

# NASB News Update--July 2018

## News from the Association, Nevada, and Across the Nation



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### Supporting Success for All Students through Local School Board Leadership



### A Message from NASB's President



Although I know that we are still in the middle of summer, I am already looking forward to the NASB Conference, November 16-17 in Las Vegas. It's shaping up to be world class. This year's theme is "It's What You Do—Not What You Say."

The Association's Executive Director has worked to secure nationally recognized speakers for a number of presentations during the Conference. I am so excited to share **Miranda Beard** with you. She is a former President of the National School Boards Association and serves as a Mississippi school trustee. She has a dynamite life story and will motivate all of us to do better work as school trustees. I had the privilege of hearing her story at the 2017 NSBA Conference in Boston when she took over the Presidency. Then I had the pleasure to work with her personally in 2017 in Chicago on the Pacific Region Nominating Committee. She will inspire you as she has inspired me.

I'm also looking forward to hearing from **Ed Massey** again. When he spoke at the 2017 Conference, he was educational but made his address entertaining. Ed Massey—also a Past President of the National School Boards Association and a Kentucky school trustee—will return to the Conference with a focus on more effective strategies for unified governance. With five new superintendents in Nevada, we will definitely need

to be thinking about how to collaborate more effectively with our newly elected board colleagues as well as the superintendents.

**CrisisGo**—one of our corporate friends—has agreed to sponsor **Dr. Joseph Erardi**, recently retired Newtown Superintendent of Schools in Newtown, CT. He will share lessons learned from the mass shooting at Newtown's Sandy Hook Elementary School in December 2012. Dr. Erardi will also discuss best proactive practices, the importance of high-level partnerships pertaining to safety, and the critical need to have safety information updated and understood by all within the district.

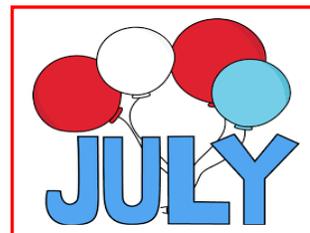
Even before the Conference, the August 15 deadline is almost upon us for submitting nomination forms for NASB's 2018 Awards. (As of July 1—that's 45 days.) There are many categories for us to use as we work to recognize those individuals and/or organizations that have made valuable contributions to enhance learning and achievement across our seventeen school districts.

We have never before had nominations from each board, so it is my personal challenge to every one of you school board trustees to nominate someone in at least one category. You can't tell me that your school board doesn't have (1) A Director of the Year [Each board has someone serving on the NASB Board of Directors]—nominate him or her. Each Director gives extra time to NASB to attend meetings and help out at training workshops. Let him or her be recognized for this extra effort. (2) A Veteran or Individual School Board Member—Nominate someone from your board or someone from another board whom you think is doing a great job. Not to mention the other thirteen categories we have available to highlight what's right with education.

The nomination forms have already been sent to each Director and Board President and are also available on the Association's website: [www.nvasb.org](http://www.nvasb.org). Awards will be presented on November 17. Be like the White Pine Board and send them in early. You may recall that in 2014 White Pine nominated my Carson City Board for School Board of the Year. And we won. Your Board and your people could be next. The clock is ticking.

Thank you for all of your work on behalf of Nevada's students attending public schools in our communities.

Sincerely,  
**Stacie Wilke-  
McCulloch**  
NASB President



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### 2018 Conference Keynote Speakers



Friday,  
November 17  
Miranda Beard



**Miranda Beard** served as the 2016-2017 President of the National Schools Boards Association (NSBA) and chairman of NSBA's national and regional nominating committees.

She was elected to her leadership role in April 2016 by NSBA's 150-member Delegate Assembly in Boston, Massachusetts. Miranda was first elected to the NSBA Board in April 2011 as a director representing the Southern Region; in 2012, she was re-elected to a three-year term. She served 15 years as president of the Laurel School District Board of Trustees and past president of the Mississippi School Boards Association.

Miranda is a graduate of the University of Mississippi at Oxford, Mississippi with a B.A degree in Communications with emphasis in broadcasting and public relations. She has thirty years of experience as a professional journalist, TV producer, bureau chief and assistant content director for television.

Miranda has served on the board for the Jones County United Way and the board for the Domestic Abuse Family Shelter. She is the owner and president of B&B Consultants Inc. Miranda has traveled extensively across the United States, parts of Central and Western Europe as well as Vienna, Austria and the Dominican Republic as a leading voice and advocate for equity and excellence in the education of all children.

Miranda's keynote address is sponsored by **CenturyLink**.

**NASB Joint Teleconference  
Board of Directors and Executive  
Committee  
August 6, 2018 at 700pm**



Saturday,  
November 17  
Ed Massey, Esq.

**Ed Massey** is a native of Northern Kentucky. He lives in Boone County with his wife of 28 years and their three daughters. Ed is a graduate of Lloyd High School, Eastern Kentucky University and Chase College of Law.

Ed is a practicing partner in the law firm of Blankenship Massey and Associates. The firm has two offices. He is member of the Kentucky Bar Association, Ohio Bar Association and Indiana Bar Association.

Ed is a graduate of the 2004 Class of Leadership Kentucky which is a unique program designed to "advance Kentucky by bringing people with leadership abilities together and providing them with insight into the complex issues facing the State."

Ed has been a member of the Boone County Board of Education for over 20 years. Additionally, he has served as President of the Kentucky School Boards Association (KSBA) and the National School Boards Association (NSBA).

After having served as a board member for the National Parents and Teachers Association (PTA), he currently serves on an advisory committee to the sitting President.

