students to feel connected to the school division for life.</p>
Targeted Outcome	<p>Market the school division as an institution that produces leaders, entrepreneurs, and scholars that are having a positive impact on society.</p>

Best Practice: Alumni Profiles

<p>Research References</p>	<p>https://jcamp180.org/knowledge-center/outreach-technology/how-to-write-alumni-profiles-that-tell-your-story</p> <p>BoardDocs</p> <ul style="list-style-type: none"> • Agenda Item: Title 2.B Strategies to Deepen Community Engagement Type Discussion Meeting Community and Legislative Engagement Committee, 5:30 p.m., Central Administrative Offices Room 133 Date Tuesday, October 2, 2018 • Content Presentation: CLE Members will have a 60-minute discussion about current and possible strategies to increase community engagement. <p>Background/Context: Elmbrook has a long-standing history of community and stakeholder engagement. The district was recently featured at the State Education Convention in a presentation about 20 Proven Tactics to Increase Community Engagement. Please consider reviewing the slide deck prior to the meeting and identify the two or three strategies that seem to have the greatest impact on community engagement. Also, give consideration to opportunities that are available for us to deepen our community engagement. We will conduct a SOAR analysis during the meeting which includes:</p> <p>https://www.masterstudies.com/article/Four-Reasons-to-Get-Involved-With-Alumni-Associations/</p> <p>https://gradschool.duke.edu/professional-development/blog/take-their-word-it-writing-alumni-profiles-series</p> <p>https://www.depauw.edu/files/resources/sample-profile.pdf</p>
<p>Special Considerations for Implementation (i.e. – budget, HR)</p>	<p>The alumni group may need to be independent of the school division. Having an alumni group controlled by the school division may ultimately discourage participation. Critical to the success of the program will be individual perception that their profile is their property. Without individual ownership of the profiles, participation could lapse, and division staff would be diverted from their main duties to managing profiles.</p> <p>Assuring individual ownership may require the school division to establish a separate, 501c3 nonprofit alumni association. The benefits of the separate alumni association would be the ability to fundraise, partner with businesses that the school division would otherwise find objectionable and indemnify the division from profiles that conflict with its core mission.</p>

Best Practice: Customer Service Associates

Background Information / Introduction

Superior customer service increases trust in public education as an institution and increases the goodwill that the community feels towards its schools. Developing an integrated customer service experience that covers every dimension of interaction between the community and the school will improve relations between the school division and the community that it serves. The dimensions of interaction are defined as student-teacher, parent-teacher, parent-administrator, family-school, school-public. Here are nine practices from Forbes magazine on improving customer service in education:

1. **Streamline.** Customers today expect what I call “digital parity.” They expect organizations in every arena to be as efficient, streamlined, and easy to use as the best of what those customers have experienced online. Schools and school systems do not get a pass on this. Today’s customers expect self-service options, they don’t expect to repeatedly fill out forms with information they’ve already provided elsewhere, and they actively rebel against org chart-mandated siloing (“I don’t handle that, you’ll have to go down the hall, or “you’ll have to come back Thursdays, when Ms. ____ is in the office.”)
2. **Try it yourself.** Are you easy to use? You will not know until you try. Try your own website without your auto-log in. Is it easy? Or a pain? Come in the front door of your building (rather than entering from the employee parking area) and see if the front door swings open easily or whacks you on the shoulder. Fill out a “request information” form online and see if anyone—ever! —responds. You may be shocked at what you find out.
3. **Do the hustle.** Perfect customer service, delivered late, feels like a defect. And the timeline for what customers consider “late” is continually getting shorter. You are not being judged based on what has always been “fast enough for education”; you are being judged, implicitly and unconsciously, based on the speed of amazon, Uber, and Starbucks.
4. **Benchmark outside of education.** More and more, what your customers are expecting in customer service comes from great service they experience *outside* of education—and you, too, should look outside of education to great companies and organizations regardless of industry for inspiration that will improve your game at school. In timeliness as mentioned in point 3, and in quality, efficiency, and service style.
5. **Learn to apologize.** Things *will* go wrong. Prepare for this, emotionally as well as operationally. Note that sometimes—often—you are simply apologizing for the situation, not for something you did wrong. It does not matter; an apology is still of value.
6. **Don’t make customers ask simple questions that they should have been able to find online.** Customers don’t like to be burdened to contact you for items that could easily be provided for them on a self-service basis. Do your FAQ’s include the questions that customers want the answers to? Or were they written six years ago by your web developer? Do they get an auto-confirmation when they submit a form, or do they need to call to ensure their query was not lost in the ether? And so on.
7. **Get the “hello before the hello” right.** Hellos and goodbyes are key moments in customer service, and what organizations often neglect to consider is what I call “the hello before the hello”: If parking is hard to find, if disabled access is poor (or—just as common—confusing), if office hours are posted incorrectly online, then you’re making a poor impression before your “customer” (here I’m mostly thinking of parents and prospective parents) even gets to your office.

Best Practice: Customer Service Associates

8. **Don't lose it on the handoff** It is easy for an employee to promise something to a customer—and then send the customer elsewhere within your organization for actual results. Fair enough: but did the details of the customer's needs get fully conveyed to the person who was handed the ball? And did the handoff follow through on these instructions? Or did she hand off the responsibility again? (And, if so, was the customer support fumbled on that handoff?) Follow-through and follow-up are keys to a successful customer experience and are often best accomplished by the person who first took the request. You may not be the person to do the technical work required to fulfill a customer need, but you can contribute by following through to ensure that technical work was done.

9. **Build a culture of yes.** A hallmark of a great organization is an attitude in every department, every corner, every hallway is as follows: *"The answer is yes—now what was your question?"* There's great power in getting everyone in your organization to share a goal of getting to a "yes" for every customer, rather than figuring out ways to say "no," "not my department," "it doesn't work that way around here," "sadly, we cannot accommodate that request," or "if you call back in the morning, perhaps we'll be able to help you." This should be self-evident, right? Yet, well-meaning employees can still find a dozen ways to say no to their customers. Which makes it incredibly important to set, and as often as necessary re-set, your cultural default to yes. You accomplish this by modeling a spirit of yes, hiring for a spirit of yes, rewarding a spirit of yes. (And there is one more thing: Sometimes in education, achieving a culture of "yes" requires rooting out or/and reforming "situational tyrants." Any institution can become a breeding ground for what I call "situational tyrants," people who have the power to say "no" within their tiny little fiefdom, and who exercise that power every chance they get. It is incredibly important to get these people to come over to your program of having "yes" as the goal: "Yes, we can assist you with this and would be happy to do so.")

To allow for continuous improvement, the customer service program should undergo program evaluation just like any other division program to assess the current state and progress towards improvement. Surveys are one best practice for program evaluation. Arlington Public Schools has an exemplary evaluation system in place that other divisions could replicate. "Evaluation staff coordinate and report on the biennial [Your Voice Matters Survey](#), our new climate survey that replaces the [Community Satisfaction Survey](#) and [Site-based Survey](#). Staff also provide expertise on survey design, questionnaire development, administration, and reporting for surveys conducted within APS." (<https://www.apsva.us/planning-and-evaluation/evaluation/>)

Software that tracks and records metrics is another best practice that does not require additional human intervention beyond the initial installation.

Best Practice:	<p>Utilization of an integrated customer service software solution across each dimension of Community & Family Engagement: Utilize customer service software to capture response time, meeting requests, monitor unresolved parent issues, and survey customer satisfaction with solutions post interaction.</p> <p>Integrate customer satisfaction metrics into the division strategic plan to track improvements over time with how the community feels about division service and how parents feel about division service.</p>
Impact	<p>Creates accountability for the division to improve its reputation and brand within the community.</p> <p>Demonstrates that the division is committed to equitable treatment of all individuals whether they are students, parents, or citizens.</p>

Best Practice: Customer Service Associates

<p>Targeted Outcome</p>	<p>Provide awareness that the school division considers positive community and family interaction to be a top priority through annual reports from the school board’s strategic plan</p> <p>Build a culture that respects family engagement as a partnership between the school and the community</p>
<p>Research References</p>	<p>Practices</p> <p>https://www.forbes.com/sites/micahsolomon/2015/07/05/9-ways-to-improve-customer-service-in-public-schools-and-public-education/#5655d1fe644a</p> <p>https://www.educationworld.com/a_admin/admin/admin430.shtml</p> <p>https://freshdesk.com/general/good-customer-service-in-schools-blog/</p> <p>https://www.schoolwebmasters.com/Blog_Articles?entityid=293222</p> <p>Example Surveys</p> <p>https://www.shaker.org/Customer.aspx</p> <p>http://www.canutillo-isd.org/departments/internal_audit/customer_service_survey</p> <p>https://www.sausd.us/survey</p> <p>Metrics</p> <p>https://dpi.wi.gov/sms/customer-service</p> <p>https://www.osceolaschools.net/UserFiles/Servers/Server_567106/Image/Employees/CS%20Flyer.pdf</p> <p>Board Documents</p> <p>https://www.apsva.us/planning-and-evaluation/evaluation/surveys/community-satisfaction-survey/</p> <p>https://www.pwcs.edu/UserFiles/Servers/Server_340140/File/Accountability/Program%20Evaluation/Customer%20Satisfaction%20Survey/CSS_2014-15.pdf</p> <p>https://mychesterfieldschools.com/opengovernment/download/739/adopted-documents/1512/fy-2020-budget-book.pdf</p>

