VSBA

Virginia School Boards Association

Leadership · Advocacy · Support

39TH VSBA CONFERENCE ON EDUCATION

REGISTRATION OPEN AT 9 AM

MEET 2025 VA TEACHER OF THE YEAR

At Hilton Richmond Hotel & Spa at Short Pump

12042 W Broad Street

Richmond, VA 23233

www.vsba.org

be kind.

TABLE OF CONTENTS

Family Literacy Program For College Awareness . . . . . Page 3
Know What to Look For and Ask During Student Discipline Hearings Before the School Board . . . . . Page 4
Recruit, Retain, and Develop Impactful Teachers . . . . . Page 5-6
Prepare Students for Success With AI Policy . . . . . Page 7-8
The Future Educators Academy: Inspiring the Next Generation of Teachers . . . . . Page 9
Cybersecurity Governance - Set Expectations and Fund Implementation . . . . . Page 10
Chesapeake's School Safety Task Force A Proactive Partnership . . . . . Page 11-12
Job Exploration... Leading to Career Success (HQWBL) . . . . . Page 13
Superintendent Community Roundtable . . . . . Page 14-15
Student Representative Impact on School Board Discourse: Learner Agency at Work . . . . . Page 16-17
VSBA Policy Services and School Board Policies . . . . . Page 18-19
Effective Communication Strategies for a Strong Superintendent and School Board Relationship . . . . . Page 20-21
A Day in the Life of a Middle Schooler . . . . . Page 22
Retaining Teachers Through Support . . . . . Page 23

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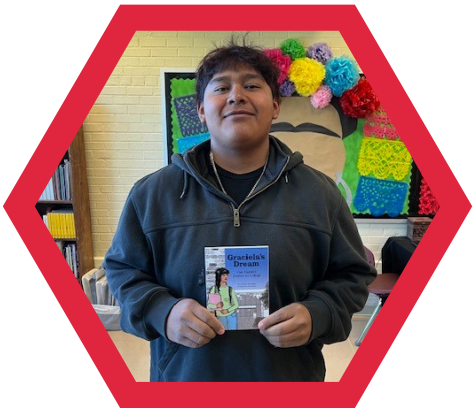
FAMILY LITERACY PROGRAM FOR COLLEGE AWARENESS



Elizabeth Stringer-Nunley
English Learner Lead, Galax City Public Schools
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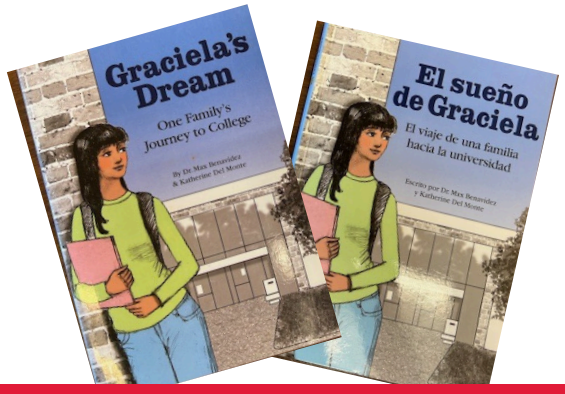
Purpose:

Galax City Public Schools offers a 6-week family literacy program specifically designed for Spanish-speaking families of first-generation, college-bound high school students. This program aims to equip families with the knowledge and skills necessary to support their children through the college preparation and application process. Participants learn how to fill out the FAFSA form, apply for college acceptance and scholarships, and navigate college life expectations. The program is based on a bilingual novel about a young girl of immigrant parents who aspires to attend college, highlighting her journey to convince her parents of the importance of continuing her education. Through reading and discussing this novel, families are introduced to various resources and processes related to college admissions and financial aid. Additionally, the program provides opportunities for families to improve their English skills and expand their vocabulary. Many participants have reported feeling more confident in assisting their children with college applications, understanding financial aid, and recognizing the value of education in the United States.

Presenter Bio:

Elizabeth Stringer-Nunley has worked with English Learners in Galax City for 24 years as a high school teacher and later the division EL Specialist. She has taught ESL in Virginia, Spain, Brazil and Germany. She has a passion for connecting communities and promoting cultural acceptance.



