



Advisory Council Meeting Minutes:

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

February 17, 2026

Attendees:

Elizabeth Johnson
Melissa Hedrick
Meg Riat (secretary, 4th grade)
Hailey Helton (4th grade)
Yauri Dalencour (2nd & 3rd grade)
LaShawna Norman (SAC Rep, 4th grade)
Erin Heltzel (PTO, 2nd & 4th grade)
Anna Field (1st grade teacher)
Emily Sachs (1st & Special Education)
Amanda Hazelhurst (Autism teacher)
Elizabeth Baldrige (Autism teacher)
Stephanie Shevitz (PTO, 3rd grade)
Taylor Riddick (PTO, 4th grade)
Julie Ponn (Librarian)
Samadzoda Madina (Kinder)
Nada Hammood (Kinder)
Uwaila Iyobosa-Agho (1st grade)
Becky Perez (PTO, 2nd & 4th grade)

Welcome and Review of Minutes- Mrs. Dalencour and Mrs. Johnson The meeting was called to order at 5:35 PM via Zoom.

Reviewed meeting minutes from December.
-Motion to approve: Mrs. Heltzel

Superintendent Advisory Council (SAC) Update- Mrs. Norman

Grading and Assessment Practice-Policy 661

- Grading Policy- Survey Results
 - Total respondents: 7,841
 - **Key Findings**
 - Staff largely agree that the current grading practices accurately assess student's performance in the class however students and parents do not respond as favorably
 - Respondents most commonly indicate that the greatest limitation of the current system are negative impact on the student learning, lack of meaningful feedback, and not accounting for non-academic factors
 - Respondents across all groups indicate room for enhancing consistency of grading practices which high school respondents having the strongest critical responses.

- Staff indicated that lack of guidelines is the biggest challenge in the grading process
- Compared to staff respondents, a higher proportion of student and parent respondents value grading for reinforcement
- **Key Ideas**
 - #1 All student work should receive prompt feedback that informs both the student and parent about the student's strengths and areas for improvement in relation to the expectations
 - Feedback can be provided through formal grades, self or peer evaluations using a rubric, informal comments, or other annotations
 - #2 There must be a minimum of nine graded assignments or assessments that count towards a nine-week marking period.
 - Grades should be updated in the gradebook every week
 - Teachers are expected to use a wide variety of evidence to determine level of mastery of the desired learning goals.
 - #3 Assignments should be designed to progressively support student and learning development
 - Students should complete their work fully and on time
 - #4 Students must be given an opportunity to retake a summative assessment or be given an additional to show proficiency against associated standards, or complete "test corrections" if they fulfill the required assignments and remediation expectation set by the teacher
 - Retakes should be completed by the end of the marking period unless there are extenuating circumstances
 - #5 The final yearly grade shall be calculated by percentages being covered to the corresponding points of the letter grade
 - I.e 95% = A = 4 points
 - #6 Grades should be communicated properly by teachers at least on a weekly basis, through the online gradebook and regularly through report cards.

Regulation Considerations Feedback

1. Weighting of assignments- test vs. other types of classwork
 - a. Do you have any feedback regarding the weighting of assessments?
2. Grade Scale
 - a. Do you recommend any changes to the current scales
3. Homework?
 - a. Do you believe that homework should be graded?
 - At the meeting Mrs. Norman attended it was split, 75% yes and 25% said no, so this question is a big one they're seeking our feedback on.
 - Mrs. Riddick's input was no.
 - Mrs. Johnson said sometimes you are grading for informational purposes; however you don't know how much support they are getting, and now with AI, it would be hard to grade it saying the student fully understands.
 - The other staff on here said no on the grading of HW.
4. Late Work?
 - a. What are your thoughts on late work? What do you think is a reasonable expectation?

5. Report Cards

a. What changes would you like to see on report cards?

