



VSBA

Virginia School Boards Association

Leadership • Advocacy • Support

37th 2022 Conference on Education Mini-Workshops

Hilton Richmond Hotel
& Spa at Short Pump

July 19, 2022
9:00 a.m.-2:30 p.m.

TABLE OF CONTENTS

Page 2-3	Table 1: Budget-Neutral Infrastructure Improvements
Page 4	Table 2: Chesterfield County's Student Success Program
Page 5	Table 3: Student IT Intern Program
Page 6-7	Table 4: Empowering Student Leadership as We Grow Our Own
Page 8-9	Table 5: Digital and Social Media Marketing Program
Page 10	Table 6: Dinwiddie County Government Day
Page 11	Table 7: The Road to Electrifying Your School Bus Fleet
Page 12-13	Table 8: Reimagining Grading
Page 14-15	Table 9: The Diploma Plus Initiative... Connecting Students to Career Pathways
Page 16-17	Table 10: The MadExplorers Program in Madison County
Page 18-19	Table 11: The Throwing Solar Shade Program: Building the 5 C's with STEM Enrichment
Page 20-21	Table 12: The Benefit Plan Administrators-Jefferson Health Plan Advantage
Page 22-23	Table 13: Workforce Readiness in Small Rural Schools
Page 24	Table 14: Becoming a More Informed Board Member: The Role of Data Analytics
Page 25	Table 15: Risk Management - Current Topics and Trends for School Board Leaders
Page 26	Table 16: How to Keep Students Connected Outside the Classroom
Page 27	Table 17: PWCS Nutrition Best-in-Class Services
Page 28	Table 18: Cyber Range Connection in Henry County
Page 29	Table 19: Ferrum College Students and Franklin County Public Schools: A Great Fit
Page 30	Table 20: Masking, Where Do We Go From Here?
Page 31	Table 21: Making Math Irresistible
Page 32	Table 22: Relationships Between Schools and Law Enforcement
Page 33	Table 23: Learning for All: Inclusive Spaces in Schools
Page 34	Table 24: Schools as a Healing Place

Table 1

Budget-Neutral Infrastructure Improvements

Presenter: Jim Wood, BS, MA
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Presenter: Anthony Arnold, PE
Virginia Beach City Public Schools Executive Director of Facilities
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Overview

According to GAO-20-494, some 55% of public school districts suffer from significant aging infrastructure problems. As of July 2020, about 36,000 schools needed HVAC replacements or major repairs. About 32% of schools had active roof issues necessitating repairs or replacements, while thousands need lighting upgrades, plumbing repairs, window repairs, security, and electrical upgrades.¹

Poorly maintained or aging facilities have a demonstrated negative impact on teachers and students. For example, noise from outdated HVAC systems or from outside sources transmitted through uninsulated windows cause anxiety to students and teachers and impact the delivery of education. Poor air quality exacerbates existing health conditions, and mold, allergens and viruses are common in schools with aging or malfunctioning HVAC systems. Poor lighting quality affects the ability of students to achieve goals, and a study cited by Penn State stated that "...students with the most exposure to natural daylight progressed 20% faster in math and 26% faster in reading than students who were taught in environments with the least amount of natural light."²

With upwards of \$189 billion in pandemic funding that is earmarked for K-12 education, schools have an unprecedented opportunity to address facility issues. However, the Brookings Institution notes that "...with a use-it-or-lose-it expiration date of September 2024 for these funds, the math speaks for itself: To spend the remaining funds, most districts need to up the pace at which money goes out the door each month."³ The Department of Education will allow an additional 18 months to use the ARP funding, but projects must be signed by September 2024. With available funds and a looming deadline, school districts must act quickly and intelligently.

School districts have the opportunity to leverage the influx of federal money combined with energy savings to create a multiplier that allows meaningful infrastructure improvements that exceed the investment of federal dollars alone. This is achieved through energy performance contracting.

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Highlights

- Performance contracting is permitted under Code of Virginia § 45.2-1703
- Energy Service Contractors (ESCOs) perform these contracts
- Any locality may enter into an Energy Performance Contract
- Projects can be up to 20 years
- Requires a written guarantee from ESCO
- Energy savings finance improvements
- Energy conservation measures can address electrical usage, water usage, natural gas, propane, or other fuel usage
- Building envelope (windows, doors, and roofs) can be addressed
- Building automation and HVAC controls are often included
- Shorter project duration than traditional procurement methods
- No change orders (other than scope changes)
- Virginia Energy (formerly Virginia Department of Mines, Minerals and Energy) has a template for success and assists and advises
- Local districts can tailor projects, buildings, and selection criteria based on local needs and priorities
- Decarbonization, alternative energy, microgrids, and STEM/STEAM components can be incorporated into the project depending on the ability of the ESCO

1 United States Government Accountability Office. "K-12 Education. School Districts Frequently Identified Multiple Building Systems Needing

Updates or Replacement (GAO-20-494)." June 2020

2 Penn State Center for Evaluation and Education Policy Analysis, n.d. "The Importance of School Facilities in Improving Student Outcomes."

Accessed May 17, 2022. <https://sites.psu.edu/ceepa/2015/06/07/the-importance-of-school-facilities-in-improving-student-outcomes/>

3 Roza, Marguerite and Silberstein, Katherine, "A Year Ago School Districts Got A Windfall of Pandemic Aid. How's That Going?" The Brookings

Institution. March 31, 2022

Table 2

Chesterfield County's Student Success Program

Presenter: Dr. Merv Daugherty
Superintendent
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Purpose

This philosophy of change for Chesterfield County Public Schools was implemented through the system's strategic plan and the belief that "All Means All." We re-evaluate all initiatives to make sure they aligned to the strategic plan, as well as, ensure that all students were given opportunities for a strong academic future with CCPS.

Overview

CCPS enrollment is over 63,000 students with a very diverse population. We have a vision statement to create a better tomorrow. Our mission statement is to ignite passion through authentic and captivating experience. CCPS Core values are integrity, equity, teamwork and ingenuity. In our strategic plan, Goal #1: All students and staff will embody an infinite learner mindset. This involves academic growth, master the content, graduate college/career ready, and personal growth. Goal #2: All students, staff, parents, and community members will exemplify a culture of safety, personal responsibility, and supportive relationships.

With our strategic plan as a guide we have implemented programs and guidelines to support all students. The data is allowing us to see positive impacts for students through academic growth and program opportunities for students. We will discuss academic and instructional changes, program changes, and procedural adjustments to the system. CCPS Superintendent, Dr. Merv Daugherty, will be the presenter for this session.