KNOW WHAT TO LOOK FOR AND ASK DURING STUDENT DISCIPLINE HEARINGS BEFORE THE SCHOOL BOARD

Stacy Haney
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Purpose:

Join us for an engaging and informative presentation on the legal requirements of the student discipline process, covering everything from suspension to expulsion. You'll learn about the critical information that boards should request from administrators during disciplinary hearings to ensure fair and effective decision-making. This session will not only equip you with essential legal knowledge but also provide practical insights and best practices for handling disciplinary issues. Additionally, if time permits, we will hold a dynamic Q&A session at the end, allowing you to ask questions and gain further clarity on this important topic. Don't miss this opportunity to enhance your understanding of student discipline and improve your board's approach to maintaining a positive and legally compliant school environment.

Presenter Bios:

A founding member of Haney Phinyowattanachip PLLC, Stacy Haney has devoted her practice to the representation of school boards and educational institutions throughout Virginia. Stacy provides advice and counseling to school boards and administrators on a wide variety of topics including civil rights, personnel and student matters, procurement, board governance, and constitutional issues.

A former math teacher at a public school in Philadelphia, Pakapon (“Pak”) Phinyowattanachip now devotes his entire practice to representing educational institutions. Pak routinely advises clients on a wide variety of legal issues related to school law.

Recruit, Retain and Develop **Impactful Teachers**

PURPOSE:

K12 Coalition™ is partnering with hundreds of school districts across the country, and dozens within Virginia, to effectively address teacher pipeline shortages.

Through our alternative certification division, iteach®, we provide pathways for paraprofessionals, substitutes, and career changers to become licensed teachers across most subject areas. We partner with districts to predict hiring needs and develop targeted recruitment strategies differentiated by grade and subject area. And, we address retention through providing high-quality teacher development and career pathway planning so that teachers feel supported and have opportunities to grow in their career.

K12 Coalition
Teaching for the Greater Good

OVERVIEW:

K12 Coalition is a collection of five organizations united around a common mission: to provide a great education for every student in every classroom every day.

In Virginia, we are best known for our iteach division, which currently partners with more than 70 divisions and offers alternative certification to teachers. Aspiring teachers who are already on a provisional license or seeking a provisional are enrolled in our CAPE accredited program completing rigorous coursework that prepares them for licensure and the challenges of teaching.

Participants in iteach automatically receive access to the Teaching Channel video library. Another K12 Coalition division, the Teaching Channel has more than 1,700 videos of exemplary teaching practice. The platform also offers video coaching capabilities so that new teachers can receive valuable feedback from their principal, mentor and members of their PLCs.

Finally, K12 Coalition also offers a test prep program, through our Passage Preparation™ division, that provides courses to help teacher candidates prepare and pass the Praxis® exam.

In today's session, you will learn how iteach is building a robust teacher pipeline in Virginia and, most importantly, how you can get aspiring teachers licensed in Special Education, Elementary, and Secondary Education 12-24 months at no cost to the division through our approved program.

TEACHER REFLECTIONS:

"I began the iteach program this year and took the courses while teaching. It has been helpful to implement what I learned as I taught. I have learned so much and I see my teaching improving based on my student's response and performance. I will finish the program in July."

~ Second Grade Long Term Substitute Teacher | Fairfax Public Schools

"It has been an enriching journey, and I am grateful for the support and guidance provided by the iteach program. The flexibility of the online asynchronous courses was instrumental in allowing me to balance my full-time teaching responsibilities while pursuing my teacher certificate. "

~ Physics Department Chair | Arlington City Schools

PRESENTOR BIOGRAPHY:

Dr. Mo Gaffney has over 25 years of experience in education. She holds a B.A. in Early Childhood Education, an M.Ed. in Elementary Education, and an Ed.D. in Curriculum and Instruction from the University of Virginia. She has taught at public and private elementary schools, served as a principal at the Covenant School in Charlottesville for 12 years, and currently consults with districts in the Mid-Atlantic Region, focusing on Virginia's educational challenges.

