



VSBA President
R. Tyrone Foster
(Bristol City School Board)

ISSUE HIGHLIGHTS

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DATES TO REMEMBER

September 24, 2019
VSBA Legislative Advocacy Conference

October 2, 2019
VSBA Superintendent Evaluation Workshop

October 16, 2019
Title IX: Best Practices in Training & Compliance

November 20-22, 2019
VSBA Annual Convention

PRESIDENT'S MESSAGE

Colleagues, greetings to each and every one of you. I am so amazed by how fast the year is passing and how fast the summer has progressed. I realize that in a couple of weeks many school divisions will be back at work. Time is definitely flying.

The VSBA Staff recently completed another outstanding conference and workshops at the Richmond Marriott on July 22nd and July 23rd. It was great to greet and meet as well as have the distinct honor of moderating the New Chair and Vice Chair workshop and the New Board Member and New Superintendent workshop. There was a lot of useful information presented by well versed speakers. I know a lot of information was taken from those events. Congratulations to each new member, Superintendent, Chair and Vice Chair on your appointment and election, and thank you for attending these workshops. Also, on July 22nd the VSBA Nominating Committee met and great candidates went through the interview process for the office of President-Elect and At-Large Members. The results will be released to the entire membership after the August meeting of the Board of Directors.

At the Conference on Education we were honored to have the 73rd Governor of Virginia, the Honorable Ralph Northam bring greetings to kick things off. Our opening session keynote speaker Ravi Hutheesing spoke on the topic of "Disrupting Education Under Millennial Leadership". We then broke out into several mini workshops that highlighted successful practices in Personnel and Finance, Curriculum and Instruction, School and Community Relations, School Law, Students and Schools in Challenging Environments, Workforce Readiness and Special Programs. It was a very informative day. After the workshops, we attended Regional Meetings where mutual interests were discussed about the state and what is going on in our local regions. During the lunch program we were honored to have Mr. Daniel Gecker, President of the Virginia Board of Education bring greetings. Also in attendance was Dr. James Lane, Superintendent of Public Instruction at the Virginia Department of Education. The winners of the 2019 Food for Thought Awards sponsored by ABM were also announced and I congratulate those winners.

The 2019 Excellence in Workforce Readiness Awards sponsored by Johnson Controls were presented by VSBA Task Force on Workforce Readiness co-chair Jim Meyer, board members from Spotsylvania County and Paul Nichols, Superintendent of Mecklenburg County. Congratulations to the award recipients. Finishing up the day we had President-Elect Rodney Jordan, Co-Chair of the VSBA Task Force on Students and Schools in Challenging Environments from the Norfolk City School Board and Mark Cathey, Task Force member and Board Member in Roanoke City give an update on Equity in Virginia's Public Schools. Again, this was another great conference comprised by Executive Director Gina Patterson and her staff.

As we look forward toward the start of a new school year, I hope you have been reading all the legislative reports that J.T. Kessler has been sending out. Remember we need to stay informed and advocate all year long.

I hope to see each of you at the upcoming [VSBA Legislative Advocacy Conference](#) in Chesterfield on September 24, 2019. If you haven't registered yet there is still time. In closing, I look forward to working with the VSBA Board of Directors and each of you as we work hard to "Be The Difference" as we lead, advocate and support the students we serve in this great Commonwealth. I again thank you all for allowing me to be your President as it is a truly humbling honor for me.

TF



Virginia Board of Education President Daniel Gecker brings greetings at the VSBA Conference on Education



FROM THE EXECUTIVE DIRECTOR

Why perform a yearly board self-evaluation?

Successful boards are the result of effective leadership and governance. Effective governing boards are committed to assessing how well they perform their governance responsibilities and to using the results of an annual board self-assessment to enhance board effectiveness.

As you all know, local school boards are under more scrutiny than ever before by the public, media, and local governing body. Assessing board performance involves looking at the board as a whole. While individual board behavior contributes to effective board governance, the focus of a board self-evaluation is not on individuals but on how they work together to govern the division. Additionally, the board and superintendent evaluations are intertwined. When the board evaluates itself, it is evaluating in part how well the superintendent supports the board. The superintendent contributes to the board self-evaluation and evaluates his or her support and leadership to the board. When the board evaluates the superintendent, it is evaluating the direction and support the board provides that position. The board must look at its own behavior in fostering the superintendent's effectiveness.

