

**Prince William County
Public Schools**

**Superintendent's Advisory
Council on Instruction**

Annual Report

2025-26- Academic Year

Adopted by the
Superintendent's Advisory Council on Instruction
May 14, 2026

Contents

Introduction.....	3
Organization of the Council.....	3
Functions of the Council.....	4
Guiding Principles	5
Topics of the Council for the 2025-2026 Academic Year	5
Commendations	6
PWCS Strategic Plan- PWCS Vision 2025: Launching Thriving Futures	6
Learning and Achievement for All	7
Positive Climate and Culture	8
Family and Community Engagement	8
Organizational Coherence.....	9
Topics of Interest for the 2026-27 Academic Year.....	10
Appendix I: 2025-26 Council Membership	11
Staff Facilitator: Dr. Ashley Cramp, Director of Student Learning.....	11
Elected Officers	11
Student Representatives.....	11
School Representatives and Alternates	11
Elementary Schools	11
Middle Schools	16
High Schools.....	17
At-Large Representatives—None	18
Appendix II: 2025-26 Yearly Agenda	19

Introduction

Each year, the Superintendent's Advisory Council on Instruction (the Council) submits an annual report to the Superintendent of Schools. This report:

- Documents the Council's activities during the school year.
- Provides the Council's commendations, recommendations, and views on issues for consideration.
- Serves as a source of information for local School Advisory Councils, parent organizations, community groups, and local school administrators.

The annual report is part of the Council's ongoing communication strategy to share Council activities, ideas, commendations, and recommendations with the Superintendent, administrators, individual School Advisory Councils, and the community at large.

Organization of the Council

The Council was established in the Fall of 1996 to promote communication between the Office of Teaching and Learning (previously the Office of Instruction, Office of Student Learning and Accountability, Office of Student Learning) and parent representatives from each of the schools in Prince William County School Division. The Council provides advice/recommendations from parents and members of the community on curriculum and instructional program planning to the Division Superintendent. The Council is the only divisionwide parent advisory body whose membership includes a representative from each school.

Council membership is comprised of Individual School Representatives and Student Representatives:

Individual School Representatives

- Parent or guardian representatives from each Prince William County Public School who are also members of their respective school advisory councils.
- Individual School Representatives must have at least one student enrolled in the school they represent.
- Individual School Representatives include both "primary" and "alternate" members.
- Throughout the report, the term "parent(s)" shall be construed to mean parent(s) and/or guardian(s).

Student Representatives

- One Junior or Senior student representative is identified from each of the three high school regions (Eastern, Central, Western).

Council membership may also include At-Large Representatives:

- Representatives from business, civic, citizen groups or organizations or other stakeholders of Prince William County as deemed appropriate by the Superintendent.

- At-large representatives may or may not have students enrolled in Prince William County Public Schools.

All members of the Council are appointed by and serve at the discretion of the Superintendent.

For the 2025-2026 Academic Year, the Council was comprised solely of Individual School Representatives from each of the schools in the division, with 80 of 99 schools represented at one or more Council meetings. See Appendix I for a complete membership list.

The Executive Committee is elected by the Council membership. The Council Chair is elected by the general membership and is assisted by five Vice Chairs (3 from Elementary Schools, 1 from Middle School, and 1 from High School). The Vice Chairs are elected by the school representatives from their respective levels. The Executive Committee also includes a secretary elected from the general membership. The Associate Superintendent for Teaching and Learning serves as the Council's chief advisor and the Director of Student Learning as the Council's facilitator.

Based on Council feedback from 2025-26, the Associate Superintendent for Teaching and Learning, the Council's facilitator, and the Council Chair developed a schedule of meetings for the 2025-26 Academic Year. See Appendix II for the 2025-26 Yearly Agenda.

The Council's bylaws, yearly agenda, meeting agendas, and meeting minutes for the year—as well as presentations from speakers—appear on the Council's webpage on the pwcs.edu website.

Functions of the Council

The primary function of the Council is that of an advisory body but may also include that of an advocacy group for curriculum and instructional programs and initiatives. To fulfill these functions, the Council has the following responsibilities:

- Review the curriculum, instructional programs, and instructional priorities of the school division.
- Provide guidance for improving, expanding, and implementing curriculum and instructional initiatives.
- Communicate information on current programs, new initiatives, and implementation strategies to parents, guardians, students, and organizations within the school community.
- Represent their school or constituent community's interests to the Council.