PREPARE STUDENTS FOR SUCCESS WITH AI POLICY

Jay Cooke
Chief Technology Officer, Stafford County Public Schools
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Purpose:
In this mini workshop, attendees will learn how the Stafford County School Board and the Stafford community led the development and adoption of Virginia's first K-12 policy governing the Use of Artificial Intelligence in schools.

From the policy: The school board of Stafford County recognizes the potential benefits of using generative artificial intelligence (AI) in the classroom and the operation of the school division. However, the school board also recognizes the potential risks of using generative AI, such as inherent bias, cheating, or the impact its unguided use might have on the development of students.

Presenter Bio:
Jay Cooke is an innovative technology leader with expertise in building high performing teams and a culture of awesomeness. A lifelong learner and educator, Jay invites everyone on the shared quest for understanding.

Mission:
Equip students with the knowledge and tools to ensure they are prepared for a future where AI is integrated into daily life.

Considerations:
Parent involvement
Teacher readiness and training
Age appropriate access
Inherent bias
Information accuracy

More information, including parent recommendations and the full regulation, is available at http://aipolicy.staffordschools.net/.

PREPARE STUDENTS FOR SUCCESS WITH AI POLICY CONTINUED...

Risk:

Cheating

How do you define cheating? Plagiarism?

Which would you consider cheating?
A student asks AI for an essay, copies the AI response, and turns it in as his own work. A student edits and adjusts the AI response and then turns in the essay. A student combines multiple AI responses, selecting snippets from each, edits and adjusts, and turns in the essay. A student writes an outline with a main idea and AI generates a draft essay. The student edits the draft with AI feedback and turns it in, including a description of how AI was used. A student writes a draft essay and AI provides feedback, including optional word choices, grammar and spelling corrections, and adjustments to run on sentences. A student reads several AI essays to generate ideas, then writes an original essay and submits the work. A student completes the assignment without AI or the Internet at all.
Does your answer change if you substitute a parent in place of AI?

(adopted from ditchthattextbook.com by Matt Miller)

THE FUTURE EDUCATORS ACADEMY: INSPIRING THE NEXT GENERATION OF TEACHERS

Dr. Keyanna Hawkins
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Purpose:

Join this mini-workshop for an engaging and in-depth exploration of The Future Educators Academy, an innovative program poised to address the critical need for qualified teachers by inspiring and preparing the next generation of educators. This breakout session will dive into the Academy's unique approach, including:

- Accelerated Learning Model: Discover how our fast-track curriculum equips future educators with the skills they need more efficiently.
- Non-Competitive Admissions: Learn about our inclusive admissions process designed to welcome and support aspiring teachers from diverse backgrounds.
- Comprehensive Support System: Understand our commitment to ongoing support for students throughout their educational journey.

Participants will also gain insights into the program's "grow-your-own" strategy, which empowers graduates to return to their high schools as teachers, thereby strengthening their local communities. Don't miss this opportunity to learn how The Future Educators Academy is making a transformative impact on education and community development.

Presenter Bios:

Dr. Keyanna Hawkins is the Director of Equity Advancement and Early College Programs at Germanna Community College. She has spearheaded transformative initiatives, developed recruitment and retention programs for underrepresented students, and oversees early college programs. With leadership experience at several educational institutions, Dr. Hawkins is recognized for her contributions through numerous awards and certifications.

CYBERSECURITY GOVERNANCE - SET EXPECTATIONS AND FUND IMPLEMENTATION

Dr. Timothy Tillman
Chief Technology Officer, Chesterfield County Public Schools
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Purpose:

In this session, we'll dive into the critical topic of cybersecurity in K-12 education, an issue with profound implications for student safety and data protection. Explore how school boards wield considerable influence in setting expectations for due care and due diligence through governance policies. Understand the crucial role of funding and board support in bolstering cybersecurity efforts within school divisions. Walk away equipped with practical strategies, clear definitions, and a sample roadmap to fortify your division's cybersecurity posture and safeguard against emerging threats. Join this imperative discussion to ensure your school is resilient in the face of evolving cybersecurity challenges.