The purpose of the board self-evaluation is to identify areas of board functioning that are working well and those that may need improvement. It is an opportunity for an open and candid discussion about board and superintendent responsibilities, and the boards' interests and desires for the division. Exploring these areas fosters communication among the members and leads to more cohesive board governance teams.

Board self-evaluations are a governance tool, the ultimate goal is continuous improvement. To achieve it, board self-evaluation should be an ongoing, systematic process with the ultimate beneficiary being the Division as a whole.

VSBA has a full-day Board Self-Evaluation training available to school boards. VSBA Staff will guide you through the discussion of your board-self evaluation and work with your team to learn of your strengths and challenges and move you in the direction that you would like to go. To schedule a board self-evaluation session, please email Samantha Bosserman at samantha@vsba.org for additional information.

Thank you for all that you continue to do for the students in our public schools.

GP

New COIA and FOIA Training Requirements

The 2019 General Assembly passed two bills (SB 1430 and SB 1431) that require all local elected officials, including elected school board members, to receive training on the Freedom of Information Act (FOIA) and the Conflict of Interests Act (COIA).

The requirement for COIA training went into effect on July 1, 2019. Elected school board members who were in office on July 1, 2019 are required to receive training by December 31, 2019.

The requirement for FOIA training has a delayed effective date and will go into effect on July 1, 2020. Elected school board members who are in office on July 1, 2020 will be required to receive training by December 31, 2020.

The COIA training must be provided by the Ethics Council. The FOIA training must be provided by the FOIA Council or your board's attorney.

After the initial training, elected school board members are required to receive additional training at least once every two years.

As a reminder, these requirements are only applicable to ELECTED school boards.

The [VSBA Legislative Advocacy Conference](#) in Chesterfield on September 24 will feature a speaker from the Ethics Council which will fulfill the requirement for COIA training for all elected school board members.



VSBA Conference on Education Brings Together Educational Leaders From Across Virginia

Over 300 Virginia school board members, educators, governing officials, attorneys, and legislators attended the 34th annual VSBA Conference on Education in Richmond, VA. Participants had the opportunity to attend their choice of more than 30 mini-workshops on topics such as curriculum and instruction, workforce readiness, finance, partnerships, school/community relations, personnel, school law, discipline, and special programs. The presenters included educators from state and local levels and business representatives.

The day began with greetings by Virginia Governor Ralph Northam and a presentation by speaker Ravi Hutheesing who discussed millennial leadership.

After four rotations of roundtable sessions, board members attended VSBA regional meetings to discuss the nomination process for regional officers, discuss advocacy issues, and discuss any items of regional interest. *(If you missed this meeting and have any questions about this process, please contact your regional chair, as listed on the final page of this publication.)*

At the start of the luncheon, the 2019 Food for Thought Competition Awards and the VSBA Excellence in Workforce Readiness Awards were announced. The luncheon session featured greetings by Virginia Board of Education President Daniel Gecker and a presentation by the VSBA Task Force on Students and Schools in Challenging Environments.

Thank you to those who joined VSBA for this great day of spotlighting the successful initiatives happening in public education across the Commonwealth.





VHSL Update: Why esports?

In May 2019, the Virginia High School League (VHSL) Executive Committee approved a request from the VHSL staff to approve a one-year pilot for electronic sports (esports). Esports is not video gaming but an organized, competitive activity governed by rules and guidelines between two teams.



Esports competitions have grown in recent years. There are over 400 million viewers worldwide. Currently, over 200 colleges and universities offer approximately 15 million dollars in scholarships. Some colleges and universities, including Shenandoah University in Winchester, are offering degrees in esports. Shenandoah University has positioned itself as one of the nation's premier leaders in esports academia with the creation of its new esports major, which will be rolled out in fall 2019. Employment opportunities in the fields related to esports include positions in broadcasting, marketing, graphic design, multimedia production, hospitality, coaching, and management.

Like all other VHSL education based activities, students participating in esports will be required to meet academic eligibility requirements. School teams will have a coach and required practice times, so students will have to find the balance between practice, games, and schoolwork. By participating on an organized school team, rules and practice schedules regarding the amount of time students spend on the activity will be set and monitored.

Students who never saw themselves as part of a team representing their schools are now doing that through esports. There is much research on the benefits of students participating in extracurricular activities. Those same benefits apply to students participating on school esports teams. Esports promotes cooperation, critical thinking, collaboration, creativity, analyzing data and using strategy. Many times, developing these skills tend to move students towards more engagement in STEM activities and courses.