The Council accomplishes these responsibilities through the following actions:

- Reviewing the instructional plan of the Office of Teaching and Learning and its proposed implementation.
- Reviewing the school division budget.
- Reviewing the current curriculum and instructional priorities to aid in the determination of divisionwide initiatives.
- Evaluating divisionwide needs and priorities.
- Reviewing strategies for meeting divisionwide needs and implementing new programs.

- Providing information, as needed, on current priorities, new initiatives, and implementation strategies to parents, guardians, students, other members of organizations within the school community, and other advisory groups.
- Fulfilling other responsibilities as requested by the division Superintendent.

Guiding Principles

Since its inception in 1996, the Council has adhered to seven guiding principles:

1. The school division should maintain high academic standards, continuity in applying those standards within every school and to every student, and consistency in implementing standards and initiatives throughout the school division from kindergarten through grade 12.
2. For any new curriculum or instructional initiative, there must be a corresponding professional development component.
3. The use of technology should be appropriately incorporated into instruction.
4. Each new curriculum or instructional initiative must include an evaluation component; and once the initiative has been implemented, there must be a comprehensive, ongoing evaluation of its effectiveness.
5. Communication must include listening and responding to achieve a well-informed and involved school community.
6. The school division should incorporate a streamlined process to collect, store, and exchange information and best practices.
7. The education of all students—regardless of economic condition, disabilities, learning requirements, English proficiency, or cultural and ethnic background—is the duty of all members of the school division: administrators, faculty, and staff have a joint responsibility to help all students succeed.

Topics of the Council for the 2025-2026 Academic Year

Throughout the year, the Council received presentations on topics related to instructional practices throughout the division. The Council received presentations on the *PWCS Vision 2025: Launching Thriving Futures* (the PWCS Strategic Plan); Instructional Shifts, Artificial Intelligence (AI) and Technology; Multi-Tiered Systems of Support; Behavioral Specialists; services and resources for gifted, special education, and English language learners; Grading policy and regulation; Budget; and the Capital Improvement Program.

In preparation for this report, the Council was asked to consider the presentations that were provided and to reflect on any additional questions, concerns, or commendations. Council members considered the views, priorities, and needs of the individual schools and advisory councils represented. The Council identified areas of commendation to highlight the people, programs, and practices that improve PWCS. The writing committee reviewed feedback on the topics covered this year and organized the report to align with the framework of the PWCS Strategic Plan.

Commendations

The Council wishes to commend the amazing teachers, staff, and administration of our division and their leadership in providing an outstanding education for our Prince William County students during this school year. There have been many challenges navigating instruction and addressing the students' academic and social-emotional needs. The Council wishes to recognize these efforts and express our appreciation for the dedication of so many throughout the school division. The Council would like to acknowledge specific areas of school division excellence. The Council urges the continued use of the cited programs and/or policies by the school division and the requisite funding to support such efforts.

The Council would like to highlight:

- Engaging parents as partners in updates to the regulations on grading.
- Opportunities for parents to gain greater insights into instructional shifts, programs, and policies through active advisory councils.
- Project based learning opportunities.
- Family Engagement series and the efforts to build strong communities.
- Increased clarity provided with updates to the Code of Behavior.
- Behavioral supports at all schools.
- Strategic plan and data driven decisions.
- Specialty programs with provided transportation.
- Summer discovery program.
- Greater emphasis on dual enrollment opportunities.
- Website updates with better organization for families and easier navigation.

PWCS Strategic Plan- PWCS Vision 2025: Launching Thriving Futures

In February 2022, the division adopted *PWCS Vision 2025: Launching Thriving Futures*. This plan identifies the Vision for PWCS, which states that “Every student will graduate on time with the knowledge, skills, and habits of mind necessary to create a thriving future for themselves and their community.” The mission is to “serve as trusted partners in education with our students, families, and community; prepare our students to be critical thinkers, responsible digital citizens, innovators and visionaries, resilient individuals, and global collaborators; and to commit to inclusive practices and equity with an expectation of excellence from every student and employee every day.”

