



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

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DATES TO REMEMBER

September 24, 2019
VSBA Legislative Advocacy Conference

October 1, 2019
FREE Webinar: Bullying Prevention: School-based Programs

October 2, 2019
VSBA Superintendent Evaluation Workshop

October 10, 2019
Webinar: School Boards & The First Amendment

November 20-22, 2019
VSBA Annual Convention— [Register Now!](#)

PRESIDENT'S MESSAGE

Sights and sounds of the season; Children are bustling and arising early, buses roaring, stopping and going, yellow school zone lights flashing, yes it's the start of a new school year. I hope each of you has had a fast, easy and successful start and are in anticipation of great things to come. I know that I certainly am, especially with football and Friday Night Lights. I love this time of year! I have seen your #BackToSchoolVA pictures and would like to thank each and every one of you that participated and took the time to post it on social media and send it to the VSBA Offices.

Since our last communication, your VSBA President-Elect Rodney Jordan and I attended the National School Boards Association Leadership Institute Conference held in Chicago. We had the privilege to hear from keynote speakers like Pamela Meyer, David Horsager and Dr. Mike McGough. Each one had great insights on communication and leadership trends. Your leadership team also participated in a poverty simulation that was an eye-opener for us all. Virginia won first place in the Southern Region team-building exercise, so the VSBA was well represented. As your VSBA President I served as a voting delegate for the Southern Region and as a part of the NSBA Nominating Committee to assist in selecting the Southern Region Director. Again, I say that Virginia was represented well in Chicago.

I have continued to represent you on the Governor's Children's Cabinet Student Safety Workgroup as well as the School-Law Enforcement Partnership Advisory Committee. The latter is scheduled to meet on September 19th in Richmond, so more details will be upcoming. Your leadership team was also invited to attend a discussion provided by the Task Force on Diversifying Virginia's Educator Pipeline in Richmond on August 27th. I was unable to attend, however your President-Elect Rodney Jordan, Executive Director Gina Patterson and Government Relations Specialist J. T. Kessler represented the VSBA well.



The 2019 Legislative Advocacy Conference will be held at the Chesterfield Career and Technical Center in Midlothian on September 24th. This is another great conference for you to network with colleagues and state lawmakers to assist in making your voices more effective in Richmond. There will also be a session centered on the Conflict of Interest Act (COIA). This is a great opportunity for you to attend to get this training and comply with state and local government initiatives. The VSBA continues to provide great resources such as webinars, podcasts, and workshops to assist us all in leading, advocating and supporting public education. Keep your eyes open for informative emails, mailings, etc. to take advantage of all your association has to offer. I would also like to say it has been an honor for me to serve as your VSBA President this year. Thank you for all that you do in accepting the challenge to "Be The Difference" in the lives of the children we serve in this great Commonwealth. TF



FROM THE EXECUTIVE DIRECTOR

At a recent orientation, I was asked if school board minutes should be formally approved at the next regularly scheduled school board business meeting and if there was a reason for timely approval of previous meetings. As you all know, minutes are important details that school boards cannot ignore. Keeping accurate records of each school board meeting is vital. Board Minutes represent the actions of the board and the school division and are considered legal documents that could, at some point, be used in court as evidence. Virginia law requires numerous things to be reflected in the minutes of school board meetings. This includes the authorization of expenditures, information relating to meeting participation via electronic means, school board members' votes on any renegotiated contract for the superintendent, motions to go into closed session, and certifications of closed sessions. Remember, if an action isn't in the minutes, most will maintain that it didn't happen.

Gina G. Patterson
VSBA Executive Director

Good minutes help drive a plan of action for your board and the superintendent and his/her staff. They clarify how, when, why, and by whom decisions were made. They strategically plan for the action items (which help get the work done), and they may serve as information to those board members who weren't able to attend the meeting.

A formal motion to approve minutes of a previously held board meeting is usually not necessary; approval for the school board minutes can be placed under the consent agenda. It is best practice that school board minutes be prepared from a meeting as soon after it ends, so that board members receive them prior to the next meeting to act. A board should not go months without acting on previous board minutes; if you do, there is no official record of the actions of that school board meeting until they have been approved. If you wait too long to distribute the minutes and act, memories could fade along with the possibility of correct follow through on items. Inaccuracies can also sneak into the minutes, if not prepared in a timely manner. There should be no reason that a board waits months at a time to approve school board minutes. It is not a bad idea to have a board norm on how and when the minutes should be ready, distribute for review, and action taken at the following business meeting of the board.

GP

Governor Northam Signs Executive Order Establishing Commission on African American History Education

Among those selected by Governor Northam was VSBA President-Elect Rodney Jordan.

To view the complete News Release please visit: <https://www.governor.virginia.gov/newsroom/all-releases/2019/august/headline-845765-en.html>

To view the Executive Order please visit: <https://www.governor.virginia.gov/media/governorvirginiagov/executive-actions/EO-39-Establishment-of-the-Commission-on-African-American-History-Education-in-the-Commonwealth.pdf> .

Current VSBA Superintendent Searches

Fredericksburg City

For additional information on the VSBA Superintendent Search Services, please visit the [VSBA Website](#).

98.95%

In the 2019 VSBA Member Opinion Survey 98.95% of respondents listed that they Strongly

Agree or Agree that VSBA is effective at keeping your board up-to-date and informed on advocacy issues.



