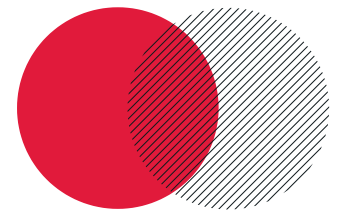


2021 CONFERENCE ON EDUCATION MINI- WORKSHOPS



JULY 20, 2021
9:00AM - 1:30PM



VSBA

Virginia School Boards Association
Leadership • Advocacy • Support



Table of Contents

Mini-Workshop Session #1

- What School Boards Need to Know about the December 2020 JLARC Study and Related Legislation
Sands Anderson PC page 3

Mini-Workshop Session #2

- The Road Less Traveled - "Success and Challenges of Advanced Mathematics Courses in Middle School"
Franklin City Public Schools page 4
- How Providing Classroom Furniture Options can Enhance Student Engagement and Performance
Quinn Evanspage 5
- Holistic Wellness in Education
Charlottesville City Public Schools page 6
- Increasing Culturally Responsive Teaching Practices through Professional Learning Communities by Finding
and Expanding the Bright Spots
Albemarle County Public Schools page 7
- Not by Accident: Redesigning Policy & Processes for More Equitable Outcomes
Virginia Commonwealth University School of Education page 8

Mini-Workshop Session #3

- #RelationshipGoals: Navigating Healthy and Unhealthy Relationships
One Love Foundation page 9
- Giant Moon and Mars Maps in the Classroom
ShareSpace Education and Aldrin Family Foundation page 10
- Virtual Virginia Program Update
Virtual Virginia page 11
- Continuous Improvement Planning in a Pandemic - Lessons in Flexibility
Prince William County Public Schools page 12
- Dismantling Systemic Racism in Alexandria City Public Schools
Alexandria City Public Schoolspage 13-14

Mini-Workshop Session #4

- Math Counts! Understanding the Impact of the Changes in Virginia Mathematics Curriculum
Lunenburg County Public Schools page 15
- Planning a Year-Round School Model
Hopewell City Public Schoolspage 16
- Handle with Care Schools and Public Safety Collaboration
Harrisonburg City Public Schoolspage 17
- Enrollments Have Shifted, Now What?
Forecast5 Analytics, Incpage 18
- STEM for All: Accelerating Learning
JASON Learning page 19



“WHAT SCHOOL BOARDS NEED TO KNOW ABOUT THE DECEMBER 2020 JLARC STUDY AND RELATED LEGISLATION”

Jason H. Ballum
Sands Anderson PC
Attorney
jballum@sandsanderson.com

LaRana J. Owens
Sands Anderson PC
Attorney
lowens@sandsanderson.com

Overview

On December 14, 2020, the Joint Legislative Audit and Review Commission (JLARC) issued a report to the Governor and the General Assembly which detailed JLARC's review of special education services provided in Virginia schools. The report has already led to legislative changes regarding special education and will undoubtedly lead to changes to the Virginia Department of Education's monitoring and investigation of special education matters. This presentation will highlight how School Boards should prepare their divisions for these imminent changes, particularly with regard to IEP development, IEP implementation, staff trainings, and communication with parents.

Presentation Type

Lecture

Presenters' Biography

Jason Ballum brings deep talents representing public school boards' unique legal needs, especially related to special education. Jason understands that in our complicated litigation environment, disputes are common for school boards, as are state and federal regulatory investigations. His goal is to help each client understand their roadblocks and opportunities, while providing steadfast legal support. Jason's representation for school boards is expansive. He works with clients on legal issues that range from student discipline, privacy, and records to policy development and constitutional law.

For over a decade, LaRana Owens has helped school divisions throughout the Commonwealth of Virginia navigate challenging situations. LaRana's clients face an array of legal matters, including special education, student discipline, constitutional law, and government investigations. No matter the scenario, LaRana is a calm, determined ally when clients need her most. At Sands Anderson, she is proud to apply her depth of knowledge to the unique scenarios that school divisions face.

*Note: This session will be played once the morning general session concludes, please join the morning general session to attend.



