

WELCOME TO SACI

February 13, 2025



Agenda



7:00 **Welcome and Business**

7:10 **MTSS--Brief Overview and Q&A**

- Dr. Darwin Barker, Director, Tiered Intervention and Supports
- Desmond Dawkins, Supervisor, Tiered Intervention and Supports

7:30 **Mental Health Supports for Students—Brief Overview and Q&A**

- Dr. Kala Goodwine, Director, Student Health and Wellness
- Anthony Clark, Supervisor of School Social Workers

7:50 **Human Resources—Teacher Retention & Supports**

- Dr. Matt Wygal, Supervisor of Employee Relations

8:10 **BREAK**

8:20 **Family Engagement**

- Yanet Boyd, Supervisor of Family and Community Engagement

8:40 **Work Session—Budget and Capital Improvement Plan**

8:55 **Closing & Adjourn**

Opportunities for Involvement



SACI

- Bylaws Working Group
- Annual Report Writing

Division

- Grading Survey
- Strategic Plan 2026-2030
 - Current plan ends December, 2025

Student Learning

- Reconsideration of Instructional Materials Committee
 - Email coming from Vanessa
- Brief Assessment Survey—5 questions
 - Should be coming from principal via school status tomorrow or early next week
 - Due 2/25

MTSS

Multi-Tiered System of Supports

Dr. Darwin Barker, Director, Tiered Intervention & Supports
Desmond Dawkins, Supervisor, Tiered Intervention & Supports



Dr. McDade's Video Clip



PWCS Strategic Plan: Grounding Our Work



Learning and Achievement for All

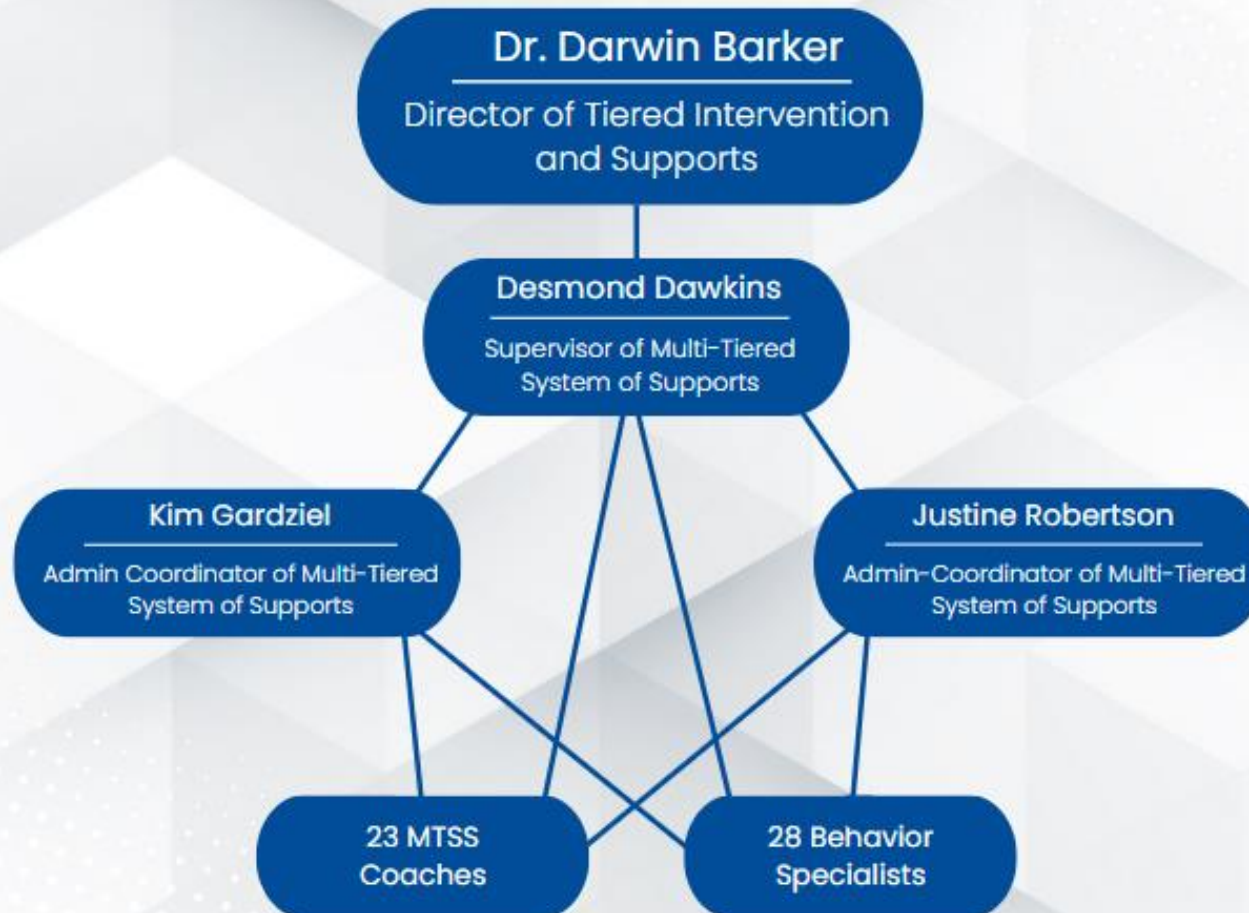
PWCS will prepare all staff members to support and challenge all students.