VSBA Nominating Committee Report

The VSBA nominating committee has recommended Janet Turner-Giles (Nelson County) as the 2020 President-Elect, and Cardell Patillo (Portsmouth City) and Julie Bennington (Bedford County) as the At-Large members. These recommendations will be brought before the VSBA Delegate Assembly for a vote at the VSBA Annual Convention in November.

Turner-Giles was elected to the Nelson County School Board in 2014. She has served as a delegate in the Delegate Assembly, a moderator at the VSBA Annual Convention and a member of the School Readiness Committee. She served two years as Chair of the Central Region and currently serves as an At-Large member of the VSBA Board of Directors.

Cardell Patillo was elected to the Portsmouth City School Board in 2015. Cardell has served on the Legislative Positions Committee, and served as alternate delegate at the Annual Convention. Cardell is a two-time Recognition Award Recipient and a 2018 Excellence Award Recipient. Cardell currently serves as the VSBA Tidewater Region Chair.

Julie Bennington was elected to the Bedford County School Board in 2008. Bennington has previously served on the VSBA Task Force on Students and Schools in Challenging Environments, the VSBA Finance/Audit Committee, and served as the Southern Region Chair. Julie received the Award of Distinction in 2014, 2016, 2017, and 2018.



Samantha Bosserman
VSBA Director of
Communications and Board
Development

Places to Find Your School Division's Good News

Does it often seem like the news media does not cover stories within your school division unless there is a crisis or controversy? If your school division has a communications officer, this staff can be very helpful to developing stories and maintaining media partnerships. As a school board you can work together to build those relationships and help reporters share the good news events that are happening within the division. Here are a few ideas on getting your positive stories out to the media:

Showcase Accomplishments

Always been on the lookout for noteworthy accomplishments of your school divisions staff and students. Did a student score a perfect score on the SOLs? Did a teacher earn a state-wide award? Whether it is a group of students who won a science fair or a teacher who went above and beyond, look for accomplishments that you and your communications staff can highlight in the media.

Highlight Innovative Programs

Education is a field that will never stay stagnant. Methods of teaching and learning are always changing and new ideas are born each day. What are some innovative programs that your division is doing to highlight career and technical education? Is there a teacher who has created an innovative program for students to learn math? These are the kinds of stories and innovations that you want your local media to hear about.

Share Community Contributions

Students and staff are giving back to the community every day. Find out what types of service projects the clubs and organizations within your school division are working on and make sure that these accomplishments have not gone unnoticed. These are feel-good stories for not only the school, but the community that the media will be interested in covering.

Celebrate Involvement

School divisions are always working to increase family involvement. Highlight family members who volunteer their time in the school, put on a successful fundraiser, or who share a skill they have with the schools. Seeing another family member volunteer within the school community could encourage someone else to volunteer, and may spark the interest of a local reporter.



J.T. Kessler
VSBA Government
Relations Specialist

Advocacy at the Division Level

In my last newsletter article, I wrote about the importance of being advocates for public education and the impact that school board members can have on the policy process at each level and branch of government. Fall presents school divisions across the Commonwealth with a fantastic opportunity to engage lawmakers by sharing with them the importance of public education, difficulties your division is facing because of state or federal policy, successful programs that are benefiting students and families, and emerging priorities for legislative action in future convenings of the Virginia General Assembly and the United States Congress. We encourage each board to leverage the time lawmakers and candidates have during the fall by reconnecting with incumbent legislators and starting to build relationships with newly elected officials.

A strategy that can increase the overall effectiveness of your board's advocacy efforts is to name/appoint a board member as Legislative liaison. The liaison can serve as the contact with VSBA, as well as the local boards' point person with their state and federal delegation. The Legislative liaison will establish and cultivate relationships with state and federal legislators in order to educate policymakers about issues facing public education. Furthermore, the Legislative liaison will assist local school boards in advocating for VSBA's Legislative Priorities and will play a leading role in the involvement of their board's advocacy efforts.

Legislative liaisons do not have to be political experts but should have a passion for public education and an eagerness to converse with state and federal lawmakers by meeting and sharing examples of how current and/or future policy will impact the school division. Having a recognized legislative contact assists state and federal lawmakers by making it easier for the lawmaker, or the lawmakers' staff, to reach out to the liaison when they have questions over policy matters that effect public education.

The importance of advocacy within your local division is vital to VSBA's lobbying efforts as lawmakers are interested in hearing from their constituents regarding policy matters. Having a strong dedicated team of local advocates strengthens the voice of VSBA and public education across the Commonwealth.

If your board is seeking to play a larger role in legislative advocacy, we encourage you to consider the Legislative liaison appointment. If there is anything I can assist with in planning advocacy events, or if you wish to discuss the Legislative liaison role, please contact me at VSBA by calling (434) 295-8722 or by email jason@vsba.org.

I thank you for all you do on behalf of public education and Virginia's school children!