Presenter Bios:

Dr. Tillman brings a wealth of experience to his role as Chief Technology Officer at Chesterfield County Public Schools, with a proven track record of leadership in the field. Prior to his current position, he served as the Chief Information Security Officer for the Virginia Department of Education, demonstrating his expertise in cybersecurity at both the state and local levels. With a passion for cybersecurity training and advocacy in K-12 education, Dr. Tillman is committed to enhancing cybersecurity practices and promoting awareness within school communities.

CHESAPEAKE'S SCHOOL SAFETY TASK FORCE A PROACTIVE PARTNERSHIP

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Paul Wilson
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Creation of the School Safety Task Force:

On March 12, 2018, Chesapeake Mayor Rick West shared with a group of city, fire, and school leaders that he "did not call this meeting for political reasons." He called this safety meeting due to the public's concern about school safety. These comments from the Mayor were made in response to the shooting at Marjory Stoneman Douglas High School in Parkland, Florida that occurred on February 14, 2018.

After much discussion regarding school safety, Mayor West asked the City Manager and the School Superintendent to pull together a School Safety Task Force to evaluate the school district's safety practices and procedures and offer recommendations and guidance to ensure all schools had adequate safety measures in place.

The first School Safety Task Force (SSTF) meeting was held on March 21, 2018. Members of the Task Force include city leaders and council members, fire and emergency management, city police and state police as well as school leaders. Safety procedures, processes, training, and equipment were evaluated and many safety initiatives were implemented. Since 2018, the School Safety Task Force has continued to meet monthly to ensure that we continue to review, adjust, and evaluate the current safety practices that are critical to keeping our schools safe.

School Safety Taskforce:

Members of:

- School Superintendent Staff
- Department of Student Support Services
- Department of Exceptional Learning and Guidance
- Chesapeake Police Department
- Chesapeake Sheriff's Office
- Chesapeake Fire Department and Emergency Services
- Chesapeake Office of Emergency Management
- Chesapeake City Council
- Chesapeake School Board
- Chesapeake Integrated and Behavioral Health
- Virginia State Police
- Chesapeake City Manager Office

Structure:

- Executive Committee
- Whole Group Committee
- Task Groups
  - Communications
  - Physical Security
  - Mental Health
  - Training
- Ad Hoc

CHESAPEAKE'S SCHOOL SAFETY TASK FORCE A PROACTIVE PARTNERSHIP CONTINUED...

Initiatives

- Infrastructure - Crime Prevention Through Environmental Design
  - Lighting
  - Safety Signage
  - PA Speakers
  - Cameras and Blind Spots
  - Locked doors
- Command and Control Structures
  - Police radios in schools and on buses
  - Digital floor plans and shared with first responders
  - Standardized safety training to increase consistency
- Emergency Medical Equipment in Every School (Defibrillators and AED kits)
- School Resource Officers (SROs) in all middle and high schools
- Emergency Drill Practice
- Full Scale Active Shooter Exercise (2019)
- Safety Training provided for all Substitutes
- Removal of Door Magnets at all schools
- Additional School Security Officers (SSOs) based on enrollment and layout of building
- Lead Secretary Training
- Vestibules installed at Entryways

- School Security Officer Training and Handbook developed
- Increased Mental Health Resources Across the District
- Additional SSO training at the beginning of the year (3 days)
- Situational Response Guidelines for Administrators
- Community Safety Forums
- School-based Crisis Response Teams in every school
- AIPhone and Camera Systems in all schools
- Installed Call Tracing Mechanism on School Phones
- All rooms equipped with IP phones to dial front office and outside of school building
- All staff aware of the ability to call a Level 3 lockdown
- Mandatory Administrative Trainings 4 x per year
- Identification Badges and Keys required by staff
- Security Vulnerability Assessments 3 x per year
- Naloxone (Narcan) available in all schools
- Districtwide Stop-the-Bleed Training for staff
- Student Identification Badges required (elem.)
- Weapons Detection Pilot Program
- Sheriff Deputy School Resource Officers in elementary schools
- Flipcharts with emergency protocols to follow in each classroom
- Subcommittee currently working with Mental Health Agencies to provide additional mental health support to our students. (check w/Tawana Fortune)