Highlights

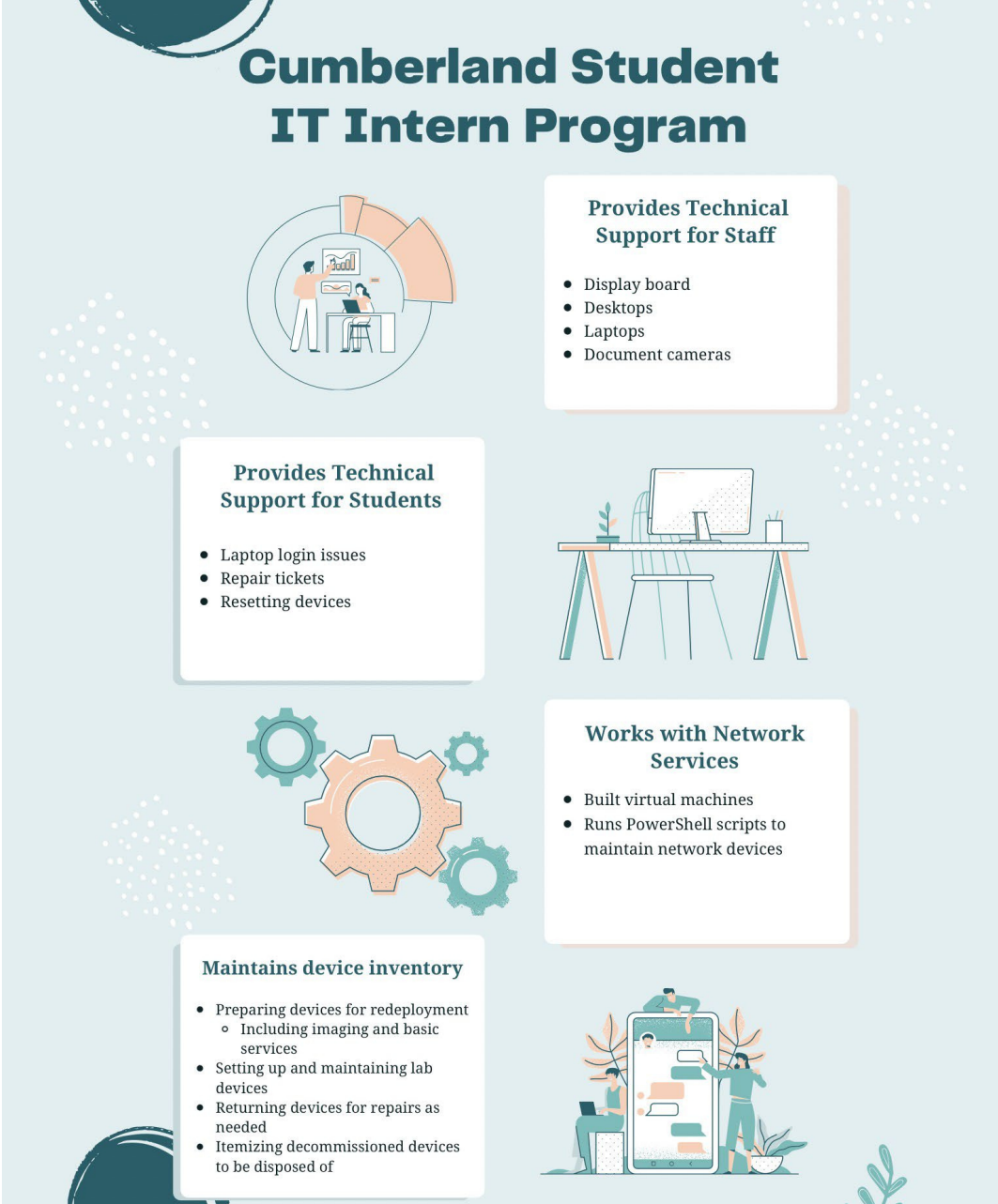
- Increase of graduation rate
- Decrease of the dropout rate
- Fully Accredited School system
- Increase of CTE certifications
- Increase of Dual Enrollment and AP courses and student involvement
- Implementation of Technology to increase course availability and student participation
- Development of new programs to support students
- Implementation of equitable opportunities

Table 3

Student IT Intern Program

Presenter: Jeff Dingeldein
Network Administrator
Cumberland County Public Schools
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Presenter: Steven Gills
Student IT Intern
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The infographic features a light blue background with decorative white dots and teal accents. At the top center, the title 'Cumberland Student IT Intern Program' is written in a bold, dark teal font. Below the title, there are four white rounded rectangular boxes, each containing a title and a list of responsibilities. The boxes are arranged in a 2x2 grid. To the left of the top-right box is an illustration of a person standing and pointing at a screen while another person sits at a desk. To the right of the top-right box is an illustration of a desk with a computer monitor and keyboard. To the left of the bottom-left box is an illustration of several interlocking gears. To the right of the bottom-right box is an illustration of a person sitting at a desk with a large smartphone or tablet in front of them, and another person standing next to it. The overall design is clean and modern.

Cumberland Student IT Intern Program

Provides Technical Support for Staff

- Display board
- Desktops
- Laptops
- Document cameras

Provides Technical Support for Students

- Laptop login issues
- Repair tickets
- Resetting devices

Works with Network Services

- Built virtual machines
- Runs PowerShell scripts to maintain network devices

Maintains device inventory

- Preparing devices for redeployment
 - Including imaging and basic services
- Setting up and maintaining lab devices
- Returning devices for repairs as needed
- Itemizing decommissioned devices to be disposed of

Table 4

Empowering Student Leadership as We Grow Our Own

Presenter: Josh Just
Principal
Caroline High School
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Presenter: Dr. Herb Monroe
Assistant Superintendent
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Purpose

CCPS has a potpourri of engaging student programs that were developed to empower students to be leaders in their community and beyond. In this presentation, we will highlight the Student School Board Representative, JA Hero Program, Teachers For Tomorrow, Call Me Mister program, and the Career Connections Cohort. The purpose of these programs are to ensure our graduates are 3-E Ready: Enrolled, Enlisted, Employed! Each program creates an opportunity for students to explore today to impact tomorrow.

Overview

We believe all students want and can succeed in school and in life. However, it is up to teachers, administrators, and central office leadership to design curriculum, programs, and opportunities that provide an excellent educational opportunity for all learners. An excellent education personalized, relevant, and growth-producing; it empowers students to reach levels previously unknown, and it is one that affords student voice throughout the educational process. Quite simply, providing excellence in education is about meeting each student where they are, emotionally, mentally, socially, and academically and ensuring their needs are met through access to a diverse offering of services, resources and opportunities.

Impetus of Study

Caroline County Public Schools is a small but mighty school division that believes we can grow our own student leaders by providing opportunities, access, and exposure to local and regional career opportunities, and developing programs for high school students to be mentors and role models for elementary students. We believe leadership is about the art of motivating, influencing, and directing students so that they work together to achieve the goals of a team or broader organization. It's important for students to experience leadership opportunities during their schooling, to learn the art of building relationships, defining identities, and achieving tasks effectively. It also provides an opportunity to learn to identify and display our 5C's: communication, collaboration, creative thinking, critical thinking, and citizenship. Being such a small rural school division, we felt it essential to highlight programs and opportunities that go beyond the required curriculum and classroom.

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Highlights

Student School Board Representative- Advocacy is a necessary skill for the modern student to develop in high school. The goal of this program is to empower student voices in education and provide a student with the opportunity to advocate in the best interest of their peers. The student board representative acts as a liaison between the students and school board, gathers student concerns and celebrations in a variety of ways, and helps communicate important information from the school board to the students. Having a student on the dais is Growing Our Own student leaders and providing unique opportunities for student voice and choice.