As in any competition, esports provides students with challenges, successes and failures. Players learn how to build grit and handle these situations. Employers and colleges are looking for this in graduates. Being part of a school team also helps to build a sense of community. One Virginia high school principal said, "I found esports opened a door for students to participate in a school activity that requires teamwork, communication, physical skills and mental preparation. Esports skills are transferable to the real-world."

The VHSL will partner with PlayVS, the official high school esports platform and partner of the National Federation of State High School Associations (NFHS). All games offered are either rated "T for Teen" (13 years-or-older) or "E for Everyone" (games for all ages). Games currently offered by PlayVS are League of Legends, Smite, and Rocket League. There are two seasons each school year; Fall – October to January and Spring – February to May.

Throughout the year, the VHSL staff will work to assist schools who are interested in sponsoring a team and participating in the PlayVS league(s). At the end of the year information concerning feedback from participating schools, parents and students will be presented to the Executive Committee. They will then decide on whether to continue the pilot, make esports a VHSL sponsored academic activity or to no longer support esports.

The mission of the Virginia High School League is to "promote education, leadership, sportsmanship, character, and citizenship for students by establishing and maintaining high standards for school activities and competitions." Through this pilot program, the VHSL will evaluate eSports activities to see if this activity provides another opportunity for students in member schools while upholding the mission of the League.



Dr. John "Billy" Haun
Executive Director
Virginia High School League



News Tidbits: Stories and Studies from Around the Country

Study: Students without home internet struggle with ‘homework gap’

Nearly 3 million students around the country have trouble keeping up with their studies because they do not have internet service at home, according to a recent study by the Associated Press. While students in nearly every school have access to computers and the internet, the cost of home internet service and gaps in its availability create obstacles in urban areas and rural communities alike. In what has become known as the “homework gap” an estimated 17% of U.S. students do not have access to computers at home and 18% do not have home access to broadband internet, The Associated Press found in an analysis of U.S. Census data. Children without internet at home are more likely to be students of color, from low-income families, or in households with lower parental education levels, according to the study. This puts them at a disadvantage, because students with home internet constantly have higher scores in reading, math and science than students who do not. To read the full article, visit: <https://www.apnews.com/7f263b8f7d3a43d6be014f860d5e4132>

Report examines states’ efforts to enhance teachers’ skills

A recent survey from the Education Commission of the States found that 9 in every 10 teachers wishes they had more opportunities to further their careers and professional skills without leaving the classroom. Unfortunately, in many cases, teachers aren’t given these types of opportunities to lead from the classroom. State leaders around the nation are working hard to address this issue by trying to help schools become places where teachers want to work and stay. The Education Commission of the State report highlights state policies designed to support, recognize and advance teachers’ skills. The report can be found at

<https://ednote.ecs.org/strengthening-teacher-pipelines-leading-from-the-classroom/>

Virginia ranks 26th in child dental care report

A recent study by WalletHub ranked Virginia’s children’s dental care 26th among the 50 states and the District of Columbia. WalletHub is a personal finance website that conducts studies on a wide range of financial and social topics. The full study is available at <https://wallethub.com/edu/states-with-best-worst-dental-health/31498/>

<https://wallethub.com/edu/states-with-best-worst-dental-health/31498/>

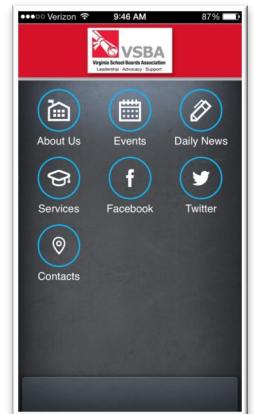
Current VSBA Superintendent Searches

Fredericksburg City

For additional information on the VSBA Superintendent Search Services, please visit the [VSBA Website](http://www.vsbavirginia.org).

VSBA App—Your On-the-Go Resource

The VSBA App is a great way to have quick access to VSBA information at your fingertips. The app is available for iPhone (in the App Store) by doing a search for “**VSBA**”.



Highlights Include:

- A direct feed of the Virginia Daily Education News, which will automatically update every day.
- A calendar of events for upcoming VSBA meetings and conferences.
- Direct connections to the VSBA Twitter feed and Facebook page (*you don’t need to be Facebook or Twitter users to use this function*).
- Easy access to VSBA staff contact information.
- Information on VSBA services.
- Access to the Annual Convention SCHED (when available).