JOB EXPLORATION... LEADING TO CAREER SUCCESS

High-Quality Work-Based Learning JOB EXPLORATION

1 HQWBL

High-Quality Work-Based Learning is comprised of school-coordinated workplace experiences that are:

- related to students' career goals and/or interests
- connected to a course, and
- performed in partnership with local businesses and organizations

2 OVERVIEW

- VDOE required paperwork
- Minimum 40 hours on the job training
- Selected students and businesses
- Financial incentive for students funded by community organization (Career Partners, Inc.)
- Evaluation and Reflection

3 WHY

- To explore a career path over a 40 hour work week
- To meet a graduation requirements
- To find possible future employment

4 ARRANGEMENTS

- Local grant to pay incentives
- Business Orientation
- Student Orientation
- Transportation and Lunches provided

5 LOGISTICS

- Transportation provided to and from school
- Food Services provided by schools

6 GRADUATION REQUIREMENTS

- Complete a high quality work-based learning experience, as defined by the State Board (excludes job shadowing and mentorship with less than 140 hours) **OR**
- Earn a career and technical education credential that has been approved by the State Board

7 BUSINESSES

- Local community businesses
- Multilingual supports
- Various career paths, such as: infrastructure sector, entrepreneurship, food industry, financial industry, automotive sector

8 STUDENTS

- Eligible multilingual high school students
- Needs the Career & Technical Education HQWBL and/or credential for graduation
- Needs to demonstrate workplace skills as defined in the Virginia Profile of a Graduate

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SUPERINTENDENT COMMUNITY ROUNDTABLE

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Tiffany Holmes
Communication Specialist/Social Media
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Recipe for Success:

Fredericksburg City Public Schools superintendent community roundtables engage community partners in action-oriented opportunities to support student achievement.

Purpose:

Our new model for community outreach is receiving local, state, and national notice. We decided to dismantle the traditional superintendent community advisory concept and reconstructed it into engaging, conversation-centered events. They occur quarterly, and attendance has doubled in size within one year.

We believe that we have created something unique. The Superintendent Community Roundtable events have successfully mixed local businesses, organizations, faith-based groups, community members and our schools to create positive engagement opportunities for student achievement.

Ingredients:

- School Board support
- Community-engaged Superintendent
- A creative line team who can and will make it sizzle/sparkle
- Round tables for small group conversations
- Treatment of guests like VIPs (concierges, breakfast, immediate connections to school leaders)
- Open and safe spaces for celebration and critical conversations
- Engagement through community-oriented questions

HOW SCHOOL MODERNIZATION CAN POSITIVELY IMPACT EDUCATION OUTCOMES

Sean O'Donnell
Principal, Perkins Eastman
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Bruce Levine
Associate Clinical Professor, Drexel University School of Education
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Purpose:

In this mini-workshop attendees will be able to explore the extensive benefits of school modernization beyond new or renovated buildings in this insightful session. Discover how upgraded facilities significantly enhance occupants' well-being, boost test scores, graduation rates, and enrollment, and strengthen community engagement and connectivity. Learn strategies to leverage these findings to advocate for increased funding and support for school modernization projects.

Presenter Bios:

Sean O'Donnell leads Perkins Eastman's international K-12 education practice. Understanding how intrinsic learning is to the human experience, he sees schools as the center of community bringing together civic architecture, sustainable design, and innovative educational planning to create high-performing, inspiring places where students learn and grow. A global thought leader in education facilities research and design, he is co-director of the Consortium for Design and Education Outcomes, a partnership with Drexel University's School of Education.

Bruce Levine is an Associate Clinical Professor at Drexel University's School of Education, where he serves as the Director of the Educational Policy and Global and International Education program, and the M.S. degree in Education Improvement and Transformation. He also serves as the University's Director of its Washington DC Center. He is co-director of the Consortium for Design and Education Outcomes, a partnership with Perkins Eastman Architects.