- Mrs. Dalencour suggested additional time for revisiting the report card format and allowing additional time for stakeholders to review and provide feedback.
- Mrs. Norman noted that initial feedback is requested by the 27th, after which an additional survey will be distributed to parents.
- Mrs. Johnson recommended considering alternative reporting methods for students with disabilities, such as using standards-based indicators (e.g., *meets standards*, *exceeds standards*) rather than traditional grades.
- Mrs. Heltzel shared that special education progress is not always clearly reflected on report cards. She suggested incorporating more personalized elements, such as narrative comments, and exploring ways to align portions of IEP reporting with the report card format.
- Mrs. Dalencour indicated she would need additional time to review the materials and expects to submit her feedback by tonight or tomorrow. Mrs. Johnson reiterated that anyone needing more time is encouraged to do so and to submit feedback via email.

Everyone was asked to send their feedback to the above questions in chat or email Mrs. Hedrick.

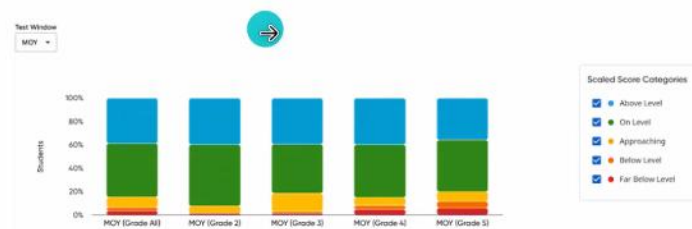
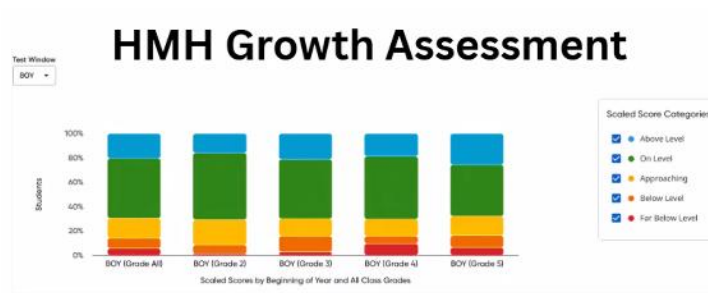
INSTRUCTION – MOY- Mrs. Johnson

Mrs. Johnson provided mid-year instructional updates across content areas:

- **Literacy:** HMH is being used with all students.
- **Literacy:** VALLSS is being administered this year for grades K–5; however, not all students in grades 3–5 are assessed, while all students in grades K–2 participate.
- **Math:** Momentum is a new program, and a correlation chart is not yet available. Despite this, student growth can still be monitored and evaluated.

HMH Literacy:

- **OGL** – On Grade Level
- **AGL** – At Grade Level
- **BGL** – Below Grade Level
- Student progress reflects the hard work, planning, and intentionality of our teachers' lessons.



VALLS:

- Ensures students know their letters and sounds.
- Program has been expanded through middle school.
- Assessment results for grades 3–5 may appear skewed because not all students participate. The school is reviewing every student, adjusting groups, and providing necessary support.

VALLSS

Term	Entity	Grade	# Assessed	# High	% High	# Moderate	% Moderate	# Low	% Low
Mid-Year 2026	J.W. Alvey Elementary	K	74	7	9.46%	11	14.86%	56	75.68%
		1	58	2	3.45%	4	6.90%	52	89.66%
		2	79	2	2.53%	4	5.06%	73	92.41%
		3	17	4	23.53%	10	58.82%	3	17.65%
	Prince William County Public Schools	K	5488	1175	21.41%	600	10.93%	3713	67.66%
		1	5761	831	14.42%	798	13.85%	4132	71.72%
		2	6103	1019	16.70%	932	15.27%	4152	68.03%
		3	2018	1060	52.53%	607	30.08%	351	17.39%
Fall 2025	J.W. Alvey Elementary	K	75	15	20.00%	25	33.33%	35	46.67%
		1	58	4	6.90%	11	18.97%	43	74.14%
		2	80	1	1.25%	18	22.50%	61	76.25%
		3	18	8	44.44%	6	33.33%	4	22.22%
	Prince William County Public Schools	K	5497	1758	31.98%	1703	30.98%	2036	37.04%
		1	5739	1067	18.59%	1423	24.80%	3249	56.61%
		2	6118	1480	24.19%	1732	28.31%	2906	47.50%
		3	2642	1448	54.81%	572	21.65%	622	23.54%

High Risk Band

K: 20% to 9.46%

First: 6.9% to 3.4%

Second: 1.25% to 2.5%

Momentum Math:

- The proportion of students in red (below expectations) is decreasing, and green (meeting expectations) is increasing, reflecting positive growth.
- As a new program, students are adjusting to the platform, making these results promising.
- Alignment with state standards: While a correlation chart with the SOL is not yet available, the program has been vetted and emphasizes application-based questions requiring students to justify answers. Mrs. Johnson affirmed that the program aligns with state standards.
- Mid-year data serves as a predictor for year-end outcomes. Currently, 80–90% of students are meeting or exceeding grade-level expectations. However, students who do not master foundational skills in earlier grades may struggle as math concepts advance. Focus on Tier 2 and Tier 3 interventions ensures students are prepared for middle and high school success.

Momentum Math

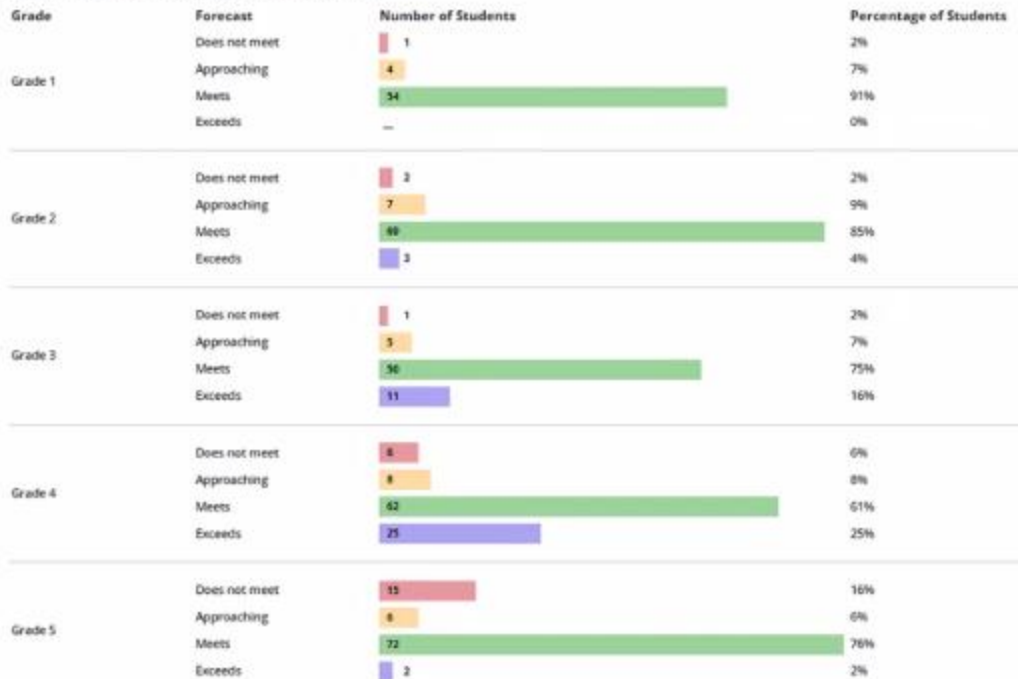


42.3% Meets or Exceeds
76.7% Meets or Exceeds



Momentum End-of-Year Assessment Forecast

This chart displays how students are most likely to perform on the Momentum End-of-Year (EOY) assessment based on their current Quantile measure. Numbers and percentages reflect the forecast with the highest statistical likelihood for each student.



BUDGET 26-27 AND CAPITAL IMPROVEMENT PROJECT - PWCS- Mrs. Johnson

Summary of Major Changes

- Increased per-pupil funding for economically disadvantaged students,
- Establishment of a minimum of 3 FTE specials teachers (Art, Music, PE) at elementary schools,
- Additional resources and reallocated support for Focus and Priority schools, and
- Change from per-pupil to FTE-based allocations for required and partially required positions.