Best Practice: Customer Service Associates

<p>Special Considerations for Implementation (i.e. – budget, HR)</p>	<p>A recent communications audit of a school division revealed the challenges that come with surveying stakeholders. Most of these challenges come from closing the feedback loop—making sure that stakeholders understand the purpose on the front end for the survey and communicating after the survey about how the information was used. As a part of this, it was noted that it’s important that those being surveyed understand the intention of the survey; for example, it’s okay that survey results not be considered a vote for something, but it would be important to state on the front end that the results might be used to inform, but not necessarily become, the final decision. Another way of thinking about that would be considering the difference between input and feedback and being clear on that purpose when asking. Input generally would be used to shape and inform a decision. Feedback is generally given once an idea has found shape—either in reaction to implementation of an initiative or to fine tune plans before they are implemented. The two would have a very different purpose, so helping those taking a survey understand that would be important. A side effect of failing to close the feedback loop might be that a school division could be perceived as having too many surveys or asking for input when it was not needed. It has been suggested that surveys only go out when there is the potential for controversy, for example, rather than asking how stakeholders feel about existing or successful programs. This over-surveying can lead to survey fatigue and reduced participation in these or other opportunities for feedback (town halls or focus groups, for example).</p> <p>Some of the specific language from the audit follows:</p> <ol style="list-style-type: none"> 1. In discussing communications on various topics, focus group comments suggest that the division frequently communicates after an event occurs, a decision is made, a change is adopted, etc. rather than before. This observation is likely the result of missed opportunities to involve communications staff early on in the development of new programs, initiatives, processes and events, so they can recommend, develop and implement strategies and tactics that will bring stakeholders along throughout the story of education in Virginia Beach schools. 2. There was general awareness among all internal and external focus groups that the division actively solicits input through advisory groups, committees, community meetings, town halls, surveys, and other methods. They appreciated the division’s efforts to engage a variety of stakeholders in the decision-making process, but many participants questioned whether decisions are made already before input is gathered. 3. The division is widely perceived as asking for community input and issuing surveys too often, with many focus group participants believing this has resulted in a growing unwillingness to attend events/meetings or participate in surveys. 4. Most parents felt that they have many opportunities to provide input and opinions, but many believe their opinions are solicited after a decision has already been made by the division. Several parents wondered what is done with their input after it is gathered, and some expressed doubt that their input is truly appreciated. 5. Among the focus group of community and business leaders, some felt that stakeholders are made aware of a potential change too late in the decision-making process for their input to make a difference. 6. Recommendation 2: Increase transparency around the decision-making process, particularly the role that public input plays.
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Best Practice: Customer Service Associates

<p>Special Considerations for Implementation (i.e. – budget, HR)</p>	<ol style="list-style-type: none"> 7. Focus group feedback and their observations of declining levels of participation in the division’s public feedback opportunities suggest that stakeholders feel over-asked for input and that their input rarely affects the outcome of decisions by the School Board of the City of Virginia Beach and division, department and school leaders. 8. Keep in mind that not all decisions require public input; the more controversial a decision is likely to be, the more likely it will be that the division needs to involve its stakeholders in the decision-making process. If a decision is routine, innocuous or predetermined, due to state mandates or budget constraints for example, it is less likely to require public input. 9. If a decision has already been made, do not ask for input from stakeholders. Stakeholders will likely feel their input does not matter when they perceive that the school board or administrators have already decided on a direction for an issue before seeking input. Instead of feeling included in the decision-making process, participants typically feel they are being sold an idea or have been asked to provide input only to create the appearance of transparency. 10. Keep in mind that not all decisions require public input; the more controversial a decision is likely to be, the more likely it will be that the division needs to involve its stakeholders in the decision-making process. If a decision is routine, innocuous or predetermined, due to state mandates or budget constraints for example, it is less likely to require public input. Instead, the focus should be on building understanding around the situation that led to this decision, why it was made and how it will benefit stakeholders. 11. Give public input appropriate consideration in shaping decisions. Asking for input and then appearing to ignore it is one of the quickest ways to cause stakeholders to disengage from the division. Sometimes the school board and administrators may already have a strong sense of what decision is necessary, based on their intimate knowledge of the division or professional expertise. But if they choose to seek input from stakeholders before finalizing the decision and if that input favors a different solution or choice, they must truly listen to the input and consider the alternative options. 12. Respecting stakeholders and giving their input due consideration does not mean the division must follow their suggestions. For example, you might research their alternative ideas and come back to them with what those ideas would cost to implement. Provide the costs of the division’s preferred option for comparison, and help stakeholders see for themselves why that would be the best decision. 13. If the stakeholders’ alternatives are not actionable, explain why and the rationale for the final decision. It will be difficult to get stakeholders to share thoughts and ideas in the future if they feel the process is meaningless. 14. Close the loop on all feedback/input/ survey activities by sharing results with participants. Many external focus group participants and those among the teachers and support staff focus groups wondered whether administrators listen to their input. “What they do with [the input], I don’t know,” said one parent. Another described hearing about a proposal being pushed through as is, but not hearing about whether there were any amendments to the proposal because of the public input. 15. The division is trying to engage its public in the decision-making process, but stakeholders perceive there to be little follow through on the results of that input. As a result, they do not believe their input (and time) is seen as a valuable or effective part of the process. It is important to have an intentional plan at the beginning of the public input process for how information will be shared with participants before and after a decision is made.
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Best Practice: Equity Officer

Background Information / Introduction

Equity programs are effective at increasing Community & Family Engagement because they often address sub-groups that may be marginalized or even just feel marginalized in a school division. The Society for Human Resource Management (SHRM) outlines four steps for developing an equity program for an organization. The steps are data collection, strategy design, implementation, and evaluation. For the implementation and evaluation steps school divisions are beginning to look towards a Chief Equity Officer to handle those responsibilities. The ability to address inequity across the division supports the position as an executive-level member of the Superintendent team. The position has the importance of being a collaboration liaison between the division leadership (Board & Superintendent) and the administrative leadership for implementation of equity initiatives.

The decision to hire a Chief Equity Officer represents an investment for the local school division because the Virginia Standards of Quality does not cover this position. Thus, an Equity Officer represents a division’s commitment to diversity and inclusion at a strategic level of importance. As a best practice, a Chief Equity Officer identifies any operational and educational barriers to equity for students within the division. As well the Chief Equity Officer educates the staff and the community on issues of equity. In practice, the Equity Officer’s “Flashlight” should be on at all times, examining various programs, practices or standards that inhibit fair and equitable access.

Best Practice:	Establish an Equity Officer for the division. Empower the individual to collaborate with district administrators to develop, lead, and implement a systematic process that identifies and addresses inequalities and other experiences that create barriers to student engagement and achievement. The officer is responsible for the implementation and monitoring of the division’s strategic plan while focusing on the impact of programs and processes that promote and sustain diversity, equity, and respect.
Impact	Having a trusted leader to communicate equity outcomes to the Board, i.e. public and the staff, i.e. administration.
Targeted Outcome	The successful implementation of a Board’s Equity Dashboard.
Research References	https://fortune.com/2019/09/18/making-the-business-case-for-diversity-and-inclusion-raceahead/ https://www.shrm.org/resourcesandtools/tools-and-samples/how-to-guides/pages/how-to-develop-a-diversity-and-inclusion-initiative.aspx https://www.educationpioneers.org/blog/five-strategies-advancing-racial-equity-public-education https://www.fcps.edu/sites/default/files/media/pdf/Strategic%20Plan%20Success%20-%20Metrics%20-%20Targets%20and%20Aspirations.pdf https://www.apsva.us/post/arlington-school-board-appoints-aps-chief-diversity-equity-and-inclusion-officer/ https://www.abington.k12.pa.us/news/abington-school-district-hires-first-ever-district-equity-officer/
Special Considerations	The position will require local funding for sustainment.
Supporting documents	Director of Equity, Assessment and Strategic Operations NNPS: http://sbo.nn.k12.va.us/hr/jobs/descriptions/Director_Equity_Assessment_Strategic_Operations.pdf Director, Opportunity & Achievement VBPS: https://www.vbschools.com/UserFiles/Servers/Server_78010/File/Employment/Apply%20Now/Resources/Job%20titles/DirectorOpportunity.pdf

Best Practice: Equity Policy

Background Information / Introduction

A key barrier to community and family engagement is families feeling unwelcome in the school division (Baker et al, 2016). Creating more inclusive environments in school divisions requires a focus on equity and equity policy. Albemarle County Schools stands out as having developed a comprehensive, equity strategy for their division. The Albemarle strategy includes: An Anti-Racism policy, Equity Report to the community, an Equity Policy Checklist, history video, video of the division vision, and media coverage. Albemarle County stands out as having a strategy that is measurable and has defined markers for achieving their stated objectives.

<p>Best Practice</p>	<ol style="list-style-type: none"> 1. Adopt an equity policy with the following framework: Purpose- Why is equity important to your school division? Procedures- How will you ensure equity is practiced? <ul style="list-style-type: none"> • Policy Communication- How will the policy be communicated to all parts of the school division? • Leadership & Administration- Who is going to address equity? <ul style="list-style-type: none"> • How will the equity need of student groups be assessed regularly? • What remedy to inequity is the leadership team going to provide? Advanced coursework, discipline reform, etc. • Curriculum & Instruction- What instructional resources will the division provide to address equity? • Training- Who will receive training on implementing equity, how often will the staff be trained, how will successful training be measured? • Policy Enforcement- How will the policy be enforced in the division? 2. Publish a report to the community on progress against the equity policy at regular intervals. <ul style="list-style-type: none"> • What has been accomplished? • What are the next steps to achieve equity?
<p>Impact</p>	<p>Progress on measures of equity and inclusion will increase family and community engagement with the school division.</p>
<p>Targeted Outcome</p>	<p>The ability to point to measurable progress with community stakeholders that demonstrates the school division is committed to engagement.</p>
<p>Research References</p>	<p>https://www.k12albemarle.org/acps/division/anti-racism-policy/Pages/default.aspx https://files.eric.ed.gov/fulltext/EJ1124003.pdf</p>
<p>Supporting documents</p>	<p>Identifying Barriers: Creating Solutions to Improve Family Engagement (see research references)</p> <p>ACPS Equity Policy Review Checklist: https://curry.virginia.edu/sites/default/files/uploads/resourceLibrary/5b.%20ACPS%20Equity%20Policy%20Review%20Checklist-2.pdf</p> <p>ACPS Anti-Racism Policy (see research references)</p>

Best Practice: Head Start and Title I Models

<p>Best Practice</p>	<p><u>Head Start and Title I Models:</u> (re: <u>5 Steps For Effective Community Engagement</u> article referenced below) Head Start and Title I programs have existing structures in place that follow many of the principles outlined in this article including the inclusion of stakeholders in regular meetings to discuss structures within Head Start and Title I programming. Under Head Start the “Policy Council” includes much of these necessary discussions and decision-making. Under Title I the “Parent Involvement Teams “. Under both structures stakeholders are involved in local decisions that are made that include the involvement of community stakeholders.</p> <p><u>Neighborhood Outreach:</u></p> <ul style="list-style-type: none"> • Neighborhood bus stop buddies –Weekly breakfast and snack bags provided for students. Staff/community service members worked the bus stops. Parents were encouraged to join their students at bus stops to have breakfast together and see their students off to school. • Free Community Yard Sale -Local business owner partnered with schools to take a bus into neighborhoods with donations on it of clothing, toys, and household items. Families were welcome to take any items they needed or wanted, free of charge. • School supplies – Supplies were made available both at schools and taken in neighborhoods for students. • Books – Large amounts of books were purchased and sorted by student’s instructional levels. The books were given to students to keep at home and promote literacy. Families were provided supports and strategies for reading and working with their children. Some book programming included school staff going into identified neighborhoods to ensure families had the books they needed to participate.
<p>Impact</p>	<p><u>Head Start and Title I Models:</u> The potential for success of these models is very strong primarily because the community stakeholders that are part of regular decision-making meetings include stakeholders who are also receiving the benefits from the Head Start and Title I programs. The involvement of these stakeholders is critical. They offer valuable insights regarding decision-making and their first-hand experiences of the impact of these decisions on families receiving the benefit of Head Start and Title I resources.</p> <p><u>Neighborhood Outreach:</u></p> <ul style="list-style-type: none"> • Neighborhood bus stop buddies – The bus stop participation increased based on success at established stops. Students at all levels (Pre-Kg through 12) were able to take advantage of the breakfast and snacks. • Free Community Yard Sale –Families came out to take items they needed and at the same time interacted with staff members. Teachers and staff volunteered to assist with moving items on and off the bus between neighborhoods. Students were excited to get something new for their home and equally thrilled that people from their school were in their neighborhoods. • School supplies – Students had the necessary items to complete schoolwork and be hands on using manipulatives and completed projects. • Books – Promoting literacy and allowing families to come together as a unit to read. Students continue to increase their home libraries and expand their learning through literacy.