VSBA
Virginia School Boards Association

NOVEMBER IS

VSBA TAKE YOUR
LEGISLATOR TO
SCHOOL MONTH



News Tidbits: Stories and Studies from Around the Country

2019 PDK Poll of the Public's Attitudes Toward the Public Schools

Among key findings in this report are the remarkable support for improving teacher salaries — for the 18th consecutive year, American name lack of financial support and funding for schools as the biggest problem facing public schools. Americans also say civics is a must and religion a maybe in schools according to the 2019 PDK Poll of the Public's Attitudes Toward the Public Schools. According to the poll, teachers discontent with pay is greater in the South and Midwest. Half of U.S. teachers have seriously considered quitting in recent years, the survey finds.

To read the full report, visit: <https://pdkpoll.org/results>.

NASSP's 2018-2019 Prudential Spirit of Community Awards

The National Association of Secondary School Principals is now accepting applications 2019-2020 Prudential Spirit of Community Awards, in partnership with Prudential Financial. The program honors middle level and high school students for making meaningful contributions to their communities through volunteer service. Applications for 2020 awards are now open to students in grades 5-12 who have volunteered in the past year. More information on this year's program is detailed in the attached document. More information can be found online at <http://spirit.prudential.com>

NSBA Magna Award Nominations Open

The 2020 Magna Awards nomination process is now open. Winning districts are featured in an issue of [ASBJ](#) and at NSBA's Annual Conference in Chicago, April 4—6, 2020. The deadline for submissions is October 31. Visit www.nsba.org/magna for details. Please contact Kathleen Vail, kvail@nsba.org, with any questions.



Division Spotlight: Lynchburg City 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.

Economics Comes to Life for Perrymont Students During Market Day

Submitted by Lynchburg City Public Schools

The Center for Economic Education at The University of Lynchburg and Perrymont Elementary School's 21st Century Community Learning Center program conducted summer Market Day in June. Forty elementary school students (1st-5th grade) from Perrymont Elementary participated in the event.

These students have participated in classroom mini-economies at their respective schools. The students learned skills of entrepreneurship, economics, and government in a classroom setting. They have established their own classroom currency, earned income by performing classroom jobs, and started their own classroom business. Additionally, they paid taxes, applied for classroom business licenses, purchased resources for producing goods and services, calculated profit for their business, and participated in a currency exchange for market day currency.

The mini-economy program is a motivator to learning that uses active learning and contains many teachable moments. During Market Day, students experienced the laws of supply and demand. They have gone beyond memorizing terms and definitions. Through their experiences in the market, Economics has come to life!

Market Day was the culminating event of the program during which students opened their businesses and competed for awards in the following categories: Outstanding Entrepreneur and Outstanding Marketer. Local business leaders served as judges.

The mini-economy program and Market Day is conducted by the Center for Economic Education at The University of Lynchburg, an affiliate center of the Virginia Council on Economic Education. The City of Lynchburg's Economic Development, Opportunity Lynchburg sponsors the program locally.



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To Listen Visit: http://www.vsba.org/services/vsba_school_board_news_podcast/



VSBA Profile in Leadership– Meet Theresa Bryant, VSBA Central Region Chair

What is your hometown?

My hometown is Dillwyn, VA in Buckingham County.

How long have you been a school board member?

I have been on my school board since 2013, 6 years.

What/who inspires you?

My inspiration is my parents because they instilled honesty, integrity, love and hard work in my siblings and I.

What is your motto as a board member?

My motto is: "Developing the Future, one student at a time."

What is your advice for new school board members?

My advice to new school board members is to listen, learn and ask questions. No one has all the answers when they join the school board.

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

There is not one specific accomplishment but I am proud that our board is always willing to work out any disagreements and come to a united decision for the betterment of our students and staff.

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

My pie-in-the-sky vision is that all students will receive a world class education and can utilize it for a rewarding career.

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

I believe the best benefit of VSBA is that we all have the ability to network with other boards at our conferences. The leadership and staff at VSBA is spot on with assisting so many of us in all facets of board governance.

How do you define advocacy?

Advocacy is the ability to let all voices have a chance to be heard, especially those that need to be heard the most because of their vulnerability to society.

What made you want to get involved in advocacy?

I care about our society and seek to improve it.

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

Advocacy is important to me in the role as a school board member because I represent the future for all of us and I need to make sure that we address the needs of our children.

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

This is a tough question because it depends on your comfort zone. My advice is start with a few one on one types of conversations with people that you are comfortable with and continue to move ahead as you get acclimated to this. Another piece of advice I would give is observe different aspects of the classrooms to see where the issues are.

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

The most challenging aspect of advocacy is when people are very passionate and want answers right away.



Theresa Bryant
Buckingham County School Board
VSBA Board of Directors
Central Region Chair

Ask the Legal Expert

Q. Are school divisions required to designate directory information?

A. FERPA permits the release of "directory information" is information that can be released without parental consent. FERPA permits, but does not require, school divisions to designate certain information as directory information. Generally speaking, the type of information that may be designated as directory information is information that would not generally be considered harmful or an invasion of privacy if released. Each division decides what information, if any, it designates as "directory information" and notifies parents and students of that designation annually.

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



2019 VSBA Media Honor Roll

Reporters and local media outlets play an important role in public education. School division leaders rely on responsible reporting by local media representatives so that our community members receive timely information about division initiatives and programs.

Considering the impact that media coverage can have on community attitudes and beliefs, the *VSBA Media Honor Roll* was created to recognize fair and balanced reporting about our schools and Virginia's public education system.