Budget and Staffing – Next Year Projections

- Projected enrollment for next year is approximately 489 students. Current specialty offerings include art, music, and PE, with library incorporated into the technology rotation.
- A new part-time position is available, which can be allocated to any specialty based on school needs—options include a part-time math coach, drama teacher, or other roles aligned with student pathways. Schools have discretion to determine the best use of this position.
- Mrs. Johnson asked which specialty might be prioritized for the benefit of all students.
 - Mrs. Riddick suggested drama, as it aligns with middle school programming.
 - Mrs. Dalencour suggested dance for the same reason.
- Mrs. Dalencour requested confirmation regarding budget increases for students who are economically disadvantaged, noting that some county schools have high populations of these students. Mrs. Johnson will follow up with the specific numbers. Additional funding

is also received for students in gifted programs, special education, and similar categories.

Allocation File
Fiscal Year 2027

11-Feb-26

School: Alvey Elementary School

322

	Description	Grade	Days	Object	Positions	Allocation
CJRF	Principal	19	250	1111	1.0	\$234,275
	Director of Student Activities	18	250	1124	0.0	\$0
	Director of Counseling	14	250	1123	0.0	\$0
	Teacher (213-Day)	12	223	1120	0.0	\$0
	Career Counselor	12	200	1122	0.0	\$0
	Deas of Studies	12	200	1115	0.0	\$0
	Instructional Technology Coach	12	200	1120	1.0	\$0
	School Nurse	12	195	1131	1.0	\$122,439
	Employ Teacher	12	195	1120	0.0	\$119,388
	Sign Language Interpreters	11	195	1138	0.0	\$0
	Security Specialist	8	250	1150	0.0	\$0
	Executive Secretary I	7	200	1148	1.0	\$65,814
	Finance Specialist	6	250	1150	1.0	\$86,126
	Registrar	6	250	1150	0.0	\$0
	Security Assistant	6	195	1148	1.0	\$67,165
	Custodial Manager	5	250	1190	1.0	\$74,634
Library Media Assistant	5	200	1150	1.0	\$62,666	
		16		1112	1.0	\$169,880
Involvement Based	Librarian	12	223	1121	1.0	\$122,439
	School Counselor	12	200	1122	1.6	\$191,020
	Reading Specialist	12	195	1120	1.0	\$119,388
	Classroom-Based Teacher	12	195	1120	24.5	\$2,925,006
	Class Size Reduction	12	195	1120	0.0	\$0
	Small School Support	4	195	1140	0.0	\$0
	Kindergarten Teacher Assistant	7	188	1150	0.0	\$136,902
	Administrative Assistant III	6	250	1150	0.0	\$0
	Administrative Assistant II (210-day)	6	250	1150	1.0	\$76,966
	Administrative Assistant II (213-day)	4	200	1150	0.0	\$0
	Administrative Assistant II (200-Day)	4	250	1150	1.0	\$0
	Office Assistant (250-Day)	3	195	1190	1.5	\$55,776
	Office Assistant	1	250	1142	1.0	\$91,262
	Custodian	16	180	1107	0.0	\$12,212
	Cafeteria Monitor	15	223	1107	0.0	\$0
	Admin. Coordinator	12	250	1120	0.0	\$0
Specialty Programs	Technical Theatre Manager	12	223	1115	0.0	\$0
	Planetarium Director	12	214	1115	0.0	\$0
	Teacher (114-day)	12	120	1120	0.0	\$0
	SE Coordinator	4	200	1140	0.0	\$0
	Specialty Teacher	12	195	1115	1.0	\$122,439
	Specialty Teacher Assistant	12	188	1120	0.0	\$0
Specialty Programs/Needs Based	Administrative Assistant	12	200	1122	0.0	\$0
	Graduation Coach	12	200	1115	0.0	\$0
	Math Coach	12	195	1120	0.0	\$0
	Specialized Support	12	200	1120	3.0	\$356,164
	Special Ed Chair	4	195	1140	4.0	\$477,552
	SPED Teacher - Level One	12	195	1120	8.0	\$965,072
	SPED Teacher - Level Two	4	188	1140	2.0	\$236,776
	SPED Teacher Assistant	12	195	1120	1.0	\$45,634
	Preschool Teacher	12	188	1120	1.0	\$119,388
	Preschool Teacher Assistant	4	195	1140	0.0	\$0
	Gifted Teacher	12	195	1120	0.0	\$0
	Needs-Based Teacher	12	188	1120	0.0	\$0
	Needs-Based Teacher Assistant	4	200	1140	1.0	\$119,388
	EL Teacher Leader	195			0.0	\$0
	EL Teacher	188				\$732
	EL Teacher Assistant					\$0
Administrative Association Fees					\$0	
CJRF/SEV	Athletic Field Trips					\$0
	Athletic Officials					\$10,692
	Athletic Supplementals					\$2,765
	Co-Curricular Supplementals					\$0
	Custodial Supplies					\$0
	New School Start-Up Supplies & Materials					\$31,582
	Other					\$83,645
	Replacement Equipment					\$33,655
	Substitutes					\$30,185
	Supplies, Equipment & Services (SES)					\$2,804
Textbooks					\$57,640	
Travel Expenses					\$2,657	
SEES/SEV	Driver Certification Per Pupil Provision					\$0
	Gifted Program (SES)					\$0
	Planetarium Supplies					\$0

