

## Superintendent's Advisory Council on Instruction

February 12, 2026

Approved Minutes

6:00pm Welcome, Vanessa Olson, Chair, SACI

January meeting minutes were approved as written.

Members were informed of the presentation on the Budget and the council discussed where to locate the presentation and how to reach out to representatives for feedback. The role of SACI within the budget process was also discussed. SACI helps to inform decisions through the highlighted priorities in our annual report. This information is used to help guide decisions on the next budget cycle that will begin in July. Feedback on the current budget should be directed to school board members.

### **Grading and Assessment Practices- Policy 661- Dr. Stephanie Soliven, Associate Superintendent for Teaching and Learning**

There has been an ongoing review of the PWCS regulations in relation to assessments and grading. There are 11 regulations on grading. Some of these regulations contradict each other.

Keep in mind- the school board sets policy, staff develop regulations.

Stakeholder groups were asked to provide feedback. These groups included administrators, teachers, staff, parents, and students. There were many deep and different feelings about grading. The work of the taskforce was to balance these deep and different feelings.

There were many "heavy hitter" topics across the grade levels that were identified including late work, homework, final grade calculations, the weighting of grades, and retakes.

Key findings from the survey results

- All student work should receive prompt feedback that informs both the students and parent about the student's strengths and areas of improvement
- There will be a minimum of 9 graded assignments in a 9 week grading period. Grades should be updated weekly.
- Students should complete work on time.
- Students must be given an opportunity to retake a summative assignment or be given additional opportunities to show proficiency.
- The final yearly grade shall be calculated by percentages being converted to corresponding points. (95=A = 4 points)
- Grades should be communicated promptly by teachers.

Regulation considerations- opportunity for feedback.

- Weighting of assignments
- Grading scale
- High school final exams
- Late work
- Report Cards

A survey link was provided for feedback.

There will be additional meetings with stakeholders. Dr. Soliven will return in April with an update.

### **Gifted Education and Talent Development, Brenda Bailey, Supervisor of Gifted Education and Talent Development**

Gifted is defined as students who demonstrate high levels of accomplishment or show exceptional academic potential beyond their age peers of similar experience or environment in General intellectual aptitude (K-12), Language (K-12), Math (K-12), History and Social Science (6-12) and Science (6-12).

There are 14,314 students identified as gifted.

The Gifted Education program provides services for students whose advanced learning needs can not be entirely met in the general education classroom setting. It is available in every school. Identified students work with a gifted recourse teacher on a regular basis. Students engage in challenging units of study, independent projects and seminars. There is a focus on developing advanced skills in critical thinking, creative thinking, communication, collaboration, and conceptual thinking.

The goals include growing independent thinkers and learners, informed and supportive collaborators, and exceptional leaders. And, to prepare students for advanced coursework, dual enrollment, post-secondary education, and future careers.

Gifted services looks different in elementary, middle, and high school. In high school the need for pull out services is less relevant. AP and other advanced courses help meet the needs of gifted students.

There is a webinar available to help guide families through the identification process. (PWCS.edu -- Families—Academic Programs--- Gifted education and talent development, then click on the identification process link on the left side of the screen)

Parents can complete a referral form to start the identification process at any time during the year. The process includes the referral, permission, the collection of evidence, school level identification committee, the division level committee and written notification. Referrals can also come through teachers, specialists, counselors, and administrators. There are also universal screenings offered at 2<sup>nd</sup>, 3<sup>rd</sup>, 6<sup>th</sup>, and 9<sup>th</sup> grades.

No one test or piece of information will automatically qualify or disqualify a student. It is a wholistic look at the student.

**PWCS Special Education, Dr. Aimee Holleb, Director Specialized Instruction, Dr. Amanda Mallory, Procedural Support, Dr. Wendy Martin- Johnson, Programs and Development**

Presentations were provided from each of the departments (Specialized Instruction, Procedural Support and Compliance, and Programs and Development)

*Who We Are and What We Do-*

Specialized Instruction- Cluster supervisor/coordinator to support specially designed instruction in each school. Specialists include autism, d/hh, vision, O&M, audiologist, adapted physical education, and assistive technology. Run the parent resource center, professional development and coaching.

Procedural Support and Compliance- provide technical guidance, customized training, and procedural support to clusters in special education processes to include IEP and Section 504, division wide professional development, support the facilitated IEP process and dispute resolution, development of procedural resources and guidance.

Programs and Development. Eligibility and Child find, speech, occupational therapy, and physical therapy, Transition services, liaison with discipline and nontraditional program.

Enrollment- total enrollment in special education was 13551 students in 2025

#### *Highlight of recent success*

Specialized Instruction-Bright beginnings, a new teacher induction program.

Procedural Support and Compliance- added procedural support supervisor and 4 administrative coordinators.

Programs and Development.-recognized by the Chamber of Commerce for innovated partnership for transition.

#### *Current Priorities*

Specialized Instruction- ongoing professional learning for staff, new SPED teacher induction program,

Procedural Support and Compliance- Special Education Department Chair Academy, direct coaching and training for new special education teachers and administrators who oversee special education.

Programs and Development- Opening of 2 additional work-based learning sites, focus on tiered interventions for speech.

#### **English Learners in PWCS, Dr. Lynmara Colon, Director Student Opportunity and Multilingual Services.**

We have 26,691 English Learners from 159 countries of origin who speak 201 languages. The top country of origin in the last two years is Afghanistan and the top spoken language is Spanish.

We have programs to support multilingualism in PWCS including: English Language Development, World Language programs in some Elementary schools, secondary world languages, and 4 dual language immersion programs at Minnieville, BelAir, Chris Young, and Featherstone Elementary schools.

PWCS funds all EL students at the local level. Title III federal grant funds support the division with additional professional learning, staff, community engagement, and supplements to support going above Tier I instruction.

We have made curriculum enhancements in ELA/Math with instructional scaffolds for ELs.

We include WIDA standards and alignment to new ELA/Math Standards.

We work collaboratively across departments and planned across multiple years to support EL students.

We have the highest performance on State tests in Virginia.

Council participated in a Panel Q&A discussion with presenters.

Work session on the topics for March meeting, which include the Budget and Capital Improvement Plan.

Meeting adjourned 8:00pm