Positive Climate and Culture

PWCS staff will be empowered, supported, and engaged with a strong sense of belonging.

TIERED INTERVENTION AND SUPPORTS

ORGANIZATIONAL CHART



Priorities for 2024-2025



MTSS implementation at Tiers 1, 2, & 3

Leveraging the MTSS framework to support on-time graduation

Evidence-based diagnostic tools, practices, & interventions

Support VA Literacy Plan implementation

Strengthen behavioral supports


Ensure best practices related to de-escalation, restraint, and seclusion

- Highlight key components of the PWCS MTSS framework.
- Provide a high-level overview of the MTSS decision-making process.
- Explore the partnership between families and school staff.
- Address questions shared by SACI members.



“Thinking Upstream” Video





**“When solving problems, dig at the roots instead of
hacking away at the leaves.”**

Anthony J. D’Angelo



Five Strategies to Support MTSS Integration



- Align the Vision of the Work with Goals of the Organization
- Build Collective Understanding at the Division and School Level
- Provide Professional Learning on Teaming, Resource Mapping, and Best Practices
- Develop a School-Based MTSS Team (Student Support Team)
- Provide Ongoing Coaching Support

All PWCS students will graduate on time with the knowledge, skills, and habits of mind necessary to create a thriving future for themselves and their community!



PWCS Vision 2025

Basis for MTSS Framework

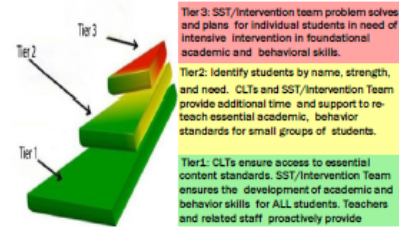


What is a multi-tiered system of supports?

MTSS

What is a multi-tiered system of supports?

A multi-tiered system of supports (MTSS) is an adaptive and responsive framework that helps schools identify and provide targeted supports for students who are struggling academically and/or behaviorally. The focus is to identify students by name, strength, and need while providing differentiated instruction and the necessary academic, behavioral, and social-emotional wellness support for ALL students across ALL schools. In PWCS, MTSS is built upon strong and intentional collaboration, enhanced by the belief that ALL students can learn at high levels. PWCS will implement coherent, articulated, aligned, culturally and linguistically responsive instructional practices and learning pathways across all grade levels and content areas, focusing on improving the academic progress of English Learners and students with disabilities.



What are the key components of MTSS?

- Student Support Team (SST)/Intervention Team with identified leader to guide MTSS implementation
- Culture of collective responsibility for ALL students
- High-quality Tier 1 core instruction for academics, behavioral, and student social-emotional wellness
- Goal setting and monitoring student progress
- Data-informed decision making across the tiers
- Early implementation of evidence-based interventions with fidelity
- Engage families as authentic partners to support student academic progress

Common challenges when implementing MTSS:

- Primarily viewing MTSS as a process to identify students for special education
- Designing interventions without a focus on the implementation and fidelity of the instructional core for continuous improvement
- Failing to guarantee equitable access to rigorous, high quality, culturally relevant curriculum for all students
- Over reliance on intervention programs that fail to improve student outcomes
- Too much emphasis on factors that impact student progress which the staff cannot directly influence
- School staff with a fixed mindset vs. a growth mindset, as it relates to student learning
- Failing to monitor and adjust MTSS implementation as part of the school's continuous improvement plan (CIP)

How are decisions made?

Schools implementing MTSS use a collaborative decision-making process to address the needs of students across the tiers. At all tiers, decisions are based upon multiple data sources. Teams apply decision guidelines to monitor the effectiveness of Tier 1 core instruction, adjust core instructional practices, and identify students in need of additional support or intervention. Effective Tier 1 instruction should ensure the success of approximately 80% of students. If not, then instructional adjustments should be made. *The best intervention is prevention.*

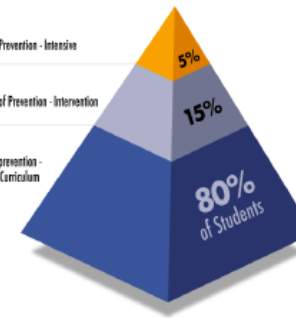
How can schools strengthen MTSS implementation?