Best Practice: Head Start and Title I Models

<p>Targeted Outcome</p>	<p><u>Head Start and Title I Models</u>: The intended outcome is improved home, school and community experiences for students and families who benefit from Head Start and Title I resources. The goal of Head Start and Title I is to “level the playing-field” for underserved populations to provide each student and family with equitable resources, practices, and experiences.</p> <p><u>Neighborhood Outreach</u>:</p> <ul style="list-style-type: none"> ● Neighborhood bus stop buddies – The outcome is 2-fold – 1. provide food for students in the form of a breakfast and healthy snack 2- Connect students and families with outside resources (i.e., YMCA and local civic organizations) at the stops handing out the bags of food and drinks. ● Free Community Yard Sale – The outcome is 2-fold – 1. Provide free needed items for families to make their homes into safe and comfortable places for students 2. Connect families and staff members. Parents have the opportunity to talk with teachers and staff in their neighborhood, outside of the school setting. ● School supplies – All students in Hanover County are afforded the same high-quality education. This includes access to supplies for students whose parents cannot provided them, in order for them to have hands on opportunities by creating and learning alongside their peers. ● Books – With literacy embedded across all content areas and critical to student’s growth access to books is essential for academic growth. Books in the home setting foster independent reading as well as reading as family unit.
<p>Research References</p>	<p>Community Engagement - Title I https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/strategies-community-engagement-school-turnaround.html</p> <p>Parent Engagement Tested Strategies https://www.edutopia.org/home-school-connections-resources</p> <p>Five Steps for Effective Community Engagement https://www.globalcommunities.org/community-engagement-mobilization</p>
<p>Special Considerations for Implementation (i.e. – budget, HR)</p>	<p><u>Head Start and Title I</u>: No additional comments.</p> <p><u>Neighborhood Outreach</u>:</p> <ul style="list-style-type: none"> ● Food and breakfast items (donations) ● Clothing, household items and toys (donated) ● School supplies (Title I funded) ● Books and other instructional tools to support literacy (Title I funded)

Best Practice: Head Start and Title I Models

<p>Supporting documents</p>	<p>Head Start and Title I: Head Start Policy Council: https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/what-policy-council Hanover County Public Schools Title I Parent Involvement Policy: http://www.hcps.us/cms/one.aspx?portalId=1251067&pageId=3433499</p> <p>Neighborhood Outreach: Bus stop Buddies</p> <p>https://docs.google.com/presentation/d/1ritJGUSbfswNZ4LS6g0WGFkb0tsXPtK0P2tIXKZYaRA/edit#slide=id.p</p> <p>Free community Yard sale https://docs.google.com/presentation/d/1Jt1eKnnHsy4scyuNkexBO1KWN7PjJmRg8giGqPNRJ88/edit?usp=sharing</p> <p>Snacks, school supplies, and books https://drive.google.com/file/d/142czQhP4gdIJaA8P7s-jQwgb9HToMef7/view?usp=sharing</p>
<p>Points of Contact</p>	<p>Hanover County Public School Contacts:</p> <p>Katie Stockhausen (Director of Head Start): kstockhausen@hcps.us</p> <p>Carrie Cicuto (Title I Coordinator): ccicuto@hcps.us</p> <p>Brandi Hulsey (Family Engagement and Behavior Intervention Specialist): bhulsey@hcps.us</p> <p>Laura Custalow (Family Engagement and Behavior Intervention Specialist): lcustalow@hcps.us</p> <p>Michael Mudd (Director of Elementary Education): mmudd@hcps.us</p>

Best Practice: Board Training– School Finance

Background Information / Introduction

School divisions everywhere are increasingly challenged to provide quality educational opportunities to meet the needs of an unprecedented diverse student population. While at the same time, funding in support of this daunting mission has decreased or at best failed to keep pace with the growing needs of school communities.

School Boards must confront this reality with a renewed commitment to increase their knowledge of sound fiscal management in the public-school sector. In doing so, governance teams, led by school boards and superintendents must deepen their understanding of the impact that sound fiscal stewardship has on student performance outcomes.

Best Practice:	On an annual basis, School Board Members will participate in a minimum of 4-6 hours of professional learning in the area of school finance and budgeting.
Impact	<ul style="list-style-type: none"> • Improvement of School Division Culture • Increase in Public Trust • More Public Support • Increase in Local Funding • Greater Autonomy/Latitude over Use of Fiscal Resources (Carryover, Fund Balance & Re-appropriation) • Increased Effectiveness and Efficiency of School Operations • More Strategic Alignment of Resources with Desired Outcomes • More Opportunities for Students and Staff • Increase in Student Outcomes • Increase in Staff Performance Outcomes
Targeted Outcome	<ul style="list-style-type: none"> • Deeper understanding of the basic concepts of school finance. • Better understanding of the school board's role and responsibility with respect to the oversight and management of the division's financial and operational resources. • Improved Budget Development and Oversight Processes and Practices. • Better alignment of budget process with student achievement goals. • Better, more informed resource allocation decision-making. • More Effective Communication of Budget Decisions and Goals to Key Stakeholders. • Greater Transparency • Increased Accountability
Research References	Professional Publications, Organizations, National and State School Board Associations https://www.ncsa.org/sites/default/files/media/Best%20Practices%20in%20School%20Budgeting.pdf
Special Considerations for Implementation (i.e. – budget, HR)	Minimal budget implications if a portion of existing professional development allocation is re-programmed for this targeted training.
Points of Contact	School Boards, Superintendents, Virginia School Boards Association

Best Practice: Broadband Access & Adoption

Background Information / Introduction

Commonwealth Connect, a document supporting the Broadband Initiative by Governor Ralph Northam, suggests that well over half a million homes do not have reliable internet in Virginia. This problem is particularly detrimental in rural, poverty-stricken parts of the state where mountainous terrain or sparsely populated areas make it difficult to run fiber or connect homes at a profitable rate for private businesses. A quick internet search will reveal numerous studies that show children without reliable internet at home are at a disadvantage to succeed in the classroom. COVID 19 adds a particular sense of urgency to this issue, as almost all schools in Virginia will have at least an online component this fall.

Best Practice:	<ul style="list-style-type: none"> • Survey families to find out where the areas of need are. Prioritize those needs based on the number of students in a geographic area, the poverty rate, and the most likely routes to deliver broadband to suffering communities. • Install open network broadband Wi-Fi in public places, like parking lots of schools for a quick, temporary fix. • Work with funding agencies and broadband coalitions to connect the dots for them on school system priorities and the urgency of the problem. • Consider writing grants to private foundations to partner with localities and planning districts to deliver service. • Use CARES money to provide mobile hotspots / parking lot Wi-Fi and devices to students in need.
Impact	<ul style="list-style-type: none"> • Attention to the problem of students without proper learning environments in the home, secondary impact are parents who have the potential to then telecommute. • Access to Wi-Fi for every student who can obtain transportation to a public broadband access point. • Advocacy for impoverished children and potential solutions to the problem. • Collaboration and interest from more stakeholder community groups in the goals of the school system. • Online learning is made more effective by placing learning tools in the hands of poverty-stricken students during COVID 19.
Targeted Outcome	<ul style="list-style-type: none"> • Improved community and school infrastructure/ • Improved awareness of issues facing modern education. • Healthier students who are still able to learn in a blended environment.
Research References	<ul style="list-style-type: none"> • www.rga.lis.virginia.gov • https://www.nbcwashington.com/investigations/no-access-to-broadband-could-impact-online-learning/2244579/ • https://www.wvtf.org/post/who-needs-broadband-virginia-pushes-forward-expansion-despite-not-having-answer#stream/
Special Considerations	COVID 19 has upended public education from the buses to the classrooms, to the athletic fields. Blended learning, or even complete online format learning, is forcing the use of tech tools that have thus far been a luxury to more privileged schools and students.
Supporting documents	Commonwealth Connect: https://www.commonwealthconnect.virginia.gov/sites/default/files/CIT%20Documents/Commonwealth%20Connect%20Report.pdf
Points of Contact	School Superintendents Technology Directors Planning District Directors County / City Administrations (CA's / CM's and Community Development)

Best Practice: Equitably Direct Resources to School Divisions

<p>Best Practice:</p>	<ul style="list-style-type: none"> • Virginia currently spends less per student (state & local) in the highest poverty school divisions compared to those with the lowest poverty. • The recent budgetary action taken by state lawmakers disproportionately reduces funding in high-poverty school divisions and in school divisions with the highest percentage of students of color. • Following the Great Recession, reductions in funding led to larger declines in test scores in divisions with more students from low-income families and students of color. • Pass rates and graduation rates are significantly lower for English Learner students compared to non-EL students (47.5 percentage points lower on 2019 reading SOLs). • Increased investment in schools has pronounced impacts on student outcomes – including higher graduation rates, higher adult wages, and a lower likelihood of adult poverty. Students from low-income households benefit most from increased spending.
<p>Impact</p>	<ul style="list-style-type: none"> • Reduced disparities in student outcomes between Black and white students, between EL and non-EL students, and between students living in low-income families and students living in high-income families
<p>Targeted Outcome</p>	<ul style="list-style-type: none"> • Achieve equitable school funding in Virginia by appropriately directing state resources and services to students based on their needs and demographics so every child has the support they need to be successful.
<p>Research References</p>	<p>TCI, "Virginia Can Choose Equity for School Funding During Economic Crisis"</p> <p>Rutgers University, "The Real Shame of the Nation"</p> <p>ELC, "Making the Grade 2019" Report</p> <p>TCI, "High-Quality Education in Virginia Can't Exist Without Adequate English Learner Teachers"</p>