STUDENT REPRESENTATIVE IMPACT ON SCHOOL BOARD DISCOURSE: LEARNER AGENCY AT WORK

Mac Duis

Assistant Professor, University of Lynchburg

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Session Objective:

To share and discuss the results of a research study on the connection between student school board representation and the nature of the discourse during school board meetings.

Key background:

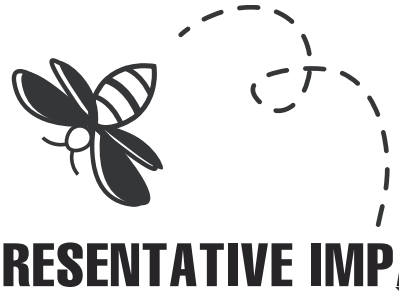
- 35 states allow student board reps, 31 with district option; 5 states allow student reps to vote on limited topics; 3 states allow student reps to vote without restriction
- Virginia law: "The local school board may adopt procedures for the appointment of student representatives from among the students enrolled in the public schools in the division. The student representative shall serve in a nonvoting, advisory capacity and shall be appointed under such circumstances and serve for such terms as the board prescribes."

Design of this study:

- The researcher noted the nature of interactions among board members on boards with and without student representation while viewing 68 recorded School Board meetings in 12 Virginia localities from 2023.
- Included 6 districts with student representatives and 6 similar districts without
- Interactions among board members and in public comment were coded as:
  - "Positive"- defined as appreciation or praise toward a specific board member or central office/presenting staff member. It did not include board recognition of community members or school staff that is a regular part of many districts' board practices.
  - "Neutral/business"- defined as regular board discussion and debate about agenda topics or in comments. It did not include motions, seconds of motions, or other routine procedures.
  - "Confrontational"- defined as pointing, gesturing, threatening to vote against, profanity, threatening a lawsuit, name calling, accusation, or similar comments toward an individual or group of individuals on the board or staff.

Findings:

- Overwhelmingly positive response of adult board members to student counterparts:
  - 17% neutral/business
  - 83% positive
  - 0 confrontational
- Boards with student representatives were observed to have a higher degree of positive adult to adult interactions and fewer confrontational interactions than boards without student representatives.



STUDENT REPRESENTATIVE IMPACT ON SCHOOL BOARD DISCOURSE: LEARNER AGENCY AT WORK CONTINUED...

Table 1- Adult Board member to adult board member and staff interactions

	Board With Student Members	Boards Without Student Members
Neutral/Business	70%	84%
Positive	30%	12%
Confrontational	0%	4%

Table 2- Public comments

	Board With Student Members	Boards Without Student Members
Neutral/Business	81%	78%
Positive	7%	3%
Confrontational	12%	19%

For future consideration:

- NSBA research-based characteristics of effective school boards include:
  - "Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals."
  - "Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust."
- Why the differences among districts?
  - Students seated "at the table"?
  - Student-centered culture developed over time?
  - Skill of board members in building consensus?
  - Nature and divisiveness of agenda topics?
  - Presence of vocal community groups?
  - Structure of board meeting agendas?
  - Length of meetings?
  - Board norms and protocols?

VSBA POLICY SERVICES AND SCHOOL BOARD POLICIES

Lesley Rigney
VSBA Director of Legal and Policy Services
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Purpose:

Policy Services can serve as a guidance for school boards navigating policy development and compliance. This session will be a discussion of the Virginia School Boards Association (VSBA) Policy Services, identifying what the service entails, how it works, and how individual school boards can use the service to fit the needs of their division. Additional discussion on the importance of individual school board policy adoption and considerations will also be a point of discussion.

Presenter Bios:

Lesley Rigney is one of the Directors of Legal and Policy Services for the Virginia School Boards Association. She is an attorney licensed to practice law in Virginia with extensive experience assisting nonprofit boards in all legal matters, including governance, policies, compliance, and litigation. She holds a Bachelor of Science in English Language Arts Education and a Juris Doctor in law.

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VSBA Policy Services and School Board Policies Continued...