- Build a culture of collective responsibility to Launch Thriving Futures for ALL students
- Fortify strong Collaborative Learning Teams (CLTs) that focus on refining instructional practices, continuous improvement, and results
- Strengthen Tier 1 core instruction utilizing the PWCS instructional playbook and UDL principles
- Implement differentiated, scaffolded, culturally and linguistically responsive instruction
- Establish a master schedule with dedicated time for intervention and/or use creative scheduling solutions
- Identify and prioritize resources (ex: materials, personnel) available within the school
- Commit to a regular cycle of monitoring the effectiveness of MTSS implementation
- Leverage the coaching and support of the PWCS MTSS coach and behavior specialist to build the capacity of school staff to support student needs

TIER 3
Tertiary Level of Prevention - Intensive

TIER 2
Secondary Level of Prevention - Intervention

TIER 1
Primary level of prevention - Instruction/Core Curriculum



MTSS Professional Learning and Support
Director: Dr. Darwin R. Barker
Supervisor: Desmond Dawkins
Administrative Coordinators:
Justine Robertson & Kim Gardziel

adapted from Taking Action by Buffum, Mattos, and Malone

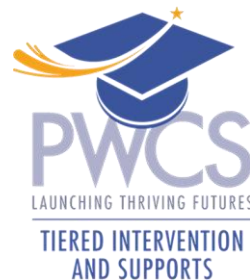
How are decisions made?

How can schools strengthen MTSS implementation?

What are the key components of MTSS?

Common challenges when implementing MTSS

Multi-Tiered System of Supports (MTSS) is an adaptive and responsive framework that helps schools identify and provide targeted support for students who are struggling academically and/or behaviorally. The focus is to identify students by name, strength, and need. MTSS is built upon strong and intentional collaboration between families and schools, enhanced by the belief that ALL students can learn at high levels.



MTSS Framework Key Components



- Student Support Team (SST) with an identified leader to guide MTSS implementation
- Culture of collective responsibility for ALL students
- High-quality Tier 1 core instruction for academics, behavior, social and emotional wellness
- Data-informed decision-making across the tiers
- Monitoring student progress
- Early implementation of evidence-based interventions with fidelity
- Engage families as authentic partners to support overall student success

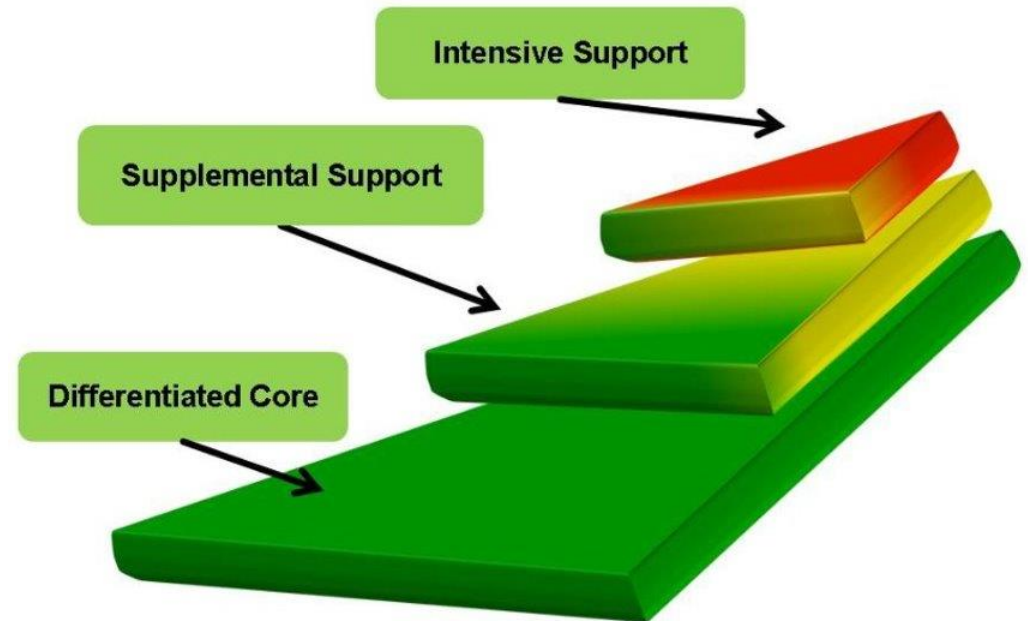
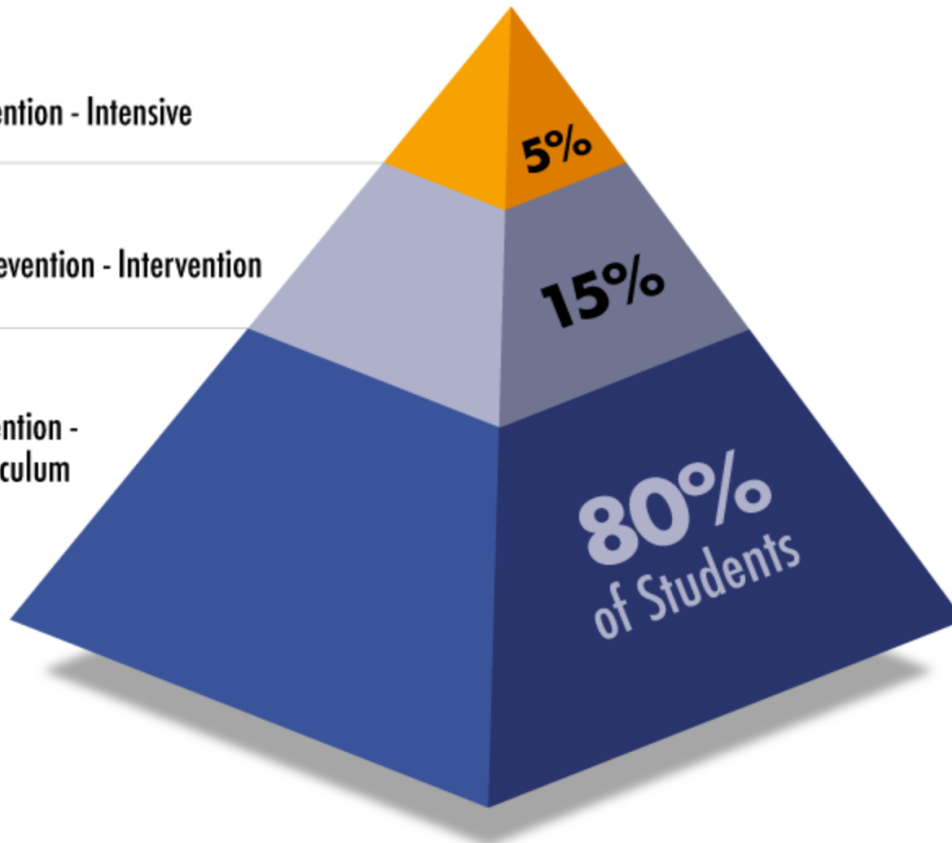
Tier 1 Universal Instruction