JA Hero Program- Looking for a way to get high school students excited through mentoring? Train them to be a JA Hero! Junior Achievement High School Heroes delivered JA programs and shared experiences from their CTE courses to all 5th grade classes in Caroline County Public Schools. The JA High School Heroes program is in year one and plans are in the works to expand this to more students next year. This Grow Your Own program allows students to be leaders and mentors to younger peers, while teaching them invaluable lessons. These students are truly seen as Heros in their community which we hope will create a desire to return to Caroline to work, live, and continue to positively impact the school division.

Teachers for Tomorrow-ASPIRE-CCPS launched the Teachers for Tomorrow program in 2021-22 with great success. The goals are to foster interest, understanding, and appreciation of the teaching profession, explore careers in education, and apply professional teaching techniques. These future teachers supported elementary students in preparation for the division Innovation STEM fair, provided life-skill training and taught career and technical education lessons to 5th graders in the division. The students have even worked with our human resource department to learn the pathway to licensure. In order to keep these future teachers firmly planted in the Caroline community, we have launched our ASPIRE program. The ASPIRE Program is a Grow Your Own initiative that provides a 1,000 scholarship for two students annually who attend a college or university educational program and a 3,000 sign-on bonus to return to Caroline County Public Schools as a licensed teacher.

Call Me Mister Program- Clemson University's Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) is an innovative and effective leadership development program for African American males to prepare and place them as teachers and role models in elementary schools. Dr. Maurice Carter, Director of Call Me MISTER at Longwood University has partnered with Caroline High School to identify future male teachers of color. Currently, CHS has several students who participate in the program as we look to Grow Our Own future educators of color to return to Caroline to make a difference as role models in our classrooms and community.

Career Connections Cohort- Looking for a way to engage your 9th and 10th graders to succeed in school and in life? Exposing students to trades and non-traditional career opportunities may be your ticket. CCPS established a Career Connections Cohort made up of freshmen and sophomore students who seek awareness, exploration, and preparation to be 3-E Ready: Enrolled, Enlisted, and/or Employed. Students ventured off campus to learn about jobs in HR, manufacturing, non-profit, culinary arts, engineering, construction, project management, cybersecurity, marketing, entrepreneurship, education, and finance. They even toured the central office and met with the Superintendent and senior staff to learn how they support schools as well as the types of careers housed in each department. Visiting job sites, interacting with employees, and learning how to acquire industry certifications and credentials motivated, educated, and inspired our students to begin thinking about college, careers, and employment now and beyond high school.

Table 5

Digital and Social Media Marketing Program

Presenter: Matt Weston
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Presenter: Chris Powell
Department Chair CTE & Marketing Teacher
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Purpose

The “Digital Social Media Marketing” program was created to develop students' understanding of how best to combine fundamental marketing principles with acceptable content creation for use on popular social media platforms. The goal for the students is to learn best practices associated with leveraging different social media platforms to increase followers while adhering to the principles and image of the business or organization they represent. To support these efforts and to foster greater growth through real world practice, the class has access to create and share content to support the district's efforts to engage with the community through social media. The class regularly showcases wonderful news, upcoming events, and student achievements from across the district. The class's efforts are being noticed, resulting in requests for help from community organizations and local businesses with their content development.

Overview

Our Digital and Social Media Marketing program teaches enrolled students to harness the power of social media platforms in a way that supports the views, opinions, and image of their customer. The class is primarily responsible for the dissemination of information regarding Prince George County Schools happenings from the various schools. They have also supported other community organizations, business, and religious groups in the development of social media marketing campaigns to fit their specific needs. The class utilizes an internal system of communication to learn of upcoming happenings, team planning to schedule for onsite reporting and documentation of the event, and collaborative efforts in the creation of the designed report that will be posted. Currently, the class has built their largest following on Facebook, but they are also branching out and diversifying their social media outlets by adding Twitter, Instagram, and TikTok.

Impetus of Study

In our Digital and Social Media Marketing program the “Workplace Readiness Skills” are not taught, they are the structure of the class. The course is designed to replicate a business. The students are treated as employees with class roles, work assignments both in and out of class, and responsibilities that will impact their coworker's ability to complete their portion of the overall project. When a skill or strategy needs to be discussed or learned it is handled as if it was a department meeting or training session. The students are working and learning at the same time, thus they are practicing and applying their “Workplace Readiness Skills” daily.

Impetus of Study

The students who enroll in this class are exposed to a wide variety of marketing techniques, skills, and practices. They are also learning a very specific set of skills needed to gather, produce, and publish items to various social media platforms. In addition to the wide range marketing concepts and specific social media skills the students learn, with real data, to analyze their campaigns success and adjust in their strategies and practices to see the effects that these changes will have on their results data. This course, with the embedded customer, moves learning from theory to practice, making these students more prepared to confidently step this role in the business world or to step out on their own and deploy the skills for the promotion of their own interests or entrepreneurial needs.

The Digital and Social Media Marketing program is a shining example of establishing supports to fill a district, parent, and community need, while continuously seeking out opportunities to create an educational experience for the benefit of your students. The foundation of trust in the students to represent themselves, their school, other schools, the district, and the community in which they live is understood and the responsibility is accepted. The Digital and Social Media Marketing program has demonstrated its immense value through the support of the district's social media presence. This program has become the preferred outlet of individual teachers, clubs or teams and entire schools for the sharing of their wonderful news. The program, instructor, and student involved are working every day to support the positive and uplifting culture within all our Prince George County Public Schools.

Highlights

Recently, the social engagement report for the month of March was released for the district Facebook account. Across a combined 57 posts, by the Digital and Social Media Marketing program and the Coordinator of Communications & Public Relations, there was a total reach of 146,331 Facebook profiles. This surpassed the previous 20-21 school year high of 134,961 reaches. March was also the third highest engagement level of the period at nearly 6,200 likes, reactions, shares, and comments. The top post for the month featured the PG Boys Varsity Baseball team on March 4th, with 5,580 reaches. Since July 2021, our Facebook profile has gained nearly 350 new followers, there have been 333 new posts, reached 725,017 Facebook profiles, and had a total engagement of 42,600 likes, reactions, shares, and comments.

Table 6

Dinwiddie County Government Day

Presenter: Carly Woolfolk
Director of Secondary Education and CTE
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Presenter: Quinell Henderson
Youth Workforce Development Manager
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Overview

The Dinwiddie Public Schools Comprehensive Plan defines priority one as student success: academically, personally and civically. To ensure students graduate life ready, DCPS has developed specific experiences for each student prior to graduation. These experiences, like Government Day, are designed to help students gain a deeper understanding of how to build our community and what choices are made by our board of supervisors to continue the growth of our community.

Government Day is a community collaboration. Students spend the day walking in the shoes of our county Board of Supervisors. Board members work alongside a small group of high school seniors to weigh the pros and cons of the senior staff proposals given to them and develop a budget presentation to justify their choices.

