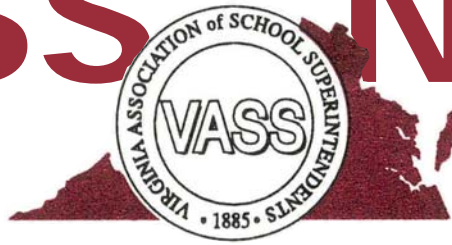


# VASS NEWS

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## VASS PREPARES "BLUEPRINT" FOR EDUCATION'S FUTURE IN VIRGINIA



Members of the VASS Board of Directors and Legislative Committee make final revisions to *Educational Reform in Virginia: Blueprint for the Future of Public Education* before it is presented to VASS Members at the Lynchburg Legislative Conference.

VASS members will receive the "Blueprint" via email on October 7 in time to review the document and prepare questions and concerns for discussion on October 12 at the VASS Annual Legislative Conference in Lynchburg. The "Blueprint" will be adopted by the membership at the Legislative Conference and then shared with the members of the Virginia Education Coalition for their endorsement. It will also be shared with the Secretary of Education and the State Superintendent of Public Instruction before it is officially presented to the Virginia State Board of Education by VASS officers at their October board meeting. The meeting will serve as the official public debut of the "Blueprint".

Since last May, thirty percent of the VASS membership has been involved in a major effort to develop a comprehensive plan for education reform in Virginia. Numerous committee meetings and conference calls have been held in addition to three joint meetings of the VASS Board of Directors and Legislative Committee to identify the issues and hammer out the positions to guide VASS members in their advocacy for public education. The official name of the document that has emerged from these deliberations is known as the *Educational Reform in Virginia: Blueprint for the Future of Public Education*.

The process to produce the "Blueprint" has been facilitated by new Accomack County Superintendent Bruce Benson and Melissa Anderson, Systems Coordinator for Albemarle County Schools. During the first meeting, Board and Legislative Committee members brainstormed potential areas for long-term focus, consoli-

dated them into six major areas, and conducted a SWOT analysis of the areas whereby they listed the Strengths, Weaknesses, Opportunities, and Threats associated with them. Six committees were formed to develop the goals, objectives, strategies and rationale for the areas which included: Human Capital, Curriculum/Readiness, Assessment, Instructional Delivery, and the State's Role in Funding Public Education. The Appalachian Education Laboratory (AEL) was enlisted to provide the research rationale for the objectives in each of the areas and Fiscal Analytics founder Jim Regimbal was hired to work with the committee on the state's role in funding.

The six committees met over the summer and drafted reports which they submitted for review by the VASS Board of Directors and Legislative Committee on August 1. The Board and Legislative Committee made recommendations, which were incorporated by the committees and resubmitted for final revisions on September 26.



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## VASS NEWS

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## VASS EXECUTIVE COACHING MAKES A DIFFERENCE

By Pam Heath, Superintendent of Schools, Martinsville



I would like to take this opportunity to thank VASS for offering its Executive Coaching Program for N e w Superintendents . I would also like to share

with you the wonderful experience I have had working with my Executive Coach, Mr. Len Gereau. As background, I will tell you that I have held a superintendent's license for a number of years; however, becoming a superintendent was not a role I had actively pursued. In March of 2010, I lost my husband of 27 years after a short, but grueling six-month battle with cancer. A mere two months later, by total surprise, I was asked by the Martinsville City School Board to take on the role of acting superintendent! At the time, Martinsville City had begun serious discussions with Henry County regarding the possible merger of the two school systems. Nevertheless, I decided to go ahead and apply for the Martinsville superintendency, and was officially appointed to the post in November.

When I learned of the VASS Executive Coaching program, I knew I would take advantage of it. Although I knew a number of the coaches listed as trained in the program, I immediately knew I would request Mr. Gereau as my coach. Working with him over these past months has been the best strategic move I could have possibly made during this past year! Len guided me through the usual first year superintendent issues with ease, providing me with expert advice and numerous resources. But I have had a number of unique situations to deal with this year more than would be expected for someone who was new to the superintendent's role. The most prominent issue facing me initially was the school merger discussion, which ended in a March 2011 decision not to merge. But managing the additional work with consultants, numerous meetings

with School Board members of both entities, staff and community, as well as constant media scrutiny and questioning, made those first months on the job extra challenging.

