



VSBA President
Scott M. Albrecht
Manassas City School Board

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February 28, 2018
FREE Webinar: Alternative Health Insurance Model

March 14, 2018
VSBA Hot Topic Conference—Wytheville

April 10, 2018
VSBA Superintendent Evaluation Workshop

April 17, 2018
VSBA Hot Topic Conference—Chesterfield

PRESIDENT'S MESSAGE

As spring looks like it's coming, and we prepare for the start of our regional meetings, I want to start with a sincere Thank You to everyone who devoted the time and effort to attend our Capital Conference in Richmond and the Advocacy Institute in D.C. Your efforts in the field of advocacy are essential to the success of our organization. As we continue to feel the budget strains at the Federal, State and local levels, all of our efforts are needed more than ever.



VSBA President Scott Albrecht, VSBA Executive Director Gina Patterson, and Governor Ralph Northam at the VSBA Capital Conference.

Our strong delegation that participated in the Advocacy Institute was led by our Legislative Positions/Federal Relations Chair Beth Hardy, from Goochland, who did a great job organizing the delegation, preparing and disseminating the key talking points to convey to our federal legislators, and working closely with staff to establish timely meetings with the office staffs of our Senators and Representatives. Kudos to Beth and our VSBA staff for the hard work organizing that effort.

Similarly, VSBA has been closely monitoring the legislation working its way through the House and Senate in Richmond. Please remember to look for the Action Alerts and other correspondence from Jeremy Bennett, our VSBA Government Relations Specialist. Your calls to key legislators make a difference. The VSBA Legislative Blog, <http://vsbalegislativeupdate.blogspot.com/>, is an outstanding tool with which to remain current on all pertinent General Assembly legislation. And

remember, once the General Assembly has completed its work during the session, our advocacy mission continues at the home offices of our state representatives. Take advantage of any opportunities you may have to invite your legislators to board meetings for recognitions, or better yet into our schools (and not just the new ones). Showcase something you're proud of and invite them to see public education in action.

Your Association works for you in other ways as well. At your request, our now annual southwest Hot Topic conference features a very relevant discussion on mental health and creating trauma response in schools on March 14th in Wytheville. Because of a local Board commitment, I will not be able to be there, but I look forward to seeing many of you in your home regions throughout the spring or at our Hot Topic conference on national data on equity within education on April 17th in Chesterfield.

Again, thank you for everything that you do for the children of the Commonwealth. Together we are working to improve the quality of education for all students in Virginia.



Virginia delegation during the NSBA Advocacy Institute Day on the Hill meeting with Senator Kaine on February 6, 2018.



Gina G. Patterson
VSBA Executive Director

“VSBA offers several services to our member boards that promote our mission of leadership, advocacy and support.”

FROM THE EXECUTIVE DIRECTOR

From time to time around this time of the year VSBA will receive calls/correspondence from board members letting us know they don't agree with some of the lobbying positions of the association, which is always a great time to touch on how the VSBA lobbying positions are developed. The VSBA is a membership driven association. Founded in 1906, the VSBA is a private, voluntary, nonpartisan organization. The mission of the association is to provide leadership, advocacy and support to our member boards. One of the main goals of the VSBA is the advancement of education through local control by the 133 school divisions around the state.

VSBA offers several services to our member boards that promote our mission of leadership, advocacy and support. One of the most important of these is the annual VSBA Delegate Assembly that takes place in November during the VSBA Annual Convention. This is where all legislative position statements are discussed, debated and adopted. The results of the position discussions at the VSBA Delegate Assembly gives the VSBA Board and the VSBA staff our blueprint for positions for the upcoming General Assembly. Each member board elects one member to serve as its representative at the legislative session of the VSBA, the Delegate Assembly. The work of the Delegate Assembly is like that of the state legislatures enacting statutes. The acts of the VSBA Delegate Assembly are binding on the VSBA Board and staff. The legislative positions adopted at the Delegate Assembly identify the positions that staff must promote on the various issues contained in each.

Before the Delegate Assembly, every school board and every school board member has the opportunity to influence VSBA's Legislative Positions. In the spring every school board member is notified of the Legislative Positions process. Every school board can submit proposals for new and/or revised Legislative Positions for the Delegate Assembly to consider. Each VSBA Legislative Position originates with a local school board and is then considered by the Legislative Positions Committee. This committee is composed of school board members from around the state, and review the proposals before they reach the Delegate Assembly. The Legislative Positions process is designed to ensure that VSBA's Legislative Positions reflect the opinions of Virginia's school boards.