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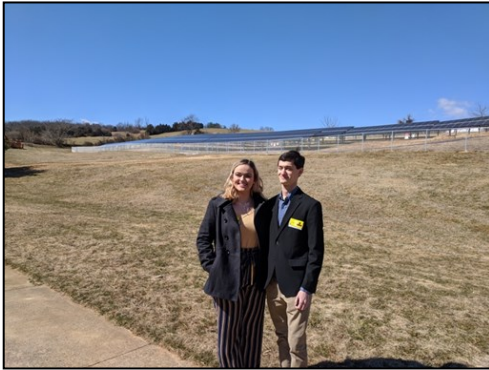


Division Spotlight: Augusta County Public Schools

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.

At Urging of Students, Augusta County Public Schools Goes Solar in a Big Way

Submitted by Augusta County Public Schools



Solar-bration at Clymore Elementary

In March of this year, Augusta County Public Schools launched the largest solar power system at any K-12 school division in Virginia. And it all started with two high school students who had heard that solar was now more affordable.

Elias Nafziger and Lizzie Helper were co-presidents at Fort Defiance High School in the spring of 2017. As their final year at ACPS was rapidly approaching, they sat down for a goal-setting meeting to brainstorm how they could best leave their mark on their school.

While trying to give back to the school as well as the community, Nafziger and Helper thought it would be ambitious enough to ask their high school to install a tree structure with a few solar panels outside of the school's front entrance just to send a message.

Still, they were excited and proposed the idea to Fort Defiance Principal Larry Landes. Landes liked the students' presentation so much that he encouraged them to take the idea straight to Superintendent Eric Bond.

Fast forward to March 6th, 2019. Elias and Lizzie have graduated and gone onto college. But when they heard that their old school division was planning a ceremony to celebrate the installation of more than 5,200 panels, they accepted Superintendent Bond's invitation to come back and speak. At the podium, the students joined Dr. Bond, local elected officials and a representative of the solar company, Secure Futures. The students were interviewed by two TV stations and two newspapers.

What started as a lofty dream from two students of a few solar panels turned into hundreds of panels at seven schools that now constitute the state's largest on-site solar energy project for a public school division. What's more, the solar energy produced on-site is projected to save the school division \$500,000 over the next 20 years in electricity costs.

Through the two-year process, the students did their homework and found out that these days, public schools could get solar on campus with no upfront capital cost and no operation and maintenance costs through a Power Purchase Agreement. Not only did they learn about practical and cost-effective ways to be sustainable, but they were also able to see first-hand how business can make a positive contribution to the environment.

Learning and Teaching about Solar

The solar project also included an educational component. A few weeks after the solar launch ceremony, Augusta County Public School teachers gathered at Blue Ridge Community College for a hands-on session on how to bring their on-campus solar power systems into classroom lessons. The session was led by trainers with the National Energy Education Development Project (NEED) and sponsored by Secure Futures.

Teachers of many disciplines and all grade levels learned how to incorporate their onsite solar energy into classroom lessons aligned with Virginia's Standards of Learning.

Now, Augusta County teachers are equipped with the training to feed the curious minds of their students with hands-on solar energy projects.

Martha Mikell, a teacher at Stuarts Draft High School who took part in the solar training, said that incorporating solar energy "into our classrooms is really letting [students] see more of the world around them. I know in my chemistry class, I have a unit that's been kind of dry, and this is going to be such a great way to make it more real world and more fun."

Not only are students learning about clean energy to meet their SOLs, but they are now familiar with an industry with a rapidly growing workforce which they can tap into after graduation.

"Solar energy is such a clean and simple way that we can save money, we can be better to the Earth, and it just makes so much more sense to incorporate it. But to incorporate it, you have to know about it," Mikell said. She and her fellow teachers hope students will get excited about science, sustainability, and serving the world around them, both in the classroom and in the real world, thanks to their hands-on solar energy lessons.

Stories like these are why we encourage our students at Augusta County Public Schools to dream big. What started as an idea of a few solar panels for a high school turned into a historic solar energy system across our campuses. Elias and Lizzie set out to leave their mark on their school. Judging by the interest they've generated on all our campuses, Elias and Lizzie have set a strong example of students showing civic leadership. Their work has helped make Augusta County schools a positive example for our local community and for schools around Virginia. I'm sure these exceptional students will continue to give back to their communities in the future just as they have at Augusta County Public Schools.