“THE ROAD LESS TRAVELED – “SUCCESSSES AND CHALLENGES OF ADVANCED MATHEMATICS COURSES IN MIDDLE SCHOOL”

Dr. Tamara Sterling
Franklin City Public Schools
Superintendent
tsterling@fcpsva.org

Felicia Burkhalter
Franklin City Public Schools
Chief Academic Officer
fburkhalter@fcpsva.org

Overview

A diverse group of middle school students will discuss the success and challenges of taking advanced mathematics courses at the middle school level. The panel will be led by Dr. Tamara Sterling, Superintendent, and Felicia Burkhalter, Chief Academic Officer. Student panelists will consist of students taking Algebra II and Pre-Calculus in the 8th grade, students taking Algebra I, and students taking Geometry in middle school. Staff panelists, will consist of the Joseph P. King, Jr. Middle school Principal, the Franklin High School Principal, and a Mathematics teacher. They will share the implementation plan with the successes and challenges of the advanced mathematics courses in the middle school.

Presentation Type

Question and Answer, Panel Presentation

Presenters' Biography

Dr. Sterling is the Superintendent at Franklin City Public Schools. She is an advocate for ensuring that all children have access to a high-quality STEM-infused education. She collaboratively works with a team of teachers, administrators, and central office personnel to create pathways for students to be successful in advanced coursework at the middle, high and collegiate levels.

Felicia Burkhalter, Chief Academic Officer for Franklin City Public Schools, believes that ALL students can learn, just not in the same way on the same day. Through partnerships with teachers, administrations, central office staff, and community stakeholders, she is a champion for providing support to ensure all students have a path to a college or career with a quality education.



“HOW PROVIDING CLASSROOM FURNITURE OPTIONS CAN ENHANCE STUDENT ENGAGEMENT AND PERFORMANCE”

Erin Richardson Carver
Quinn Evans
Interior Designer
ecarver@quinnevans.com

Shelia Hoopmann
Albemarle County Public Schools
Capital Projects Manager
shoopmann@k12albemarle.org

Overview

Furniture can make a huge impact on the learning environment without requiring a big budget. Giving students options for the furniture with which they interact can make them more engaged, empowered, confident, and focused in the classroom. Join us as we share some insights from Albemarle County Public Schools' modernization projects across all levels of the division, where we saw just this impact.

Presentation Type

Lecture

Presenters' Biography

Erin Carver has been working on the research-based design of learning environments for over ten years. She loves seeing the impact small and large adjustments to the environment can have on students, teachers, and the community.

Sheila Hoopmann has been working with Albemarle County Public Schools for six years, where she has managed and facilitated projects, small and large, that enhance the division's learning environments. She has enjoyed seeing the results of her work and how it has affected the users of the schools at each level.



“HOLISTIC WELLNESS IN EDUCATION”

Joshua Epps
Charlottesville City Public Schools
Educational Consultant
epps1@charlottesvilleschools.org

Overview

It is essential for educators, scholars, and parents to know more and practice wellness. Being able to have professional development and leadership on holistic wellness practices in education is a much needed topic. As an educator, mentor and counselor I will share information and data on the importance of wellness in and outside of school for overall success.

Presentation Type

Interactive

Presenters' Biography

Joshua Epps, from Oxford, NC, is an Educational Consultant, School Counselor, and Educator. Working in education for over 6 years and currently a doctoral candidate in educational leadership. He is a graduate of East Carolina University and has a B.A degree in Psychology, and Masters degree in School Counseling from Howard University. Mr. Epps has a passion to see others of all walks of life succeed and achieve all their endeavors.



“INCREASING CULTURALLY RESPONSIVE TEACHING PRACTICES THROUGH PROFESSIONAL LEARNING COMMUNITIES BY FINDING AND EXPANDING THE BRIGHT SPOTS”

Dr. Matthew Haas
Albemarle County Public Schools
Superintendent
mhaas@k12albemarle.org

Debora Collins
Albemarle County Public Schools
Deputy Superintendent
dcollins@k12albemarle.org

Overview

We will discuss how Albemarle County Public Schools uses culturally responsive teaching (CRT) strategies and practices to close opportunity gaps. A key catalyst is focusing energy and resources on developing stronger professional learning community (PLC) teams to embed CRT in classrooms with greater fidelity. This greater alignment between system-level philosophy, classroom, and PLC practice draws heavily on the strategy identified by Heath and Heath (2010) as “Finding the Bright Spots.”

Presentation Type

Lecture

Presenters' Biography

Dr. Haas has served as the Superintendent of Albemarle County Public Schools since July of 2018. Among his priorities has been the adoption of an anti-racism policy for the division, the expansion of the division's culturally responsive teaching program and a partnership with Montpelier and the Charlottesville Albemarle Community Foundation to broaden the division's school studies curriculum in concert with other school divisions across the Commonwealth.