This experience is built into the curriculum and includes other virtual simulations, discussions and assignments focusing on economic development and the role of the local government.

Highlights

- Students from all Government Classes are invited to attend this unique experience
 - The event is held at the county recreation building (off school grounds)
 - Students are heterogeneously mixed in even groups so they interact with students from other classes
- The students are provided with a background activity and information session prior to meeting and working with the county board of supervisors
 - "How Counties Work" <https://www.icivics.org/games/counties-work>
- After hearing senior staff mock-budget proposals, students have to work together with their board members to prioritize and fund initiatives that they feel will help grow the community
- The students develop and present their budget proposals at the conclusion of the event

Table 7

The Road to Electrifying Your School Bus Fleet

Presenter: Whitney Kopanko
EV Program Manager
Sonny Merryman - Virginia's Bus Company
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Presenter: Dustin Harris
Transportation Director
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Purpose

The route to electric vehicles (EVs) is complex and includes twists and turns, like infrastructure, financing, training, operations, and more. During this session, we will discuss these key components and the first steps school districts should take to pursue electric school buses. Session attendees will also hear firsthand from a Virginia school district on their experience incorporating electric school buses into their fleet.

Overview

We've all heard about the earth-saving benefits of electric vehicles. What we don't hear about as often, however, is the effect that some older (pre-2010) diesel buses may have on our wellbeing. While newer school bus models meet the EPA's stringent emission standards, many older models emit pollutants that can be harmful to our health. For example, students are more susceptible to asthma and other respiratory illnesses caused by air pollution inside and near older buses. Electric school buses like the Thomas Built Buses Saf-T-Liner® C2 Jouley® are emissions-free, noise pollution-free and fossil fuel-free, keeping kids healthier and helping you save on operating costs – while also saving the planet.

It's an exciting time to be in the school bus industry. In the era of EV adoption, the possibilities are endless for fleets looking to drive the future. But where and how do fleets begin to transition their fleet to electric?

There are four significant components to consider when getting started:

Product Choices. They may look like the traditional school bus we've all taken a ride on, but there are some differences, such as operating range, battery composition, warranties, and safety features.

Funding Opportunities and Financing Options. The opportunities for electric school bus funding have never been greater. Over the next five years, \$5 billion will be awarded to school districts across the country through the EPA's Clean School Bus Program.

Infrastructure Planning. Charging infrastructure can often times be one of the biggest hurdles for school districts. Making connections with your utility early in the process is key.

Operations & Training. Ensuring drivers and technicians are equipped with the knowledge and skills necessary to operate and maintain their electric school buses is essential.

This session will provide a high level overview of these topics while also hearing from a Virginia school district to learn about their experience adopting electric school buses into their fleet. Attendees will have the opportunity to ask questions to both the school district and bus dealer.

Table 8

Reimagining Grading

Presenter: Natalie Farrell
Lead Coach, Department of Instruction
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Presenter: Meagan Maynard
Lead Coach, Department of Instruction
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Purpose

In 2018, Albemarle County Public Schools conducted a survey of secondary students about school stress, and concurrently surveyed teachers about grading practices. The survey results identified disparate grading practices as well as escalating student stress across the division. In response, the superintendent set the direction to improve grading practices to be more accurate, consistent and supportive of student learning. In September of 2020, ACPS adopted its first grading policy which articulates our shared philosophy about the role and purpose of grades.

Overview

The journey of reimagining grading began in 2018 with professional learning around best practices in equitable grading through research and consultation with experts in the field. Diverse teams of division leaders came together to study how best to move forward for our community of learners. The first step we identified was the development of a grading policy which articulated our philosophy as a foundation from which to build upon. Once the grading policy was adopted in 2019, we continued to provide professional learning opportunities for educators. From the cohorts of teachers who participated in professional development, teacher roundtables were created in 2020 in order to design the practical grading guidelines which would actualize the policy. The first four teacher-created guidelines were established in the fall of 2021 and focused on improving clarity and consistency around what students know, understand and are able to do. Professional learning centered around these guidelines was critical at the beginning of the year and throughout the year to support teachers and school leaders through the curriculum, assessment and instruction changes accompanying the revised grading practices. An additional four guidelines were co-constructed with teacher roundtables in the spring of 2022 and contributed to the completion of a grading handbook as a companion to the grading policy. All secondary teachers will participate in professional learning around the grading handbook in the fall of 2022. The completion of the handbook is not the end of the Journey. Continued learning and communication with all stakeholders will be vital to fulfilling the promise of the equitable grading system towards which we aspire.

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Impetus of Study

Data from the initial survey indicated that teachers were using grades as a form of behavior management and also tracking scores that did not necessarily indicate student achievement. For example, 45.4% of teachers reported that they always or frequently include behaviors like effort and participation in grades. Additionally almost 50% of teachers indicated that they gave zeroes to students. Both practices overwhelmingly distort student grades; particularly for marginalized students. Our superintendent, Dr. Matthew Haas, indicated the need to update our grading practices by implementing more research-based practices that support student learning.

Highlights

- Imagine the system you aspire to.
 - Think about the type grading (and teaching and learning) your division aspires to. Are you looking towards a mastery based system, a system based on standards, or just looking to update your practices? Look at the research for support.
- Choose your team; include some experts.
 - A team should include faculty and staff that can share a variety of perspectives; include teachers, administrators, central office, and perhaps students and families. We also added two experts to our team for support and resources.
- Make a plan for professional learning.
 - Creating a professional learning plan was vital for our success. By having this plan, it helped us keep the "main thing the main thing," which was improving the system for all students.
- Determine some guidelines, and stick to them.
 - Once we knew what our aspirations were, and set our sights on a goal, we chose some actions to start with. They felt like low-hanging fruit with which we could find success. We implemented those and stuck to them.
- Consider feedback often and from many sources.
 - We've worked closely with principals along the way to see what's working and what's not. We have also had countless conversations with teachers; and we continue to. Taking feedback helps us create the best system for all.
- Iterate. Be flexible. Adjust.
 - Midway through our work we hit a pandemic. We continued the work at a slower pace and in smaller ways. But we continued to move forward. Our flexibility lets us adjust and meet the needs of all of our stakeholders along the way.

Table 9

The Diploma Plus Initiative... Connecting Students to Career Pathways

Presenter: Terrie W. Allsbrooks
Director of College and Career Readiness
Petersburg City Public Schools
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Presenter: Charles L. Spain
Work-based Learning and Credentials Coordinator
Petersburg City Public Schools
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Purpose

The mission of the Diploma Plus Initiative (DPI) is to provide every student access and opportunity to a high-demand career pathway at a living wage. A living wage is defined as a wage that is high enough to maintain a normal standard of life (OED, 2022). DPI moves beyond state requirements and adds a “plus” that will break down barriers leading to lifelong success. Our vision is for the students in Petersburg City Public Schools (PCPS) to graduate with the ability to become productive members of the Petersburg City community. The goal of DPI is to increase access to high-demand career pathways, remove barriers to postsecondary success and positively impact the area’s workforce development initiatives. Our goal is to have a minimum of 80% of our students earn a “plus.” As students earn their “plus,” they will develop job and life skills that will assist them in earning a living wage and improve their overall quality of life.