Sometimes individual board members take issue with VSBA staff for its lobbying certain issues that conflict with their own personal politics or preferences. As a reminder, the positions taken by staff and promoted to the membership result from a majority vote of the VSBA Delegate Assembly. There is no way the VSBA board and staff could represent every individual (847) board member's viewpoints. This is why the VSBA is an association of "school boards", and represents the viewpoints of school boards, as determined by their representative to the VSBA Delegate Assembly.

The VSBA does not endorse candidates for public office. The method used by the Association's lobbyists in achieving its objectives is the use of objective information and logical steps in problem solving. This process was reaffirmed at the VSBA Delegate Assembly in Williamsburg in November. The newest version of the [VSBA Legislative Positions handbook](#) was sent out electronically and a hard copy was sent to each board Chair.

The VSBA lobbyists, Jeremy Bennett and Stacy Haney, have hit the ground running on your behalf this year and continue to keep you updated through the [VSBA Legislative Blog](#), and email call to action alerts.

Thanks for all that you do.





Stay Updated on What Is Going on During the Virginia General Assembly

The VSBA Legislative Blog is up and running to keep you abreast of what is going on during the VA General Assembly as it relates to Public Education. Bookmark the blog page, read the action alerts you receive via email, and stay active in the education-related bills this session. If you have any questions regarding the blog or any legislative updates, please contact Jeremy Bennett, VSBA government relations specialist at Jeremy@vsba.org.



VSBA members attending the Day on the Hill held in conjunction with the VSBA Capital Conference on Tuesday, January 23, 2018.



THE VALUE OF MENTORING

Quality mentoring relationships can have a direct impact on your effectiveness as a school board member, both as a mentee who is learning the many aspects of school board service and as a mentor who is reflecting on their experience and looking for ways to continue their learning and growth.

To participate as a mentor or mentee, contact Madeline Slubowski, coordinator of board development, at mslubowski@vsba.org or 434-295-8722.

Ask the Legal Expert

- Q. Is there a state mandated hiring schedule for teachers?**
- A.** No. For many years, the Virginia Board of Education did mandate a uniform hiring schedule, which was also known as the 3-phase hiring process. However, that schedule was repealed effective December 13, 2017. In recommending the repeal of the schedule, the DOE said that the repeal “would give local school divisions additional flexibility, particularly in the timing of hiring. . . The additional flexibility on the hiring calendar may result in less certainty about the timing of the hiring process for teachers; on the other hand, the additional flexibility may be helpful for some teachers for whom the current state mandated schedule is not ideal”.

See previous “Ask the Legal Experts” online at http://www.vsba.org/services/legal_services/ask_the_experts/



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How does this work?

When you purchase access to a webinar, you will receive access to the video recording on the topic of your choice.

How much does it cost?

Webinars are the same cost as live webinars: \$140 per connection, unless otherwise specified (unlimited number of participants per connection).

Do I receive Academy Credit for viewing an on-demand webinar?

Yes, you will receive 1 credit for viewing the webinar. You will receive an academy credit form to complete and return once the webinar has been viewed.

For additional information on VSBA Webinars on Demand, contact Madeline Slubowski, coordinator of board development, at mslubowski@vsba.org or 434-295-8722.

The charts below are just a sampling of the Webinars that are offered through VSBA. To view the complete list, please visit the [VSBA Website](#).

Live Date	Free Webinars	Fee
01.12.2018	Improving Emergency Management in VA School Divisions	Free
10.24.2017	Milestone Communications: A Community-Friendly Approach to Wireless Infrastructure	Free
10.04.2017	Bring the Media Onboard with Proactive Communication Tactics	Free
06.14.2017	The Research on School Choice	Free
05.04.2017	Super Substitutes: The Solution To Filling Absences & Improving Student Learning	Free
04.18.2017	Integrating CTE, Project Based Learning, STEM Learning into Your School	Free
02.27.2017	Simulated Workplace: Creating High Quality Business and Industry Learning Environments	Free
10.27.2016	ESSA and the New Virginia Profile of a Graduate Using SAT and Advanced Placement	Free
9.28.2016	The Communities in Schools Model of Integrated Student Services	Free
02.03.2016	Special Education Implications of Online Virtual Instruction	Free