Ms. Collins has been the division's Deputy Superintendent since July of 2018. Previously she served as the Assistant Superintendent for Student Learning. In 2016, Debora Collins serving as the executive director of pre k-12 instruction, was selected by the Virginia Association for Supervision and Curriculum Development's as its Curriculum Leader of the Year.



“NOT BY ACCIDENT: REDESIGNING POLICY & PROCESSES FOR MORE EQUITABLE OUTCOMES”

Kim Bridges

Virginia Commonwealth University School of Education

Assistant Professor of Education Leadership

bridgeskm@vcu.edu

Overview

Boards face plenty of obstacles when changing policy to advance equity, yet it's challenging to find ways to better navigate the path towards equitable outcomes. At a time when both the impetus and pushback seems to be rising, we'll discuss the progress of research on policies, public comments, and impacts in Virginia school divisions as well as promising governance practices and policy language that could help your board make a lasting difference for students.

Presentation Type

Interactive

Presenters' Biography

Dr. Kimberly Bridges is an Assistant Professor of Education Leadership at Virginia Commonwealth University and the Co-coordinator of VCU's EdD for K12 Leaders. Dr. Bridges has a background in K-12 policy and governance at both the state and local levels as well as experience in program administration, teaching adult learners and communicating for stakeholder buy-in. She began her education career in programs targeted to adults in transition who'd been underserved in their prior schooling.



“#RELATIONSHIPGOALS: NAVIGATING HEALTHY AND UNHEALTHY RELATIONSHIPS”

Grace Carmichael
One Love Foundation
Engagement Manager
grace.carmichael@joinonelove.org

Overview

One Love provides relationship health education to help young people understand the difference between healthy and un-healthy relationships, as well as early warning signs of abuse. One Love participants will learn to: Engage in conversations based on an understanding of the 10 signs of healthy and unhealthy relationships, practice healthy relationship behaviors, navigate breakups, help a friend in an unhealthy relationship, communicate boundaries and practice consent, and access resources for support when in need. We believe together, we can help stop abuse and provide the skills needed to love better.

The foundation was started in honor of Yeardley Love, a college senior whose life was tragically cut short by her ex-boyfriend. After the trial, Yeardley’s family learned that her death could have been prevented had they recognized the signs of an abusive relationship.

Presentation Type

Lecture, Question and Answer, Interactive

Presentations’ Biography

Grace oversees education and engagement programs in the Maryland, Washington D.C. and Virginia area, with a special focus on the public sector while developing and scaling One Love’s public school model.





“GIANT MOON AND MARS MAPS IN THE CLASSROOM”

Jim Christensen

ShareSpace Education and Aldrin Family Foundation

Executive Director

jim@sharespace.org

Overview

ShareSpace Education, the K-12 branch of the Aldrin Family Foundation, creates and distributes high interest materials related to the Moon and Mars. This presentation will present an overview of how ShareSpace works with districts using Giant Moon and Mars Maps, robotics, augmented reality, educational activities and project-based learning.

Presentation Type

Lecture

Presenters' Biography

Jim Christensen serves the Aldrin Family Foundation creating materials and activities as well as working with teachers and administrators with the goal of inspiring students in the study of science, technology, engineering, the arts and mathematics. He applies skills and knowledge developed through his career as a presidential awardee middle school science teacher, NASA Teaching from Space Program specialist, state intermediate agency administrator and director of education at Kennedy Space Center Visitor Complex.



“VIRTUAL VIRGINIA PROGRAM UPDATE”

Dr. Brian Mott
Virtual Virginia
Executive Director
brian.mott@virtualva.org

Sarah Warnick
Virtual Virginia
Director of Products & Services
main.office@virtualva.org

Overview

Virtual Virginia invites your division leadership to the Virtual Virginia Update. During this time Virtual Virginia leadership will share updated information on VVA offerings currently available to all Virginia public school divisions, including:

1. 2021–2022 K–12 instructional programs (from individual courses to full-time enrollment)
2. Summer Session 2021 offerings
3. 2021–2022 VVA Outreach content updates
4. The no-cost, statewide learning management system (LMS) available to all public school divisions
5. The no-cost, statewide Professional Learning offerings for all Virginia public educators

Presentation Type

Question and Answer, Panel Presentation

Presenters' Biography

Dr. Mott joined Virtual Virginia in 2007 as an instructor prior to moving into program administration. Dr. Mott has worked across a wide array of domains to include curriculum and instruction, distance learning, instructional design and technology, and instructional leadership. For over a decade he has worked to design, develop, implement, and administer online courses and program initiatives.