This plan identifies the core values of equity, inclusivity, innovation, integrity, resiliency, and well-being as the framework for the PWCS Strategic Plan. This plan is built upon the following key commitments that the school division is making to all students, families, and the community: Learning and Achievement for All, Positive Climate and Culture, Family and Community Engagement, and Organizational Coherence. Within each commitment, the PWCS Strategic Plan identifies objectives, goals, and strategies to which the School Division is aspiring to achieve by 2025.

Feedback on topics covered by the Council this year has been organized within the structure of the identified commitments of the PWCS Strategic Plan.

The Council notes that in February of 2026, the division adopted PWCS *Elevate 2030*. This strategic plan will provide the framework for the structure and topics of this Council in the coming years.

Learning and Achievement for All

The commitment for Learning and Achievement for All represents the promise to provide academic excellence for all. This includes providing equitable opportunities for all students to achieve at all levels, preparing students for post-secondary education and the workforce, and preparing all staff members to support and challenge all students.

This year, the Council received presentations on instructional shifts including the inquiry-based model, 5Es of science instruction, Integrated Reading and Writing, data cycle/data science, Artificial Intelligence (AI) and Technology, and services and resources for gifted, special education, and English language learners.

The Council identified the following in relation to the presentations:

- SACI members commend the information provided on the 5E instructional model, integrated reading and writing, inquiry-based instruction, and the data cycle/data science. While the council supports the implementation of these instructional shifts, it continues to emphasize the need to adequately support teachers through implementation. In doing so, we ensure teacher effectiveness and increased long-term retention. Teacher support to assist in limiting teacher turnover is a high priority of the council.
- SACI members requested additional information regarding the use of technology in the classroom. Specifically, the council seeks clarity on division expectations for the balance of time on technology and time on more traditional paper-and-pencil instruction. In addition, the council requests information on the safeguards in place to guide and monitor technology use. Of particular emphasis is the measures implemented to ensure academic integrity in the age of artificial intelligence and greater communication at the school/teacher level about the digital platforms students have access to.
- The Council appreciates the information provided and acknowledges the division's efforts to inform families about available programs and services. However, the council notes that this information is not consistently reaching all members of the community. For example, confusion remains regarding the identification and decision-making process for gifted education. The council recommends continued use of the Family Engagement Series, combined with increased communication and outreach from the school level, to improve awareness and understanding throughout the community.

The Council identified the following additional comments and requests in relation to Learning and Achievement for All:

- The Council suggests exploring additional opportunities to support remediation during the summer months. In addition to existing support in reading and mathematics, the council expressed interest in summer offerings that include writing focused courses as well as the potential for self-paced, parent supported resources that could help mitigate summer learning loss.

- The council requests additional information regarding Virtual Prince William (VPW) and additional flexible options for credit. Specifically, the council seeks greater clarity on enrollment processes, courses offered, and practices in place to ensure that upper-class students have access to the courses needed to meet graduation requirements. In addition, the council would welcome opportunities for students to enroll in multiple courses during the summer and to access weighted course offerings.

Positive Climate and Culture

The commitment to Positive Climate and Culture is the promise to provide a welcoming, supportive, and safe environment for teaching and learning. This includes providing an environment which fosters inclusivity and connectedness and encourages social and emotional wellness. PWCS students and staff will feel supported and have a strong sense of belonging. The facilities will be welcoming, safe, and sustainable.

This year, the Council received presentations on academic and behavioral support, MTSS, and the role of the behavioral specialist.

The Council identified the following in relation to the presentations:

- The council recognizes the division's ongoing efforts to manage student behavior effectively and to promote consistent disciplinary practices across schools. At the same time, the council remains concerned about students whose learning experiences may be negatively affected by the misbehavior of others and respectfully requests additional information regarding the supports and interventions in place for these students. Additionally, the council continues to express concern about behaviors related to race and seeks further information on efforts underway to support all students, beginning at the elementary school level.
- The council acknowledges the division's increased investment in behavioral specialists and recognizes the importance of this support for students and staff. The council respectfully requests an update on the impact of the expanded number of behavioral specialists, including how this increase has supported student needs and contributed to positive outcomes across schools.

The Council identified the following additional comments or requests in relation to Positive Climate and Culture:

- The council requests additional information to clarify the role and responsibilities of the Dean of Students. Additional information desired: How does the Dean support the entire school? How does the dean foster meaningful relationships with students? How do students know about this resource for support?