Special Needs Placement and Class Projections – Mrs. Dalencour & Mrs. Johnson

- Mrs. Dalencour inquired whether the two new special needs programs would result in students being moved county-wide to the school, and whether such moves occur within the district or only when additional resources are available.
- Mrs. Johnson explained that different elementary schools house different programs (e.g., behavioral disabilities are offered at Mountain View but not at our school). Students may be assigned to the school offering the program closest to their base school. Programs

have enrollment caps; for the upcoming year, the cap is eight students per program. If a program is full at a student's base school, the student may be placed at a nearby school with availability.

- As an example, a student requiring an intellectual disability program may later return to their base school once their needs are met.

2026–2027 Class Projections (Regular and Special Education Students):

- **Kindergarten:** 3 sections
- **1st Grade:** 4 sections (projected increase in incoming students)
- **2nd Grade:** 3 sections
- **3rd Grade:** 4 sections (increase due to current large 3rd grade class; potential to reach 28–29 students per class, but smaller class sizes are preferred)
- **4th Grade:** 3 sections next year (currently 4)
- **5th Grade:** 4 sections

11-Feb-26

School: 322 Alvey Elementary School

K-3 Ratio 24

Total Enrollment	Students	Special	Regular	Class Size	Teacher FTE	TA FTE
Pre-School	11	11	0			
Kindergarten	66	3	63	21	3.0	3.0
Grade 1	86	4	82	21	4.0	
Grade 2	69	4	65	22	3.0	
Grade 3	81	8	73	18	4.0	
Grade 4	72	3	69	23	3.0	
Grade 5	104	6	98	25	4.0	
Grade 6	0	0	0			
Grade 7	0	0	0			
Grade 8	0	0	0			
Grade 9	0	0	0			
Grade 10	0	0	0			
Grade 11	0	0	0			
Grade 12	0	0	0			
Total	489	39	450			
				Art/Music/PE FTE:	3.5	
				Total FTE:	24.5	3.0

Special Programs

SPED - Specialized Programs

	Students	Class Size	Teacher FTE	TA FTE	SES
Special Education Level I	31	12	3.0		\$3,672
Autism (Grades K-12)	15	16	2.0	4.0	\$4,085
Intellectual Disabilities	8	8	1.0	2.0	\$1,660
Hearing Impaired	0				
PACE	0				
Early Childhood SPED Resource	0				
Early Childhood SPED 3-5 Center Based	6	8	1.0	0.5	\$1,690
Early Childhood SPED Center Based (Doubles)	0				
Early Childhood SPED 2-Year Old	5	10	1.0	0.5	\$1,690
Emotional Disabilities	0				
Intellectual Disabilities- Severe	5	8	1.0	2.0	\$2,043
Special Education - Teacher Assistant					
			9.0	9.0	\$14,840

Resource Programs

		<u>Teacher FTE</u>	<u>TA FTE</u>	<u>SES</u>
Adapted Physical Education	0			
Direct Certification (Grades K-5)	35			\$57,860
Direct Certification (Grades 6-8)	0			
Direct Certification (Grades 9-12)	0			
Elementary Strings	0			
ESOL (Level 1-5)	20	1.0		\$775
Gifted & Talented (Grades K-5)	69	1.0		\$2,657
Gifted & Talented (Grades 6-8)	0			
Gifted & Talented (Grades 9-12)	0			
Hearing Impaired	0			
Occupational Therapy	0			
Physical Therapy	0			
Speech & Language Impaired	0			
Visually Handicapped	0			