The best intervention is **PREVENTION!**

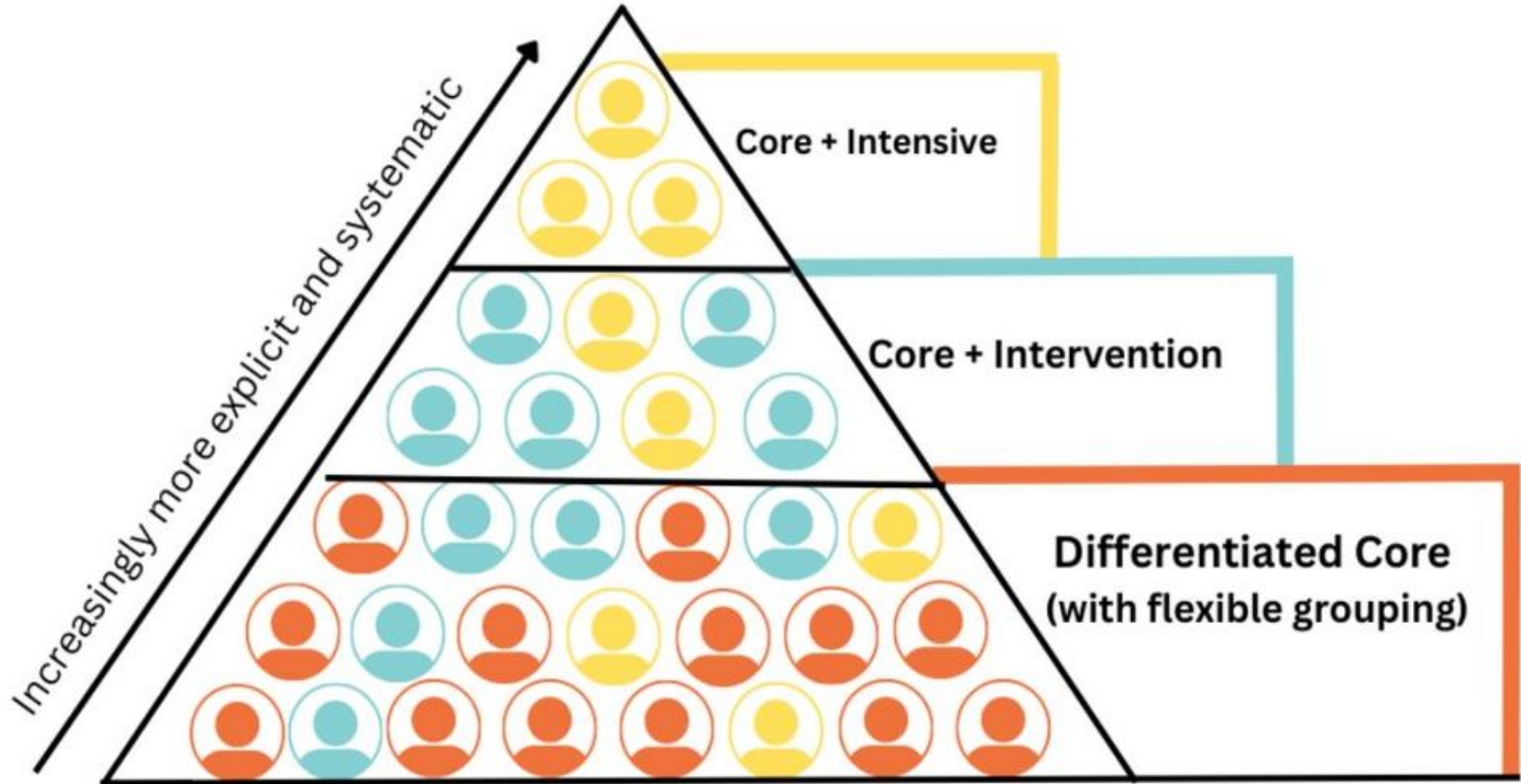
TIER 3
Tertiary Level of Prevention - Intensive