Family and Community Engagement

The commitment to Family and Community Engagement represents building collaborative, meaningful partnerships to foster the success of all students. PWCS will engage families as

authentic partners in education, work with community agencies and business partnerships, and ensure honest, transparent, and two-way communication with families, schools, and the community.

In relation to Family and Community Engagement, the Council received a presentation on the grading policy and regulation updates.

The Council identified the following in relation to the presentation:

- The council commends the division's efforts to engage all stakeholders, including families, in the revision of the grading regulation and appreciates the multiple opportunities provided for feedback throughout the process. The council wishes to emphasize the importance of and strong recommendation that the following are included in updated regulations: maintaining consistency in grading practices across all schools, ensuring that students and families have timely and clear access to graded work and assessments, procedures for late work, and consistency within reassessments.. Additionally, the council expresses need to continue to share with the community about the transition to quality points in High School. The council respectfully requests an update on the final revisions to the grading regulations.

The Council identified the following additional comments or requests in relation to Family and Community Engagement

- In previous annual reports, the council requested the development of a parent resource landing page to support families in partnering with the division to advance student learning. The Council appreciates the updates made to the PWCS website to address this need and improve access to information and resources for families.
- The Council requests additional training for parents on educational tools such as Canvas and ParentVue; perhaps through the family engagement series or at the school level within their school communities.

Organizational Coherence

The commitment to Organizational Coherence strives to align the entire school division as one team, united in a singular commitment to support all schools, students, and families. This includes creating systematic structures for continuous improvement, removing barriers for communication to facilitate collaboration across the school division, ensuring our strategic priorities are driving our investments, and working towards convergence as a unified school system with shared accountability for school and division goals.

The Council received presentations on the Academic Year 2026-27 Budget and Capital Improvement Plan and the State of the School division.

The Council identified the following in relation to the presentations:

- The Council requests additional information to further understand the new funding model based on FTE rather than a per pupil allocation.
- The Council requests additional information on the equitable allocation of resources to ensure each school has the resources required to meet the needs of the students in the building.
- The Council requests additional information on any efforts to address overcrowding and balance enrollment across the division.
- The Council requests additional support in the budget to provide equitable opportunities for field trips and other hands-on learning activities.

Topics of Interest for the 2026-27 Academic Year

During the report-writing process, Council members identified additional possible topics to be discussed during the 2026-27 academic year:

- Transition supports students moving into middle and high school.
- Better understanding of career planning and the Vision Profile.
- Grading policy and regulation feedback and updates.
- Site-based management/leadership.
- Updates from VDOE, curriculum, SOLs.
- Updates on the school accreditation requirements and understanding the new VDOE framework around this.
- Updates on efforts to increase parent engagement at the school level (ex PTO)
- Flexible credit options for students.
- Technology: tech v. paper-pencil, integrity with AI, safeguards within platforms.
- Digging into the Dean role.
- New funding model and how does that help support school specific needs.

Appendix I: 2025-26 Council Membership

Appendix I represents registered membership and is not necessarily a reflection of meeting attendance.

Staff Facilitator: Dr. Ashley Cramp, Director of Student Learning

Elected Officers

Vanessa Olson <i>Chairman</i> <i>(Leesylvania ES)</i>	
Qiyamah Jones <i>Secretary</i> <i>(Kilby Elementary)</i>	Christy Weeden <i>Elementary School Vice- Ms. Gudinas</i> <i>(Piney Branch ES)</i>
Matt Martinez <i>Elementary School Vice Chair- Mr. Erickson</i> <i>(Montclair ES)</i>	<i>Elementary School Vice Chair- Ms. Werle</i> Erika Frazier <i>(Occoquan ES)</i>
Charla Walker <i>Middle School Vice Chair- Ms. Porter-Lucas and Mr. Harris</i> <i>(Saunders MS)</i>	Claudia Smith <i>High School Vice Chair- Mr. Wolfe and Mr. Hood</i> <i>(Colgan HS)</i>

Student Representatives

Area	Student Representative
Eastern	Gabe Anderson
Central	Abigail Dagim
Western	Cameron McGee