VSBA's members are locally appointed or elected school boards educating over 1 million public school students in Virginia. With input from communities, staff, students, parents, and families, school boards establish policies that are considered and voted on at school board meetings.

VSBA Policy Services provides its member school boards with sample policies designed to help them comply with state and federal laws. Members of VSBA Policy Services have access to those sample policies as they develop, consider, and ultimately adopt their own local policies.

Here is a description of how VSBA sample policies are developed and how those sample policies are used by school boards:

VSBA Sample Policy Development Process

VSBA Legal & Policy Services attorneys review new and revised laws, regulations, and judicial opinions. Existing VSBA sample policies are reviewed to see if they are impacted by the laws, regulations, and opinions. When necessary, existing sample policies are changed and new sample policies are drafted to reflect the new and revised laws.

▼

Revised VSBA sample policies, compliant with state and federal laws, are provided to each member of VSBA Policy Services.

▼

VSBA Legal and Policy Services attorneys are available to answer questions Policy Services members have regarding new/revised sample policies.

School Board Policy Development Process

School board staff review new and revised VSBA sample policies.

▼

School board staff evaluate existing local policies and VSBA sample policies and prepare proposed new/revised local policies.

▼

Proposed new/revised local policies are presented to the school board.

▼

The school board considers the proposed new/revised policies after providing opportunities for public input.

What VSBA Does

- Reviews every policy at least every 5 years, or more often as required by law.
- Notifies members of VSBA Policy Services when sample policies are revised.
- Notifies members of VSBA Policy Services when sample policies are reviewed but not revised.
- Provides updated policies to members of Policy Services.
- Answers questions from school board members, superintendents, and Policy Contacts regarding VSBA sample policies.

What VSBA Does Not Do

- Require members of VSBA Policy Services to adopt VSBA sample policies.
- Review local policies.
- Track whether divisions adopt VSBA sample policies.

EFFECTIVE COMMUNICATION STRATEGIES FOR A STRONG SUPERINTENDENT AND SCHOOL BOARD RELATIONSHIP

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Dr. Helen Dunn
Public Relations and
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Introduction:

Effective communication between the School Board and Superintendent is essential for fostering trust, transparency, and collaboration, thereby strengthening relationships and promoting educational excellence. We will share strategies we find effective as well as lessons learned. Participants will share, interact for an active session leading to new insights.

Presenter Bios:

Matthew has worked in education since 1990, where he was an English teacher in Virginia Beach, Virginia. Since then he's worked many roles at various divisions across the Commonwealth of Virgina and has served Albemarle County Public Schools as Superintendent since 2018. Judy was elected to the ACPS School Board in 2019 and began serving as the Chair in 2023. Her top priority with the School Board is to provide an equitable education to all students and closing achievement gaps. Helen began her career with ACPS in 2018 as the division's Legislative Liaison with the Virginia General Assembly. Since then, she has served the division as a Deputy Public Relations and Strategic Communications Officer and the Public Relations and Strategic Communications Officer.

MONTHLY CHECK-IN WITH EACH SCHOOL BOARD MEMBER

- Build strong, individual relationships.
- Ensure members are up-to-date on issues.
- Discuss concerns and strategize on supporting students and staff.

AWARENESS EMAILS AND CHECK-INS

- Keep everyone informed about updates, events, and critical issues.
- Ensure board members are in the loop and can make informed decisions.
- Prevent Board members from being surprised by interactions with constituents.

ATTORNEY-CLIENT PRIVILEGED EMAILS

- Communicate sensitive legal matters confidentially.
- Ensure the board receives timely legal advice.
- Appropriately protect communications

WEEKLY CHECK-IN WITH BOARD CHAIR

- Align on priorities and discuss strategic initiatives.
- Address immediate concerns.
- Management of the Superintendent as an employee.

EFFECTIVE COMMUNICATION STRATEGIES FOR A STRONG SUPERINTENDENT AND SCHOOL BOARD RELATIONSHIP CONTINUED...

BI-WEEKLY CHECK-INS WITH NEW BOARD MEMBERS

- Support onboarding process.
- Provide necessary information and context.
- Help new members transition smoothly.