Live Date	Paid Webinars	Fee
12.05.2017	Budget Basics/Finance 101 Pt. 1&2	\$240 for both or \$140 for one
08.07.2017	Communication: How to Foster a Positive Relationship Between the School Board and the Board of Supervisors	\$140
05.17.2017	Improving Education Services for Children with ASD in Public School Divisions through the VCU Autism Center for Excellence	\$140
02.16.2017	Court(ing) Consequences: Educational and Other Impacts for Court-Involved Children	\$140
10.06.2016	The Bar Has Been Set High-Are Your Athletic Policies & Procedures in Compliance with the Law?	\$140
08.10.2016	Not Your Father's Voc Ed-The Value of CTE for all Students	\$140
05.17.2016	Equity Policies 101	\$140
01.06.2016	FOIA Open Meeting Requirements for School Boards	\$140
08.12.2015	The Data Made Me Do It	\$140



Elizabeth Ewing
VSBA Director, Legal &
Policy Services

The ABCs of the Revised SOAs

Basic Vocabulary for Understanding the Revised Standards of Accreditation

After several years of consideration, discussion and public input, Virginia's revised Standards of Accreditation (SOAs) went into effect on January 11, 2018. As school board members become familiar with the new graduation requirements for students (applicable to students who enter 9th grade starting later this year) and the new accreditation standards applicable to schools, it might be helpful to start with the basics: brief definitions or descriptions of some of the terms used in the revised SOAs.

Academic and career plan portfolio (ACPP)

Prior to the revision, the SOAs called for an Academic and Career Plan (ACP) to be developed for each 7th grade student. The revised SOAs continue that requirement and expand it by adding a requirement for an ACPP for each student. Students begin development of their ACPP in elementary grades. The ACPP includes information about interests, values such as dependability and responsibility, and skills supporting decisions about the student's future interests and goals. The ACPP is a repository for planning notes, class projects, interest inventory results, awards and recognitions and other information related to academic and career plans and preparation. The ACPP is student led and updated and revised throughout the school years. The information in the ACPP will serve as the foundation for creating the ACP in grade 7.

Accreditation ratings

There are three accreditation ratings for schools under the new SOAs: accredited, accredited with conditions, and accreditation denied.

Career investigations requirements

Students entering the sixth grade for the first time in 2018-2019 or later are required to complete a career investigations course or the equivalent. For students who take a career investigations course, the course must be selected from the career and technical education state-approved list. Other students must complete a division-provided alternative means of delivering the course content which is equivalent in content and academic rigor to the course. The course, or equivalent, addresses planning for academic courses, work-based learning opportunities, completion of industry certifications, possible independent projects, and postsecondary education. The course or alternative includes demonstration of personal, professional and technical workplace readiness skills.

English Learner

This term is used in the federal Every Student Succeeds Act and is now used in place of the terms "English Language Learner" or "Limited English Proficient" student.

The Five Cs

Referred to as "foundational skills" in the revised SOAs, the 5 Cs are critical thinking, creative thinking, collaboration, communication and citizenship. The Five Cs are embedded in the Standards of Learning for all subject areas. Student acquisition of the Five Cs is evaluated at the local level based on locally developed criteria.

Performance assessment (aka "authentic performance assessment")

A performance assessment is a test that requires students to perform a task or create a product. It is typically scored using a rubric. Performance assessments may be used to confer verified credits in history and social science and English (writing).

Performance assessments measure subject-matter proficiency and the ability of students to apply the content and skills they have learned. Performance assessments generally require students to perform a specified task or create a product and often include tasks or challenges that mirror those that might occur in a "real-life" situation.

Performance benchmarks

Schools are held accountable for attainment of the school quality indicators based on measurement against performance benchmarks. Benchmarks measure actual performance or improvement or decline in performance over time, or a combination of the two, for each school quality indicator used for accreditation.

Performance levels

The revised SOAs recognize 3 performance levels for each school quality indicator: Level One (at or above standard), Level Two (near standard or improving) and Level Three (below standard)

Profile of a Virginia Graduate

The General Assembly directed the Board of Education to develop and implement a Profile of a Virginia Graduate that identifies the knowledge and skills that students should attain during high school in order to be successful contributors to the economy of the Commonwealth.

Reporting group

The No Child Left Behind Act of 2001 recognized the importance of disaggregating student populations to better analyze whether all students are succeeding. Under the revised SOAs, the term "reporting groups" replaces the term "subgroups".