In addition to his work in the legal field and with schools, Ed has served his community in a variety of ways including: CPR Instructor; Water Safety Instructor; Lifeguard; Emergency Medical Technician; Firefighter and football coach.

Ed's passion has inspired him to speak to Boards, PTAs, Superintendents, Parents, Community Leaders, Businesses and anyone else who will listen, about the impact of public education on our communities, states and our nation.

Ed delivered a keynote address during the 2017 NASB Conference which received rave reviews from attendees with many requests for him to pay us a return visit.

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### School Trustees Award Diplomas across Nevada School Districts



John Mayer [NASB Director, Washoe] presents a Sparks High School graduate with his diploma.



Katy Simon-Holland [Board President, Washoe] and Superintendent Traci Davis present a diploma to a graduate from Marvin Picollo School.



Carolyn Harr [School Trustee, Lincoln] congratulates a student upon her graduation from Lincoln County High School.



Lenny Fiorenzi [School Trustee, Eureka] presents a diploma to his granddaughter during graduation ceremonies at Eureka County High School.



Linda Cavazos [School Trustee, Clark] presents a diploma to a graduate at commencement for East Career and Technical Academy.

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### Plan Ahead for NASB's 2018 Conference

November 16-17  
Orientation, Part I—November 15  
Las Vegas—South Point Casino  
Hotel & Spa



Deadline for Award Nomination Forms—  
August 15, 2018

So, what do these boards do? Following are eight characteristics.



#### 1. High Expectations, Clear Goals

Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision. Effective boards make sure these goals remain the district's top priorities and nothing else detracts from them. In contrast, low-achieving boards showed limited awareness of school improvement initiatives. The research identified five specific district leadership responsibilities that positively correlated with student achievement:

- establishing a collaborative process to set goals;
- establishing nonnegotiable goals that all staff must act upon in at least two areas: student achievement and classroom instruction;
- having the board align with and support district goals;
- monitoring goals for achievement and instruction; and
- using resources to support achievement and instruction goals.

#### 2. Shared Beliefs and Values

Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn. The same is true of the school system and its ability to teach all children at high levels.

In high-achieving districts, external pressures like poverty, lack of parental involvement and other factors were described as challenges to be overcome, not as excuses. Board members expected to see improvements in student achievement quickly as a result of initiatives.

In low-achieving districts, board members frequently referred to external pressures as the main reasons for the lack of student success and expected it would take years to see any improvements. Their reasons for pursuing change often were simple ones — to meet state mandates and avoid sanctions and a desire to not "have the lowest test scores" in the state.

## Characteristics of Effective School Boards:

### The Center for Public Education Reports on What Makes or Breaks School Boards

What makes an effective school board — one that positively impacts student achievement? From a research perspective, it's a complex question. It involves evaluating virtually all functions of a board, from internal governance and policy formulation to communication with teachers, building administrators and the public.

The National School Boards Association (NSBA) Center for Public Education examined indicators of school board effectiveness. From this research, it became clear that school boards in high-achieving districts exhibit habits and characteristics that are markedly different from boards in low-achieving districts.

In the most dramatic examples, researchers compared districts with similar levels of poverty and disadvantage to determine factors that separate high-performing districts from those with low performance. In many cases, these differences included the approaches taken by local school boards.



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### 7. United Leadership

Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust. In successful districts, boards defined an initial vision for the district and sought a superintendent who matched this vision. They continually refined the vision through effective communication between the board president and superintendent and among board members.

In stagnant districts, boards were slow to define a vision and refine it over time. They often recruited a superintendent with his or her own ideas and platform who would develop solutions without board involvement. This proved to be a barrier to the board and superintendent being in alignment. In addition, such boards frequently did not hold their superintendents accountable for goals.



### 8. Ongoing Professional Development

Successful school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts. High-achieving districts had formal, deliberate training for new board members.

They also often gathered to discuss specific topics. Low-achieving districts had board members who said they did not learn together except when the superintendent or other staff members made presentations of data. They did not see professional development as a priority. **The studies included in this report make it clear that school boards in high-achieving districts have attitudes, knowledge and approaches that separate them from their counterparts in lower-achieving districts. In an era of fiscal constraints and an environment focused on accountability, boards in high-performing districts can provide an important blueprint for success.**

In the process, they can offer a road map for school districts nationwide. *[This article was reprinted with permission from the Center for Public Education, an initiative of the National School Boards Association. To access the full report on which this article is based, visit [goo.gl/CDmrZ6](http://goo.gl/CDmrZ6). This article first appeared in the Journal, a publication of the Ohio School Boards Association.]*



### A Dozen Danger Signs

**While the Center for Public Education study on successful school boards did not focus specifically on ineffective boards, following are 12 characteristics of such boards:**

- Are only vaguely aware of school improvement initiatives and are seldom able to describe actions being taken to improve student learning;
- Focus on external pressures as the main reasons for lack of student success, such as poverty, little parental support, societal factors or low motivation;
- Make negative comments about students and teachers;
- Micromanage day-to-day operations;
- Disregard the agenda process and chain of command;
- Are left out of the information flow and have little communication with the superintendent;
- Are quick to point to communication and community outreach barriers as reasons for poor student performance;
- Look at data from a "blaming" perspective, describing teachers, students, and families as major causes for low performance;
- Have little understanding of the importance of staff development for teachers;
- Are slow to define a vision;
- Do not hire superintendents who agree with their vision; and
- Participate in little professional development together as a board.

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**SPECIAL THANKS TO THESE CORPORATE FRIENDS—  
SUPPORTING THE ACTIVITIES OF THE ASSOCIATION**



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OPERATIONS



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Mining Association



**JNA Consulting Group, LLC**  
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