



Advisory Council Meeting Minutes:

This council will meet every other month via zoom at 5:30 p.m.

October 28, 2025

Attendees: Elizabeth Johnson(Principal), Melissa Hedrick(Family Liaison – Classified), Yauri Dalencour(Chairperson grades 2nd & 3rd), LaShawna Norman(SAC Rep. grade 4), Meg Riat, Secretary (grade 4), Taylor Riddick (PTO, grade 4), Hailey Helton(grade 4), Emily Sachs(grade 1 & Special Education), Nayeong Kim(grade 4),Mark Awad (Kindergarten, grade 2), Allison Reeves (grades 1st & 3rd), Hadia Waizi (grade 4) Laura Schalow (ITC), Melissa Dyas (5th grade teacher), Amanda Hazelhurst(Autism teacher), Lindsey Norton (Reading Specialist)

Welcome and Review of Minutes- Mrs. Dalencour and Mrs. Johnson

The meeting was called to order at 6:33 PM via Zoom.

Review meeting minutes from May. Motion to approve: Hailey Helton

Review meeting minutes from September. Motion to approve: Taylor Riddick

Superintendent Advisory Council (SAC) Update- Mrs. Norman

Key Instructional Updates SY25-25 for Elementary School:

- Year 2 of implementation of the Virginia Literacy Act
- VALLS assessment continues grades K-3
- For grade 4-5 students who failed the SOL in spring of 2025
- VALLSS assessment required to assess foundation skills of reading
- Student Reading Plan is required- sets goals/strategies for improvement
- Intervention required

K-12:

Math

- Year 2 of new math Standards of Learning
- Data is a key focus
- Standards are cyclical throughout the year
- New math materials Kindergarten through post Alegra II
- Momentum Assessment 3 times a year
 - Provides teachers in depth information about student skills and measures growth throughout the year
 - Provides students an individual path to support skill development
- Parent report coming home soon for fall

Specialty Programs

- 2-year comprehensive analysis (10 months in)
- Equitable opportunities for all students to high quality programs
- Community survey coming end of October 13, 2025
- New vendor Avela, for specialty program application process (opens November 3)

Inquiry Based Learning

- Student centered
- Explore questions, investigate real-world problems, and construct their own understanding through curiosity and exploration
- Rather than just passively receiving information
- The teacher acts as a facilitator
- Allows students to develop crucial skills like critical thinking, goal setting, and self-direction

Artificial Intelligence

- Developing professional development, guidelines, and incorporation into content
- Can support the work of the staff/teacher and the learning of the student
- All stakeholders must understand the purpose, safe use, and how utilize appropriately and responsibly
- More to come on this all year

Assessments

- Continued shifts to more authentic assessments
- Across contents
- Focus on application of information and multiple ways to demonstrate understanding
- Using News ELA and other resources to support

Content Area Literacy

- All teachers are responsible for developing literacy
- Listening, speaking, reading, writing, critical thinking
- Look different in each content but are in integral part of each content

2025–2026 Budget: Mrs. Johnson

Budget Review and Updates

- At the previous meeting, the budget process was reviewed. On September 30th, budgets are based on headcount on that day. For this year, \$160,286 was removed from our budget.
- Initially, we anticipated being cut by \$120k because we didn't expect to receive the small school supplement, so this reduction is larger than expected.

Enrollment Updates

- Several grades are down in enrollment compared to projections from May:
 - Kindergarten: down 9 students
 - 4th and 5th grades: also down
- Gifted program numbers are down; additional funding is typically provided for these students.
- Note: This reflects a decrease from projections, not from last year's enrollment.

Class Supplement

- Expected class supplement: \$125k
- Actual: \$38k
- According to budget calculations, we should only have 2 first-grade classes, but 3 are currently needed, with class sizes 22–23 students (not maxed at 28).