TIER 2
Secondary Level of Prevention - Intervention

TIER 1
Primary level of prevention -
Instruction/Core Curriculum



Layers of Support



MTSS Promotes Equity



MTSS:

- Is designed to effectively address the diverse learning needs of students.
- Provides targeted interventions and differentiated supports to ensure every student has the opportunity to succeed and maximize their potential.
- Focuses on early intervention and data-driven decision-making.
- Is based on a proactive and preventive model to help school staff identify barriers to learning before they become challenges.
- Fosters a culture of collaboration and problem-solving among stakeholders to create optimal conditions for learning and improving student outcomes.

STUDENT SUPPORT TEAM

- School Administrator (required)
- General Educator
- Parent/Guardian
- School Counselor
- Specialist/Coaches
- Psychologist
- Social Worker



MTSS Decision-Making (No Suspicion of a Disability)



Student is struggling academically, behaviorally, and/or social-emotionally.



Teacher collaborates with colleagues to develop strategies to support the student.



If concern is not resolved, teacher requests support from the *Student Support Team*.



Student Support Team creates a *Student Support Plan* to address the concerns.



Student Support Team regularly monitors and documents student progress.



If concern is still not resolved, *Student Support Team* may refer student to *Child Find Team*.

Families and School Staff as Educational Partners



Families and school staff collaborate to identify student needs, share valuable insights, and implement effective interventions. This partnership fosters a holistic approach to student development, enhancing academic, social, and emotional outcomes.



FAQ: What do we do when...

I have a concern about my child's performance in school?

- Contact the teacher to find out how you can partner with them to help your student.



FAQ: What do we do when...

I am invited to attend a Student Support Team meeting?

- Provide the team with information that can help them understand the strengths and needs of your child.



Responses to Questions from SACI Members



Are there any student-led accountability programs, such as a kid court or kid council, to address "bad" behavior?

Is restorative justice being implemented?

Are restorative practices uniform across schools (elementary, middle, high) when it comes to racially motivated hate speech?

- Restorative Practices (RP) in PWCS
- Norming a PWCS behavioral support continuum which includes the PWCS Code of Behavior.
- Increasing staff with RP training is a division-wide focus per the strategic plan.
- Utilize the RP implementation rubric with specific indicators to build staff capacity and strengthen school practices.

What support or assessment is available for teachers with a majority of students failing or not successful?

- Lexia (reading) and Zearn (mathematics) are the division-approved academic interventions layered onto Tier 1 instruction.
- VA Department of Education (VDOE) approved interventions can be used based on identified student needs.
- AimswEBPlus is a progress monitoring tool used to provide additional data on a student's progress.

How are teachers supported with behavioral issues in class?

- School-based staff (administrators, support staff, security)
- PWCS Behavioral Support Continuum aligned with the PWCS Code of Behavior
- Positive Behavioral Interventions and Supports (PBIS) integrated with Restorative Practices (RP).
- Support from Behavior Specialists and MTSS Coaches

Is it a school or county-based decision that students must go through MTSS before obtaining a 504 for a medical diagnosis such as ADHD, or should it be both?

How quick are meetings on MTSS? Does this interfere with 504/IEP's?

Is MTSS just a delay in identifying true disability for students for the 504/IEP process?

- Student Support Plan (SSP) should be created by school staff when referring for an initial referral for a suspected disability.
- When a parent/guardian or school staff member requests a Student Support Team (SST) meeting, it should be held within 10 school days.
- Meetings do not interfere with 504 or IEP meetings.
- Process cannot delay a referral when a disability is suspected.

Thank you!



Mental Health Supports

Dr. Kala Goodwine, Director, Student Health & Wellness
Anthony Clark, Supervisor, School Social Workers



Commitment

2 Positive Climate and Culture

Values
Spotlight



Objective 2.1:

PWCS will provide a learning environment which fosters inclusivity, connectedness, and encourages social and emotional wellness for all.

GOALS AND STRATEGIES



of students will report satisfaction with the school climate, belonging, and wellness domains on the PWCS Division-wide Climate and Culture Survey

5%
decrease

in students who are chronically absent

10%
decrease

in dropout rates for all students

10%
decrease

in students receiving exclusionary discipline for all student groups

Mental Health Support for Students in PWCS



Our approach

Assess student needs annually.