Best Practice: Facilities

<p>Best Practice:</p> <p>Renovate Virginia schools so that students have safe, productive learning environments</p>	<ul style="list-style-type: none"> • Virginia spent 33 percent less on school capital projects in 2016 than they did in 2008 (between state and local governments), on projects such as building new schools, renovating existing facilities, and upgrading equipment • Decreased investment in facility renovation and construction may have long-term consequences, such as higher repair costs and missed savings that could have resulted from greater efficiency • Research shows a connection between school facilities and climate, which is a large factor in how well students perform academically • A 2013 school inventory found it would cost \$18 billion to renovate all of Virginia’s schools that are more than 30 years old.
<p>Impact</p>	<ul style="list-style-type: none"> • Safe, clean learning spaces for students • Reduce teacher turnover by improving buildings and workspaces
<p>Targeted Outcome</p>	<ul style="list-style-type: none"> • Increase state funding for school construction to relieve fiscal stress on localities and counteract inequities created by local funding through property taxes • Renovate schools to provide the appropriate climate and resources necessary for instruction and learning
<p>Research References</p>	<p>TCI, Capital Spending on Virginia’s K-12 Schools Way Down</p> <p>2013 VDOE School Inventory</p> <p>Jerrauld "Jay" Jones and Todd Pillion column: Schools matter for every community</p> <p>Building Conditions Deteriorate in Cash-Strapped School Districts</p> <p>In the Final Days of Session, Funding School Construction Remains a Budget Debate</p> <p>2018 Center on Budget and Policy Priorities Report</p>

Best Practice: Staffing

<p>Best Practice:</p> <p>Sufficiently staff schools to support learning needs of all students</p>	<ul style="list-style-type: none"> • Both instructional and support staff play vital roles in the safety and success of students. Yet since the 2008-2009 school year, there has been a profound drop-off in state investment for support staff positions. While student enrollment has increased by 55,000 students, support staff has decreased by 2,800 positions across the commonwealth. • This is because in 2009, in response to the Great Recession, Gov. Tim Kaine and the legislature at the time agreed to add language to the budget that would put in place what was called a “cap” on support staff funding, cutting hundreds of millions in state funding for support staff. • Virginia falls short of the Virginia Board of Education’s recommended staffing in the Standards of Quality for instructors for English learner students, school counselors, school social workers, school psychologists, school nurses, assistant principals, and elementary school principals.
<p>Impact</p>	<ul style="list-style-type: none"> • Better capacity for counselors to meet the academic, career development, and social and emotional needs of students • Manageable caseloads for school counselors, psychologists, and social workers are crucial for proactively identifying student behavior challenges, reducing exclusionary discipline, and implementing evidence-based alternatives to school exclusion • Improved outcomes for EL students, including higher pass rates and graduation rates • Better academic and life outcomes for students, especially for students from low-income families and students of color who may not have access to supports such as counseling, career development, and mental health services outside of school
<p>Targeted Outcome</p>	<ul style="list-style-type: none"> • Staffing increases for English Learner instructors, school counselors, school social workers, school nurses, assistant principals, and elementary school principals
<p>Research References</p>	<p>Ten Years Behind: The Vital Role of Non-Instructional Staff in Promoting Successful Learning Environments and the Critical Need for Funding</p> <p>2019 Virginia Board of Education Annual Report</p>

Best Practice: Addressing Broadband/Homework Gap

Impact	Provide Broadband access to all students
Targeted Outcome	Make Broadband access ubiquitous for students at school and at home
Research References	<p>https://www.fcc.gov/consumers/guides/universal-service-program-schools-and-libraries-e-rate</p> <p>https://www2.ed.gov/broadband/about.html</p> <p>https://www.brookings.edu/research/bridging-digital-divides-between-schools-and-communities/</p> <p>https://ruralinnovation.us/covid-19-school-closures-visualizing-broadband-inequality/</p> <p>https://www.pewresearch.org/fact-tank/2020/03/16/as-schools-close-due-to-the-coronavirus-some-u-s-students-face-a-digital-homework-gap/</p>
Points of Contact	www.fcc.gov
Other Information:	See Funding and Resources Practice

Best Practice: #BlackEdcellence

<p>Best Practice:</p>	<p>VSBA Equity Awareness Month Activities #BlackEDcellence campaign Modeled after California Association of Black School Educators (CABSE) initiative</p>
<p>Impact</p>	<p>“to counter negative narratives about Black youth. We also want to celebrate the potential we all fight to unlock within our students through education.”</p>
<p>Targeted Outcome</p>	<p>#BlackEDcellence campaign – to help celebrate for graduates of all ages, a day that they rightfully should be proud of. The goal is to correct erroneous assumptions around Black student success, challenging the idea that these students somehow have less potential or cannot accomplish at the same level as their peers.</p>
<p>Special Considerations for Implementation (i.e. – budget, HR)</p>	<p>Target Audience: VSBA Staff Support of VSBA Social Media Staff Support by Local School Boards Review of Local School Board Social Media Policies & Regs</p>

Best Practice: Black History Education

Impact	Inform Board, Staff, Students and Families about Black History (with a focus on the history of Blacks in America)
Targeted Outcome	Increase the understanding of stakeholders about the integral role Black people have played in America
Research References	<p>https://www.richmond.com/news/virginia/virginia-could-require-teachers-to-be-certified-in-african-american-history/article_8ac2b462-8ac0-546f-96ac-516f9ccfa3c8.html</p> <p>https://www.zinnedproject.org/materials/before-the-mayflower</p>
Other Information:	<i>NOTE: See African American Heritage Education Commission</i>

Best Practice: CodeRVA Regional High School


Background Information / Introduction:

Students and Schools in Challenging Environments are more than not faced with concentrated poverty and/or racial isolation. Research clearly documents the benefits of socioeconomically diverse learning environments. By division or locality, the lack of a diverse locality can limit the opportunity for socioeconomically diverse schools. A regional approach can increase opportunities for all students to learn together.




CodeRVA Regional High School

CodeRVA is an innovative, regional, public high school in central Virginia focused on preparing students for college and careers in computer science and coding.

“A commitment to providing equitable access for students ultimately led to the adoption of the weighted lottery, an evidence-based practice for producing school enrollments that roughly reflect the demographics of surrounding communities even if the pool of applicants does not. It is the first lottery-based school in a region with many criteria-based options.” (Bridges & Seigel-Hawley)

Best Practice:	<p>Strength In Diversity: Academic Year-Round Governor’s School for Socioeconomic Inclusive Innovation & Collaboration</p> <p>CodeRVA Regional High School</p> <div style="text-align: center; margin-top: 20px;">  <h2 style="color: #0070C0;">Eligibility and Selection</h2> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <h3 style="color: #0070C0; text-decoration: underline;">Eligibility</h3> <ul style="list-style-type: none"> Must have an interest and passion for computer science Must be a first-time 9th grader in 2020-2021 Resident of a partnering school division </div> <div style="width: 45%;"> <h3 style="color: #C00000; text-decoration: underline;">Selection</h3> <ul style="list-style-type: none"> Lottery-based selection system Ensures diversity and equity in opportunity Currently only control for gender and socioeconomic status (mirrors greater Richmond region) No academic requirements: <ul style="list-style-type: none"> -No essays -No recommendation letters -No tests -No interviews </div> </div> </div>
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Best Practice: CodeRVA Regional High School

<p>Impact</p>	<ul style="list-style-type: none"> • “boost learning and foster workforce skills for all students.” • Increase access to accelerated academic learning, exploration, and collaboration curricula • Intentionally foster socioeconomically diverse learning environments • Increase regional student and parent options • Enhance and strengthen our democratic institutions. “Students understand—and practice—what it means to be a citizen in racially and economically diverse communities by offering opportunities for perspective-taking, cooperating and problem-solving across differences. • Meeting parent / student demand: • <i>“In its first year, CodeRVA was highly sought after by families from every part of the region. More than 700 students applied for 90 seats.” (Bridges & Seigel-Hawley)</i> <div data-bbox="527 903 1247 1270" style="text-align: center;">  <p>Next Generation High School</p> <ul style="list-style-type: none"> • Serving 14 school divisions • Year-round (6 weeks in summer), innovative education • Providing equity and access for all • Blended and personalized learning • Internships for all 11th and 12th graders • Providing a pipeline for RVA workforce   </div>
<p>Targeted Outcome</p>	<ul style="list-style-type: none"> • Increased student academic outcomes • Regional Collaboration and Cooperation • Align Virginia’s regional education and economic initiatives. Go Virginia’s purpose is “to create more high-paying jobs through incentivized collaboration between business, education, and government to diversify and strengthen the economy in every region of the Commonwealth.”