- Budget calculations assume 28 students per class. To align with their numbers, K–2 staff reductions would be based on years of service, not specifically first-grade teachers.
- Despite these cuts, the budget is workable, and it is not advisable to disassemble classes or place 28 first graders in a single class nine weeks into the school year.
- Budgeting is highly sensitive: even 9–10 students can impact funding significantly, as each student represents thousands of dollars.
- Becky and I have reviewed the numbers and do not anticipate major impacts from this reduction.

Gifted Program Questions

- Dalencour asked if the 9/30 budget cutoff applies differently to gifted students who may be admitted later.
 - Threshold for adjustments: 4% increase in that area
 - Current projection: 69 gifted students
 - If 3 new students enroll after the cutoff, no additional funds are provided unless the increase exceeds 4%. If it does, a budget restructuring request can be submitted.

Federal Funding / PW County Impact Aid Survey Question

- Question by Mr. Awad: Where are the federal funds for active military and federal employees reflected on this chart?
- Does PWCS impact aid survey for military and government address those funds?
- Mrs. Reeves clarified: that taking the PW County Impact Aid Survey can affect funding.
- Dr. McDade included a reminder in her community newsletter recently.

Budget

Reduction of \$160,286

Why

- Down students in K, 1, 4, 5 - reduced per pupil allocation
- Down students in GTE
- There are 56 students in first grade which makes 2 maximum sections of 28 through budget calculations. We have three sections.
- Class size supplement (over in 2nd and 3rd which reduces

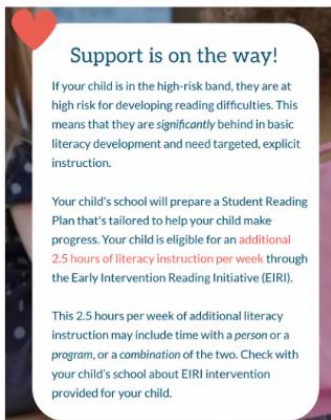
Interventions

- **Definition:** Interventions refer to the supports and strategies provided to help students meet and exceed academic standards. All students in need are considered for VALLS Tutoring.
- **Intervention Framework:** Think of a triangle with three tiers:
 - **Tier 1 (Base):**
 - Support for all students at all times through quality classroom instruction.
 - Core programs used: HMH for reading/language arts and Envision for math.

- Ensures every student receives consistent, high-quality instruction.
 - **Tier 2:**
 - Small group instruction within the classroom.
 - May include additional lessons or focused small group work to reinforce learning.
 - **Tier 3:**
 - Students receive Tier 1 and Tier 2 supports, plus VALLS Tutoring.
 - The state identifies students needing 2.5 hours of instruction per week.
 - Ms. Arnoto is the VALLS teacher providing this support.
- **Additional Support:**
 - Other research-based programs are available through the Virginia Literacy Program.
 - Families may receive a letter notifying eligibility for VALLS if a student is identified as high risk.

Interventions

VALLSS Tutoring: High Risk Band



Ms. Arnoto = direct instruction groups

Core Extension/Lexia

Data and Student Identification for Interventions

- **Source of Student Data:**
 - Students are identified for interventions based on SOL performance or not meeting benchmarks/thresholds.
 - Groups are organized during the school day:
 - Ms. Kim (4 days/week) pulls students for math support.
 - Ms. Arnoto works with students on reading.
- **Changes in SOL Pass Rates:**
 - The state has adjusted SOL pass rates, aiming for students to score closer to the 445 range.
 - As a result, some students may receive letters inviting them to VALLS.
 - Parental Opt-Out: Parents may choose to opt their child out, but invitations are still sent.
- **Purpose of Interventions:**
 - Supports are data-driven, not just extra help groups.
 - Parents are encouraged to reach out to teachers or Mrs. Johnson with questions about their child.