Len helped me keep everything in perspective and maneuver through those months without losing ground in keeping our school system operating smoothly. I also had an extra tough budget battle in what is one of the most economically depressed areas of the state. With the help of Len's coaching, I was able to gain the support of our City Council to maintain level funding, even though city staff had recommended cutting the schools' budget over a half million dollars from the School Board's approved budget.

As a result, we were able to provide teacher step increases, and, dramatically increase our employer contribution toward employee health insurance. This was no small feat given the political and economic dynamics of this community, and I credit Len's guidance in budgeting and political strategy for our success.

There were additional unique challenges awaiting me this year. Getting advice from Len through our structured coaching sessions, as well as through regular ongoing communications, helped me over every hurdle. Through all of it, he continually reminded me to "do what is best for students and you cannot go wrong." I cannot tell you how much his wisdom and advice has meant to me.

In closing, I'm happy to report that I've made it through my first year, and my School Board has just extended my contract. I urge VASS to continue the Executive Coaching Program for new superintendents, and I want to express my sincere gratitude for arranging the invaluable opportunity for me to work with Len Gereau. Thank you so much for the many services VASS provides. I am proud to be a member of this professional organization, and only hope that I will be able to contribute in some way to the ongoing success of the group.

# PROPOSED 2011–2012 VASS LEGISLATIVE POSITIONS

In developing the *Educational Reform in Virginia: Blueprint for the Future of Public Education* the VASS Board and Legislative Committee identified both short and long-term legislative and policy issues for the organization. Many of the short-term issues will become part of the 2011-12 VASS legislative agenda as soon as VASS members have a chance to review the issues and adopt positions at their Annual Legislative Conference, October 12-13. Below are the issues and positions that will be discussed in Lynchburg:

## State Issues:

Rebenchmarking and the State Budget –

- VASS opposes any changes in the Standards of Quality Funding Formula which would reduce any funds to local school divisions.
- VASS opposes the inclusion of AARA funds in the federal deduct calculations.
- VASS supports restoring state money for BASIC Aid and Categorical funding
- VASS supports the Virginia Attorney General's opinion that rebenchmarking should reflect the actual cost of providing K12 public education.

Unfunded Mandates –

- VASS supports full funding for revisions to SOQ which have additional cost implications for local school divisions.

Carry-over Funds –

- Advocate for mandatory re-appropriation of carry-over funds by the governing body.

VRS Funding –

- VASS supports restoring funds to VRS.

Teacher Continuing Contract –

- VASS supports the idea of term contracts for teachers and administrators.
- VASS supports lengthening the probationary period for teachers from three to five years for new teachers and from one to two years for teachers who have earned continuing contract in one school division and are switching to a new school division.

Flexibility –

- VASS supports giving local school boards the greatest flexibility possible in establishing their school calendar and meeting requirements under the Standards of Quality and Standards of Accreditation.

65% Solution –

VASS supports giving local school divisions the maximum flexibility in the use of funding for education. Thus, VASS opposes use of the federal census definition, USDOE definition of instructional spending or any other limitation under the auspices of the 65% solution.



Deborah Petit, Superintendent of Louisa County Schools, stands with Governor McDonnell during last month's reception for superintendents and board members at the Governor's Mansion

## Federal Issues:

Reauthorization of ESEA –

- VASS supports the reauthorization of ESEA to include the changes recommended by AASA.

IDEA –

- VASS supports full funding of IDEA
- VASS supports allowing school divisions to seek a direct waiver from the VDOE to reduce their maintenance of effort for special education and related services due to "exceptional or uncontrollable circumstances."

# CHESPRA – THE SUPERINTENDENT’S FRIEND IN LEAN & MEAN TIMES

By Tim Bullis, President of CHESPRA and Director of Community Relations, Chesterfield County Public Schools



I recently spoke with an older gentleman who challenged the cuts we had made to our school division’s operating budget over the past two years, suggesting we could completely eliminate technology and save millions of dollars in equipment and jobs. He took pride in the fact that he still used pencil and paper to reconcile his check book and that he still found his news from the day before sitting in his driveway the following morning. The 3 R’s, he told me, prepared him just fine for life in the real world ... some 50-plus years ago.

“Schools are wasting time and my money teaching young people today,” he told me. “Let the employer teach them how to use a computer. All they need to know is how to read and write, and have a strong handshake.”