Program Intent

DPI seeks to ensure every student in PCPS will have access to viable pathways to a high school diploma and a “plus.” The “plus” could be an associate’s degree, transferable college credit, workforce-ready certificates/seals, JROTC rankings, and/or industry credentials. In order to develop a robust plan, there must exist a structured planning process resulting in a high-quality implementation plan with multiple avenues and opportunities for students to gain their ‘plus’. Considerations during the implementation phase may include:

- Alignment of 6-12 Career and Technical Education (CTE) programming.
- Access coursework and work-based learning experiences to support DPI.
- Aggregate data to determine the industry needs of the locality.
- Communicate and build support to establish buy-in among students, families, and the broader community.

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Program Strategies

HOW WE WILL REACH OUR DPI GOAL

- Building a system of access across localities includes extending DPI opportunities across district lines for students to access different pathways, course offerings, military opportunities, internships, and more.
- Mentorship opportunities are crucial for student development academically, socially, and emotionally. Expanding student access to mentors may look like increased apprenticeships, direct learning from industry leaders, or peer mentors.
- The need for transferable skills that students can use in any career path is paramount to their success. Skills like time management, collaboration, communication, financial literacy, and others will serve students well for the rest of their lives.
- A key component of the DPI is that pathways will align to careers that pay a living wage. To promote financial security across the Petersburg community, helping students find pathways aligned to their interests while ensuring their futures in careers that pay well is essential for student success.
- Families and educators are truly a team when it comes to supporting students. Effective communication with students and their families will ensure that all parties are aware of every opportunity the DPI has to offer.

Table 10

The MadExplorers Program in Madison County

Presenter: Tina Cropp
Director of Finance
Madison County Public Schools
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Presenter: Dr. Anna Graham
Superintendent
Madison County Public Schools
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Purpose

Due to Covid-19 and the lack of consistent in-person instruction during the 2020-2021 school year, students in MCPS experienced significant learning loss. Mid-year data showed that our students were not meeting the math and literacy benchmarks for grades K-8. We needed an afterschool program to provide students with additional support in reading and math and opportunities to interact with their peers.

Overview

Grant Allocation

MCPS applied for and received the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act Elementary and Secondary School Emergency Relief (ESSER) II State Set-Aside grant from the VDOE for \$664,892 to address unfinished learning due to Covid-19.

After-School Program Collaboration:

MCPS partnered with Boys and Girls Club of America (BGCA) and Madison County Parks and Recreation (MCPR) to provide targeted instruction and support to students needing Tier 2 and Tier 3 support, identified as ELL, or requiring special education services. These partnerships aim to support our students' social-emotional/behavioral/mental health needs using activities that promote positive social interaction, peer engagement, and relationship building.

Academics

The MadExplorers program meets after school at our elementary school under the supervision and framework of the BGCA afterschool program. Students receive one hour of individual or small group instruction each day.

During the instructional hour, students also have the opportunity to receive assistance with class assignments and projects. Students are provided with all materials and supplies needed to complete academic or extracurricular projects. Electronic devices are also provided.

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Overview

Social-Emotional and Positive Peer Engagement

When not engaged in academics, students are involved in activities such as scavenger hunts, art walks, and small group games. Students also participate in larger group activities like soccer or capture the flag. Each week, 12-14 students at a time take field trips to Hoover Ridge Park in Madison County (or the gym at Madison Primary School if the weather is inclement) to work with Madison County Parks and Rec staff members as an extension of their recreational activities.

Summer Program

In conjunction with BGCA, MCPS students will attend thematic summer school sessions. Teachers will use Project-Based Learning (PBL) to engage students in real-world learning experiences and meaningful projects and activities. Students will participate in a culminating event or field trip at the end of the summer session. This partnership provides a summer full of increased student learning opportunities, engagement, and fun. The collaboration with BGCA also allows for a full daycare option for 180 students.

Table 11

The Throwing Solar Shade Program: Building the 5 C's with STEM Enrichment

Presenter: Maisie Strawn
Customer Solutions Coordinator
Secure Futures Solar
maisie@securefutures.solar

Purpose

The Throwing Solar Shade® program pilot first ran in 2019 with three schools from two different school districts: Richmond Public Schools and Augusta County Public Schools. The innovative ten-week curriculum program focused on project-based learning to engage students, and teachers received training in the curriculum in the early fall of 2019. Below is an overview of the program, as well as key findings on the efficacy of the pilot.

Overview

The Throwing Solar Shade® program is as a 10-week program offering high school students from urban and rural schools the opportunity to conduct basic research about climate and the effects of rooftop solar arrays on buildings and local heat islands. Students learn about the latest in climate science, see first-hand how drone data is collected for scientific purposes, gain valuable leadership (student assistant) experience, and grow in the five Cs (communication, critical thinking, citizenship, creativity/innovation, and collaboration). This project-based learning opportunity serves students well with respect to workforce training in fields that are among the fastest growing industry sectors in the country: climate and renewable energy.

Throwing Solar Shade® is as an innovative collaboration among

- Science Museum of Virginia (SMV),
- Secure Futures (SF),
- National Energy Education Development Project (NEED),
- Virginia Commonwealth University's Metropolitan Educational Research Consortium (VCU MERC)

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Key Findings

The following points offer key findings from the evaluation from the first year of the Throwing Solar Shade ®(TSS) program by the Virginia Commonwealth University's Metropolitan Educational Research Consortium.

STEM Career Interest

- Students reported some growth in their interest and awareness of STEM careers, particularly in science and solar energy/climate science, through their participation in the TSS program.

Content Knowledge

- Students reported considerable growth in their knowledge on topics covered in the TSS program, demonstrating a full standard deviation of growth in reported knowledge across all domains. This growth was corroborated by teacher accounts.
- Rubric scores indicated that teachers perceived student learning in the program but advocated that there could have been additional focus on electricity in the curriculum.

Critical Thinking, Collaboration, Communication, Creativity and Innovation, and Citizenship (5 C's)

- Students and teachers alike reported that there was substantial growth across the 5 C's through students' participation in this program. These social/emotional skills are identified as outcomes of particular interest in the New Profile of a Virginia High School Graduate (Naff, 2016). According to survey data, there appeared to be particular growth in communication and creativity and innovative thinking although there was growth across all five domains.
- Students from Open High School in Richmond Public Schools reported significant growth in the 5 C's on their surveys, nearly doubling their scores from the beginning to the end of the program.

Teacher Experiences

- Teachers perceived the program to be beneficial for their students, as well as valuable professional development for themselves. They also perceived solar panels at their schools to be a useful learning tool for students, indicating that their students were motivated to engage with the technology.
- Teachers also advocated for ways to improve the program in future years, including providing additional training in the curriculum at the onset of the program and offering more opportunities for students to interact with each other across divisions and schools.