VSBA Profile in Leadership– Meet Jim Meyer, VSBA Legislative Positions/Federal Relations Committee Chair



James A. Meyer
Spotsylvania County School Board
VSBA Board of Directors

What is your hometown?

My hometown is Evansville, Illinois, a small German farming community in Southern Illinois.

How long have you been a school board member?

I am in my 8th year on the Spotsylvania County School Board and will be running in the upcoming election on November 5, 2019.

What/who inspires you?

A former school board member provided much inspiration in the manner he conducted himself as a board member in service to the community, willing to listen to both sides of an opinion and make a rational decision which was best for the students.

What is your motto as a board member?

My motto is: "Making Board decisions based on what is best for students."

What is your advice for new school board members?

It takes a lot of patience cooperating with fellow board members to accomplish a goal whether it be budget matters, selection of superintendent, or other educational issues.

What do you consider your greatest accomplishment as a board member?

Having secured a superintendent who has been with us since I came on the Board, now in his seventh year, renewed his contract for a 4-year term and is our instructional leader making the strategic plan an instructional focus and guide. We are in the process of updating the strategic plan to increase career and college pathways for our students along the guidelines of the Profile of a Virginia Graduate.

What is your pie-in-the-sky vision for education?

My pie-in-the-sky vision is that all students have a personalized learning plan which becomes their pathway for acquiring the skills necessary to be successful in a career or college pursuit.

Was there a teacher or administrator that had a lasting effect on your life?

A retired superintendent/professor at Virginia Tech who took me under his wing so that I could pursue a doctorate. I assured him that I could complete the program in 2 years and he guided me through the process. I defended my dissertation the last week of June and started a new job as assistant superintendent for finance and personnel on July 1st thanks to his leadership and guidance.

What do you feel is the best benefit of being a member of VSBA?

Serving on the VSBA Board of Directors provides me an opportunity to interact with other Board members and legislators while gaining insights in the current challenges facing public school education through different committees such as ABTEL (Advisory Board on Teacher Education and Licensure) and Workforce Readiness Task Force Committee and this year being chair of Federal Relations and Legislative Issues.

How do you define advocacy?

Advocacy is standing up for what one believes is important even when it is difficult.

Why is advocacy important to you and your role as a school board member?

School Board members have the unique responsibility to advocate on behalf of the students who do not have the means to defend what is important for their future livelihood and success. Parents expect no less of us who have chosen this mission.

Advocacy can be intimidating to some people. What advice do you have for them on ways to gradually become more engaged in advocacy?

Even though advocacy can be intimidating, getting involved in small groups to help explain what is happening in the schools breaks down barriers. Information is power and lack of information leads to ignorance and misinformation. It is imperative that all students have access to the pathways whereby they can be productive citizens with a successful career or college pursuit.

What is the most challenging aspect of advocacy and how do you work to overcome it?

The most challenging aspect of advocacy is having patience, knowing that not all people agree with your ideas. Sometimes, we do have to agree to disagree.



Why Boardsmanship Matters

This is the first of a four-part series of articles on school board performance and its impact on student success, written by education management expert and psychology professor Ivan J. Lorentzen and educational leadership professor William P. McCaw.

School boards have many responsibilities, including approving budgets, constructing and maintaining facilities, hiring a superintendent, and ensuring the safety and security of students. The current era of accountability has added student achievement to this list. Specifically, the Texas Education Agency's *Framework for School Board Development* has at its core a focus on "excellence in student academic achievement."

Ask a dozen people why their school district is high- or low-performing, and you'll get a dozen different answers. Many reasons have been suggested, including differences in funding, facilities, quality of teaching, skill of administration, teachers' unions, socioeconomics, quality of parenting, influence of ethnic minorities, extracurricular opportunities, and the like. Each of these issues, and others, have been studied and found to have some influence on student achievement. But no single issue can adequately account for the vast differences in student achievement that exist between and within school districts.

Student achievement is affected by many factors. Clearly, the most important factors are the individual characteristics, abilities, and circumstances of the students themselves. While public schools are dedicated to addressing individual student needs, schools have no control over who decides to walk through the door. But the district does have control over all the other factors.