Trying not to provoke any further lectures, I simply responded: “Sir, I agree with your thought that our students need to be strong readers and writers. But with all due respect, if we don’t expose them to technology and teach them other relevant 21<sup>st</sup> century skills, these students won’t be able to get a job at a fast-food restaurant much less serve your needs as a police officer, firefighter or doctor. The person who finds the cure to cancer might be sitting in one of our schools right now. Chances are, he or she won’t find that cure without

the use of technology and the skills sets we’re teaching in schools today.”

Public education is under attack – by those who don’t understand what we’re doing and those who don’t think we’re doing the right thing. Despite the many successes of public schools, residents still

question the what, why and how of our work inside classrooms.

Today’s educators, more than any other time in recent memory, must be good storytellers. We have to effectively communicate our story, using specific and relevant examples of success and utilizing multiple communication tools to reach a diverse community. We also need to sustain and build new relationships that earn trust and motivate supportive behaviors. The cornerstone of this effort should be an effective community relations program: ongoing internal and external information sharing and communication, opportunities for community input and engagement, partnerships and volunteerism.

CHESPRA, the Chesapeake Chapter of the National School Public Relations Association (NSPRA), is devoted to serving and providing support to school public relations professionals from Virginia, Maryland, West Virginia and the District of Columbia. The mission of our group is to advance education through responsible communication. Our chapter works to:

- Encourage the use of sound public relations practices by all those who work in schools.
- Place before citizens and the community facts and viewpoints that

will lead to better understanding, appreciation and support of their schools.

Develop materials that will help schools to build and increase public understanding of the role of public education.

CHESPRA members are effective communicators, creative thinkers and problem solvers. We are trusted advisors, sitting on leadership teams and offering insight and suggestions based on best practices and possessing an uncanny ability to see the next step in the bigger picture. Our duties include

- Promoting, modeling and preparing effective communication
- Training on effective communication, specifically with the media
- Crisis management support
- Web site work
- Business partnerships and volunteerism
- And the ever present “other duties as assigned,” which typically puts us right in the center of hot-button topics.

It would be difficult to overstate the importance of effective communication: accurate, timely and consistent messages that help build public support disseminated in a well-branded package that becomes familiar to internal and external audiences. This constant work must be strategically designed to help stakeholders understand and value the investment they have made in public education through effective and efficient use of taxpayer dollars.

CHESPRA, like NSPRA, believes effective public/community relations:

# MEET THE NEW SUPERINTENDENTS

- Is a crucial leadership function essential to the success of education.
- Provides counsel and services to all segments of the staff and community.
- Is the shared responsibility of everyone in education and their communities.
- Develops two-way meaningful, trusting relationships with all audiences.
- Enables education to function at its best by bringing schools and communities together.
- Is a critical component for success in the teaching/learning process.
- Is a fiscally responsible investment.

Serves the public accountability function for the school district. Strong, trusting relationships with residents will help create a safe, supportive and nurturing learning environment that parents and the community can trust in, invest in and benefit from. Thus, stakeholders are engaged to take action on behalf of students as the division continues to build on strong foundation of trust and involvement in schools.

In the end, schools benefit with a more engaged community providing supplementary support; a citizenry that understands, values and desires a strong financial support in public education; and a safe, supportive and nurturing learning environment that features robust, diverse instructional opportunities.

*Tim Bullis is the current president of CHESPRA. He also serves as director of Community Relations for Chesterfield County Public Schools. He can be reached at [tim\\_bullis@ccpsnet.net](mailto:tim_bullis@ccpsnet.net) or 804-748-1433.*



**Randy Bridges**  
Superintendent of Schools  
Stafford County

**Previous two positions, locations, and number of years in each:**

Alamance-Burlington School System, Burlington, NC, 4.5 years and Rock-Hill School District Three, Rock Hill, SC, 4 years

**What did you do on your first official day:**

I began working in SCPS on December 6, 2010. I had the opportunity to visit all 30 schools within the first three weeks, and meet individually with all School Board members.

**What are your immediate goals:**

Focus on the mission, core values, and goals for the division and determine how to improve the academic performance of all students within that framework. Starting in December, also allowed time for observing and listening to internal/external customer feedback about the division.

**Who has been your mentor either prior to your appointment or after:**

Dr. Robert Bridges, former superintendent of Wake County Public Schools.