Table 12

The Benefit Plan Administrators-Jefferson Health Plan Advantage

Presenter: Paul LaPradd IV
Executive Account Manager
Benefit Plan Administrators
plapradd@bpatpa.com

Presenter: Dr. James Blevins, PhD
Executive Consultant
Benefit Plan Administrators
jblevins@bpatpa.com

Presenter: Brendan Nugent
National Marketing Director
The Jefferson Health Plan
bnugent@thejeffersonhealthplan.org

Savings

The Jefferson Health Plan (JHP) brings the power of group purchasing with 24,000+ public employees & 200 governments, the efficiency of self-funding, and the benefit of government-to-government non-profit buying. JHP member organizations pay lower administrative costs, pay only for the healthcare their members use, avoid profit agendas and premium taxes, and maintain ownership of any unused claims reserves.

Accountability

JHP member organizations enjoy complete transparency including audited monthly financial statements, 24/7 online reserve account view, full access to claims and enrollment reporting with Benefit Plan Administrators, Inc., ability to audit, and to access third-party to external audits, and disclosure of all fees. JHP maintains compliance with all appropriate governing bodies. Funding is level and stable to enable timely, and more predictable budgeting.

Flexibility

Neither BPA nor JHP dictates group plan design. Member organizations will work with BPA and their advisors to establish the benefits that make the most sense in accordance with budgets, short-term and long-term strategies, and overall employee satisfaction. Member organizations choose risk levels, reserving strategy, and benefit offerings. In JHP, Members organizations may access excess funds through funding moratoria (holidays). JHP does not stand in the way if member organizations endeavor to try new or different healthcare solutions. JHP's member groups control their own healthcare futures.

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Experience

JHP started in 1985 with just 6 Ohio school districts that came together to find a better path forward. After 35+ years, steady and responsible growth continues. The proven Allocated Balance Model allows members to pay for claims despite balance levels, mitigate large claim risk, lower administrative costs, and access all claims data and information. JHP's dedicated staff of public employer healthcare professionals assist and support member organizations, BPA, and advisors. Now, with groups in Ohio, Michigan, Tennessee and Virginia, and new markets in Indiana, West Virginia, and potential growth in other states, JHP is a safe choice for your Virginia public entity.

JHP Facts:

- \$200 million in total reserves as of May 31, 2021
- \$144 million in member's Allocated Balance Model reserves, \$56 million in Large Claim Reimbursement reserve
- 88% of all 7/1/2021 Medical and RX combined renewals were less than 10% or less
- 64% of all 7/1/2021 Medical & RX combined renewals were less than 2.5% with multiple at 0%
- FY 2021 base Medical & RX average renewal is 3.88%, 2020 was 6.76%, FY 2019 was 7.23%
- JHP reduced administrative fees by 3% in FY 2016, no fee increase in FY 2017, 2018, 2019, 2020, 2021
- Member organization retention rate of 98.5%

Table 13

Workforce Readiness in Small Rural Schools

Presenter: Dr. Shannon Grimsley
Superintendent/ Cheerleader in Chief
Rappahannock County Public Schools
sgrimsley@rappahannockschools.us

Presenter: Carlos Seward
Principal / CTE Director
Rappahannock County High School
cseward@rappahannockschools.us

Purpose

Rappahannock County Public Schools (RCPS) has shifted its K-12 academic and career planning trajectory in the last five years. The public school K-12 educational landscape has shifted in recent years. For example, in 2016, a movement at the state level and locality level to prepare students for life-readiness rather than just college-readiness. RCPS built upon the Virginia Department of Education Profile of a Virginia Graduate conceptual framework to further develop this concept into a model to provide a Tier I life-readiness intervention for ALL students to better prepare them for life after high school and entrance into one of the 3 E's, enrollment in a four-year, two-year, or vocational institution, enlistment in the United States Armed Forces, or employment in the workforce.

Overview

Due to this paradigm shift in K-12 education in Virginia and across the nation, innovative strategies for small, rural schools to better prepare students to compete in a global economy after high school by tying in life-readiness skills through building community connections and hands-on experiential learning is increasingly important. It became very clear at RCPS after reviewing post-secondary completer survey data and collegiate persistence data that fewer and fewer students were keeping on the same pathway they had outlined during academic and career planning, and fewer students were persisting at the collegiate level after one or two years. Data also revealed a growing number of students who were not enrolled or employed post-high school. Because of these realities in Rappahannock, a more holistic, comprehensive approach to graduating “life-ready” students was embraced and became the driving factor for much of RCPS programming.

Additionally, family and community engagement were identified as absolutely essential pillars of success for students to thrive in small schools with limited resources. By combining forces and leveraging resources among community groups and foundations, innovative strategies can be employed with maximum impact and buy-in. The RCPS Profile of a Graduate (POG) team and pathway-specific academies reemphasizing the importance of having a comprehensive skills set, no matter which of the 3 E's students wish to pursue, understanding that this will likely shift and require occasional pivoting between them at different times in students' lives after high school.

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Highlights

- Creation and Function of the Profile of a Graduate (POG) Team
 - POG Coordinator / Family Financial Education Coordinator
 - Virginia College Advising Corps (VCAC) Advisor
 - Lord Fairfax Community College (LFCC) Advisor
 - School Guidance Counselor

- Academy Model ensures ALL students obtain the following by graduation:
 - Dual enrollment credit
 - Stackable credentials
 - Workforce certifications
 - Hands-on job shadowing and career internship opportunities
 - Workforce readiness skill development
 - Resume writing
 - Mock interview experience
 - Career fair experience
 - Job / Scholarship application completion experience
 - Financial literacy development
 - Community service opportunities

- Financial Literacy and Life Readiness
 - MyFuture Program
 - Family Futures organization
 - Custodial MyFuture savings accounts for all students
 - Embedded in curriculum
 - Additional deposits tied to objectives
 - Tool for teaching ethics of earning and power of saving
 - Reinforces emphasis on effort

Table 14

Becoming a More Informed Board Member: The Role of Data Analytics

Presenter: Jeff Carew

Director

Frontline Education - Naperville, IL

jcarew@frontlineed.com

Description

One school year has ended and all eyes have now turned toward the next. Data and analytics are central to any school division communicating to all stakeholders both how students are doing now and where they're headed. This session will share how division and building leadership teams can use analytics related to chronic absenteeism, course grades, and suspensions to better communicate student performance. Additionally, early warning indicators, both custom to the division and/or through benchmark assessments like NWEA, can empower administrators to proactively mobilize resources to support all students and communicate that work to the Board.

Biography

Jeff has been working with public schools for over 25 years and has been a part of Forecast5, now a part of Frontline Education from the start in 2012. Jeff's focus is working with school leaders and school board members to incorporate data and analytics into leadership practice. Through presentations, seminars, and workshops he steps participants through the process of aligning school finance with the district's strategic goals.

Table 15

Risk Management - Current Topics and Trends for School Board Leaders

Presenter: Dr. Lee Brannon
Senior School Specialist
VAcorp

lbrannon@riskprograms.com

Presenter: Chris Ballard
Risk Control Manager
VAcorp

cballard@riskprograms.com

Description

Join VAcorp for this workshop that will focus on current topics and trends that may involve significant risk to school divisions and school leaders. Dr. Brannon and Mr. Ballard will present on topics that include, but not limited to cyber breach, liability of members and school safety plans.