School Representatives and Alternates

Elementary Schools

School	Primary Representative	Alternate Representative
Alvey Elementary	LaShawna Norman	
Antietam Elementary	Brya Matthews	Brittany Henson
Ashland Elementary	Shalayna Harper	Angela Dargan
Bel Air Elementary	Brenda Villatoro	
Belmont Elementary	Zach Packard	
Bennett Elementary	Elicia Wright	Karen Nishimoto
Bristow Run Elementary	Nadia Mahmood	
Buckland Mills Elementary	Aqsa Rameez	
Cedar Point Elementary	Kelly Machovec	
Chris Yung Elementary	Allison Griffin	
Coles Elementary	Bre Jacoby	
Covington-Harper	Alexandra Vann	Napoleon Paxton
Dale City Elementary	Maira Salgado Garcia	
Dumfries Elementary		
Ellis Elementary	Mary O'Gray	
Enterprise Elementary	Rose Chuukwu	

Featherstone Elementary		
Fitzgerald Elementary	Mrs. Erica Fulton	
School	Primary Representative	Alternate Representative
Glenkirk Elementary	Guney Topcu	Ejatu Jalloh
Gravely Elementary	Amy Rhoades	
Haymarket Elementary		
Henderson Elementary	Brandon Bowman	Shelene Veyan
Innovation Elementary	Kelly Ortiz	
Jenkins Elementary	Brenda Byrd	
Kerrydale Elementary	Edwin Santos	Vivian O'Campo
Kilby Elementary	Qiyamah Jones	
Kyle Wilson Elementary	Maya Claros	
Lake Ridge Elementary	Heather McFarley	
Leesylvania Elementary	Diana Carvajal	Vanessa Olson
Loch Lomond Elementary		
Marshall Elementary	Jennifer Silva	Sam Furrer
Martin Luther King, Jr. Elementary	Tricia Miles	

Marumsco Hills Elementary	Elizabeth White	
Mary Williams Elementary	Vashion Johnson	Aretha Davis
McAuliffe Elementary	Katherine Grageda	Sarah Thomas
Minnieville Elementary	Honey Swiert Susmيران	
Montclair Elementary	Matt Martinez	
Mountain View Elementary	Shade Oyeбанjo	
School	Primary Representative	Alternate Representative
Mullen Elementary	Rochelle Brown	Laura Hernandez
Neabsco Elementary	Deshawna Vickers	Sonia Renderos
Occoquan Elementary	Kelly Machovec	Cindy Serrano
Old Bridge Elementary	Margi Bilock	Melissa Golba
Pattie Elementary	Kaycee Wright	Audrey Shutte
Penn Elementary	Kenya S. Manning	
Piney Branch Elementary	Christy Weeden	
Potomac View Elementary	Mariluz Torres	

River Oaks Elementary	Natalie Marbley	
Rockledge Elementary	Meredith Upchurch	Brian Powell
Rosa Parks Elementary		
Signal Hill Elementary	Katie Bendl	
Sinclair Elementary	Kimberli Arias	Eleana Moore
Springwoods Elementary	Kate Finnern	Duncan Torkornoo
Sudley Elementary	Rose Marie Khouri	
Swans Creek Elementary	Pedrielle Kennedy	
T. Clay Wood Elementary	Mrs. Jennifer Farag	Ada Armstrong
Triangle Elementary	Leslie Pope	
Tyler Elementary	Joshua "JR" Rabinowitz	Rebecca McKenzie
School	Primary Representative	Alternate Representative
Vaughan Elementary	Kennya Alvarado	Christian Morales
Victory Elementary	Matt Heffron	
West Gate Elementary		
Westridge Elementary	Melissa Perez	

Yorkshire Elementary		
Woodbine Preschool		

Middle Schools

School	Primary Representative	Alternate Representative
Benton Middle	Vanessa Olson	Vanessa Olson
Beville Middle	Felicia LaClair	
Bull Run Middle	Amy Rhoades	
Fred Lynn Middle	Ana Castellon	
Gainesville Middle	Becca Young	Kate Danziger
Graham Park Middle	Shunte' Gray	
Hampton Middle	Shiona Bullock	
Lake Ridge Middle	Magally Hurtado	
Marsteller Middle	Rhea Nesbitt	
Mary G. Porter Traditional School	Kari Dinarte	
School	Primary Representative	Alternate Representative
Parkside Middle	Kary Jones	