This year, the following school divisions nominated media outlets in their community in recognition of: (1) Making the effort to get to know the superintendent and board chair; (2) Understanding the division's mission and goals; (3) Reporting school news in a manner that is fair, accurate, and balanced; (4) Giving a high-profile position to good news about schools; (5) Regularly visiting the schools, attending board meetings, etc.; (6) Maintaining a policy of "no surprises" by sharing information with school representatives.

Alleghany County

Darrell Gleason, *The Virginian Review*
Jerry Clark, *The Alleghany Journal*

Appomattox County

Charles Conrad, *Times Virginian*
Chad Adams, *Times Virginian*

Buchanan County

Chad Cooper, *The Virginia Mountaineer*

Caroline County

Tony Ares, *The Virginia Connection*

Charles City County

Andre Jones, *New Kent-Charles City Chronicle*

Covington City

Jerry Clark, *The Alleghany Journal*
Jerome Johnson, *The Virginian Review*

Culpeper County

Jeff Say, *Culpeper Times*
Jonathan Krawchuk, *Culpeper Media Network*

Cumberland County

Mitzi Fehl-Seward, *WHRO*
Laura McFarlnad, *Cumberland Today*

Dinwiddie County

Michael Campbell, *The Dinwiddie Monitor*

Falls Church City

Nicholas Benton, *The Falls Church News Press*
Matt Delaney, *The Falls Church News Press*

Fredericksburg City

Ted Schubel, *B101.5 Radio/NewsTalk 1230 WFVA*

Giles County

Amelia Whittaker, *The Virginian Leader*
Emily Rice, *Bluefield Daily Telegraph*

Gloucester County

Gloucester County Community Engagement Coordinators

Henry County

The Henry County Enterprise

Isle of Wight County

Stephen Faleski, *The Tidewater News*
Fred Lee, *The Smithfield Times*

King & Queen County

Richard Carter, *Rappahannock Times*

Lee County

Rick Watson, *Powell Valley News*

Lexington City

Kit Huffman, *The News Gazette*
Jonathan Schwab, *The News Gazette*

Louisa County

Desiree Montilla, *WCAV CBS19 News*
Joseph Haney, *The Central Virginian Newspaper*
103.1 WJMA

Manassas City

Stephanie Williams, *Panorama Latino*

Mathews County

Charles Koenig, *Gloucester-Mathews Gazette-Journal*

Middlesex County

WHRO

Montgomery County

Lindsey Ward, *WSLS*
Greg Moore, *WSLS*

Nelson County

Erin Conway, *The News and Advance*

New Kent County

Andre Jones, *New Kent Charles City Chronicle*

Orange County

Hilary Holladay, *Orange County Review*

Petersburg City

Wayne Covil, *CBS 6 WVTR-TV*
Brent Solomon, *NBC 12 WWBT-TV*

Portsmouth City

Sara Gregory, *The Virginian Pilot*

Prince George County

Michael Campbell, *The Prince George Journal*
Chai Gallahun, *The Progress Index*

Radford City

Jenna Zibton, *WSLS 10*
Jessica Jewell, *WSLS 10*
Sam Wall, *The Roanoke Times*

Rappahannock County

Blue Ridge Independent
Rappahannock News

Richmond County

Northern Neck News

Roanoke County

Andrew Adkins, *The Roanoke Times*
Jenna Zibton, *WSLS-TV 10*
Debbie Adams, *The Vinton Messenger*

Rockingham County

Megan Williams, *Daily News Record*

Shenandoah County

Melissa Topey, *Northern Virginia Daily*

Smyth County

Linda Burchette, *Smyth County News & Messenger*

Spotsylvania County

Adele Uphaus, *The Free Lance-Star Newspaper*

Staunton City

Tara Todd, *WVIR-TV NBC29*

Tazewell County

Ashley Smith, *WVVA*

Warren County

Mike McCool, *Royal Examiner*

Waynesboro City

Rebecca J. Barnabi, *News Virginian*
Michelle Mitchell, *News Virginian*

Westmoreland County

Brittlynn Powell, *Westmoreland News*
Richard Burrell, *Westmoreland News*
John Haynes Jr., *Northern Neck Sentinel*



The Science of Student Achievement:

Adhering to Board Standards Impacts Districtwide Student Success

by Ivan J. Lorentzen and William P. McCaw

This is the second 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.

Improving student achievement became the mission for public education more than a decade ago, putting educators, including school boards, on notice. Decades of research provided teachers and administrators with a vast amount of information to consult. School boards, on the other hand, had little to turn to. Already saddled with traditional duties such as budget, policy, and contract negotiations, school boards across America were challenged to find ways of participating in district wide efforts to raise achievement scores for all students.

If student achievement scores are the ultimate measure of success for public schools, districts would need to identify the relevant factors under their control and align them in ways that benefit students. The challenge for researchers was to determine what these factors were. The challenge for school boards, administrators, and teachers would be to enact the measures found to be pertinent. Critics claimed that boards were relics of the past, were counter-productive and even dangerous to students, and should be eliminated. Others argued boards held the key to increased achievement. But if it's true that school boards could harm a student's achievement, as the critics claimed, then it should follow that boards might also help. Because nobody really knew if or how boards had an effect on student achievement, it was time to end the debate and find out.