**What professional books or journals have you read recently:**

*Catching Up or Leading the Way* by Yong Zhao and *Engaging Students* by Dr. Phillip Schlechty

**What have you read for leisure:** *Beyond Megachurch Myths* by Scott Thumma and Dave Travis

**What are your hobbies:** Golf and Competitive sports (observer)

**What do you look forward to as a new member of VASS:** Professional networking opportunities



**William R Crawford**  
Superintendent of Schools  
Highland County

**Previous two positions, locations, and number of years in each:**

Interim Superintendent in Bertie, NC for 1yr; Superintendent in Orange Co, 4 yrs

**What did you do on your first official day:**

Met with Dr. Pat Wright, board members, and community leaders about the challenges of Highland's survival

**What are your immediate goals:** Highland's survival and improving our academic opportunities

**Who has been your mentor either prior to your appointment or after:**

Wayne Harris

**What professional books or journals have you read recently:**

*212 Degrees* and *Failure is Not an Option*

**What have you read for leisure:**

*The Help*

**What are your hobbies:**

Flying, reading, and racquetball

**What do you look forward to as a new member of VASS:** Professional support and information



**Previous two positions:**

Chichester, PA as Assistant Superintendent (2009-2011); Dayton Public Schools as Associate Supt (2006-2009)

**What did you do on your first official day:**

Rebecca S. Lowry  
Superintendent of Schools  
Westmoreland County

I met with central office staff and interviewed individually principals and administrators.

**What are your immediate goals:**

To build a cooperative and collaborative central office administrative team; improve student test scores; and work with next year's budget to build cooperation with the school board and the county administrator's office and/or board of supervisors

**Who has been your mentor either prior to your appointment or after:**

Previous mentor was Dr. Brenda Cowlbeck, retired superintendent King William Co and now Karl O'Dell retired superintendent from Richmond Co.

**What professional books or journals have you read recently:**

EdWeek regularly; *So Much Reform, So Little Change*; and *Shaking Up the Schoolhouse*

**What have you read for leisure:**

*The Velveteen Rabbit* and accompanying *Velveteen Principles*

**What are your hobbies:**

Travel, Broadway plays and my 4 dogs: 2 shelties, an old English sheepdog, and a collie

**What do you look forward to as a new member of VASS:**

The mentoring experience with a retired superintendent



David Lukich  
Superintendent of Schools  
Lancaster County

**Previous two positions, locations, and number of years in each:**

Palatine, Illinois and Orange Schools, Ohio

**What did you do on your first official day:**

Toured the county; met with senior staff; held building meetings with principals

**What are your immediate goals:**

Improve organizational climate in a more open, transparent and positive direction

**Who has been your mentor either prior to your appointment or after:**

Harry Ward

**What professional books or journals have you read recently:**

*Whole New Mind* by Daniel Pink

**What have you read for leisure:**

*American Theocracy* by Kevin Phillips

**What are your hobbies:**

Traveling, golf, and seeing more of my four children

**What do you look forward to as a new member of VASS:**

Connecting and developing relationships



A. Katrise Perera  
Superintendent of Schools  
Isle of Wight County

**Previous two positions, locations, and number of years in each:**

2010-11 – Houston Independent School District, Houston, TX - employed as a School Improvement Officer (regional superintendent)

2000-2010 – Henrico County Public Schools; Richmond, VA – employed as a teacher (1yr); assistant principal (3yrs); principal (6yrs.)

**What did you do on your first official day:**

On my first official day, I spent quality time getting to know my leadership team and my support staffers. This process is especially necessary in building relationships and ensuring that I know my team. During our meetings, I learned more about their roles/responsibilities, their goals and rationale for the goals, their department focus for 2012-13, their families, etc.

**What are your immediate goals:**

My immediate goals are to build relationships while listening and learning what is needed, necessary, and desired for the students of Isle of Wight County. In the listening and learning process, I hope to work with my leadership team and the stakeholders to build upon the successes of the district while we pursue excellence for all students.

**Who has been your mentor either prior to your appointment or after:**

As for a mentor, I can not honestly state one individual. I actually find "pieces of mentorships" in individuals I cross professional paths with along my journey. Meaning, I tend to learn from a variety of leadership styles and try to apply the best qualities to ensure success.

**What professional books or journals have you read recently:**

I subscribe to a variety of educational journals online, and as a doctoral student at Virginia Tech, I am constantly reading professional literature. I enjoy titles on technology in the classroom, servant leadership, response to intervention, inspirational leadership, etc.

**What have you read for leisure:**

That is a funny question – especially to someone in my role. Much of what I read relates to my work, my studies, and are not truly for pleasure; however, much of what I read becomes leisure reading because I enjoy it.

**What are your hobbies:**

To date, I do not truly have any hobbies, but I enjoy relaxing on the beach with a good book, spending time with my family and/or friends.