If the solution to creating high student achievement in all districts were simple, high student achievement would already be pervasive. Student achievement needs to be addressed in a variety of ways and at different levels where professional expertise can be found. Achievement of individual students is best dealt with by the teacher, while achievement at the classroom and school level is the responsibility of the principal. These are the proximal (nearest the student) factors that have the greatest influence on student achievement at the individual, class, and school level.

However, there are several distal (farthest from the student) factors that also demand consideration. Student achievement at the district level is best addressed by the superintendent and school board. The district superintendent, for example, has been found to exert districtwide influence on student achievement. And most recently, research has established a relationship between school board actions and district student achievement. This most distal factor was long thought to be far enough removed from the student that the actions of the board did not exert any influence whatsoever on student achievement. This assumption, however, was found not to be true.

School Boards Make a Difference

Boards do matter, and they can either work with the school district and community in constructive efforts to raise student achievement or

behave in ways that actually undermine student achievement. Boards that govern districts with low student achievement scores can no longer hold teachers or administrators solely accountable. Boards themselves are culpable and must accept their proportional level of responsibility. In fact, the board's role is surprisingly large in determining the student achievement levels of the district. The exact details of how the board exerts influence is the topic of subsequent articles in this series. But at this point, suffice it to say the board is in charge of the district; interacts with the community; hires the superintendent and staff; adopts the budget; establishes what it feels are acceptable levels of student achievement; is responsible for technology, curriculum, and condition of the facilities; and determines the level of accountability. The board is in charge of all that happens within the district and cannot evade this reality. If student achievement is to be addressed in a district, it is up to the board to initiate, monitor, and sustain the efforts. If the goal is to address student achievement throughout the district, the school board, in collaboration with the superintendent, is the responsible agent.

While most everybody agrees that schools could and should be doing a better job, there has been little agreement as to how this might be accomplished. How a school district addresses student achievement is obviously complex and involves a great number of players. These players include students, teachers, school administrators, the school board, parents, and many other members of the community. Some people think nothing can be done for students who are restricted by poverty, disruptive homes, or ethnicity, while other students are already privileged by wealth and supportive environments. But there are too many instances that defy these stereotypes. School districts exist where high performance occurs in the shadow of high poverty or where low performance is coupled with affluence. In cases such as these, the exceptions disprove the assumptions.

What, then, makes the difference? What is/are the critical factor(s) that accurately predict high or low student achievement in a school district? For decades, teachers, administrators, and parents have been able to access literature describing effective strategies designed to raise student achievement scores. Unfortunately, school boards have had few resources with which to consult. However, there is a growing body of research pertaining to the board's role in student achievement. This research has begun to identify ways in which individual trustees and school boards can make a difference.

After more than 15 years of focused research, it can now be stated with confidence that board behaviors are related to student achievement.

Continued on page 9



Why Boardsmanship Matters (Continued)

Ideas Based on Research

Foundational research on the role of school boards arguably began in 1971 with Donald McCarty and Charles Ramsey, both professors of education at the University of Michigan. *The McCarty-Ramsey Model* examined the power structures that exist among the community, superintendent, and school board. This model helped spawn the highly influential *Dissatisfaction Theory* by Frank Lutz and Laurence Iannaccone in 1986. *Dissatisfaction Theory* addresses the issues resulting in the defeat of an unpopular incumbent school board and subsequent superintendent turnover. While each study increased our understanding of school boards, it was not until 1998 when Mary Delagardelle conducted groundbreaking work in Georgia that school board research finally gained a solid footing. For over a decade, Delagardelle led the *Lighthouse Studies*, which described how school boards and student achievement were related.

Individuals and organizations continue to expand our understanding of school board and superintendent roles. The National School Boards Association's *Key Works of School Boards* encourages boards to focus on what is important in order to raise student achievement. The Mid-continent Research for Education and Learning has demonstrated that superintendent and principal leadership is a contributor to increased student achievement. A clear qualitative connection between school boards and student achievement has been provided by the *Lighthouse Studies*, sponsored by the Iowa Association of School Boards. Because of the *Lighthouse Studies*, the relationship between school governance/district leadership and student achievement is now better understood.