The Washington State School Board Standards

The Board Self-Assessment Survey (BSAS) was developed by the Washington State School Board Standards Task Force in 2009 through a lengthy and sophisticated process. The development of the BSAS relied heavily on three substantive reports: (a) studies and publications by the Mid-continent Research for Education and Learning (McREL); (b) the Lighthouse Inquiry of the Iowa Association of School Boards (IASB); and (c) publications from the National School Boards Association (NSBA). From these reports, the Washington Task Force identified and verified five essential principles, or Board Standards, found to have a predictive relationship to student achievement. These became known as the School Board Standards.

Each of these five standards is assessed by the BSAS. The published standards are:

- Standard 1: Responsible school governance
- Standard 2: High student expectations
- Standard 3: Creation of conditions for student and staff success
- Standard 4: District accountability
- Standard 5: Community engagement

Further describing each of the Board Standards are 22 Benchmarks and 69 Key Indicators, which provide specific details of how they are to be enacted.

Seven Key Relationships

Research conducted in Montana in 2013 used the BSAS to assess board actions (hereafter referred to as boardsmanship). Scores were then correlated with a district's 10th-grade student achievement scores measured by the Montana Criterion Reference Test (CRT) in math, reading, and science. While the statistical predictability of the findings is specific to Montana, the results are relevant to other school boards in their quest to increase student achievement.

The Montana study found that items within all five Board Standards were related with high student achievement at a statistically significant level. In addition, the elements of effective boardsmanship could now be prioritized and listed by the number of times the item was selected by the districts with the highest achievement scores (frequency). These are the items that most accurately describe boards that govern districts with the highest student achievement scores. If a school board wants to begin the journey to high student achievement throughout the district, then the order of seven key relationships between boardsmanship and student achievement presented here provides their step-by-step guide.

First, effective boards **hold the school district accountable for meeting student learning expectations (Standard 4) by evaluating the superintendent** on clear and focused expectations. To accomplish this, boards commit to the following three actions: (a) create written goals for the superintendent focused on specific outcomes for student learning; (b) communicate performance expectations for the superintendent to the community; and (c) base decisions regarding the superintendent's contract on objective evaluation of his or her performance on student achievement goals.

Second, effective boards set **and communicate high expectations for student learning with clear goals and plans for meeting those expectations (Standard 2)**. Boards that effectively address this second element (a) adopt a collaboratively developed district plan focused on learning and achievement outcomes for all students. A well-developed plan involves (b) collaborating with staff and the community to formulate and maintain a district plan with goals and outcomes. In addition, the board (c) bases its ongoing work, such as policy development, decision-making, and budgeting, on these district goals. The board also continually monitors the progress toward the goals and outcomes of the district plan.

Third, effective boards **hold the school district accountable for meeting student learning expectations by committing to a continuous improvement plan** regarding student achievement throughout the district. Continuous improvement begins when the district (a) follows a schedule for the timely review of the district plan, ensuring (b) coherence between the district plan and school improvement plan, and (c) that the board annually review and make recommendations to these plans.



The Science of Student Achievement (Continued)

Fourth, effective boards **provide responsible school district governance by conducting board and district business in a fair, respectful, and responsible manner (Standard 1)**. This is accomplished when the board commits to a clear and shared purpose.

Fifth, effective boards **engage the local community and represent the values and expectations the community holds for its schools (Standard 5)**. This is accomplished by (a) soliciting input from staff and a wide spectrum of the community, so that boards are able to (b) consider a diverse range of interests and perspectives in their decision-making to gain community and staff support.

Sixth, effective boards **model responsible school district governance by working as an effective and collaborative team (Standard 1)**. They (a) work with the superintendent to establish a commitment to student achievement. In addition, the board (b) pursues individual and collective professional development to improve board members' knowledge and skills by attending conferences and holding study sessions. Finally, the effective board (c) uses a collaborative process that results in well-informed problem-solving and decision-making.

The seventh element of effective boardsmanship requires the board to **create districtwide conditions for student and staff success (Standard 3)**. This can be accomplished by (a) providing for learning essentials, including rigorous curricula, technology, and high-quality facilities. Boards also need to (b) adopt a process that includes community and parent involvement in developing curricula. In addition, effective boards (c) create policy that requires rigorous and regular evaluation of curricula and supplemental materials to ensure that they align with state and district standards. A process to (d) support the evaluation and updating of technology is necessary, as well as the (e) development of a long-term facilities plan for construction and maintenance.

These seven prioritized elements describe effective boardsmanship because they received the highest number of statistically significant correlations with high student achievement. (Note: Standards 1 and 4 are repeated because multiple items within each of these standards reached statistical significance.)

Other Significant Factors

However, there are additional items on the BSAS that generated fewer statistically significant correlations but are still related to high student achievement. The following additional nine items deserve consideration by any board seeking high student achievement and are listed in no particular order.

In terms of providing responsible school district governance (Standard 1), the board should do the following:

- Ensure the board is accountable and open to the public by setting goals for its improvement
- Respect and advocate mutual understanding of the roles and responsibilities of board members and the superintendent by using written protocols for its interactions
- Adopt policies based on well-researched practices that emphasize a belief that all students can achieve at high levels by focusing policy decisions on what is necessary for all students to achieve at high levels

- Promote healthy relationships by promoting continuous improvement throughout the organization

With regard to setting and communicating high expectations for student learning with clear goals and plans for meeting those expectations (Standard 2), the board should:

- Articulate the conviction that all students can learn by adopting policies and taking actions, communicate high expectations for all students, and foster a culture of collaboration around the shared purpose of improving student achievement.