SCHOOL VISITS WITH BOARD MEMBERS

- Allow board members to see the impact of their decisions.
- Provide real-world insights into school operations.

WEEKLY NOTE TO BOARD MEMBERS

- Advise the Board on the Superintendent's current morale.
- Highlight small wins, challenges, progress, priorities.
- Creates awareness of potential flash points and upcoming meetings / events.

2X2 BOARD MEETINGS

- Include staff members beyond the Superintendent and Board.
- Provide an in-depth presentation on an issue or plan.
- Allow for questions in an informal setting.
- Not a substitute for public discourse.

BOARD CHAIR OFFICE HOUR

- Offered on Zoom with Chair, Clerk, Attorney, and Superintendent.
- Ten minute intervals for individual Board members to touch base.
- Reduces confusion & increases preparation.

COMMUNICATIONS SUPPORT

- Communications office assists in coordinating community feedback.
- Facilitates and expedites responses from Board members to community members.
- Facilitates opportunities for staff to interact positively with community.

Conclusion:

By implementing these communication strategies, we create a cohesive and collaborative relationship among Board members and the Superintendent that drives positive outcomes for the entire school division.

A DAY IN THE LIFE OF A MIDDLE SCHOOLER

Dr. Torrie Walker
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Erica Johnson
Reading Specialist, Dinwiddie County Public Schools
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Purpose:

Do you ever wonder why parents attend PTO meetings and volunteer in elementary school but then have little or no parent participation when their child starts middle school? This was a concern for the teachers at Dinwiddie Middle School. They wondered how they could get parents more involved. From that concern, the idea of a parent shadow was born. The school invited parents to participate in a Parent Shadowing Day, where they could experience a day in the life of their middle school student.

Parents would have the opportunity to shadow their child, attend classes, and get a firsthand look at the school's programs and activities. This experience would allow them to gain a better understanding of the school's environment and witness the daily challenges and successes that their child experiences. The school encouraged all parents to participate in this insightful and engaging event to foster a stronger connection with their child's education.

Presenter Bios:

Dr. Torrie S. Walker serves as the principal of Dinwiddie Middle School. She has extensive experience in education, having worked as an elementary and middle school teacher, middle school ELA (English Language Arts) Instructional Coach, Office of School Improvement Coordinator, and High School Principal. Dr. Walker is a graduate of Dinwiddie County Public Schools, Virginia State University, and Bowie State University. She earned her doctorate from Walden University.

Erica Johnson has 26 years of experience in education. She has been a classroom teacher for 24 years, specializing in elementary grades. Currently, she works as a reading specialist at Dinwiddie Middle School. Mrs. Johnson has been a grade-level chairperson for several years and has been the lead of many events such as SOL nights, book fairs, and curriculum writing. She is a graduate of George Mason University with a Bachelor of Science degree and holds a Master of Education degree with a Reading Specialist endorsement from Liberty University.

RETAINING TEACHERS THROUGH SUPPORT

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Objective:
To address the importance of retaining teachers by providing robust support systems.

Scope:
Highlight key strategies and benefits of supporting teachers to improve retention rates and overall school performance. Retaining teachers through support is crucial for enhancing educational outcomes and maintaining school stability. Effective strategies include providing ongoing professional development, fostering a positive work environment, ensuring strong administrative support, promoting work-life balance, offering competitive compensation, and supplying necessary resources. By implementing these measures, schools can improve teacher satisfaction and effectiveness, leading to better student performance and reduced turnover costs. A committed effort to support teachers not only benefits the educators but also enhances the school's reputation and overall success.

Presenter Bios:
Karen Riddick has been an educator for 25 years serving in several capacities from classroom teacher, to building level administrator, to central office executive leadership. She has been in Human Resources for 8 years. She currently serves as the Chief Human Resources Officer for Greensville County Public Schools.

Mary Lou Phelps has been in education serving the students of Greenville County Public Schools, where she taught middle school English for 19 years. She currently serves as the Coordinator of New teacher Support where she has served the last 2 years.