Sarah Warnick is the Director of Products & Services with Virtual Virginia (VVA), where she oversees instruction, curriculum development, the VVA Outreach Program. A Virginia educator with 20 years of experience both in the classroom and online, Sarah co-chaired a committee to revise the National Standards for Quality Online Learning (NSQOL), and she has worked closely with VVA faculty to embed the NSQOL in teaching and course design practices.



“CONTINUOUS IMPROVEMENT PLANNING IN A PANDEMIC – LESSONS IN FLEXIBILITY”

Dr. Jennifer Coyne Cassata
Prince William County Public Schools
Director of Accountability
cassatjc@pwcs.edu

Dr. Sheila Huckestein
Prince William County Public Schools
Supervisor of Strategic Planning and
Continuous Improvement
huckessl@pwcs.edu

Overview

Prince William County Public Schools (PWCS) has been focused in recent years on transitioning school improvement plans to a continuous improvement planning process through engaging school-level teams. The development of plans are dynamic and responsive, which has become even more essential during the pandemic. School teams comprised of administrators, teachers, counselors, and others have received professional development and support in the planning process giving the entire team and staff ownership of the plan and thus a vested stake in the outcomes. This workshop will include an overview of the PWCS continuous improvement planning process, examples of the journeys and progress made by school teams as told by administrators and teachers, and the lessons learned from the pandemic in terms of the importance of having adaptive and responsive plans.

Presentation Type

Lecture, Question and Answer

Presenters' Biography

Dr. Jennifer Coyne Cassata serves as the Director of Accountability for PWCS. She is responsible for providing key strategic, data- drive problem-solving support to Division and school leadership in the areas of strategic planning, testing, program evaluation, data analysis and reporting, and records management. Dr. Cassata has over 20 years of experience working in Virginia school divisions.

Dr. Sheila Huckestein serves as the Supervisor of Strategic Planning and Continuous Improvement for PWCS. She is responsible for guiding the continuous improvement process for all schools in PWCS and ensuring alignment between individual school plans and the Division's Strategic Plan. Prior to joining the Office of Accountability, Dr. Huckestein served as a middle school administrator for 16 years and is finishing her 29th year working in PWCS.



“DISMANTLING SYSTEMIC RACISM IN ALEXANDRIA CITY PUBLIC SCHOOLS”

Dr. Gregory C. Hutchings, Jr.
Alexandria City Public Schools
Superintendent
gregory.hutchings@acps.k12.va.us

Julia A. Burgos
Alexandria City Public Schools
Chief of School & Community Relations
julia.burgos@acps.k12.va.us

Overview

Like many districts, Alexandria City Public Schools has experienced changing demographics. Compared with 2014, ACPS now serves more Hispanic students, English learners, and economically-disadvantaged students. Our goal is to collectively remove barriers that prevent someone from achieving their aspirations and fully engaging in whatever they choose within ACPS' educational experiences. In June 2020, ACPS' adopted its 2025 Strategic Plan: Equity for All which created an opportunity for the school division to embark on its anti-racist journey and illustrate how it places racial equity at the heart of everything it takes on. This is due, in part, to the recognition that the creation and perpetuation of racial inequities has been deeply rooted into school systems.

One example of this commitment was the birth of The Identity Project. On Nov. 23, 2020, the Alexandria City School Board voted to change the names of T.C. Williams High School and Matthew Maury Elementary School, citing the fact that neither name was aligned with ACPS' values of equity and diversity. Engaging the community in the renaming process and moving forward with semi-finalist names and finalist names was built off of the following board policies in renaming of school buildings.

This was the first time that ACPS has been required to rename a facility/school. Renaming in ACPS schools has previously focused on:

1. Naming a new school/facility
2. Naming a wing of a building in honor of a donor

The policy has been updated to reflect the processes followed in each of the above situations, but this process is a somewhat new process for ACPS.