Pennington Traditional	Mariana Walls	Christina Berrang
Potomac Middle		
Potomac Shores	Stephanie Magee	
Reagan Middle		
Rippon Middle	Neville Welch	Shelley Anderson
Saunders Middle	Matt Martinez	Missy Myles
The Nokesville School	Matt Jarvi	
Unity Braxton	Emil El-Ayazra	Kimberli Arias
Woodbridge Middle	Reshaunda Wilburn	

High Schools

School	Primary Representative	Alternate Representative
Battlefield High	Alene Devereaux	
Brentsville District High	Melissa Goodwin	Terri Snoots
Charles Colgan Sr. High	Claudia Smith	Kelli O'Loughlin
Forest Park High	Vanessa Olson	
Freedom High	Joseph Williams	Suzanne Fisher

Gainesville High	Dennis Kryway	
Gar-Field High	Shiona Bullock	
Hylton High		
School	Primary Representative	Alternate Representative
Osborn Park High	Tonya Mills	Adrianna Berk
Patriot High	Marianne McGee	Ivan McGee
Potomac High	Nicole Chamblin	
Unity Reed High	Deshia Linder	
Woodbridge High	Sarah Honaker	
Governors School at Innovation Park		
Independence Non-Traditional	Ben Roe	
PACE West	Lauren Daley	

At-Large Representatives—None

Appendix II: 2025-26 Yearly Agenda**SUPERINTENDENT'S ADVISORY COUNCIL ON INSTRUCTION****2025-26 Yearly Agenda**

October 9, 2025	Welcome and Introductions
KLC, 1101	SACI Guidelines , Expectations
	Ms. Vanessa Olson, Chair SACI
	Key Instructional Updates VDOE/Division
	Dr. Ashley Cramp, Director of Student Learning
	Strategic Plan Feedback- Work session
	Dr. Ashley Reyher, Associate Superintendent for Special Education and Early Intervention
November 13, 2025	Welcome
KLC, 1101	PWCS State of the Schools
	Dr. LaTanya D. McDade, Superintendent
	Work Session
	Ms. Vanessa Olson, Chair SACI
December 12 2025	Welcome
KLC, 1101	Learning and Achievement For All: Instructional Shifts: IDM/Inquiry, 5E, Data Cycle, Integrated Reading/Writing
	Dr. Ashley Cramp, Director of Student Learning
	AI and Technology
	Mr. Matt Guilfoyle, Chief Information Officer
	Work Session
	Mrs. Vanessa Olson, Chair, SACI
January 8, 2026	Positive Climate and Culture
KLC, 1101	Office of the Office of the Ombuds
	Ms. Monique "Mo" Bookstein, Ombudsman
	Code of Behavior updates and revisions, Code of Discipline
	Mrs. Teresa Duvall, Director of the Student Hearings Office
	MTSS Behavior, Behavior Specialist Role
	Dr. Darwin Barker, Director of Tiered Intervention and Supports

February 12, 2026 KLC, 1101	Welcome & Business Mrs. Vanessa Olson, Chair, SACI Grading Policy and Regulation updates/feedback Dr. Stephanie Soliven, Associate Superintendent for Teaching and Learning Presentation on Services, resources and Panel Q/A: Gifted, SPED, English Learner Dr. Brenda Bailey, Supervisor, Gifted Education and Special Programs, Dr. Aimee Holleb, Director, Special Education – Specialized Instruction, and Dr. Lynmara Colon, Director, Student Opportunity and Multilingual Services. Work Session Mrs. Vanessa Olson, Chair, SACI
March 12, 2026 KLC, 1011	Welcome & Business Mrs. Vanessa Olson, Chair, SACI Capital Improvement Plan (CIP) Mr. Justin Moss, Director of Facilities Budget Mr. Joe Mondoro, Director of Budget
April 10, 2025 KLC, 1011	Welcome, Report Writing & Vote on Topics for the Annual Report Mrs. Vanessa Olson, Chair, SACI
May 8, 2025 KLC, 1011	Report Adoption Elections End-of-Year Survey Mrs. Vanessa Olson, Chair, SACI Updates to Grading Policy and Regulation Dr. Stephanie Soliven, Associate Superintendent for Teaching and Learning Advanced Academics and Equity Dr. Michelle Shelton, Director of Diversity, Equity, Inclusion, and Compliance