With regard to creating the conditions districtwide for student and staff success (Standard 3), a board should:

- Ensure efficient management of the organization and resources by providing for evaluation of district operations to ensure that there is an efficient and effective learning environment
- Adopt and monitor an annual budget by seeking public input during the budget process and regularly monitoring the budget and fiscal status of the district

With regard to engaging the local community and representing the values and expectations community members hold for their schools (Standard 5), a board should:

- Collaborate with families and community members by modeling cultural, racial, and ethnic understanding and sensitivity
- Ensure school board and district transparency through a process that is open and accountable by conducting its business in a transparent and accountable manner

The Montana study was replicated in 2015 using similar data from the state of Washington. The results were comparable. In Washington, as in Montana, issues of district accountability (Standard 4) had the greatest frequency of correlations. In addition, the order of the second and third standards was reversed, as was the order of the fourth and fifth standards. Both states told a similar tale regarding how board actions affect student achievement.

Accepting Research Findings

It is clear that the items listed above are not the obvious issues that might come to mind if trying to logically account for the difference between districts with high and low student achievement. And yet this is what research has revealed.

In addition, it must be understood that these are the things only the board can do. If the board fails to accomplish these tasks, there is no other body authorized to do so. When this happens, the school district is in danger of never experiencing the districtwide conditions in which high student achievement thrives. This is how boardsmanship affects student achievement scores districtwide.

Importance of Board Self-Assessment

Until recently, school boards did not have a body of knowledge based on empirical evidence to consult. Now they do. The challenge for researchers was to make a quantitative connection between the Board Standards in the BSAS and student achievement. As far as we know, the BSAS is the foremost self-assessment instrument for school boards and the only instrument that is both valid and reliable.

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The Science of Student Achievement (Continued)

It must be understood that these are the things only the board can do. If the board fails to accomplish these tasks, there is no other body authorized to do so.

The information generated by the BSAS is more than opinion. We can state with a 95 percent degree of certainty that the elements of the five Board Standards discussed in this article have a statistically significant predictive relationship to high student achievement. Boards that are interested in taking steps to improve student achievement scores districtwide are encouraged to seriously consider these recommendations.

What we've learned is that:

- The Board Standards are recognized as encompassing the appropriate responsibilities of a school board.
- The best description of the difference between districts with high or low student achievement scores is contained in the Board Standards and related descriptions.
- If the school board fails to govern the district according to the five Board Standards, there is no other entity authorized to do so.
- While teachers and principals can affect achievement of individual students or classrooms, districtwide student achievement is the responsibility of the school board.
- Districts whose boards are committed to the Board Standards create the districtwide conditions that foster high student achievement.
- The list of Board Standards, prioritized by research, provides districts specific actions to take, which can then be tailored to reflect local issues.
- Boards that govern districts with high student achievement behave differently than boards that govern districts with low student achievement.

Next month's article, the third in the series, will address several board actions that have been found to hinder the chances of improving divisionwide student achievement.

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.



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.

American Education Week: November 18-22, 2019

American Education Week—November 18-22, 2019—is a wonderful opportunity to celebrate public education and honor individuals who are making a difference in ensuring that every child receives a quality education. The National Education Association (NEA) has an online tool kit including promotional materials, background information, activity ideas, media tips and more. That tool kit can be found at www.nea.org/aew

2019's theme will be reflected in special observances each day of the 2019 weeklong celebration:

- Monday, November 18, 2019: **Kickoff Day**
- Tuesday, November 19, 2019: **Parents Day**
- Wednesday, November 20, 2019: **Education Support Professionals Day**
- Thursday, November 21, 2019: **Educator for a Day**
- Friday, November 22, 2019: **Substitute Educators Day**

Read more about the [history of American Education Week](#).





VSBA ANNUAL CONVENTION 2019

November 20—22, 2019, Williamsburg Lodge



Dr. Luvelle Brown

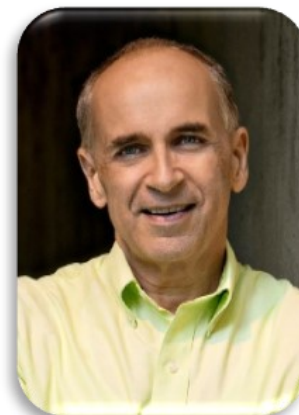
Dr. Luvelle Brown has served as Superintendent of the Ithaca City School District in Ithaca, New York since January 2011. Dr. Brown has been recognized by the National School Boards Association as a "20-to-Watch" and "Difference Maker", received the Center for Digital Education Top 30 Award, and received the eSchool News Tech-Savvy Superintendent Award.

Dr. Brown will be facilitating a panel discussion with some of Virginia's own students representing school divisions around the commonwealth.