PLACING RACIAL EQUITY AT THE HEART OF ACPS' WORK:

Phase One

The School & Community Relations team, along with support from various departments, designed a Working Plan for Communications and Engagement to support The Identity Project: Renaming Our Schools. The plan included various opportunities to capture student, staff and community feedback through read-ins, student and community chats and an online public feedback process. This student-led public engagement process provided a unique opportunity to allow students of color to lead this discussion and utilize this platform to highlight racial inequities and provide curriculum in classrooms to support this educational effort.

Instead of two separate processes, it was decided to enlarge the education and engagement around the consideration of a name change for T.C. Williams High School, include Matthew Maury Elementary School, and have both conversations at the same time. This would streamline and align the process while also recognizing that each would need their own separate considerations and forums.

The process needed to:

- Be student-led with support of ACPS staff
- Ensure the voices of all students, not just a few, were heard and represented
- Incorporate the voices of key stakeholders in the community who believe ACPS has not listened to them fully in the past
- Involve the '71 Titans, other alumni and groups who rely on the support of the alumni such as the Scholarship Fund of Alexandria
- Aligned with ACPS' internal racial equity work

Phase Two

Phase II of the Identity Project focused on community engagement to find new names after the Board voted to change the school names on Nov. 23, 2020. Phase II includes a wide-reaching community engagement effort to narrow down new naming options that meet all Board policies and be inclusive. The Board will make the final decision on April 8, 2021. Phase Two of the Identity Project moved forward with community engagement around the new name selection process.

Impact

Selecting new names for T.C. Williams High School and Matthew Maury Elementary School has given students the opportunity to learn about history and has empowered them to make decisions based on history and facts. This process is taking ACPS one step closer to realizing "Equity for All 2025."



“MATH COUNTS! UNDERSTANDING THE IMPACT OF THE CHANGES IN VIRGINIA MATHEMATICS CURRICULUM”

Amy McClure
Lunenburg County Public Schools
School Board Member
amy.mcclure@k12lcps.org

Carly Woolfolk
Dinwiddie County Public Schools
Director of Secondary Education and CTE
cwoolfolk@dcpsnet.org

Overview

The Virginia Mathematics Pathways Initiative (VMPI) is modernizing today's mathematics education to prepare students for the next generation of job opportunities. In this session, you will learn about the joint initiative among the Virginia Department of Education (VDOE), the State Council of Higher Education for Virginia (SCHEV) and the Virginia Community College System (VCCS). The initiative supports the Profile of a Virginia Graduate by redefining mathematics pathways for students in the Commonwealth to address the knowledge, skills, experiences, and attributes that students must attain to be successful in college and/or the workforce and to be "life ready."

Presentation type

Lecture, Question and Answer

Presenters' Biography

Mrs. Amy McClure has served as a school board member for Lunenburg County Public Schools for the past 8 years. Mrs. McClure is also the remote learning specialist for Prince Edward County Public Schools. Additionally, she is the lead for the math curriculum alignment for 6 - 12th grade. Prior to working for PECPS Mrs. McClure was a former high school mathematics teacher for The Governor's School of Southside Virginia.

Mrs. Carly Woolfolk oversees and manages the Secondary Education and Career & Technical Education (CTE) programs for Dinwiddie County Public Schools. Mrs. Woolfolk supervises all aspects of the 6-12th grade curriculum development and implementation as well as development and supervision of related grants. Additionally, she serves on the Crater Workforce Development board and other committees striving to build community partnerships and work-based learning opportunities for students.





“PLANNING A YEAR-ROUND SCHOOL MODEL”

Byron Davis
Hopewell City Public Schools
Supervisor of Balanced
Calendar Implementation
bdavis@hopewell.k12.va.us

Dr. Melody Hackney
Hopewell City Public Schools
Superintendent
mhackney@hopewell.k12.va.us

Overview

Hopewell City Public Schools have spent approximately three years studying, planning and developing their Year-Round School model which they refer to as the "Balanced Calendar" and which will begin implementation during the 2021-2022 school year. This presentation will answer the questions "Why should our school system consider a YRS model?" and "How can we plan and prepare our YRS model?"

Presentation Type

Lecture, Question and Answer

Presenters' Biography

Byron Davis has worked for Hopewell City Public Schools for six years and has been involved every step of the way in the district's journey toward a YRS model over the last three years. 1.5 years ago, he transitioned from a principal role to devote himself fully to supervising the planning and implementation of the balanced calendar.