**What do you look forward to as a new member of VASS:**

I look forward to the learning opportunities VASS has to offer, as well as developing collegial relationships with other members.



**David T. Sovine**  
Superintendent of Schools  
Frederick County

**Previous two positions, locations, and number of years in each:**

Executive Director of K-12 Curriculum & Secondary Education, Spotsylvania County Public Schools ( 2 years) and Principal, Monacan High School, Chesterfield County Public Schools (4 years)

**What did you do on your first official day:**

I visited schools and met with principals, as well as a variety of central office staff, and our county administrator. I also began preparations for our first Executive Cabinet meeting and July School Board meeting.

**What are your immediate goals:**

Continue to conduct meetings with key educational and community leaders in order to develop stronger relationships and to determine what is valued in our school system as well as areas of growth for Frederick County Public Schools. Additionally, I will continue to work with building level principals to ensure our School Improvement plans are focused on measuring and improving student achievement.

**Who has been your mentor either prior to your appointment or after:**

Former Superintendent of Chesterfield County Public Schools, Dr. Billy Cannaday; Former Superintendent of Spotsylvania County Public Schools, Dr. Jerry Hill, and Superintendent of Dare County Public Schools, Dr. Sue Burgess.

**What professional books or journals have you read recently:**

*The Six Secrets of Change* by Michael Fullan; *Leading Change in Your School* by Douglas Reeves; *The Learning Leader: How to Focus School Improvement for Better Results* by Douglas Reeves; and *Building Engaged Schools: Getting the Most Out of America's Classrooms* by Gary Gordon

**What have you read for leisure:**

*The Essential Wooden: A Lifetime of Lessons on Leaders and Leadership* by John Wooden and Steve Jamison

**What are your hobbies:**

Reading, walking, and golfing.

**What do you look forward to as a new member of VASS:**

Participating in the variety professional learning opportunities provided by VASS, as well as networking with both new and veteran superintendents



# Bullying and Suspensions Greatly Reduced in Schools That Follow Threat-Assessment Guidelines, U.Va. Study Finds



Dewey Cornell  
Professor at the University  
of Virginia

A strategy for preventing school violence that emphasizes early attention to student behavior problems significantly reduces bullying and school suspensions, according to a new study by professor and clinical psychologist Dewey Cornell of the University of Virginia's Curry School of Education.

The national, peer-reviewed study, "Reductions in Long-Term Suspensions Following Adoption of the Virginia Student Threat Assessment Guidelines," was published online last month and will be released in print this month by The National Association of Secondary School Principals Bulletin.

Cornell is director of the Virginia Youth Violence Project and associate director of U.Va.'s Youth-Nex Center, devoted to promoting healthy youth development, educational attainment and learning.

He has been working on the development of the threat-assessment violence prevention model since 2001. It provides guidelines for school staff that encourage a flexible, problem-solving approach to student misbehavior. Its implementation in schools has proven effective, he said.

"Schools using threat assessment showed a 79 percent reduction in bullying infractions and a 52 percent reduction in long-term suspensions," Cornell said.

While cautioning that no single study is conclusive, he said this latest study provides strong evidence in support of the strategy.

"Threat assessment allows school administrators to return to the philosophy that the punishment should fit the crime," he said, "and that the school's response to a student should be based on the seriousness of the threat rather than a one-size-fits-all approach that you see with 'zero tolerance.'"

Zero tolerance, used in many schools, typically involves an automatic suspension of students for violations of school safety rules. According to Cornell, this usually means a harsh punishment, typically a long-term suspension, "even for students whose offense was relatively minor and students with an otherwise good record," he said.

According to Cornell, suspension in general increases the risk for academic failure and does not seem to improve student behavior.

"Our research has shown that schools which rely the most on suspension have the highest dropout rates," he said. "We know that suspension has deleterious effects on students and is counterproductive to our goal of helping them complete their education."

Addressing whether keeping a troublesome student in school impairs others' safety, Cornell said, "Certainly there are a small number of students who are more safely educated in an alternative setting, but there is no evidence to indicate that a policy of keeping most students in school impairs the safety of others. Schools that use zero tolerance are not safer schools. Our guidelines recommend short-term suspensions for safety purposes in clearly specified cases, but almost all students are able to return to school.

"Our research has not found increased violence in schools that use threat assessment. We have followed up with hundreds of students who have been evaluated using threat assessment and found no increase in violence; on the contrary, our findings show decreased violence," he said.