Best Practice: CodeRVA Regional High School

<p>Research References</p>	<ul style="list-style-type: none"> • National Coalition of School Diversity (NCSD) - MODEL STATE SCHOOL INTEGRATION POLICIES POLICY BRIEF 11 MAY 2020 • Creating More Integrated Schools in a Segregated System: A Window of Opportunity, Genevieve Siegel-Hawley, Kim Bridges, Thomas J. Shields, Brian Koziol (2019) • Recruiting and Enrolling a Diverse Student Body in Public Choice Schools, The Century Foundation, Halley Potter, 2019, https://tcf.org/content/report/recruiting-enrolling-diverse-student-body-public-choice-schools/
<p>Special Considerations for Implementation (i.e. – budget, HR)</p>	<ul style="list-style-type: none"> • Modeled after existing Governor’s School Program • Increased GA appropriation • Regional Cooperation and Collaboration • State development support
<p>Supporting documents :</p>	<ul style="list-style-type: none"> • The State of Integration in Richmond (excerpted from National Coalition of School Diversity State of Integration 2018 report <p>https://school-diversity.org/wp-content/uploads/2019/06/State-of-Integration_2018.pdf</p>
<p>Points of Contact</p>	<p>Kimberly M. Bridges, Ed.L.D. Assistant Professor Co-Coordinator, EdD Program, K12 Leadership Department of Education Leadership, School of Education Virginia Commonwealth University bridgeskm@vcu.edu</p> <p>Genevieve Siegel-Hawley Associate Professor, Department of Educational Leadership PhD Track Coordinator, Educational Leadership, Policy and Justice Virginia Commonwealth University Email: gsiegelhawle@vcu.edu</p> <p>Kume Goranson CODE RVA Regional High School 804.968.1820 info@coderva.org</p>

Best Practice: Culture of Love: The ICSD model led by Superintendent Luvelle Brown

<p>Best Practice:</p>	<p><u>Policy Transformation Initiative - School Board Policy Book Rewrite</u></p> <p>The Ithaca City School District Model</p> <p>“The Ithaca City School District began a policy revision process with the primary purpose of eliminating oppression, increasing student achievement, and cultivating our desired culture. Since 2010, the school district has been engaged in a comprehensive and systematic updating of all district policies aimed at communicating and shaping the district’s culture. A policy review committee was created by the board of education, and that group of board members was charged with revising the policy manual.”</p> <p>Policy rests with the board / governance team as a whole. (RAJ)</p> <p>Process included the engagement of the community, students, teachers, parents, community leaders, content experts and others.</p> <p>Multi-year process</p> <p>“Over the past seven years the Board and Superintendent have been systematically working their way through every one of the district’s 250-some policies.”</p> <p>“...three elements make the Ithaca policy update process that’s underway extraordinary – beyond being systematic and comprehensive. First and foremost, the district has launched a student-centered process that is intended to ensure that every single policy promotes – and does not impede – an environment for students characterized by inclusiveness; cultural responsiveness; and loving respect. Second, although the Board of Education is the prime mover in the policy review and update process through its policy committee, a number of other participants – faculty, students, parents, community leaders, and content experts – have been actively engaged in shaping policies. And third, the process has been open to an amazing extent: encouraging candid discussion and even debate, rather than merely papering over potentially controversial topics.”</p>
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Best Practice: Culture of Love: The ICSD model led by Superintendent Luvelle Brown

<p>Impact</p>	<p>Excerpt of VSBA Equity in Education Month Newsletter:</p> <p>Here are three policies our board examined and changed to be consistent with our values:</p> <ul style="list-style-type: none"> • Meal charge policy. The policy review process led to the removal of language that referred to a specific amount owed along with the consequences for reaching those balances. The new policy verbiage is more forgiving and prevents lunch shaming. Previously, parents and students were notified when accounts fell below \$5. Along with the notification of low balances, families felt shamed by the frequent reminders per district policy and the threats to collect prior to the end of the school year to avoid consequences. • Domestic field trips. Some policies needed additional language to represent a shift to more inclusive approaches to teaching and learning. For example, we value the opportunity for students to be exposed to different cultures and enrichments through field experiences and field trips. The culture also now supports efforts to make field trips accessible to all students regardless of finances, disability, or any other previously limiting factor. The domestic and international field trip policies were revised to incorporate more inclusive language. • Special education policies. For some policies, our school board elected to elaborate on language to affirm the school district’s culture. Where possible, language was added to stress the value of inclusion and the role of restorative practices.
<p>Targeted Outcome</p>	<ul style="list-style-type: none"> • Governance focus on student achievement based upon policy action • Process for reviewing policy manual with focus on equitable outcomes • Process for reviewing policy manual with a cultural proficiency lens
<p>Supporting documents</p>	<p>VSBA Equity in Education Month Newsletter 2020: https://myemail.constantcontact.com/Special-Edition--VSBA-Equity-in-Education-Month-Newsletter.html?soid=1132484837359&aid=qISyOrU1U1U</p> <p>ICSD Equity Scorecard: https://www.ithacacityschools.org/districtpage.cfm?pageid=563</p> <p>Policies Transform Culture in the Ithaca (New York) City Schools: https://boardsavvysuperintendent.com/policies-transform-culture-ithaca-new-york-city-schools/</p>
<p>Points of Contact</p>	<p>Dr. Luvelle Brown LuelleB@gmail.com</p> <p>Phone: 607-279-0909</p>
<p>Other Information:</p>	<p>Ithaca School District Snapshot (2018-2019)</p> <ul style="list-style-type: none"> • Approx. 5100 students • 8% Black, 65% White; 7% Latino; 10% Asian; 10% Multiracial • 39% economically disadvantaged

Best Practice: Inclusive Excellence Framework


Best Practice:	Inclusive Excellence Framework: focus on addressing inequities and facilitating change to create culture of excellence
Impact	<ul style="list-style-type: none"> • Diversity • Inclusion • Equity
Targeted Outcome	<ul style="list-style-type: none"> • Diverse workforce • Inclusive Culture • Outcomes predicated more on potential than race, gender, or economics
Research References	<p>https://www.aacu.org/making-excellence-inclusive</p> <p>https://vpdiversity.virginia.edu/inclusive-excellence</p>

Best Practice: Model State Policies

Background Information / Introduction:

The Poverty & Race Research Action Council / The National Coalition on School Diversity created a policy brief on “Model State Policies on Integration.”

The model policies that follow represent small but meaningful steps that state legislatures can take to begin to bring students and communities back together. These policies would begin to provide greater flexibility and support for districts that understand the value of racial and socioeconomic integration, and greater accountability for segregation both within and across districts. They propose funding for a variety of voluntary integration efforts, put stronger limits on school district secession, require assessments of the segregation impacts of significant capital investments, and institute systems of measurement for school segregation.

<p>Best Practice:</p>	 <p>Review PRRAC / NCSD Policy Brief 11</p> <ul style="list-style-type: none"> An act to incorporate measures of segregation into state accountability models An act to support magnet schools An act to promote interdistrict part-time and summer programs An act to promote equitable student assignment in taxpayer-funded schools An act to set out procedures and requirements for new school construction An act to set out procedures and requirements for district reorganization (may not apply to Commonwealth of Virginia)
<p>Research References</p>	<ul style="list-style-type: none"> • National Coalition of School Diversity (NCSD) - MODEL STATE SCHOOL INTEGRATION POLICIES POLICY BRIEF 11 MAY 2020, https://school-diversity.org/wp-content/uploads/NCSDPB11_Final.pdf • Creating More Integrated Schools in a Segregated System: A Window of Opportunity, Genevieve Siegel-Hawley, Kim Bridges, Thomas J. Shields, Brian Koziol (2019) • Recruiting and Enrolling a Diverse Student Body in Public Choice Schools, The Century Foundation, Halley Potter, 2019, https://tcf.org/content/report/recruiting-enrolling-diverse-student-body-public-choice-schools/ • Annotated Bibliography: The Impact of School-Based Poverty Concentration on Academic Achievement & Student Outcomes https://www.prrac.org/pdf/annotated_bibliography_on_school_poverty_concentration.pdf

Best Practice: Respecting Differences

Best Practice:	Respecting Differences – Board, Staff, Students, Families
Impact	Educate Board, staff, and students about differences (gender, ethnicity, race)
Targeted Outcome	Foster a more inclusive and equitable school environment
Research References	<p>https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Domain/861/family-tool-kit/diversity.pdf</p> <p>https://www.parenttoolkit.com/social-and-emotional-development/advice/social-awareness/teaching-young-children-to-respect-differences</p> <p>http://www.ascd.org/Publications/Books/Overview/Discipline-with-Dignity-How-to-Build-Responsibility-Relationships-and-Respect-in-Your-Classroom-4th-Edition.aspx</p>

Best Practice: Balanced Literacy Model

<p>Best Practice:</p> <p>Balanced Literacy Model: Guided Reading Instructional Approach</p>	<ul style="list-style-type: none"> • Approach to early reading instruction • Small group reading instruction • Differentiated teaching • Gradual Release Model (teacher modeling, guided practice, and independent practice) • 60 Minutes daily • Students tiered by instructional reading levels • Tier groups meetings with teacher: <ul style="list-style-type: none"> Below Level – groups 5 days per week On Level – groups at least 3 to 4 days per week Above Level – groups at least 2 to 3 days a week • Guided Reading Components: <ul style="list-style-type: none"> Build background knowledge Word study Independent read alouds Comprehension check Writing (reading strategy and content connection) Closure • Teacher assess students’ reading proficiency through observations while listening to students read and answer comprehension questions. <p>Data was collected at the first implementation of Guided Reading and reveal improvement in students’ reading levels and state standard test scores in reading. Reading level tracked in fall, winter, and spring via PALS.</p>
<p>Impact on Students</p>	<ul style="list-style-type: none"> • Increase the quantity of independent reading (read fluently and with comprehension) • Improve reading fluency • Develop reading comprehension skills • Establish fundamental reading skills • Increase instructional oral reading levels measured by PALS • Word study—Increase incoding to impact quality of writing
<p>Targeted Outcome</p>	<ul style="list-style-type: none"> • Students develop reading skills to help them read independently • Students learn to think critically about books • Students use prior knowledge and apply to text • Practice reading strategies using level-appropriate text • Student improvement in reading comprehension, reading levels, and quality of writing
<p>Research References</p>	<ul style="list-style-type: none"> • Cambridge Educational consultant Turn Around Partner • Adapted from Jan Richardson’s Guided Reading Model • What works clearing house ---Guided Reading
<p>Supporting documents</p>	<p>https://lis.virginia.gov/cgi-bin/legp604.exe?191+sum+HB1634</p>
<p>Points of Contact</p>	<p>Francine Davis – Principal, Sinai Elementary</p>

Best Practice: Career Readiness

<p>Best Practice:</p>	<ul style="list-style-type: none"> ●Conduct needs assessment <p>A review was conducted of current program of studies, guidelines for career readiness and the 5 C’s issued by the VDOE, and student career plans. This review indicated that students needed more avenues for career exploration.</p> <ul style="list-style-type: none"> ●Identify and/or secure resources <p>As a small school with limited means, the division sought grants that would assist. The division received a High School Redesign Planning Grant, followed by a High School Redesign Implementation Grant to focus on providing internships, externships, job shadowing, work-based course credit, social entrepreneurship, and digital badges. A course was created entitled “Dukes Discover” to facilitate the process.</p> <p>The division also received a grant for a Career Connections Lab, to be able to provide more career exploration options for middle school students.</p> <p>The division also created a position for a Career Development Specialist who would oversee these programs.</p> <ul style="list-style-type: none"> ●Develop partnerships <p>The division partnered with EdLeader21 (Battelle) to create rubrics to measure attainment of the 5 C’s. Partnerships were also created with other organizations to promote and publicize internships, job shadowing, and the significance of digital badges and portfolios. Partners included local Chambers of Commerce, the Workforce Investment Board, and local merchants and businessmen.</p> <ul style="list-style-type: none"> ●Establish timelines and benchmarks early <p>Students need to know expectations and timelines ahead of time. A system of monitoring and assessing needs to be put in place. The Career Connections Lab had station rotations established and competencies outlined. “Dukes Discover” had handbook listing expectations and rubrics, with timelines for completion of projects.</p> <ul style="list-style-type: none"> ●Begin with a pilot program and then expand <p>“Dukes Discover” started with a very small number of students who worked through the rubrics for the 5 C’s. After the first year, the pacing guide was revised, activities were modified, the classroom was reconfigured, and additional resources were located. The second year, more students were recruited, and students started passion projects and began extensive goal setting. The division adopted Major Clarity to use for maintaining the digital portfolio. Elementary students also became engaged in citizenship and the 5 C’s by starting WAGllabs.</p>
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Best Practice: Career Readiness