Biography

Lee is a veteran leader in public education administration who joined our team in 2015 as our School Specialist. He joined our team after completing 34 years in Virginia public schools. He has been a finance director, and superintendent. Lee received his doctorate and master's degrees in Educational Leadership from Virginia Tech, and he served on numerous boards, including the Governor's Task Force on School Safety

Chris earned a Bachelor of Science degree in Occupational Safety and Health from Murray State University. He worked for Murray State University in the Environmental Safety and Health office. Chris provides VAcorp members with support staff safety trainings, facility assessments, safety programs, and claims review meetings.

Table 16

How to Keep Students Connected Outside the Classroom

Presenter: Peter Martin
Director of Information Technology
Goochland County Public Schools
pmartin@glnd.k12.va.us

Presenter: Tina Craun
Kajeet Account Manager
Kajeet
tcraun@kajeet.com

Description

Since 2015, Goochland County Public Schools has been partnering with Kajeet to help connect the nearly 30% of students in their community without reliable Internet at home. In this presentation, Goochland's Director of IT will walk through how to successfully implement a student connectivity program. Plus, find out how school bus WiFi is being integrated into their strategic digital equity plan for the 2022-23 academic year.

Biography

Tina Craun is the Account Manager for Kajeet supporting school divisions in Virginia and Washington DC. She has worked in education relating to digital equity and closing the Homework Gap for over 15 years.

Peter Martin has served as the Director of Information Technology at Goochland County Public Schools for 18 years. He brings a wealth of knowledge and experience to support the technology needs of students, educators, and staff across the district.

Table 17

PWCS Nutrition Best-in-Class Services

Presenter: Adam Russo

Director

Prince William County Public Schools, Food and Nutrition Department

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Presenter: Samantha Ronk

Coordinator for Guest Experience

Prince William County Public Schools, Food and Nutrition Department

ronksg@pwcs.edu

Description

Prince William County Public Schools Nutrition Department is a leader in the school nutrition space due to their commitment to providing the highest quality products and services. Their ability to utilize raw ingredients to make delicious student favorites, from scratch, has given them an advantage. Everyone knows you can't be hungry to learn, if you're hungry- so come learn with Adam and Samantha on how they have implemented and maintained standards of excellence in service, local sourcing and marketing, and how these things can benefit your division.

Biography

Adam Russo is the Director of the award-winning Food and Nutrition Department for Prince William County Public Schools in Northern Virginia. Adam transitioned from owning and operating restaurants to school nutrition nine years ago, and believes in bringing the same exceptional guest experience, quality and scratch cookery to school kitchens that were so successful in private enterprise. Each year, Adam spends time in all 101 schools and centers, tweaking processes to further increase efficiency and excellence, while highlighting the efforts of the Department's 1,000 employees. Over the past five years, the program's streamlined operations have caught the eye of experts around the country, who have featured Adam in several publications, most recently Foodservice Director Magazine's Operation of the Year.

Samantha Ronk is the Coordinator for Guest Experience for Prince William County Public Schools' (PWCS) Food and Nutrition Department. She is a Registered Dietitian, and has a Master's in Business Administration from Longwood University, and a Bachelor's in Global and Community Health from George Mason University.

Table 18

Cyber Range Connection in Henry County

Presenter: Michael Minter

Director of Career and Technical Education/Principal Career Academy

Henry County Public Schools

michael.minter@henry.k12.va.us

Description

In this mini-workshop learn how Cyber Security is a big part in Henry County Public Schools. Cyber activity is only increasing in our everyday lives and will be part of every graduate's life. Cybersecurity is not simply a trend that will be dying in the next few months, or even years, but a wave of the future. This workshop will help divisions learn how to ensure students are prepared for job opportunities within the Cyber Security Field and make sure they have the skills needed for them to be successful in the real world.

Biography

Michael Minter, Jr. is the Director of Career and Technical Education and Principal of Career Academy at Henry County Public Schools. He has spent 22 years in Henry County Public Schools.

Table 19

Ferrum College Students and Franklin County Public Schools: A Great Fit

Presenter: Dr. David Johns

President

Ferrum College

djohns@ferrum.edu

Presenter: Julie Nix

School Board Chair

Franklin County Public Schools

julie.nix@frco.k12.va.us

Presenter: Dr. Bernice Cobbs

Superintendent

Franklin County Public Schools

bernice.cobbs@frco.k12.va.us

Description

Many school divisions sought innovative approaches to ease school staff shortages during the pandemic. Franklin County Public Schools was no different with its ultimate goal to provide students consistency with in-person learning while providing staff relief from covering classes during their planning periods when staff was absent. We will present how Franklin County Public Schools started a partnership with Ferrum College to provide the division with college students to fill temporary substitute shortages

Biography

Mrs. Julie Nix has been on the Franklin County School Board since 2013 and currently serves as the School Board Chair. Mrs. Nix is a servant leader who works as a team member to set policy and provide resources for the best interest of each student in the division.

Dr. David Johns is the President of Ferrum College. During his tenure, Dr. Johns has worked to build partnerships with local organizations to provide opportunities for the College's students and to strengthen the region.

Dr. Bernice Cobbs is the Superintendent of Franklin County Public Schools. Dr. Cobbs continues to focus on strengthening a collaborative atmosphere that is dedicated to working in the best interest of Franklin County Public Schools students.

Table 20

Masking, Where Do We Go From Here?

Presenter: John F. Cafferky

Partner

Blankingship & Keith

jcafferky@bklawva.com

Description

In this mini-workshop attendees will receive a brief look at current status, legal, and practical issues going forward from the pandemic. Topics that will be discussed include masking of staff, and/or students, in light of Seaman litigation; rights of students with disabilities, exemptions, etc. The presenter of this mini-workshop, Mr. Cafferky, has been involved as the lead counsel or counsel for amicus in three lawsuits thus far.

Biography

John Cafferky, a partner at Blankingship and Keith, leads the education law and litigation practice group. John's career has focused on education law and the defense of public, charter, and private schools since 1986. John represents school clients in administrative proceedings with the EEOC, the Office of Civil Rights of the United States Education, and other state and federal agencies, in employee grievance proceedings, and in the state and federal trial and appellate courts in Virginia and the District of Columbia. Over the years, John has developed particular expertise in the education of students with disabilities, pursuant to state law, the IDEA, and Section 504 of the Rehabilitation Act of 1973.

As general counsel to several Northern Virginia school boards, John provides legal advice on a wide variety of topics critical to the operation of the public schools, including budgetary and employment issues, FOIA compliance, contract negotiations for superintendents and other administrators, the development and implementation of policies and regulations, the acquisition and operation of school facilities and schools, litigation issues and school board meeting procedures. Over the course of his career, John has defended numerous lawsuits and appeals arising under both state and federal law concerning legal issues of particular significance to public school divisions.