- Schools are required to report to the state on VALLS and All In Tutoring participation and track opt-outs.
- **Funding and Implementation:**
 - Programs are state-funded (approximately \$25k).
 - Funding supports tutors and instructional resources.
 - Interventions are delivered during the school day, which is more effective than after-school programs.
- **Communication:**
 - Parents will receive letters, not emails, regarding tutoring.
 - Students are never pulled without parent permission.
 - VALLS letters went out early this year for Kindergarten students; letters for other grades will be shared during conference days.
- **Grades 4–5:**
 - Students who failed SOLs last year or show low performance on HMH growth assessments are included.

Interventions

Reading and Math

ALL In Tutoring, as stated by the Virginia Department of Education (VDOE) is Virginia's high-intensity academic tutoring, is a research-based approach to accelerating at-risk students to grade level. This handbook provides a structure to support schools in implementing their tutoring program in Prince William County Public Schools (PWCS). High-intensity academic tutoring follows an acceleration approach or teaching on grade-level material while attending to prior grade-level gaps within grade-level small group instruction.

Ms. Kim - meets with students

Ms. Kim - supports in the classroom

Core Extension groups

25-26 Data: Mrs. Johnson

- BOY Data Reading HMH (2-5)
- RD Unit Assessments (3-5)
- VALLSS (K-3) (4-5)
- Math Momentum (1-5)
- Math Unit Assessments (3-5)
- Science Unit Assessments (4-5)

Let's review the data that supports these interventions. Both programs are state-funded, with All In totaling approximately \$25k. Funding for VALLS similarly helps us provide a tutor and instructional resources.

BOY HMH Reading Levels

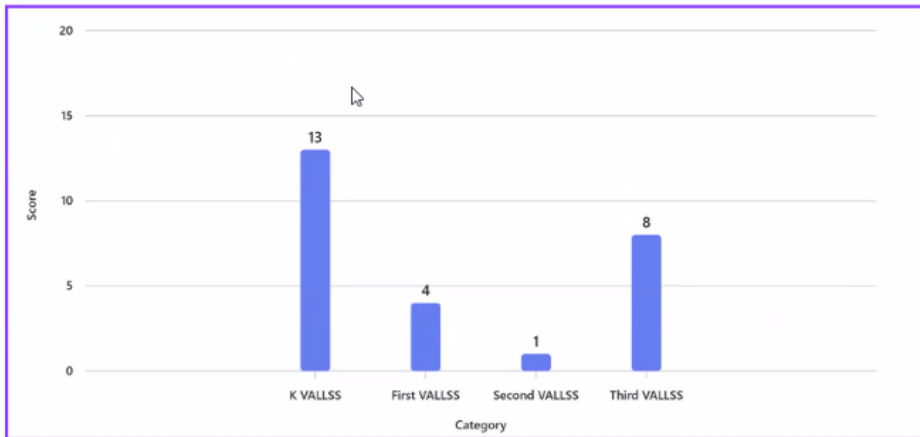


On/Above Grade Level= 70%

2nd-5th grade takes this

Assigned them ability to be green/blue on/above grade level, yellow approaching, orange 1 year below grade level, red level 2 of more below grade level. Indicative of what they will learn that year, don't stress to much about where they are at the beginning of the year, at mid year looking for a lot more blue/green. 70% on/above grade level. We also want to make sure kids in blue are getting that they need.

High Risk Band - VALLSS



K 13 students in high risk band

We see that number drop at the middle and end of the year because our teachers are doing what they have to do.