Capital Improvement Project - PWCS



Energy Efficiency & Sustainability Measures

\$6.6 million
Outdoor Learning Environments
at 28 schools added in FY27

- Alvey Elementary School
- Ashland Elementary School
- Battlefield High School
- Belmont Elementary School
- Brentsville District High School
- Bristow Run Elementary School
- Buckland Mills Elementary School
- Bull Run Middle School
- C.D. Hylton High School
- Charles J. Colgan Sr. High School
- Chris Yung Elementary School
- Coles Elementary School
- Dale City Elementary School
- Ellis Elementary School
- Featherstone Elementary School
- Freedom High School
- Gainesville Middle School
- John D. Jenkins Elementary School
- Lake Ridge Middle School
- Marshall Elementary School
- PACE West
- Patriot High School
- Rippon Middle School
- River Oaks Elementary School
- Saunders Middle School
- Swans Creek Elementary School
- The Nokesville School
- Yorkshire Elementary School

Note: Projects may entail construction, renovation, and/or demolition of existing structures. On-going assessments may impact project prioritizations.

Outdoor Classroom Selection – Alvey

We are excited that our school was selected for an outdoor classroom. The opportunity was open to elementary, middle, and high schools, with different schools being selected over the next five years. The project, scheduled for 2027, will be fully funded and is expected to enhance our students' learning experiences. Additional details will be shared as they become available.

Capital Improvement Project - PWCS



Energy Efficiency & Sustainability Measures

\$21.1 million
LED Upgrades
at 22 schools
added in FY27

10 schools included from FY26 CIP
5 additional schools in FY27 CIP - Scenario B

FY 27 CIP Schools	FY 26 CIP Schools	FY 27 CIP – Scenario B Schools
<ul style="list-style-type: none">Antietam Elementary SchoolAshland Elementary SchoolBattlefield High SchoolBenton Middle SchoolBristow Run Elementary SchoolBuckland Mills Elementary SchoolColes Elementary SchoolForest Park High SchoolGlenlirk Elementary SchoolGravelly Elementary SchoolHaymarket Elementary School	<ul style="list-style-type: none">Charles J. Colgan Sr. High SchoolGainesville Middle SchoolKing Elementary SchoolMarsteller Middle SchoolRippon Middle SchoolRiver Oaks Elementary SchoolRockledge Elementary SchoolRonald Wilson Reagan Middle SchoolUnity Braxton Middle SchoolYorkshire Elementary School	<ul style="list-style-type: none">Alvey Elementary SchoolBull Run Middle SchoolCedar Point Elementary SchoolFeatherstone Elementary SchoolNeabsco Elementary School

28

We were selected on the scenario B list, if we don't get it in 2027, hopefully we will move to the A list for the following year.

Increasing Parent Feedback – Events | Mrs. Hedrick

- Reviewed current events and sought input on ways to increase parent engagement.
- Feedback was specifically requested for STEAM Night and Multi-Cultural Night.
- Noted that the county survey is lengthy; 52 Alvey families completed it, indicating interest in educational, hands-on events. An earlier survey this year received 8 responses and helped identify the drama coach for Drama Club.
- Discussed alternative feedback methods, including post-event surveys, surveys conducted in the Kiss & Ride line, and a simple board at events where parents can use red/green stickers to share input.
- Parents were encouraged to email Mrs. Hedrick with ideas or feedback on all events, even on PTO events.
- Updates since the last meeting:
 - The K Kids application has been completed; more details will be shared once available. This service organization will be fully funded.
 - The Singing Sunrays have been invited to perform at the Boxes of Basics Gala on March 7. A shirt vendor and transportation are provided.
- Mrs. Dalencour noted that there was positive feedback about the Spelling Bee and suggested finding ways to share feedback even for activities during the school day.
- **Teacher Time & Citizen Time: Mrs. Dalencour**
Asked for teacher updates, no updates.

Closing:

Motion to Adjourn: Mrs. Dalencour
2nd: Mrs. Norman

Meeting Adjourned: 6:51pm

Future Meetings at 5:30pm:

4/21/26

5/19/26