

Superintendent's Advisory Council on Instruction

January 8, 2026

Approved Minutes

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

December meeting minutes were approved as written.

Members were informed of the 2030 Strategic Plan, Elevate, that was presented at the school board meeting. Members were directed to the PWCS website to review the presentation and were informed how they could provide additional feedback. This will be adopted at a future school board meeting.

Office of the Ombuds, Ms. Monique "Mo" Bookstein, Ombudsman

Office is

- 1) Confidential
- 2) Informal- off the record resource
- 3) Independent- outside the chain of command.
- 4) Impartial- can't advocate.

Can advocate for a fair and equitable process. Not specific situations.

How the Office of the Ombuds can help

- 1) Listen
- 2) Provide resources
- 3) Coach help people have the difficult discussions

Common concerns

- 1) Discipline issues
- 2) SPED procedures
- 3) Interacting with schools

2025-26 Code of Behavior Overview, Teresa Duval, Director for Student Hearings Department

The Code of Behavior (COB) is grounded in the code of Virginia. Every year it is reviewed by the school board. This usually happens in May.

The purpose of student code of behavior is to establish the expectations for student behavior to enhance school safety. It supports preventative and age-appropriate responses to discipline before resorting to exclusionary practices. It provides access to quality education and behavioral interventions for students who are removed from the classroom. It also encourages partnerships with students and families to improve student school climate and learning conditions.

The COB is presented by administration to students in all grades at the beginning of the school year. Families are notified of the COB at the beginning of the year and how to access it online. Families can request a hard copy to the COP and it is provided in 9 different languages.

The COP focuses on

- Awareness and Expectations
- Multi-tiered systems of support and restorative practices
- Leveled systems of responses to COB violations
- Clarification of behavior definitions
- Alignment with PWCS policies, regulations, and procedures
- Cultural Competency.

Changes to the COB 2025-26

- Student Voice Bill of Rights
- Student Behavior and Administrative Response (SBAR) codes
- Leveling Interventions and Discipline Responses.

PWCS discipline codes are now aligned with the **Virginia SBAR (Student Behavior and Administrative Response) categories**, which include:

- **BAP** – Behaviors Impeding Academic Progress
- **BESO** – Behaviors Endangering Self or Others
- **BSC** – Safety-Related Behaviors
- **BSO** – School Operations Behaviors
- **RB** – Relationship Behaviors (no physical harm)

- **PD** – Persistently Dangerous Behaviors

Leveling of Consequences

Levels 1–5 vary by grade band (PK–2, 3–5, 6–12), with:

- Level 4 = short-term suspension
- Level 5 = referral to Student Hearings, long-term suspension, alternative placement, or expulsion

Due Process Rights

Students must receive:

- Clear notice of alleged misconduct
- Opportunity to share their perspective
- Evidence review (video, documents, statements)
- Written explanation of discipline decisions
- Appeals options (particularly for long-term suspensions)

PWCS must ensure procedures are **fair, ethical, and equitable**.

MTSS Behavior Support Framework, Dr. Darwin Barker, Director, Tiered interventions and Supports

MTSS Goals

- Support students before behavior escalates.
- Improve SST (Student Support Team) processes.
- Reduce exclusionary discipline.
- Integrate PBIS, Restorative Practices, SEL, Character Education.

Behavioral Support Continuum

A new internal resource hub includes guidance across:

- **Tier 1:** Schoolwide expectations, relationship building, PBIS, data analysis

- **Tier 1 (Classroom):** De-escalation strategies, restorative chats, optimal classroom conditions
- **Tiers 2 & 3:** SST supports, tracking tools, check-in/check-out, specialized plans
- **OSEEI Supports:** FBA/BIP processes, specialists, IEP/504 assistance

Role of Behavior Specialists

The team expanded from **13 to 28 specialists**, now supporting fewer schools more consistently.

New Responsibilities

- Coaching staff on proactive classroom strategies.
- Supporting PBIS and Restorative Practices integration.
- Participating in SST meetings.
- Providing FBA/BIP assistance.
- Partnering on challenging behavior cases.
- Building long-term capacity, not replacing school staff roles.

Work session on the February topics.

Next SACI meeting: **February 12, 2026**

Topics: Grading policy updates, Gifted/SPED/ELL services panel.

8:01 Meeting Adjourned