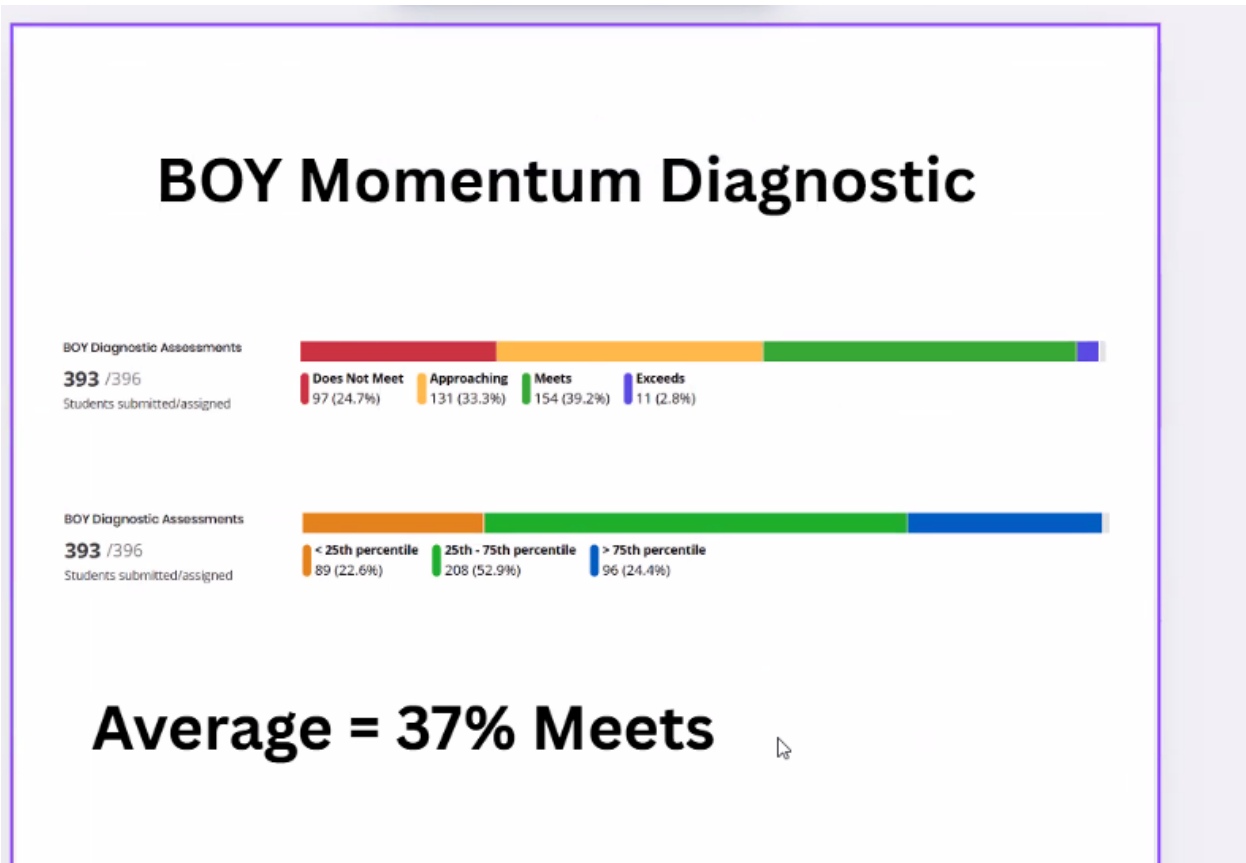
K-2 new program being used, it really shows, having only 1 in 2nd and only 4 in first is amazing!
3rd Grade- 8

4th and 5th now on a risk band

This is a lot to celebrate! Many of these students also have reading deficits through IEP, so they do struggle with how they process some of their learning, so some of those children IEP helps with that, we are about progress not perfection.

Reading:

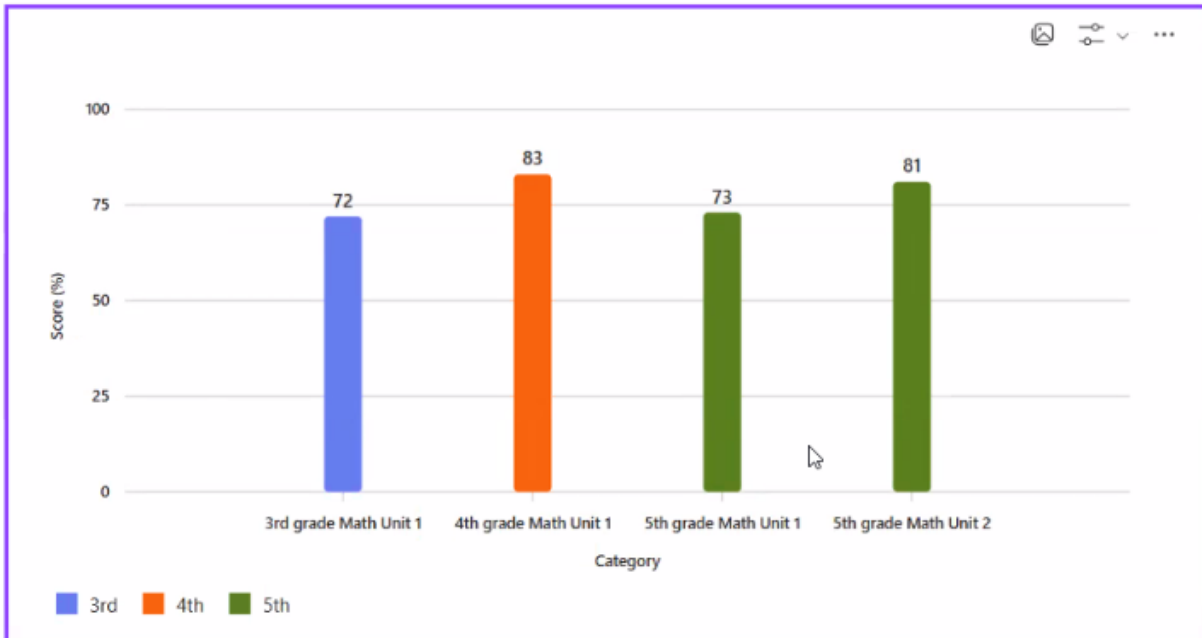
- Attendees were unable to view the slide during the presentation.
- Average performance: approximately 83%; assessments are computer-based, and some students perform better on paper tests.
- Module 2 will be rolled out for many of our classes soon.



Math:

- Program: Envision is used for daily instruction.
- Momentum Assessment:
 - Diagnostic given at the beginning of the year.
 - Early results are not a cause for concern, as students are expected to make progress throughout the year.
 - Teachers are reviewing reports to identify trends.
- Grades Tested: 1st–5th grades.
- Data Visualization: Two graphs were shared for reference.
- Timing Note: We are only 9 weeks into the school year; these results reflect September performance, and scores would likely be higher if tested now.

Math Unit Data



Unit 1 Performance and Testing Notes

- Unit 1 Scores: Tend to be lower initially, partly because the format is different and students need time to adjust to the new program. With high-quality instruction, students will receive the support they need.
- Test Design: All assessments, including math, are similar to reading tests and require strong comprehension skills.
- Progress Update: We are off to a good start and have a solid foundation for the year.
- Additional Notes:
 - Ms. Dyas: Commented that rankings/measurements use end-of-previous-year data.
 - Parental Access: Parents may request a PDF copy of the test to review. Retakes use the same test to ensure consistency (“apples to apples”).

Behavioral Trends and Safety – Mrs. Johnson

Topics Covered:

- Threats
- Threat Assessments
- Title IX
- COB

Mrs. Johnson highlighted trends and safety measures related to student behavior. When it comes to threats or violence, the school takes all reports seriously.

- Common Reports: Students sometimes make statements like “I’m going to hurt him” or create concerning drawings. These are always investigated. Occasionally, the content refers to video games (e.g., Minecraft) or academic frustrations, but every report is screened.
- Screening Process:
 - Initial screening involves asking questions to understand intent.
 - If a situation appears threatening, a formal threat assessment is conducted, mandated by the State of Virginia.
 - Assessments are always performed by a minimum of two staff members, typically administrators or mental health personnel.
 - Questions during this process help determine next steps.
- Threat Assessment Levels:
 - Transient/Impulsive Threat: Expressions made without serious intent; often situational or emotional.
 - Substantive Threat: Evidence of serious intent; investigation may reveal interpersonal conflicts or targeted concerns between students.
- Family Communication: Families are contacted as appropriate.
- Key Message: Any language involving guns, violence, or threats is taken seriously. School safety is a top priority, and families are encouraged to discuss these topics with their children.