(continued on page 6)



THE ABCs (continued from page 5)

School quality indicators (aka indicators)

There are multiple indicators for every school. The indicators are different for elementary and middle schools and for high schools. Schools are held accountable for attainment on each of the indicators based on measurement against performance benchmarks.

School Quality Profile

This replaces the School Performance Report Card. It provides information to parents, citizens, the community and the general public about school characteristics and about a comprehensive range of school indicators.

Current VSBA Superintendent Searches

Appomattox County
Greensville County
Henrico County
Newport News City
Nelson County
Orange County
Page County
Wythe County

For additional information on the VSBA Superintendent Search Services, please visit: http://www.vsba.org/services/superintendent_search_assistance/

The Commonwealth Institute– Reports Available

The mission of the Commonwealth Institute is “to use policy research and analysis to advance the well-being of Virginia communities, and improve the economic security and social opportunities of all Virginians.” The Commonwealth Institute has produced two reports related to education that may be of interest. Click on the links below to access these reports.

[Cuts to School Funding are Hurting Virginia Classrooms](#)

[Unequal Opportunities: Fewer Resources, Worse Outcomes for Students in Schools with Concentrated Poverty](#)

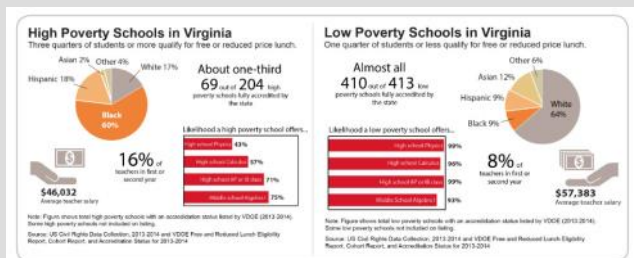


Image from Commonwealth Institute.

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Thank You School Board Members!

Thank you for your service and dedication to Virginia's public schools. As we all know, serving as a school board member can be one of the most rewarding, yet challenging experiences. Thank you for what you do.

During the 2016 VSBA Annual Convention, students from Newport News City Public Schools interviewed several board members on why they became school board members. The students then put the responses into a video to help showcase local school board members and their reasons for serving on their local board.

To view the video, please visit: <https://www.youtube.com/watch?v=nmvzvKCGPPs>

Thank you to the staff and students of Newport News Public Schools, for your work on this project. It is a great testament to the work that school board members do in the Commonwealth.

Thank you, school board members, for all that you do for our students and for the future of public education.





Division Spotlight: Roanoke County Public Schools

In each newsletter VSBA will spotlight a recent initiative or best practice taking place in a school division in Virginia. If you have a story you would like to submit for inclusion in the spotlight section of the VSBA Newsletter, please contact Samantha Bosserman, director of communications and board development, for more information. We look forward to hearing about the great things going on in your divisions.

Burlington's Tale

By Joe LeGault, Supervisor of English, Roanoke County Public Schools

Our Story

This is a story about fist-bumps and swagger. These terms are both celebratory and attitudinal in nature and are rarely associated with struggling public schools; that is, until you hear the story of Burlington Elementary School in Roanoke VA and how they turned a struggling reading program into a model for other schools to follow.

This story begins some years back when the makeup of the neighborhoods surrounding the small, nearly eighty-year-old elementary school in north Roanoke County began to change. This is not a new phenomenon; many schools experience this shift as aging populations move away, homes become rental properties, and low income apartments spring up. The schools adjust as best they can. Some, like Burlington Elementary, become eligible for Title I federal funds and other resources. Others must manage on their own. If the pace of change in the surrounding neighborhoods outpaces the school's ability to adapt to a new constituency, these schools can find themselves falling short on objective accountability measures and on the ropes to meet state and federal accountability measures. After a period of several years, Burlington Elementary School found itself on the ropes at the end of the 2015 – 2016 school year.