He acknowledged that school authorities are in a difficult position. "They do not want to either overreact

or underreact to a student threat of violence. But threat assessment gives them a pathway for investigating a threat and making reasonable decisions about what to do."

Loudoun County Public Schools have been using the threat assessment model since 2005. "When you consider what is required to implement systems-level change in a very large school division, this approach to assessing and responding to student threats of violence has been remarkably easy to integrate into existing school operations and discipline processes," said John Lody, Loudoun's director of diagnostic and prevention services. "Over the years, we have consequently experienced significant improvements in our ability to quickly resolve issues that underlie minor student threats of violence without using unnecessary discipline, and to better identify more serious threats of violence that require substantial intervention to manage the situation."

Cornell began thinking about the value of threat assessment after evaluating the teenager involved in the 1997 Paducah, Ky., school shooting. In 1999, he was invited to participate in the FBI's conference on school shootings, where a threat assessment strategy, extensively used by the U.S. Secret Service, was recommended as a possibility for schools.

"After the conference, I was convinced it was a promising idea, but no one had actually tried it or done any research on it," he said. "I was able to convince some local school divisions to work with me to develop and field-test some guidelines. My graduate students and I became very busy."

Cornell and his team of researchers have trained threat assessment teams for thousands of schools across the United States and Canada, and his work is being used as a model approach in several European countries.



# Oct. 21 Family Engagement Summit: Moving Beyond Programs to Partnerships

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Public Schools, VA



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**Where:** Hilton Garden Inn  
4025 Wards Road, Lynchburg, VA 24502

**When:** October 21, 2011

**Time:** 9:00 a.m.— 3:00 p.m.

**Cost:** Only \$125.00 per person

**Register a  
team from  
your district  
today!**

# Hopewell City Schools

Advertisement for

**Superintendent  
Hopewell City Public Schools  
Hopewell, Virginia**

The School Board of Hopewell City Public Schools seeks an outstanding educational leader to serve as superintendent of its school system of approximately 4,240 students.

Hopewell is a charming waterfront city in the Richmond, Virginia metro area. The City of Hopewell offers a "small town" feel in a community with a strong sense of civic pride. Its location, which is accessible by both I-295 and I-95, permits easy access to beaches, mountains, and the Washington DC metro area.

The Board seeks an outstanding instructional leader who can lead a dynamic, urban school system with a strong history of community support. The Board expects to negotiate a competitive salary and benefit package.

Details of application procedures and specifics about job requirements can be found on the BWP & Associates web site at [www.bwpassociates.com](http://www.bwpassociates.com). The application deadline for this position is October 14, 2011.

**BWP Search Team contacts:**

**Dr. Steven Staples (757.903.9434)**

**Dr. James Tucker (757-812-9497)**

**Mrs. Sara Branner (540-760-5976)**

**An equal opportunity employer**

# MARK YOUR CALENDAR

**October 12 & 13**

VASS Annual Legislative Conference  
Kirkley Hotel Lynchburg

**October 20**

“Building a Better Teacher Evaluation System from the Ground Up” with James Stronge  
Hotel Roanoke

**November 7**

“Building a Better Teacher Evaluation System from the Ground Up” with James Stronge  
Hilton Short Pump

**November 17**

VASS Meeting at VSBA Convention  
Williamsburg Lodge

**December TBA**

Annual Briefing on the Governor’s Budget  
Webinar

**January TBA**

Annual Press Conference  
Library of Virginia

**February 16-19**

AASA Convention  
Houston

**February 21**

“Connecting Teacher Evaluation to Student Progress for Tested and Non-tested Grades” with James Stronge and/or Leslie Grant  
Hotel Roanoke

**February 24**

“Connecting Teacher Evaluation to Student Progress for Tested and Non-tested Grades” with James Stronge and/or Leslie Grant  
Hilton Short Pump

**March 28**

Virtual Schools Virginia Conference  
Hampton Roads Embassy Suites

**April 4**

“Connecting Teacher Evaluation to Teacher Improvement:

Tools and Techniques for Improving Teacher Effectiveness”

with James Stronge and/or Leslie Grant  
Hilton Short Pump

**April 5**

“Connecting Teacher Evaluation to Teacher Improvement:

Tools and Techniques for Improving Teacher Effectiveness”

with James Stronge and/or Leslie Grant  
Hotel Roanoke

**May 6-9**

VASS Annual Conference  
Hotel Roanoke