A threat is a concerning communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others.

The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means; and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat.

Threat assessment is mandated in all public K-12 schools and institutions of higher education in Virginia.

Each school in PWCS has a multi-disciplinary threat assessment team whose responsibility is to identify, assess and respond to individuals who may pose a risk of violence toward others. Threat assessment is to be viewed as one component of an overall strategy to reduce school violence and implemented within the larger context of strategies to ensure schools are safe and secure environments.

Title IX:

- Reports may include incidents such as inappropriate touching or inappropriate jokes or comments about sexual topics.
- All reports are reviewed under Title IX to determine the appropriate response.
- Some cases may be handled through the school’s Code of Behavior if deemed appropriate.
- These situations can and do occur in elementary school, and all reports are taken seriously.

What is Title IX?

Title IX is a federal anti-discrimination law that protects Prince William County Public Schools (PWCS) students and staff from sex-based discrimination (including sexual harassment and sexual assault) in PWCS educational programs and activities.



Who is the Complainant and Respondent?

The Complainant is the person who is the target of reported sexual harassment or sexual assault. The Respondent is the person accused of sexual harassment or sexual assault.

Does Title IX apply to all sexual misconduct?

All misconduct of a sexual nature that happens on school property or during a PWCS educational program or activity violates PWCS regulations and will be investigated and responded to appropriately. However, not all sexual misconduct violates Title IX. Title IX applies only to certain kinds of sexual violence or abuse, or to sexual misconduct that is so severe that it makes it difficult for the Complainant to fully access a PWCS educational program or activity.

Code of Behavior

<https://codeofbehavior.pwcs.edu/acts-for-which-students-may-be-disciplined-0>

Code of Behavior:

- The goal is to ensure students feel safe and comfortable at all times.
- Active Shooter Drills:
 - Conducted internally by the school's crisis team; law enforcement is not involved in live drills.
 - The crisis team collaborates with outside agencies and meets monthly to review and refine processes (last meeting was in August).
 - Specific procedures for these situations are not shared publicly for safety reasons.
- Preparation Activities:
 - The team engages in tabletop discussions to simulate scenarios and improve protocols.
 - Reviews actual school shooting incidents to understand what went wrong and apply lessons learned.

Teacher Time & Citizen Time: Mrs. Dalencour

Mrs. Dalencour asked questions about three main areas and Mrs. Johnson answered her questions.

1. Student Enrollment and Extracurricular Programs:
 - Enrollment has decreased slightly from 498 to 485 students.
 - Programs include robotics, music, chorus, and other after-school activities.
 - The robotics team will now receive county funding.
 - An active School Advisory Council (SAC) supports these programs.
 - Stipends for staff are set amounts at the elementary level, and student numbers do not significantly affect them; high school stipends are higher.
2. Stipends and Curriculum Integration:
 - Some stipends are shared between staff members, depending on who is sponsoring or leading an extracurricular.
 - Examples include art, music, or STEM integration into other subjects like math and science.
 - Certain stipend-funded activities reflect areas the county wants to see in every school, while others are discretionary.
 - Staff who volunteer without pay also contribute significantly to programs.
3. Turning Point USA Chapter at Battlefield:
 - Battlefield has a diverse student population, and there has been community pushback regarding this chapter. The situation may have some spillover impact at Reagan and Alvey.
 - Mrs. Johnson commented that at Alvey, clubs are complementary to the elementary program. The focus at Alvey is on inclusive culture, with students enjoying activities and parent voices being heard.

Closing:

Motion to Adjourn: Mrs. Dalencour

2nd: Meg Riat

Meeting Adjourned: 6 47PM

Future Meetings at 5:30pm:

12/16/25

2/17/26

4/21/26

5/19/26