<p>Impact on Students</p>	<ul style="list-style-type: none"> • Increased student awareness of careers in fields such as STEM (robotics, machining, welding, 3-D printing, etc.). • Gave opportunities to participate in social entrepreneurship and citizenship activities. • Increased number of portable credentials students could earn, including digital badges. • Increased number of students demonstrating mastery in the 5 C's. • Improved communication skills. • Development of digital portfolios.
<p>Targeted Outcome</p>	<ul style="list-style-type: none"> • Achieve proficiency in all modules in Career Connections Lab. • Achieve and apply academic and technical knowledge. • Demonstrate workplace skills, qualities, and behaviors as demonstrated by the development of a digital portfolio. • Attain at least one digital badge in the 5 C's. • Completion of a passion project for "Dukes Discover." • Align knowledge, skills, and personal interests with interests with career opportunities through the completion of career internships, externships, job shadowing experiences, or workplace field experiences for course credit. • Build connections and value interactions with others as a responsible and responsive citizen.
<p>Research References</p>	<p>Berger, R. (2014). <i>Leaders of Their Own Learning</i>. New York: John Wiley & Sons, Inc.</p> <p>Dougherty, S. (2016). <i>Career and Technical Education in High School: Does It Improve Student Outcomes?</i> Washington D.C.: Thomas B. Fordham Institute.</p> <p>Virginia Department of Education. (2019). <i>Virginia Is for Learners</i>. Retrieved from http://www.virginiaisforlearners.virginia.gov/media-library/</p> <p>Virginia Department of Education. (2020). <i>Career Connections</i>. Retrieved from http://www.doe.virginia.gov/instruction/career_technical/career_connections/index.shtml</p> <p>Wagner, T. (2008). <i>The Global Achievement Gap</i>. New York: Basic Books.</p>
<p>Supporting Documents</p>	<p>https://youtu.be/V1s47TvN5aM https://emediava.org/lo/2800002786</p> <p>https://www.youtube.com/watch?v=leugRmfrTBU&feature=youtu.be</p>
<p>Points of Contact</p>	<p>Ms. Kathryn Garrett, Career Development Specialist</p>

Best Practice: Data Driven Instructional Practices

Background Information / Introduction:

Old Bridge Elementary is totally committed to success for all. Data driven decisions drive our Instructional practices.

We work within the framework of a Professional Learning Community guided by the following questions:

What do we want our students to know and be able to do? How will we know that they know? How will we respond if they do not know?

Best Practice:	<p>Language Arts: Reading and Writing</p> <ul style="list-style-type: none"> • Small group reading instruction • Differentiated teaching • Gradual Release Model (teacher modeling, guided practice, and independent practice) • 90 Minutes daily (30 minutes guided reading, 30 minutes skill practice, and 30 minutes writing/independent reading) • Students tiered by instructional reading levels • Reading groups meet with teacher based on need: <ul style="list-style-type: none"> Below Level – groups 5 days per week On Level – groups at least 3 to 4 days per week Above Level – groups at least 2 to 3 days a week • Guided Reading Components: <ul style="list-style-type: none"> Build background knowledge Skill Focus lessons (whole and small group) <ul style="list-style-type: none"> Word study/Phonics program K-1 Independent read to self Weekly Comprehension checks (grades 2-5) Writing notebooks to document reading responses • Social Studies content is integrated during the Language Arts block. • SPOT Training for all classroom teachers • Staff trained in Preventing Academic Failure <p>Reading Incentives</p> <ul style="list-style-type: none"> • All students in grades K-3 have book boxes to stock “just right” books to read at any time. • Library reading incentives with monthly competitions and prizes • Virginia Readers’ Program • Battle of the Books • Reading Buddies (4th & 5th grade students buddy with K and 1st grade students) • Storybook Parades • Six Flags Reading incentive program • Open Library time for all students to check out books, research, read and enjoy centers • Bilingual book section in library as well as literacy nights for parents to check out books to read to their children at home.
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Best Practice: Data Driven Instructional Practices

<p>Best Practice:</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Teachers daily assess students' reading proficiency through anecdotal records and observations while listening to students read and answer comprehension questions. • At the end of third grade for the last three years over 87% of all students were reading on grade level as measured by the English end of year Standards of Learning (SOLs). • Reading progress is tracked in fall, winter and spring using PALs, Developmental Reading Assessment (DRA K-3) and Qualitative Reading Assessment (QRI grades 4-5) and weekly reading comprehension checks to monitor mastery of skills. • Students who are below grade level expectations are assessed monthly. • Students all maintain writing notebooks and publish quarterly using the writing process. • Data notebooks – all students maintain and track their progress in reading and math (K-5) Virginia studies is added for 4th and Science is added for 5th. <p>Math</p> <ul style="list-style-type: none"> • Differentiated math instruction with lessons closely aligned to the Standards of Learning. • Students go from the concrete to the more abstract to build a strong math foundation. • Daily Guided math workshop. • Students work with the teacher in small and whole group depending on the skill and skill level of students. • Technology Integration: Origo Stepping Stones, IXL Math, Flocabulary, Jefferson Lab, and other teacher-selected math apps. • Daily spiral review. • Daily Problem Solving using the U(Understand, P(Plan), S(Solve, C(check) Strategy. • Math fluency daily practice. • Pretest data is used to plan instruction and differentiate as needed. <p>Afterschool enrichment Clubs/Groups:</p> <ul style="list-style-type: none"> • Y2K Math Club, Newspaper, Girls on the Run, Boys running club, Dudes in the Kitchen, Robotics, Community Outreach, and the Afterschool Learning Academy
<p>Impact</p>	<p>Reading/Language Arts</p> <ul style="list-style-type: none"> • Build and establish phonics skills needed for reading • Increased written communication skills using the writing process while writing across content • Confident readers and writers who know and can explain their strengths and areas for improvement • Closes the achievement gap among ELLs and non ELLs <p>Math</p> <ul style="list-style-type: none"> • Math fluent/math literate students • Increased student confidence • Increased student engagement and collaboration to solve problems • Use of visual representations and manipulatives to make learning more accessible to ELLs (English Language learners) and students with learning challenges and/or delays

Best Practice: Data Driven Instructional Practices

<p>Targeted Outcome</p>	<ul style="list-style-type: none"> • All students make a year’s growth or more in reading and math • Students develop reading skills to help them read independently • Students learn to read in grade K-1 and students read to learn in grades 2-5 • Students learn to think critically while reading • Students use prior knowledge and apply reading skills to interact with text. • Practice reading strategies using level-appropriate text • Students use reading to research and find answers to their questions, follow directions, and solve problems • Students build foundational understanding of math concepts and how numbers work • Learn and apply a math vocabulary that is universal • Develop and apply critical thinking skills to solve real life problems • Solve math equations and problems with accuracy
<p>Research References</p>	<ul style="list-style-type: none"> • Preventing Academic Failure – Phyllis Bertin and Eileen Periman • <u>Learning by Doing</u>- Richard and Rebecca DuFour • Jan Richardson’s Guided Reading Model • What works clearing house ---Guided Reading
<p>Special Considerations for Implementation (i.e. – budget, HR)</p>	<ul style="list-style-type: none"> • High expectations, collaboration, and a belief that all students can and will learn at high levels are common beliefs that everyone must possess • High quality Professional Development for all teachers • Strong positive culture of oneness and inclusion • Assess and review what works • Monthly transparent, clear, and honest data analysis where everyone takes responsibility for the data • Common planning time for teams to include ESOL teachers and Special Education staff. • Interdependence is essential
<p>Supporting documents</p>	<p>Trend Data</p> <p>http://www.janrichardsonguidedreading.com/what-s-new</p> <p>https://oldbridgees.pwcs.edu/</p>
<p>Points of Contact</p>	<p>Anita G. Flemons -Principal Michael Dobishinsky – Reading Specialist Zonia Alva – ESOL Team Leader Dawn Evans – SPOT Facilitator</p>
<p>Other Information</p>	<p>Old Bridge Elementary is an Award-Winning school. 19 years - recognized as a School of Excellence 4th highest performing school in Prince William County Top 10% of all schools in Virginia (School Digger)</p> <p>We are a community. We are Old Bridge ES!</p>

Best Practice: Mathematics Pathways

Best Practice:

Merging The STEM Divide – Realigning Advanced Mathematics for Middle School

- Mathematic pathways are determined by 5th grade through parent, teacher and counselor conferences. SOL data and student mathematic grades are analyzed for incoming 6th grade students. Students scoring over 450 on the 5th grade SOL are enrolled in Pre-Algebra. Students enrolled in Pre-Algebra will take the 8th grade SOL exam. Students in 7th grade are enrolled in Algebra I and Students in 8th grade are enrolled in Algebra I or Geometry depending on the math track they were on in 6th grade.
- Mathematics pathways will ensure that all middle school students complete either Algebra I or Geometry by 8th grade.
- Summer engineering camps are offered to middle school students to support exposure to critical concepts students will be expected to learn and apply.
- Students are scheduled for 85 minutes of mathematics daily.
- Students that are experiencing difficulties by week 6 are placed in afterschool acceleration tutorials.
- Bi-weekly summative and/or formative data are analyzed by the entire mathematics department and PLC's are led by the math coach.
- All Students in 8th Grade take the Pre-SAT. The data is used to spiral in concepts that must be mastered before leaving 8th grade.