Partner with parent/guardians to determine if emotional/mental health concerns may impact learning.

Dispense support to students according to agreed upon needs.

Ground our work in the MTSS framework.

Define tiers of support and designate school-based mental health professionals to operate in each tier.

Ensure that school staff collaborates to move students between tiers of support using the Student Support Team process.

Ensure mental health support is implemented in a standardized manner across PWCS.

Use of state and federal grant funds to offer additional supports to those families with the greatest need.

Monitor standards of excellence for delivery of Tier 1, 2 and 3 mental health support to students during the school day.

Assess Student Needs Annually



Annual Emotional Needs Assessment

- All students in grades 3-12 are provided an opportunity to take the assessment during the first month of the school year.
- Parent/guardians are provided a preview of the needs assessment questions in mid-July and have an opportunity to opt their student out of taking the assessment.
- Questions are developmentally appropriate and designed to elicit responses that determine if more support may be needed.

- Grade 3-5 = 18,301 respondents
- Grade 6-8 = 19,815 respondents
- Grade 9-12 = 25,306 respondents



Assess Student Needs Annually



Annual Emotional Needs Assessment

22%

Students who reported that they felt more anxious than normal during the past six months.

15%

Students who reported they felt lonelier than normal during the past six months

10%

Students who reported that a loved one has died in the previous six months.

Ground our Work in the MTSS Framework



Tiered Support for Students by Name and Need

Tier 3 – Mental health support outside the school day by trained school-based mental health professionals (PWCS Support Corps), referral to external mental health professionals (Hazel Health) and intense interventions during the school day as dictated by the student's individualized education plan.

Tier 2 – Group and individual counseling during the school day conducted by School Counselors, School Social Workers and School Psychologists when the student's mental health concerns impede learning.

Tier 1 – Social and emotional wellness and mental health awareness classroom lessons taught by school counselors.

Standardized Implementation of Mental Health Support



**PWCS
Heals
2021-2024**

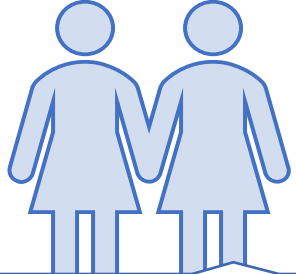


**PWCS
Thrives
2024-2026**

Take care of the adults..



Holistic Well-Being



Burnout Prevention & Balance




Self-Efficacy

So, they can take care of the students.