The Ropes

As with most of these cases, getting to the ropes took time and the reasons are many. What makes this a story worth reading is not how they found themselves on the ropes but rather how they changed, identified, and addressed the issues that led to educational success. In some respects, the timing was very good for Burlington. At the time they found themselves falling behind and unable to meet expectations, the federal government was in transition due to its rewrite of No Child Left Behind. The school had limited federal accountability issues to deal with while striving to meet state accreditation. School-wide pass rates in reading were enough to worry about and the added pressure of meeting performance benchmarks by different sub groups may have been too much. Leading up to year-end testing for the 2015-16 school year, Burlington Elementary needed a school-wide average reading pass rate of 75-percent in reading to meet the Virginia state accountability requirements. The state allows for several options to meet the pass rate including the use of three-year averages and other exceptions to help struggling schools. However, Burlington Elementary had used all those options the previous years. They needed to achieve 75-percent in reading for 2015-16. No exception. They did not make it, at least on the initial attempt. However, all was not lost. Virginia allows students who do not pass their first test attempt by a slim margin to retake the test within a short, specified time frame. These are called expedited retakes. Burlington Elementary needed twelve students to pass their expedited retakes to meet the required 75-percent school-wide average and on the second attempt these students were successful. The respective grade level final scores were 69-percent in grade three, 77-percent in grade four, and 78-percent in grade five, for a school-wide reading average of 75-percent. The pressure, the stress, and the anxiety associated with such a close call is, unfortunately, well known in education circles and can be handled in many ways. It was the reaction of the school staff, administrators at Burlington Elementary, and the district leaders at Roanoke County Public Schools to this pressure that led to an amazingly positive action plan and, what we hope, is an inspirational result.

Houston, We Have a Problem

As the old adage goes, the first step in fixing a problem is to admit that there is a problem. Strong individuals and strong institutions readily admit needing adjustments. Through reflection and data analysis, it became clear that three issues were driving the scores down. These issues were a lead-in issue with kindergarten, first, and second grades, a standards alignment issue in grades three, four, and five, and, more subtly, too much focus on things that cannot be controlled such as student demographics and state requirements.

These necessitated a three-pronged approach to the action plan:

- 1 – a complete realignment of curriculum and teaching to the state standards
- 2 – a shift in focus to work diligently on the things that can be changed to help students achieve
- 3 – a commitment to the district's literacy plan in K, 1, and 2 through professional development and strong leadership.

Realignment and Change

Of the two tasks, realignment was easier and was the focus of grades three, four, and five. Central office staff and school administrators developed a process to help teachers evaluate their current assessments for alignment, realign and recreate those assessments to more accurately measure students' mastery of skills, and develop lesson plans that support the acquisition of those skills. The school day schedules

(continued on page 9)



ROANOKE COUNTY SPOTLIGHT (continued from page 8)



were changed or adjusted to allow teachers common planning time which led to the development of well-run professional learning communities (PLCs). This enabled a positive and productive approach to affecting change that empowered the teachers to hone their craft and concentrate on things they could directly affect. They quickly improved their checks for understanding, spiraling, and intervention processes. All third, fourth, and fifth grade teachers embraced this hard work in the weeks before the 2016-17 school year began and made tremendous progress by the end of the first semester. This worked so well that Burlington's scores on the district's first semester grade three reading benchmark tests were so high, the teachers thought the students had somehow seen the test. In fact, they were so concerned that the results were inflated, that the school asked district administrators to retest the students using a different test. The results on the second test were as equally impressive. For the first time in many years, this faculty was tasting

success and believing in themselves.

Lead-in

Alignment will only go so far if the students are below grade level in reading ability. Virginia does not test below grade three, therefore, the kindergarten, first, and second grades focused on reading acquisition. Roanoke County Public Schools began a literacy plan in 2008 and revamped it in the summer of 2015. The approach is a research based, small group guided reading instructional process that meets students at their developmental level. The district created an implementation plan designed to build a cohort of students beginning with first grade. The district also provided professional development for every first grade teacher throughout the year, changed the reading specialist's role to an instructional coach, and provided all the necessary materials to ensure that each teacher was equipped to implement the instruction. The revamp of the literacy plan was the long-term game, the transformation that will put the district in a position to meet the needs of all students and help the graduates of the Class of 2035 compete in a global economy. Burlington Elementary not only embraced the plan, they implemented it in grades one and two in the first year even though the district initiative only called for implementation only in grade one. This early implementation helped the school's third grade students in 2016-17 receive small group guided reading instruction as prescribed by the district's literacy plan a year ahead of schedule. The initiative of these teachers and the administrators cannot be overstated. As a team, they put in the hard work it took to learn a new process and deliver it with fidelity.

Wait For It...