Grade	Track I	Track II
5 th Grade	Advanced Math	Regular 5 th Grade Math
6 th Grade	Pre-Algebra	Regular 6 th Grade Math
7 th Grade	Algebra 1	Algebra 1 or Pre-Algebra
8 th Grade	Geometry	Geometry or Algebra I

Advanced Mathematics Realignment Success

Data for the following years:

2017

(6th Grade) Pre-Algebra 100% Passage on the 8th Grade SOL
 (7th Grade) Algebra I – 100% Passage on the Algebra I SOL
 (8th Grade) Algebra I – 100% Passage on the Algebra I SOL

2018

(6th Grade) Pre-Algebra 98% Passage on the 8th Grade SOL
 (7th Grade) Algebra I – 100% Passage on the Algebra I SOL
 (8th Grade) Geometry – 100% Passage on the Algebra I SOL

Best Practice: Mathematics Pathways

<p>Impact on Students</p>	<ul style="list-style-type: none"> • Increase confidence in the ability to enroll and complete advanced level mathematics • Improve computational skills • Align mathematical skills to real-world problems and solutions. • Over 50% of students take Algebra II and Pre-Calculus in 9th grade.
<p>Targeted Outcome</p>	<ul style="list-style-type: none"> • Middle School students successfully completing Algebra I & Geometry Classes. • Eliminate racial stereotyping of minority children and their ability to successfully complete advanced mathematic courses. • Eliminate achievement gaps for minority students by increasing opportunities for students to enroll in rigorous STEM classes at the high school and college level. • Students will be prepared to successfully declare and complete college majors in Chemistry, Physics, Mathematics, Medical and Engineering.
<p>Research References</p>	<ul style="list-style-type: none"> • Trusty, J. & Niles, S. G. (2003). High school math courses and completion of the bachelor's degree. <i>Professional School Counseling</i>, 7(2), 99–107. • Williams, T., Haertel, E., Kirst, M. W., Rosin, M., & Perry, M. (2011). Preparation, placement, proficiency: Improving middle grades math performance. Policy and Practice Brief. Mountain View, CA: EdSource. • Paul, F. G. (2005). Grouping within algebra I: A structural sieve with powerful effects for low-income, minority, and immigrant students. <i>Educational Policy</i>, 19(2), 262–282.
<p>Supporting documents</p>	<p>https://files.eric.ed.gov/fulltext/ED559619.pdf</p> <p>https://edsources.org/2018/latino-african-americans-have-less-access-to-math-science-classes-new-data-show/598083</p> <p>https://www.wested.org/online_pubs/resource1274.pdf</p>
<p>Points of Contact</p>	<p>Mr. Darren Parker – Principal, J.P. King, Jr. Middle School</p>
<p>Other Information:</p>	<p>https://www.paloaltoonline.com/news/2019/12/11/redesign-of-middle-school-math-elicits-both-enthusiasm-and-criticism</p>

Best Practice: Professional Learning Communities

Background Information / Introduction

Minnieville Elementary is a highly successful Title 1 School located in Prince William County, Virginia approximately 30 miles south of Washington D.C. One of Minnieville's unique characteristics is its proud diverse student and family population. This rich diversity allows teachers and students to gain unique perspectives into both the curriculum and the community. Based on Fall 2019 membership the racial/ethnic composition of Minnieville is 47% of the students are identified as Hispanic, 29% Black, 11% White, 9% Asian, 4% Multiple races. 67% of the school's 600 students are economically disadvantaged and approximately 53% are second language learners.

Best Practice	<p>Professional Learning Communities</p> <ul style="list-style-type: none"> • Common Planning Time for Teams • Teams plan using the schoolwide Professional Learning Community Unit Planning Forms • Intentional and strategic planning and data discussions focused on the 4 Critical Questions: <ol style="list-style-type: none"> 1. What is it we expect students to learn? 2. How will we know when they have learned it? 3. How will we respond when they do not? 4. How will we respond when they already know it? How will we deepen the learning for students who have already mastered essential knowledge and skills? <p>Reading/Writing</p> <ul style="list-style-type: none"> • School Wide Press-In Model of guided reading to ensure that every student receives 30 minutes of high-quality guided reading instruction daily • 1st and 2nd grade teachers participating in county-offered Phonics Unit of Study for the 20-21 school year. 1st and 2nd grade teachers will also have the opportunity to co-teach weekly with Title 1 Reading Specialist as a part of the phonics program • PALS intervention is provided with researched based Literacy Footprints guided reading system for students in grades 1-3; Kindergarten students use an online researched based program called Reading Eggs • Battle of the Books • Title 1 Annual Meeting to encourage family involvement and engagement • Title 1 Literacy nights to support the home-school connection <p>Math</p> <ul style="list-style-type: none"> • Concrete-Representational-Abstract (CRA) instructional model for math • Grades K – 2: 90 minutes Grades 3 – 5: 75 minutes • Differentiated lessons and activities aligned to VA SOL curriculum • Hands-on learning (math manipulatives and concrete models) and use of visual models and picture representations • Guided Math Workshop stations involve using concrete models, pictorial models, and/or abstract models • Math strategy groups - targeted small-group instruction • Classroom teachers co-plan and coteach with ESOL teachers and specialists • Math pretests, diagnostic screening, title 1 needs assessments, and progress check data used to help guide instruction • Integration of technology - IXL, Origo Stepping Stones, teacher-selected math apps and math learning websites • Daily spiral review and Problem of the Day • Problem solving strategy – Understand, Plan, Solve, Check (UPSC)
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Best Practice: Professional Learning Communities

Best Practice	<p>Family/Community Engagement</p> <ul style="list-style-type: none"> • Schoolwide/Team goals set based on number/hours of Family/ Community Engagement • Student Led/ Family Conferences • Business Partnerships
Impact	<p>Professional Learning Community</p> <ul style="list-style-type: none"> • Provided a framework to build teacher capacity • Created collaborative teams focus on improving student learning <p>Language Arts</p> <ul style="list-style-type: none"> • Establish fundamental phonics skills • Improved DRA growth from BOY to EOY • Decrease in the number of students who fail PALS <p>Math</p> <ul style="list-style-type: none"> • CRA model supports student understanding of math concepts through a progression of learning by providing them with concrete models and hands-on activities and building up to picture representations and abstract models • The hands-on approach and use of visual representations to teach a math concept makes learning accessible to ALL students, including English language learners and students with disabilities • Student engagement and understanding increases when they can manipulate concrete objects and transition to creating their own mathematical pictorial representations and solving problems <p>Community Engagement</p> <ul style="list-style-type: none"> • Strengthened family/community relationships
Targeted Outcome	<p>Language Arts</p> <ul style="list-style-type: none"> • Students develop phonics skills and learn how to transfer this into their daily reading and writing • Students strengthen their reading skills and have multiple levels of success to build upon in order to gain confidence in their abilities • Students apply knowledge of phonics and reading skills to pass and/or increase their PALS scores from BOY to EOY <p>Math</p> <ul style="list-style-type: none"> • Students have multiple levels of success to build upon in order to gain confidence in their abilities. • Students build a deeper understanding of math concepts • Students develop critical thinking skills • Students develop mathematical language

Best Practice: Professional Learning Communities

<p>Research References</p>	<p>Professional Learning Communities</p> <ul style="list-style-type: none"> Learning by Doing – A Handbook for Professional Learning Communities at Work by Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas Many, Mike Mattos <p>Language Arts</p> <ul style="list-style-type: none"> Lucy Calkins Units of Phonics Jan Richardson’s Guided Reading Model Jan Richardson and Michele Dufrense Literacy Footprints Guided Reading System <p>Math</p> <ul style="list-style-type: none"> Donna Boucher – Why CRA? Donna Boucher- Guided Math Workshop VDOE- best practices, curriculum framework <p>Community Engagement</p> <ul style="list-style-type: none"> Beyond the Bake Sale: The Essential Guide to Family/School Partnerships by Anne T. Henderson, Karen L. Mapp , Vivian R. Johnson, Don Davies Engage Every Family: Five Simple Principles by Steven Mark Constantino
<p>Special Considerations for Implementation (i.e. – budget, HR)</p>	<p>Additional staffing- Reading Teacher Assistants, Math Teacher Assistant for small group instruction Books for Professional Development</p>
<p>Supporting documents</p>	<p>http://www.unitsofstudy.com/phonics/ https://www.literacyfootprints.com/literacy-footprints-a-research-based-guided-reading-system https://readingeggs.com/about/research/ https://www.mathcoachscorner.com/2015/05/why-cra/ https://www.mathcoachscorner.com/2017/07/structuring-guided-math-workshop/ http://www.doe.virginia.gov/instruction/mathematics/index.shtml</p>
<p>Points of Contact</p>	<p>Deborah Ellis, Principal Alicea Gryzbowski, Title I Math Specialist Whitney Maloy, Title I Reading Specialist</p>
<p>Other Information:</p>	<p>2019 DuFour Award winner http://www.pwcs.edu/news/2018-2019_news/minnieville_es_wins_international_award</p> <p>2019 VDOE Highest Achievement Exemplar Award 2020 VDOE Highest Achievement Exemplar Award http://schoolquality.virginia.gov/schools/minnieville-elementary https://issuu.com/mm905/docs/allthingsplc_summer_2018_07-5-18_lo</p>

Best Practices: Assignment of Quality Teachers

<p>Best Practice</p>	<p>School divisions should give careful consideration to assignment of teachers to ensure that all students have access to quality teachers, particularly those students in challenging environments, where research suggests it is more difficult to find consistently high-quality teachers.</p> <ul style="list-style-type: none"> • School divisions should create teacher assignment policies and practices intended to ensure equitable distribution of quality teachers across all schools • The existing policies for placing students with teachers deserve serious study to ensure that various subpopulations of prior achievement are not being subjected to systematic inequity across grades because they are assigned systematically to less effective teachers. • If beginning teachers are disproportionately assigned to a school within a district, the children who have these teachers quite possibly are not receiving an opportunity to get a good education. Without some measurement of teacher effectiveness, this situation may be difficult to address. • Principals should make a conscientious effort to avoid assigning students to multiple ineffective teachers in succession. • Create teacher residency programs in high-need schools. • Place proven leaders in high-need schools. • Hold principals accountable for distribution of teacher quality through principal evaluation (Reform Support Network, USED)
<p>Impact</p>	<p>It is clear in the research that a quality teacher can have a lasting and measurable impact on student learning and the long-term academic success of individual students. Conversely, poor quality teachers are also proven to have a detrimental effect on learning and can even set student academic progress backwards. Division and school efforts to ensure that they recruit, hire, retain, and assign high quality teachers to ensure equitable access to these teachers will therefore have a measurable impact on improving outcomes in challenging schools.</p>
<p>Targeted Outcome</p>	<p>Targeted outcomes for teacher quality work include:</p> <ul style="list-style-type: none"> • Improvements in recruiting and hiring high quality teachers. • Improvements in evaluating teachers based on definitions of quality. • Improvements in measuring the impact of quality teachers on students, and particularly students in challenging environments. • Improvements in working conditions and supports for high quality teachers. • The assignment of high-quality teachers across all schools in a division, and especially to schools in challenging environments—the assurance of equitable access to high quality teachers for all students. • Measurable improvements in student outcomes, particularly for students in challenging environments.