Social Awareness



Relationship Skills



Self Management



Self Awareness

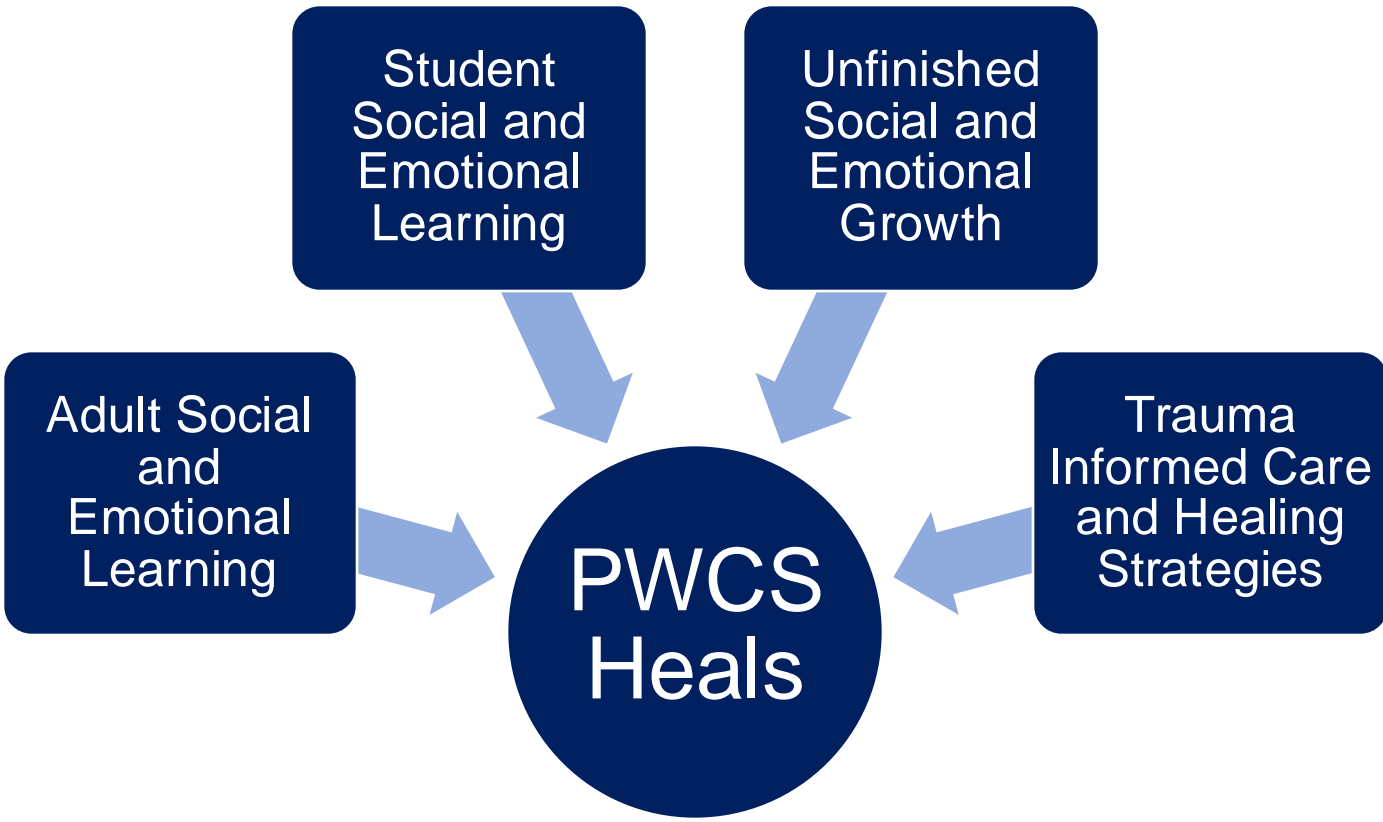


Responsible Decision Making

Standardized Implementation of Mental Health Support



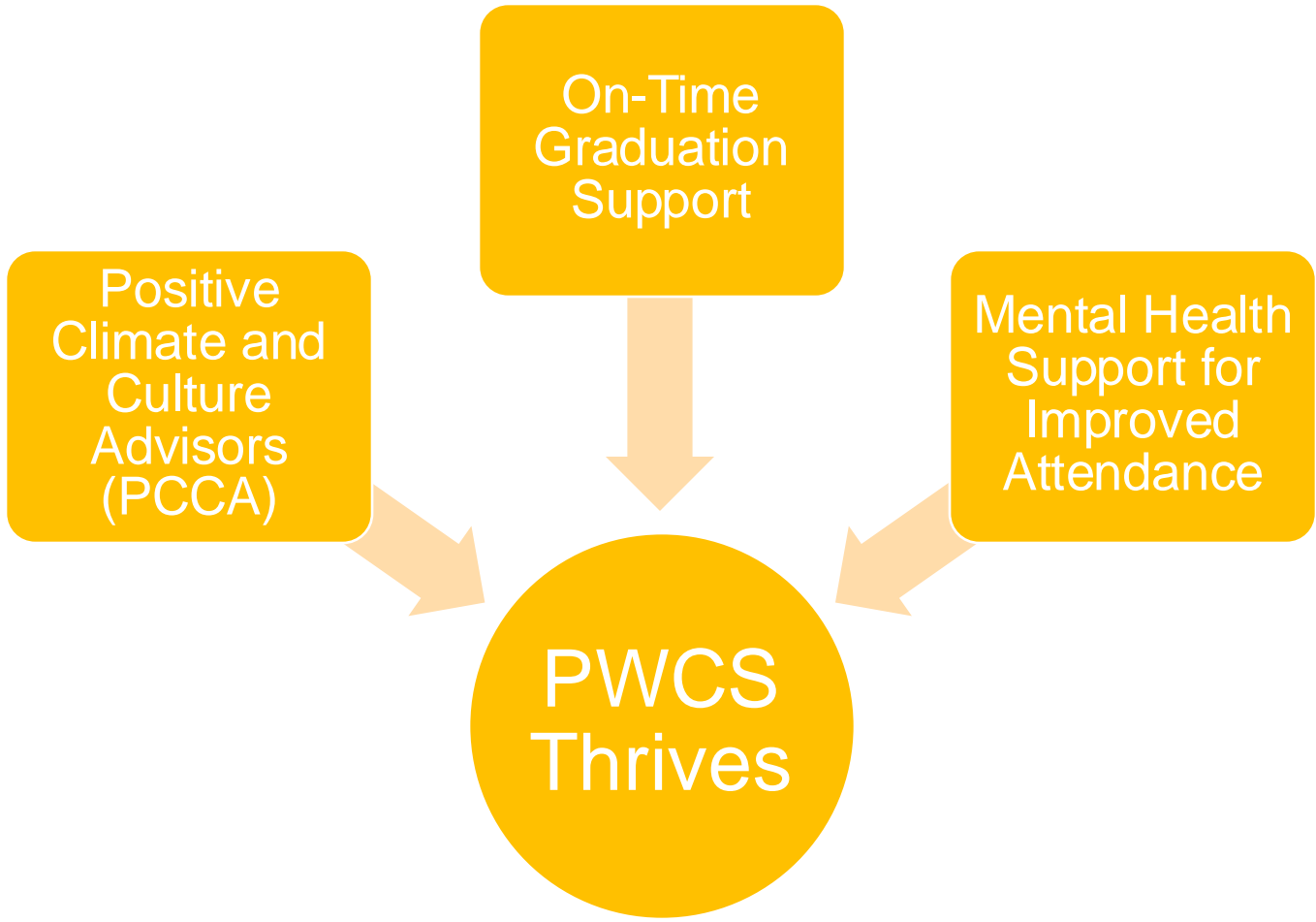
Beginning in May of 2021, the PWCS Heals initiative supported our students and staff as they returned to school buildings after our pandemic related closures. The social and emotional impact of the events of 2020 and 2021 created a barrier to learning for many students.