The results were impressive. On the district's Lexile test at the beginning of the 2016-17 school year, the grade three students at Burlington performed 42-percent higher than the previous grade three students. While there are always variations between any two groups of students, the two groups were so similar in all areas of demographics, disabilities, ELL, and aptitude, that the change to a small-group guided reading model is the only suggestable explanation for the dramatic increase in reading level. The grade three teachers then took these students through a well-aligned curriculum resulting in the aforementioned success on the midyear district benchmark. Grades four and five also performed well on the midyear benchmark leading to building-wide cautious optimism and renewed energy for a strong second semester push. This all built toward a tight testing window in May 2017 and a quick return of the scores. For the first time in six years, Burlington Elementary was fully accredited in reading on its first attempt, with no need for expedited retakes. Moreover, grade three, which not only received the alignment work, but also benefited greatly from the literacy plan, saw a 13-point improvement over its previous year's scores.

Fairytale Ending

One need not have felt the same pressure and anxiety as the teachers at Burlington Elementary had to appreciate the impact of this one-year turn around. To walk the halls of this school in late May and early June, 2017 was to witness students, teachers, and administrators sharing enthusiastic fist-bumps, high-fives, hugs, and smiles. Optimism and confidence are contagious and build momentum. The opening of the 2017-18 school year welcomed back a faculty and staff who were excited about the possibilities and the great things they knew their students would accomplish. Burlington Elementary school has its swagger back.

Lasting Implications

Roanoke County Public Schools is a district of nearly 14,000 students and 26 schools. The implementation of the literacy plan involved all of the district's sixteen elementary schools, including Burlington Elementary. The success seen by Burlington Elementary's early adopters of the literacy plan translated into an affirmation of the plan's reading instruction. If one were to visit any of the elementary schools in Roanoke County today, they would be treated to room after room of engaged students being taught by consummate professionals who hone their craft every day.

Edited by Chuck Lionberger, APR, Community Relations Specialist, Roanoke County Public Schools

Dr. Greg Killough, Superintendent of Roanoke County Public Schools and Dr. Linda F. Wright, Director of Elementary Instruction for Roanoke County Public Schools contributed to this article.

Photo Credit: Chuck Lionberger, APR - Roanoke County Public Schools



VSBA Well Represented at NSBA Advocacy Institute

February 4—6, school board members from all over the United States attended the National School Boards Association's Advocacy Institute, including 24 from Virginia. Board members attended general sessions that featured speakers including famed political commentator Cokie Roberts, U.S. Senators Deb Fischer and John Boozman, and panel sessions discussing year-round advocacy, the current political landscape, and federal issues impacting public education. Virginia attendees met with Senator Kaine and representatives from Senator Warner's office, as well as every member or representative from each of the Virginia House Delegation to successfully advocate on behalf of public education in the Commonwealth.



VSBA Excellence in Workforce Readiness Award

The VSBA would like to invite you to apply for the first annual Excellence in Workforce Readiness award. This award seeks to recognize Virginia School Divisions who have achieved excellence in Workforce Readiness through an innovative program within your school community.

To access the application form and additional information visit: http://www.vsbva.org/resources/excellence_in_workforce_readiness_award/

Deadline to Apply: **March 5, 2018**

The awards will be presented at the VSBA Conference on Education, July 17, 2018 at the Richmond Marriott.

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VSBA Affiliate Member Profiles

**In each issue of the VSBA newsletter, we will feature three VSBA Affiliate Members.
Thank you for support of VSBA and Virginia's public education system.**



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Visit http://www.vsba.org/resources/affiliates/affiliate_member_program/ for a complete list of VSBA's Affiliate Members.

2018 VSBA Business Honor Roll

Local businesses have the power to shape community attitudes about public schools, and the VSBA Business Honor Roll is a way for local school divisions to recognize local businesses for their support, especially as schools face increasing budget uncertainty. The Business Honor Roll helps divisions say "thank you" for their vital contributions.

Businesses large and small, corporate-owned or family-run, play a key role in supporting our communities and local schools. They contribute to our school divisions in many ways, including helping schools with in-kind or financial contributions, donating to scholarship programs, supporting extracurricular activities, offering internship opportunities, volunteering in the schools, and sponsoring field trips. This type of support is invaluable.