Best Practices: Assignment of Quality Teachers

<p>Research References</p>	<p>Rivers, J.C., & Sanders, W.L. (2000, May). <i>Teacher Quality and Equity in Educational Opportunity: Findings and Policy Implications</i>. Paper presented at the Hoover/PRI Teacher Quality Conference, Stanford University, Palo Alto, CA. https://media.hoover.org/sites/default/files/documents/0817929320_13.pdf</p> <p>Chetty, R., Friedman, J. & Rockoff, J. (2011) <i>The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood</i>. National Bureau of Economic Research. https://www.nber.org/papers/w17699</p>
<p>Special Considerations for Implementation (i.e. – budget, HR)</p>	<p>There are numerous policy implications, including those around teacher hiring and assignment. In addition, there are potential funding and organizational issues related to professional development and teacher career ladder.</p>
<p>Supporting documents</p>	<p>VDOE Recover Redesign, Restart Guidance (p. 22, p. 40-44, pp. 108-109): http://www.doe.virginia.gov/support/health_medical/covid-19/recover-redesign-restart-2020.pdf</p> <p>Mental health supports for staff: http://www.doe.virginia.gov/support/prevention/index.shtml</p> <p>http://www.nea.org/assets/docs/HE/Ensuring_Every_Child_a_Quality_Teacher.pdf</p> <p>https://www.nctq.org/dmsView/NCTQ_ESSA_Educator_Equity_Best_Practices_Guide_714249</p> <p>https://www.nctq.org/dmsView/NCTQ_ESSA_Educator_Equity_Best_Practices_Guide-Round_1</p> <p>http://myschoolmyvoice.nea.org/wp-content/uploads/2016/06/Teacher-Quality-and-Equitable-Distribution1.pdf</p> <p>https://gtlcenter.org/sites/default/files/docs/2009BiennialReport.pdf</p> <p>https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/equitableaccessstoeffectiveachersstrategicoptions.pdf</p>

Best Practice: Recruitment and Retention

<p>Best Practice:</p>	<p>Schools/school divisions should build recruitment and retention policies and strategies aligned to the definition of teacher quality.</p> <ul style="list-style-type: none"> • An initial practical step is for the local to urge the LEA's Human Resources department to implement recruiting policies that can help ensure that the LEA expand search efforts to attract a diverse, high-quality staff for all students. (NEA) • Policies and practices include mentoring programs, peer assistance and review (PAR) programs, enhanced professional development, increased collaboration time, (myschoolmyvoice/NEA) • Differentiate roles and titles for high performing teachers and extend their reach. Change teacher placement policies that prevent smart hiring and retention. Employ strategies to retain effective teachers and remove those who are ineffective. (Reform Support Network, USED) • A professional growth salary system, also referred to as a professional growth salary framework (PGSF), such as a career ladder, allows educators to remain in the classroom, grow professionally, and receive pay increases tied to their increased skills and responsibilities. (NEA)
<p>Impact</p>	<p>It is clear in the research that a quality teacher can have a lasting and measurable impact on student learning and the long-term academic success of individual students. Conversely, poor quality teachers are also proven to have a detrimental effect on learning and can even set student academic progress backwards. Division and school efforts to ensure that they recruit, hire, retain, and assign high quality teachers to ensure equitable access to these teachers will therefore have a measurable impact on improving outcomes in challenging schools.</p>
<p>Targeted Outcome</p>	<p>Targeted outcomes for teacher quality work include:</p> <ul style="list-style-type: none"> • Improvements in recruiting and hiring high quality teachers. • Improvements in evaluating teachers based on definitions of quality. • Improvements in measuring the impact of quality teachers on students, and particularly students in challenging environments. • Improvements in working conditions and supports for high quality teachers. • The assignment of high-quality teachers across all schools in a division, and especially to schools in challenging environments—the assurance of equitable access to high quality teachers for all students. • Measurable improvements in student outcomes, particularly for students in challenging environments.
<p>Research References</p>	<p>Rivers, J.C., & Sanders, W.L. (2000, May). <i>Teacher Quality and Equity in Educational Opportunity: Findings and Policy Implications</i>. Paper presented at the Hoover/PRI Teacher Quality Conference, Stanford University, Palo Alto, CA. https://media.hoover.org/sites/default/files/documents/0817929320_13.pdf</p> <p>Chetty, R., Friedman, J. & Rockoff, J. (2011) <i>The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood</i>. National Bureau of Economic Research. https://www.nber.org/papers/w17699</p>

Best Practices: Recruitment and Retention

<p>Research References</p>	<p>Rivers, J.C., & Sanders, W.L. (2000, May). <i>Teacher Quality and Equity in Educational Opportunity: Findings and Policy Implications</i>. Paper presented at the Hoover/PRI Teacher Quality Conference, Stanford University, Palo Alto, CA. https://media.hoover.org/sites/default/files/documents/0817929320_13.pdf</p> <p>Chetty, R., Friedman, J. & Rockoff, J. (2011) <i>The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood</i>. National Bureau of Economic Research. https://www.nber.org/papers/w17699</p>
<p>Special Considerations for Implementation (i.e. – budget, HR)</p>	<p>There are numerous policy implications, including those around teacher hiring and assignment. In addition, there are potential funding and organizational issues related to professional development and teacher career ladder.</p>
<p>Supporting documents</p>	<p>VDOE Recover Redesign, Restart Guidance (p. 22, p. 40-44, pp. 108-109): http://www.doe.virginia.gov/support/health_medical/covid-19/recover-redesign-restart-2020.pdf</p> <p>Mental health supports for staff: http://www.doe.virginia.gov/support/prevention/index.shtml</p> <p>http://www.nea.org/assets/docs/HE/Ensuring_Every_Child_a_Quality_Teacher.pdf</p> <p>https://www.nctq.org/dmsView/NCTQ_ESSA_Educator_Equity_Best_Practices_Guide_714249</p> <p>https://www.nctq.org/dmsView/NCTQ_ESSA_Educator_Equity_Best_Practices_Guide-Round_1</p> <p>http://myschoolmyvoice.nea.org/wp-content/uploads/2016/06/Teacher-Quality-and-Equitable-Distribution1.pdf</p> <p>https://gtlcenter.org/sites/default/files/docs/2009BiennialReport.pdf</p> <p>https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/equitableaccessstoeffectiveachersstrategicoptions.pdf</p>

Best Practice: Teacher Quality and the Impact of COVID-19

<p>Best Practice:</p>	<p>Teacher Quality and the Impact of COVID-19:</p> <ul style="list-style-type: none"> • The impact of this pandemic on teacher quality has the potential to be substantive. In general, the availability of teachers may be impacted, the social and emotional well-being will need to be addressed, and their professional learning to address the unique challenges presented by the extended closure and changing circumstances around the new school year will need to be considered. VDOE addresses some of those concerns in their Recover, Redesign, Restart guidance document (link below): <ul style="list-style-type: none"> • Therefore, per the Governor’s phased reopening plan, divisions should implement policies that provide for remote learning exceptions for students and teleworking for staff who are at a higher risk for severe illness and who are therefore safer at home (VDOE, p. 22). • Develop plans for potential shortage of personnel when school opens; develop plans for addressing situations where employees refuse to come to work (VDOE, p. 41). • Additionally, the mental health of students and staff should remain a top priority during these challenging times. Divisions should consider mental health supports and leave policies for students and staff, in addition to procedures that promote their physical health (VDOE, p. 42). • To be effective instructional leaders, staff may need a comprehensive range of information, professional development, and training to prepare them to meet evolving challenges (VDOE, p. 44).
<p>Impact</p>	<p>It is clear in the research that a quality teacher can have a lasting and measurable impact on student learning and the long-term academic success of individual students. Conversely, poor quality teachers are also proven to have a detrimental effect on learning and can even set student academic progress backwards. Division and school efforts to ensure that they recruit, hire, retain, and assign high quality teachers to ensure equitable access to these teachers will therefore have a measurable impact on improving outcomes in challenging schools.</p>
<p>Research References</p>	<p>Rivers, J.C., & Sanders, W.L. (2000, May). <i>Teacher Quality and Equity in Educational Opportunity: Findings and Policy Implications</i>. Paper presented at the Hoover/PRI Teacher Quality Conference, Stanford University, Palo Alto, CA. https://media.hoover.org/sites/default/files/documents/0817929320_13.pdf</p> <p>Chetty, R., Friedman, J. & Rockoff, J. (2011) <i>The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood</i>. National Bureau of Economic Research. https://www.nber.org/papers/w17699</p>

Best Practice: Teacher Quality and the Impact of COVID-19

<p>Special Considerations for Implementation (i.e. – budget, HR)</p>	<p>There are serious implications around addressing Covid-19 issues and especially concerns about staffing shortfalls and the need for additional substitute teachers during a downward funding cycle.</p>
<p>Supporting documents</p>	<p>VDOE Recover Redesign, Restart Guidance (p. 22, p. 40-44, pp. 108-109): http://www.doe.virginia.gov/support/health_medical/covid-19/recover-redesign-restart-2020.pdf</p> <p>Mental health supports for staff: http://www.doe.virginia.gov/support/prevention/index.shtml</p> <p>http://www.nea.org/assets/docs/HE/Ensuring_Every_Child_a_Quality_Teacher.pdf</p> <p>https://www.nctq.org/dmsView/NCTQ_ESSA_Educator_Equity_Best_Practices_Guide_714249</p> <p>https://www.nctq.org/dmsView/NCTQ_ESSA_Educator_Equity_Best_Practices_Guide-Round_1</p> <p>http://myschoolmyvoice.nea.org/wp-content/uploads/2016/06/Teacher-Quality-and-Equitable-Distribution1.pdf</p> <p>https://qtlcenter.org/sites/default/files/docs/2009BiennialReport.pdf</p> <p>https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/equitableaccesstoeffectiveachersstrategicoptions.pdf</p>

REPORT OF THE VSBA TASK FORCE ON STUDENTS AND SCHOOLS IN CHALLENGING ENVIRONMENTS



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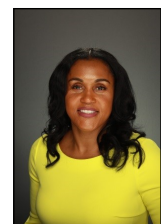
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