The good news is that research is now moving the conversation from generalities to specifics. We now know that boards that govern districts with high student achievement behave differently from boards that govern districts with low student achievement. Two recent studies have described these differences with precision, reporting statistically significant relationships between certain board behaviors and student achievement (Lee & Eadens, 2014; Lorentzen, 2013). The study that first established a quantitative connection between boardsmanship and student achievement was completed in Montana (Lorentzen, 2013). This study found statistically significant relationships between specific school board behaviors and high student achievement.

After more than 15 years of focused research, it can now be stated with confidence that board behaviors are related to student achievement. This can only be good news for everyone involved in public education. These research findings have cemented the relationship between specific board behaviors and student achievement at the district level.

The second article in this series will identify how boards in high-performing districts differ from boards in low-performing districts.

Ivan J. Lorentzen is an education management expert and psychology professor at Flathead Valley Community College. William P. McCaw is an educational leadership professor at the University of Montana.

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Questions about the goal setting process?



There's Board Development Training for that.

VSBA's expert facilitators can customize a training for your board's unique needs- whether it's understanding the goal setting process, clarifying roles and responsibilities or creating board norms and protocols.

Book your Custom Board Development Training today. Call Samantha Bosserman, Director of Communications and Board Development at 1-800-446-8722.



VSBA
Virginia School Boards Association
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Ask the Legal Expert

- Q.** Can my Board hire close family members of a board member?
- A.** Maybe. Virginia law permits school boards to hire close family members of board members in some circumstances. Whenever a board is considering hiring a family member of a board member, it needs to determine whether the specific circumstance is one in which the board is permitted to hire the family member. Until July 1, 2018, two different sets of rules applied, depending on which Planning Division a school division was located in. After that date, the same rules apply in all divisions.

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



2019 VSBA Food For Thought Competition Winners Recognized

Six school divisions received top honors in the 2019 Virginia School Boards Association Food for Thought Competition. Winning divisions were recognized by VSBA President Tyrone Foster at the VSBA Conference on Education. The competition was created in 2012 to educate, engage, and empower school leaders to address childhood hunger and provide all students in Virginia with healthier, more nutritious school meals. This year's awards were sponsored by ABM Building & Energy Solutions.

Healthy School Meals

Cumberland County Public Schools (Below 10,000 Student Population)
Williamsburg/James City County Public Schools (Above 10,001 Student Population)

Meal Access to Fight Hunger

Manassas City Public Schools (Below 10,000 Student Population)
Prince William County Public Schools (Above 10,001 Student Population)

Wellness and Physical Activity

Page County Public Schools (Below 10,000 Student Population)
Fairfax County Public Schools (Above 10,001 Student Population)

To read additional information about each of the submissions for the VSBA Food For Thought Competition, please click the title of each category in the above text.



CUMBERLAND COUNTY PUBLIC SCHOOLS



WILLIAMSBURG/JAMES CITY COUNTY PUBLIC SCHOOLS

CONGRATS!



MANASSAS CITY PUBLIC SCHOOLS



PAGE COUNTY PUBLIC SCHOOLS



PRINCE WILLIAM COUNTY PUBLIC SCHOOLS



FAIRFAX COUNTY PUBLIC SCHOOLS



2019 VSBA Excellence in Workforce Readiness Awards Announced

Nine school divisions received honors in the VSBA Excellence in Workforce Readiness Awards. Winning divisions were recognized at the VSBA Conference on Education. The awards program was created in 2018 by the VSBA Task Force on Workforce Readiness to highlight exemplary programs in Virginia’s Public Schools focused on preparing the state’s future workforce. The awards were presented by Co-Chairs of the VSBA Task Force Jim Meyer and Paul Nichols. The sponsor of the awards was Johnson Controls.

Student Population Below 5,000 Students

First Place- Dinwiddie County Public Schools, #CTE4ALL

Second Place- Louisa County Public Schools, Automotive Tech at Louisa County High School

Third Place- Cumberland County Public Schools, Ticket2Tomorrow: Developing Work-Ready Students

Student Population Between 5,001 – 10,000 Students

First Place- Isle of Wight County Public Schools, Incorporating Authenticity into CTE Programs

Second Place- Henry County Public Schools, Career Academy

Third Place- Shenandoah County Public Schools, Connecting Students with the Community

Student Population Above 10,001 Students

First Place- Henrico County Public Schools, Setting the Bar High: CTE Letter of Intent Signing Day

Second Place- Frederick County Public Schools, Work-based Learning Program

Third Place- Albemarle County Public Schools, Health and Medical Sciences Academy



DINWIDDIE COUNTY PUBLIC SCHOOLS



ISLE OF WIGHT COUNTY PUBLIC SCHOOLS



HENRICO COUNTY PUBLIC SCHOOLS



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.