Dr. Hackney has worked as the superintendent of Hopewell City Public Schools for the past six years, and was the 2019-2020 Superintendent of the Year. Dr. Hackney has welcomed both research as well as teacher interest and input regarding a year-round school model, and has courageously championed this initiative. Hopewell City Public Schools will be the first in Virginia to move their entire district to a YRS model.



SAFETY FIRST

“HANDLE WITH CARE SCHOOLS AND PUBLIC SAFETY COLLABORATION”

April Howard
Harrisonburg City Public Schools
Chief Officer for Student Support
ahoward@harrisonburg.k12.va.us

Kelly Royston
Harrisonburg City Public Schools & Rockingham
County Schools
CIT & Joint Mental Health Collaboration Program
Coordinator
kroyston@rockinghamcountyva.gov

Travis Karicofe
Harrisonburg City Public Schools
Chief EMS Officer
travis.karicofe@harrisonburgva.gov

Jason Kidd
Harrisonburg City Public Schools
Captain
jason.kidd@harrisonburgva.gov

Overview

The City of Harrisonburg implemented the WV Handle With Care (HWC) Program. Presenters will speak about the process that led to a successful implementation of the HWC program, while not requiring excessive resources, and how a peer of 5 driven high school seniors did the research, rallied collaboration, and established a plan to implement this program, that is thriving and growing. The CIT (Crisis Intervention Team) program in Harrisonburg Virginia, works very closely with public safety and the schools to ensure that we have those open lines of communication. We have seen a great number of children acting out in the classroom and our CIT officers have had to intervene during the school day. By having these open lines of communication, we can first be a trauma sensitive community and work toward getting the children the help they need. Our goal is to keep them out of the judicial system and or hospitals. In Virginia we have seen an increase of children being sent away from their homes to mental health facilities, so if we can intervene at the early stages and get them the help they need in the local communities then we are practicing what CIT is all about.



“ENROLLMENTS HAVE SHIFTED, NOW WHAT?”

Jeff Carew

Forecast5 Analytics, Inc.

Managing Director

jcarew@forecast5analytics.com

Whitney West

Forecast5 Analytics, Inc.

Team Manager, 5Maps

wwest@forecast5analytics.com

Tony Jerisha

Forecast5 Analytics, Inc.

Senior Manager, Client

tjerisha@forecast5analytics.com

Overview

Virginia school divisions have experienced a 3% enrollment decrease this last year. Learn how school divisions are analyzing where the loss happened, who is missing from the roster, as well as strategies to navigate next year and beyond. We will examine budget, programmatic, staffing, and attendance zone implications.

Presentation Type

Lecture

Presenters' Biography

Jeff Carew is Managing Director at Forecast5 Analytics. Jeff has been working with public schools for more than 20 years and has been part of Forecast5 since its founding in 2012. His focus is working with school leaders and school board members to incorporate data and analytics into their leadership practices.

Whitney West is the 5Maps Team Manager at Forecast5 Analytics. She joined Forecast5 Analytics in 2019 and has been working with clients on a wide assortment of GIS projects —from re-districting/boundary adjustments and enrollment analysis to location analysis for districts to get students the resources they need.

Tony Jerisha is Senior Manager, Client Success at Forecast5 Analytics, Inc. where he is responsible for supporting clients' success and executing product integration strategies across the Analytics product suite. In prior roles, he also oversaw all M&A integration activities and was responsible for delivering clients the support, training, and product experiences they need to be successful.





“STEM FOR ALL: ACCELERATING LEARNING THROUGH JASON”

Eleanor Smalley
JASON Learning
President and CEO
esmalley@jason.org

Overview

JASON Learning believes that STEM is more than understanding subjects. It includes habits of mind that are especially vital in early childhood year-creativity, observation, communication, and persistence. In this session, our panel will discuss the ways in which JASON ignites, excites, and creates positive energy in STEM for all students across all subjects.

Presentation Type

Panel Presentation

Presenters' Biography

Dr. Smalley returned to JASON after working at the University of Virginia for the Darden Curry Partnership for Leaders in Education, aligning leadership and business practices between state and district superintendents, as the Senior Project Director. Dr. Smalley served 30 years in Public Schools, with 12 years as Superintendent. While Superintendent, she promoted a zero-dropout rate, an accelerated learning model, and a collegiate learning model with James Madison University. In 2011, she co-authored a book with Dr. Daniel Duke, entitled District Case Studies and Individual Lessons in Leadership.

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200 Hansen Road,
Charlottesville, VA 22911
(434) 295 - 8722