John is AV-rated by Martindale and Hubbell, has been listed since 2008 in Best Lawyers in America, is a co-author of the Virginia School Law Deskbook, has served on the Board of Directors of the Virginia Council of School Attorneys and is a member of the National School Board Association's Council of School Board Attorneys. John is listed in Washingtonian Magazine in the Top 1 % of Lawyers in Washington, Education Issues.

Table 21

Making Math Irresistible

Presenter: Raj Shah

Founder

Math Plus Academy

raj@mathplusacademy.com

Presenter: Susan Stanbery

Math Instructional Specialist

Campbell County Public Schools

sstanbery@campbell.k12.va.us

Description

Within this mini-workshop presentation Dr. Shah and Ms. Stanbery will explore why 56% of kids would rather eat broccoli than do math, and why over half of US adults have uttered the phrase "I can't do math." Participants in this session will engage in and reflect on two contrasting math tasks. Dr. Shah and Ms. Stanbery will use these experiences to discuss how they can transform math class from a place of boredom to a place of curiosity, thinking, and joy!

Biography

This is Susan Stanbery's 30th year in education and she is passionate about teaching and learning as she was on Day 1. She has taught high school math (Algebra 1, Advanced Algebra 2, and AP Statistics) for 21 years, coached both JV and Varsity softball, and has been a Math Instructional Specialist for the past nine years. In her free time Stanbery volunteers for an animal rescue that keeps her very busy between fostering and fundraising. However, her favorite role is being Mom to 14-year-old twins Parker and Peyton who keep her engaged on the soccer or baseball field--lots of quality time in the car! Watching them grow and learn has only reinforced her goals and vision for education.

Raj Shah has always had an affinity for math. He is powered by his love of math, and earned a PH.D. in Physics in 1999 which led to a decade in R&D at Intel. In 2008, he quit his job and founded Math Plus Academy, an after-school STEM enrichment program for kids from ages 5-14. He is also proud to be a founding member of The Global Math project. Over the last several years, he has worked with numerous school districts throughout the country and presented at numerous conferences including NCTM Annual, NCSM Annual, and the National Math Festival.

Table 22

Relationships Between Schools and Law Enforcement

Presenter: Dr. Peter M. Gretz
Superintendent
Fluvanna County Public Schools
pgretz@apps.fluco.org

Presenter: Von L. Hill
Captain
School Law Enforcement Program Manager
vhill.fluvannasheriff@outlook.com

Description

In this mini-workshop learn about the relationship between Fluvanna County Public Schools and local law enforcement, as this relationship doesn't need to be controversial. Using a focus on a shared vision for education and learning, these partnerships can thrive and provide critical support and opportunity for students and families. In this mini-workshop attendees will learn about the transformational partnership between Fluvanna's schools and Sheriff's Office and the people and programs that have made it such a success.

Biography

Superintendent Peter Gretz has a long history in Virginia education as a teacher, principal and superintendent. Superintendent Gretz resides in Fluvanna County Public Schools. His family has deep connections throughout central Virginia, and they were drawn to the mountains and river in Fluvanna County. Fluvanna's schools are thriving and poised to continue to embrace the innovations embedded in Virginia's newly-imagined Profile of a Virginia Graduate and that work excites and inspires him. The Fluvanna community is engaged and cares deeply about the schools.

Captain Von Hill is a veteran of Law Enforcement, who offers more than 29 years of expertise in the field related to every segment of the criminal justice system. Captain Hill has proudly served as a sworn law enforcement officer in this public safety sector, especially the last 19 years in Fluvanna County. He began working in law enforcement in 1992 as a Communications Officer and certified as a law enforcement officer in 1994 working as a Deputy Sheriff-Patrol for the Louisa County Sheriff's Office, later earning the rank of Corporal. He offers a diverse combination of knowledge, experience, and skills that ideally fit the requirements of the captain's role in the Sheriff's Office and/or any other law enforcement agency. Captain Hill's goal is to ensure that the Sheriff's Office maintains its effective policing for the safety and security of all citizens in Fluvanna County.

Table 23

Learning for All: Inclusive Spaces in Schools

Presenter: Kim Powell
Chief Operations Officer
Charlottesville City Schools
powellk1@charlottesvilleschools.org

Presenter: Rob Winstead
Principal / K12 Studio Leader
VMDO Architects
winstead@vmdo.com

Description

The mini-workshop will run through a range of examples of how different communities have addressed inclusive spaces (toilets, locker rooms, comfort rooms, classrooms, etc.) in their facilities, from fully inclusive solutions to hybrid approaches. Attendees will hear about the security and maintenance advantages of inclusive facilities, while understanding the potential cost impacts. Attendees will leave this mini-workshop with a sense of the different approaches to inclusive design.

Biography

Kim Powell is the Chief Operating Officer for Charlottesville City Schools. She holds a Bachelor of Arts and Master of Business Administration from James Madison University. Prior to Charlottesville, she served for a decade as Director of Business and Facilities for Greene County Public Schools, and she also offers ten years of management and consulting experience with GE and with Andersen Consulting.

Rob Winstead is a nationally recognized expert in learning space planning and design. He is a frequent speaker at regional and national conferences and was named the 2018 Planner of the Year by the Virginia Association for Learning Environments. His work has been recognized with numerous awards for planning, design, architecture, urbanism, and sustainability.

Table 24

Schools as a Healing Place

Presenter: Sherry Ephraim
Director of Business Development
SodexoMagic
sherry.ephraim@sodexo.com

Description

Schools are one of the great cornerstones of not just our communities, but our entire society. Everyone benefits from the knowledge, skills and experiences that students develop in their learning journeys. Beyond just teaching academics, schools help shape students sense of self, their place in the world, and their overall well-being.

Join SodexoMagic for a panel discussion on how schools can build stronger, healthier learning communities, by getting the best out of their spaces while keeping people at the heart of everything that they do. This session will present research-backed, systemic approaches to supporting student performance and wellbeing that can optimize experiences today while planning for a shifting future with a focus on the shared spaces where students come together to connect - from the cafeteria, to the library, to the athletic field.

Our panel will discuss findings from research here at home in the United States and from more than 40 other countries around the world on how 360 degree experiences can increase student engagement, motivate faculty & staff, and build stronger bonds in the learning community.

Biography

Moderator: Sherry Ephraim is the Director of Business Development at SodexoMagic. Sherry has 25 years of successful business development, retention and account management experience. She is an award-winning and top sales producer with extensive experience managing and directing all aspects of business development, sales, and marketing to attain company's long-term success and profitability.

Panelist: Robbi Stiell is the Vice President of Business Development and Community Engagement at SodexoMagic. An award-winning strategic sales leader with more than 27 years of experience, Robbi brings a unique blend of vision for the collective community, fiscal acumen, and business development to her role.

Panelist: Keith Stewart is the VP of Marketing at SodexoMagic. Keith Stewart leads student engagement and community programming for Sodexo in partnership with more than 3,000 schools across the country. Keith has also worked to support urban agriculture initiatives in traditionally underserved communities across the United States.

Panelist: Chris Pooler is the District Manager of Facilities Management at SodexoMagic. Chris has over 20 years of diverse facilities management and operational management leadership experience with proven track record with a focus on client needs, goals and outcomes.