VACORP

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Providing property, liability, student accident, workers' compensation, school security risk management and related insurance services for Virginia's school divisions.

Lee Brannon
Phone: (540) 986-2705
Email: LBrannon@riskprograms.com
Website: <http://www.vacorp.org/>



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Derk Jeffrey
Phone: (571) 235-2562
Email: derk.jeffrey@stantec.com
Website: <http://www.owpr.com>



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Brian Kirkwood
Phone: (800) 448-4726 x1517
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Website: <http://www.Virco.com>

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



Check In For Your Check-Up!

School is back in session, meaning it's time to check in for an annual check-up. Encourage your school employees to visit their primary care physician for a healthy start to the year.

Learn more at www.bpatpa.com



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 Jaime Grove, coordinator of board development, at jaime@vsba.org or 434-295-8722.



UPCOMING CONFERENCES, EVENTS, WORKSHOPS & TRAINING

August 28, 2019

FREE WEBINAR: Strategies for Building Healthy Schools and Healthy Students

LOCATION: Online

DETAIL: Children spend the majority of their time at school. As a member of your local school board, you are in a unique position to affect change and to ensure that all children have the tools they need to reach their full potential and thrive. From health education to recess to school gardens, creating an environment that provides access to healthy foods and physical activity opportunities can help improve health, decrease childhood obesity, and support student achievement. The Action Plan for A Healthy Virginia is a new resource from Prevention Connections, a non-profit working to improve and maintain wellness and quality of life for youth, young adults, and their families in Virginia. Join Prevention Connections on August 28th at Noon to learn more about the Action Plan for A Healthy Virginia and how your school community can take action to tackle obesity and improve youth health.

September 24, 2019

VSBA Legislative Advocacy Conference

LOCATION: Chesterfield Career & Technical Center

DETAIL: This conference offers participants the opportunity to learn about upcoming issues for the legislative session, best practices in state-level advocacy, and hot topics in education policy such as equity in rural schools and school funding. Participants will hear straight from legislators, school leaders, and the department of education on these topics, as well as learn how to have their voice heard in Richmond. **This year the conference also includes a session on COIA to meet the new training requirements for elected board members.**

Sponsored by:



October 2, 2019

VSBA Superintendent Evaluation Workshop

LOCATION: VSBA Offices, Charlottesville

DETAIL: What are the requirements? What is the difference between standards and indicators, and how will they be measured? Who establishes the cut scores for performance ratings? 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. Consultation and support will be provided throughout the session as participants work on their revisions, and Dr. Crawley will be available until 3:00 for individual consultation.

October 16, 2019

Title IX: Best Practices in Training & Compliance

LOCATION: VSBA Offices, Charlottesville

DETAIL: With claims of sexual harassment and sexual misconduct hitting newsstands everywhere, Title IX coordinators and other senior staff need to be confident in their knowledge and enforcement of their divisions' policies. Prevention and thorough investigations are the best ways to manage risk and foster a safe and healthy school environment.

Participants will learn the basics of Title IX, best practices regarding Title IX policies, and recent case law relating to sexual harassment of students, gender discrimination, and employee training requirements. In addition, participants will walk away equipped with tools to help administrators spot, prevent, and investigate claims of unlawful discrimination, harassment, and retaliation.

VSBA: School Board News Podcast

A monthly bite-sized podcast hosted by Executive Director, Gina Patterson.

Join us as we discuss the topics you need to know about to lead, advocate and support your division.

For questions email podcast@vsba.org



VSBA
Virginia School Boards Association

SCHOOL BOARD NEWS Podcast

Listen by visiting our website!

Also available on:



iTunes



Spotify

School Board Candidates Webinar

Do you have a candidate running for school board in your city or county? VSBA has put together a free webinar that is available on-demand for school board candidates.

To access the webinar, visit: http://www.vsba.org/meetings_conferences/webinars_on_demand/



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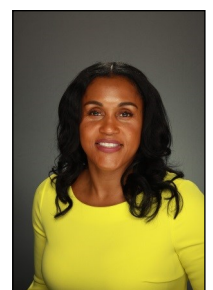
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MISSION STATEMENT

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.