Dr. Tim Hodges

Dr. Tim Hodges is a Senior Consultant for Gallup. Dr. Hodges consults with K-12 school districts and higher education institutions and leads research projects in strengths development, employee selection, employee engagement, and well-being. Hodges has delivered presentations and written journal articles and technical reports on many topics, including the CliftonStrengths assessment, strengths based development, Positive Psychology, and leadership development. He also serves as Executive Director of the University of Nebraska-Lincoln's Clifton Strengths Institute and as an Assistant Professor in the UNL College of Business.



Dr. Steve Constantino

Leader, teacher, speaker and best-selling author Dr. Steve Constantino has a long and distinguished career in leadership and bringing innovation to educational and business organizations and is internationally recognized for his work in family and organizational engagement. He began his career as a teacher and moved through the ranks to award-winning principal and school district superintendent in Virginia.

Early Bird Session

Wednesday, November 20 • 9:30 am – Noon

Paddling Upstream in a Public School Canoe

Dr. John Draper

The truth is that public schools are better than they have ever been— so why the national negativity surrounding them? Why do so many from the State House to the White House, feel justified in criticizing public schools? Most of these representatives are caring, patriotic, well-meaning individuals who strangely, when assembled, become negative about public schools. What drives this misguided malady? In this presentation Dr. Draper pushes aside the branches of evil and leads you on a journey to the root of the problem. It's not low test scores or dwindling discipline or partisan politics or decaying families. You'll be surprised at the public myth that feeds negativity about public schools.

Public Schools are "locally led but nationally fed," says Dr. Draper. Our very design works to undermine support for public schools. Well-meaning school leaders often unwittingly exacerbate the problem. If we want to make it easier to paddle the public school canoe... we must change the direction of the stream. This presentation offers seven, collaborative strategies to turn it around. They are simple to implement, cost almost nothing, and will pay huge dividends for public schools. If you're not part of the solution, you're part of the problem.

Additional registration is required.



VSBA ANNUAL CONVENTION 2019

November 20-22, 2019—Williamsburg Lodge

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- Student Board Representative Workshop
- Green Schools Challenge
- 16th Annual 5K Run/Walk
- Regional Meetings
- School Architecture Exhibition
- High School Video Contest
- Networking Opportunities

Annual Convention
information is
available online.

[CLICK HERE!](#)

2019 VSBA High School Student Video Contest

The Virginia School Boards Association is asking Virginia high school students to express their thoughts and ideas around the theme “**Virginia is for Learners**” through our sixth annual student video contest. Students are invited to submit a 30 second video that conveys the contest theme. The top 3 videos, along with those identified by the judges as honorable mentions, will be posted on VSBA’s YouTube site, and winners will be announced at the VSBA Annual Convention.

Please note, only one submission per school division is accepted. The deadline to enter is October 4, 2019



[Click here for the entry form](#)

[Click here for the release form](#)

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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.



Quinn Evans Architects

Quinn Evans Architects focuses on providing award-winning architecture and design with a perspective informed by history and place.

Jodie Day
Phone: (804) 788-4774
Email: jday@quinnevents.com
Website: <http://www.quinnevents.com>



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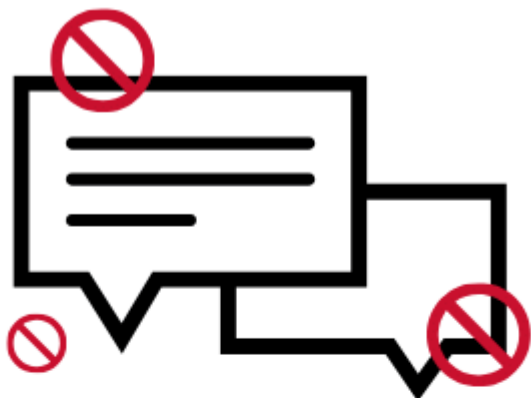


GRASP (Great Aspirations Scholarship Program, Inc.)

GRASP is a 501(c)(3) organization that helps students/families with financial aid so their higher education goals become a reality.

Paula Buckley
Phone: (804) 527-7705
Email: pbuckley@grasp4va.org
Website: <http://www.grasp4va.org>

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



OCTOBER IS VSBA BULLYING PREVENTION MONTH

Visit the VSBA website for resources, to view the PSA from VSBA president Tyrone Foster, and for information about the upcoming webinar and podcast



VSBA Bullying Prevention Month October 2019

In an effort to promote awareness of school bullying, the VSBA Board of Directors has designated the month of October as VSBA Bullying Prevention Month. Childhood bullying is a significant problem nationwide. It can cause school absenteeism, mental and physical stress, poor school performance, poor self-esteem, and in some cases, school violence. Statistics show that 160,000 children in the United States miss school each day as a result of being bullied. School board members, superintendents, teachers, and parents play a critical role in creating a climate where bullying is not tolerated. It has been proven when adults and children stand together, bullying ends.

Please also attend the free webinar on October 1st highlighting best practices in bullying prevention from school divisions across Virginia. Information on the webinar is [available here](#).

Visit [this link](#) to download a packet of information to help prepare for VSBA Bullying Prevention Month, VSBA President Tyrone Foster's PSA on bullying prevention is also available [here](#). To view a copy of the Governor's Proclamation [click here](#).



Educators Need Education, too: Getting Chronic Conditions in Check

By Benefit Plan Administrators

The Problem: Unchecked Chronic Conditions

90% of all U.S. healthcare spending is on patients with one or more chronic conditions.