If you are working with a local business that deserves recognition, your division can add up to three names to the VSBA Business Honor Roll by passing a resolution and submitting the online nomination form to VSBA by April 9, 2018. [Please click here for complete information, including submission guidelines and the online nomination form.](#)

Later this year, VSBA will publish the Business Honor Roll in the association newsletter and issue a news release about those honored through this program. We also will mail personalized recognition certificates and letters of congratulations for each business to division superintendents in time for boards to present to them at May school board meetings.



FOLLOW VSBA ON SOCIAL MEDIA





UPCOMING EVENTS, WORKSHOPS & TRAINING

February 28, 2018

[FREE WEBINAR: VSBA Alternative Health Insurance Model: A New Way Forward](#)

LOCATION: Online

DETAIL: The VSBA Alternative Health Model is demonstrating savings to school systems and employees. In the heat of the budget process, discover a new way forward. This session will address the following: Orientation to the VSBA Alternative Health Insurance Plan; introduce BPA capabilities and unique plan attributes; directly address the ability to flatten the health insurance cost curve for school systems; provide examples of schools systems operating under the VSBA model & results; introduce two programs reducing the employee costs -Wellness & Healthiest You; introduce our "direct enrollment support & post enrollment support" for employees and staff and; process to acquire a health insurance review to understand the impact on 2018-19 school system's budget.

March 14, 2018

[VSBA Hot Topic Conference](#)

LOCATION: Wytheville Meeting Center, Wytheville

DETAIL: This conference will bring together dynamic speakers addressing issues important and relevant to every school division regardless of locality. Hear local division representatives discuss how partnerships can support student success. Attendees will hear from the Virginia Department of Education on mental health and creating trauma response in schools. Attendees will also learn about the need for integrated student support, teaching problem solving and empowerment through traditional hands on lessons in making and creating.

Sponsored by:



April 10, 2018

[VSBA Superintendent Evaluation Workshop](#)

LOCATION: VSBA Offices, Charlottesville

DETAIL: The Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents developed by the Virginia Department of Education provide a wealth of information regarding the new requirements. Filtering through this document to determine what is required and what is optional requires focused attention. For some, the changes to their current evaluation model may be minor, while others face major revisions in order to be in compliance with the regulations. This workshop is designed to provide small group support to superintendents and board members responsible for updating their evaluation model. Participants will have the opportunity to review the guidelines in detail and then use them as they draft their own models. Individual consultation and support will be provided throughout the session as participants work on their revisions.

April 17, 2018

[VSBA Hot Topic Conference](#)

LOCATION: Chesterfield Career & Tech Center

DETAIL: Attendees will hear how to advance the outcome for all students in your division. Patte Barth will give an inside look at the national data on equity within education; while Chris Duncombe will narrow in on the data specifically from Virginia. Learn more about a NEW angle for creating equity in the world of education. Genevieve Siegel-Hawley focuses on creating diverse schools through bold leadership. To close the day attendees will hear from a panel presentation of superintendents and board members from school divisions around the state on policy, practice, progress, and pitfalls.

Sponsored by:



2018 VSBA Regional Spring Network Forum Schedule

These meetings bring together board members, superintendents, and guests for dinner, networking, keynote speakers, legislative updates, and outstanding student entertainment. The Spring Network Forum features the presentation of the Regional Art Contest Winners. We encourage all to attend their regional meetings. This is a great opportunity to network with other board members in your region and share best practices.

CENTRAL—March 7, 2018 (Host Division: Nelson County)

TIDEWATER—March 19, 2018 (Host Division: Portsmouth City)

NORTHEASTERN—March 21, 2018 (Host Division: Manassas Park)

EASTERN—March 22, 2018 (Host Division: Colonial Beach)

SOUTHWEST—April 19, 2018 (Host Division: Russell County)

SOUTHERN—April 23, 2018 (Host Division: Mecklenburg County)

VALLEY—April 25, 2018 (Host Division: Harrisonburg City)

SOUTHSIDE—April 30, 2018 (Host Division: Nottoway County)

BLUE RIDGE—May 1, 2018 (Host Division: Radford City)

[CLICK HERE FOR DETAILED BROCHURES ON EACH FORUM!](#)



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Not pictured: Tyrone Foster, Janet Turner-Giles

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VSBA

Virginia School Boards Association

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MISSION STATEMENT

Virginia School Boards Association, a voluntary, nonpartisan organization of Virginia school boards, promotes excellence in public education through leadership, advocacy and services.

VISION STATEMENT

VSBA is recognized and respected as an innovative leader in public education.

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