Chronic conditions and the expenses resulting from the management and treatment of chronic conditions and their related complications account for the majority of U.S. healthcare spend. In fact, about 45% of Americans have at least one chronic condition and 7 of every 10 U.S. deaths is attributable to a chronic condition.

In descending order, the top 3 most expensive chronic conditions are heart disease, smoking-related health issues and alcohol-related health issues. Other costly and prevalent chronic conditions include diabetes, obesity and high blood pressure. While the pervasiveness and associated expense of these conditions is monumental, there is a silver lining: with a few exceptions, most of these conditions can be controlled, or even prevented, through intervention and mindful health management.

The Solution: Biometric Screenings

The good news for you is:

- A. The majority of the chronic conditions your employees face are impacted by lifestyle choices such as diet, exercise, stress management, drinking and smoking.
- B. Biometric screenings help employees identify and understand their current health and personal risks so they can take steps to prevent and manage their chronic conditions.

Biometric screenings are included as part of BPA's wellbeing assessment. These will give employees a comprehensive understanding of their health issues and give you a valuable assessment of your school employees' physical and mental wellbeing.

Get your chronic condition incidences and expenses down by ensuring employees take advantage of their biometric screenings. BPA makes it easy, providing screenings on-site, remotely or at a physician's office with registration available online, over the phone or on paper.

Our comprehensive biometric screenings provide a detailed report to help identify each person's risk based on their health data. Biometric screening tests include results for:

- Anemia, Infections & Certain Cancers
- Heart Disease & Stroke
- Kidney Disease
- Nutritional & Gastrointestinal Disorders
- Liver & Gallbladder
- Diabetes
- Blood Pressure
- Additional tests such as Reflex A1C or Nicotine

When employees receive their results, they will be able to take these findings to their primary care physician, who can help them better understand their current health and make a plan for addressing risk factors and treatment options.

Additionally, when employees complete the biometric screening and following health and lifestyle survey, they will earn Best Life points and money towards their deductibles. Encourage your staff to get their biometric screening scheduled today. They can easily do so by visiting www.bpatpa.com and logging into their member portal for more information.

You know the power of education, and the data shows that educated consumers of care make better decisions for overall health. In result, you get a healthier work environment and improved health spend for your school's budget. Learn more about how biometric screenings can give you better insight into your employee population health to reduce your overall costs by contacting BPA today.



You're Invited

BPA invites you to join them at their October Meeting, October 9th, at Hotel Roanoke.

We'll be sharing the benefits of belonging to our VSBA Pharmacy program with Express Scripts and Innovative Rx Strategies.

Speakers Michael J. Stab, Co-CEO of Innovative Rx Strategies and Gregory L. Madsen, Co-CEO of Innovative Rx Strategies will be sharing how this zero-cost program enhances your overall savings and increases your pharmacy rebates.

We hope to see you there.

James Blevins | jblevins@bpatpa.com | 434.258.7200
www.bpatpa.com



UPCOMING CONFERENCES, EVENTS, WEBINARS WORKSHOPS & TRAINING

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.**

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October 1, 2019

FREE WEBINAR: Bullying Prevention: School-Based Programs

LOCATION: Online

DETAIL: October is VSBA Bullying Prevention Month. According to the CDC, 1 out of 5 kids are bullied, and according to the Cyberbullying Research Center, 5.4 million students skip school at some point in the year due to bullying. In this webinar, join Dr. Catherine Bradshaw from the University of Virginia, as she outlines the research supporting school-based prevention as it relates to bullying in schools. In addition to her work at UVA, Dr. Bradshaw works with the Maryland State Department of Education and several school districts to support the development and implementation of programs and policies to prevent bullying and school violence, and to foster safe and supportive learning environments.

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 10, 2019

School Boards and the First Amendment: Five Things Every School Board Member Must Know

LOCATION: Online

DETAIL: Join Stacy Haney and Pakapon Phinyowattanachip for this webinar covering current First Amendment "hot topics" facing school boards today, including confederate flags, student protests, social media, and more. Participants will gain valuable insights on how to ensure compliance with the First Amendment. This webinar will include a time for questions.

November 20-22, 2019

VSBA Annual Convention

LOCATION: The Williamsburg Lodge, Williamsburg, VA

DETAIL: The VSBA Annual Convention is the largest and most anticipated VSBA meeting of the year. This event brings together over one thousand school board members, superintendents, and school division staff from across Virginia. Attend general sessions, choose from over 40 hot topic breakout sessions, have the opportunity to meet with businesses dedicated to serving schools, and much more.

December 11-12, 2019

VSBA Webinar Series- Insight for Budget Basics & Finance 101

LOCATION: Online

DETAIL: One of the most difficult jobs as a school board member is understanding the school budget process. To help educate school board members in Virginia, the VSBA will be offering a School Budget & Finance webinar series again this December. The series will consist of two webinars discussing various areas of school finance.

This is a two-part series presented by Leigh Burden, Assistant Superintendent of Budget and Finance from Fairfax County Public Schools.

Miss a webinar?

No problem!

VSBA webinars are available "on demand" to fit your schedule.

For details, contact Jessica Blythe assistant director of membership services and communications at jessica@vsba.org or visit :

http://www.vsba.org/meetings_conferences/webinars_on_demand/

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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.