Standardized Implementation of Mental Health Support



Beginning with the 2024-25 school year, the **PWCS Thrives** initiative will replace PWCS Heals and will focus our human and fiscal resources on supporting school engagement and on-time graduation.



Collaborating With Hazel Video

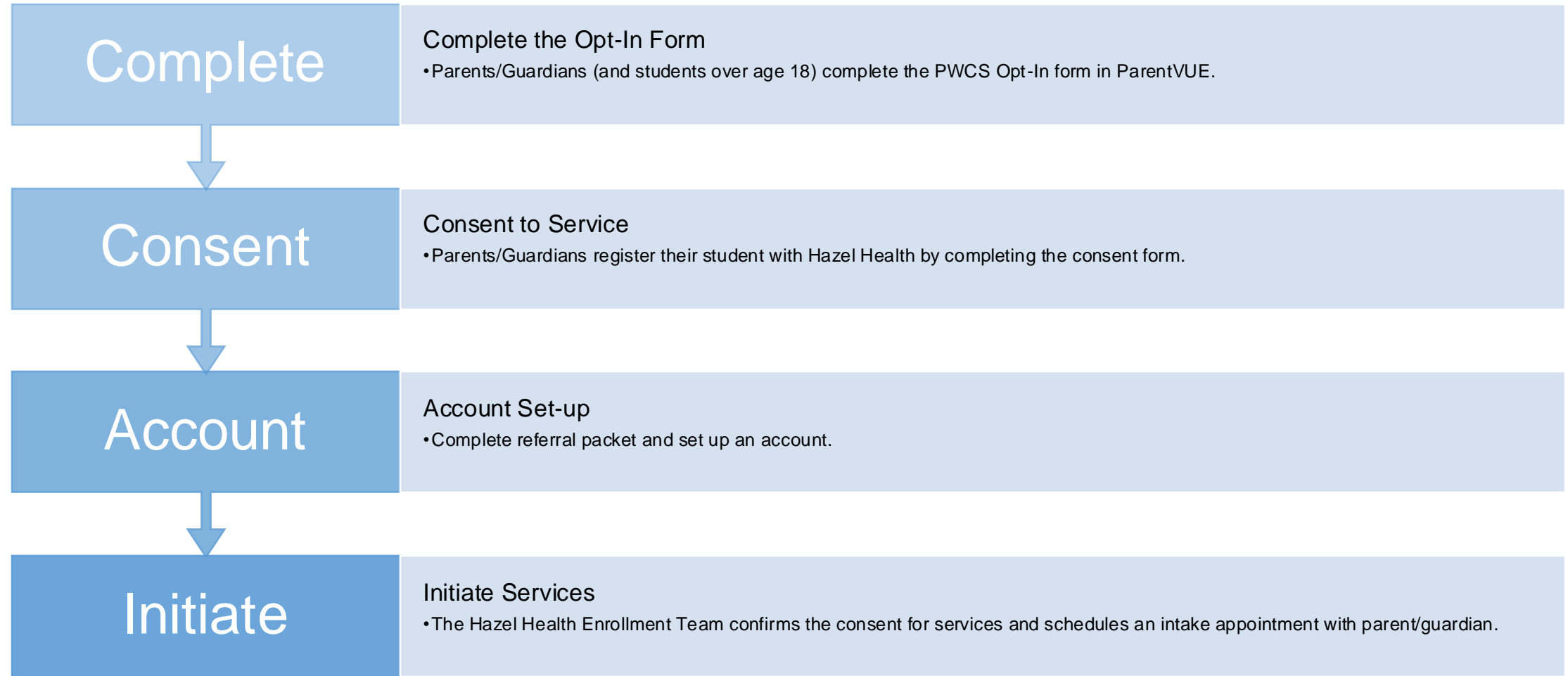


Hazel Health Key Features



- **Free mental health telehealth for K-12 PWCS Students:** Available at no cost to families.
- **Initial Assessment:** Preliminary evaluations to identify students' mental health needs.
- **Short-term Telehealth Support:** Interim solution for general mental health concerns until permanent care is arranged.
- **Convenient Access:** Services provided through a tablet, computer, or smart device in the comfort of the student's home.
- **Confidential and Private:** Hazel Health is HIPAA and FERPA-compliant.
- **Multilingual Support:** Available in 19 languages.

Accessing Care Through Hazel Health





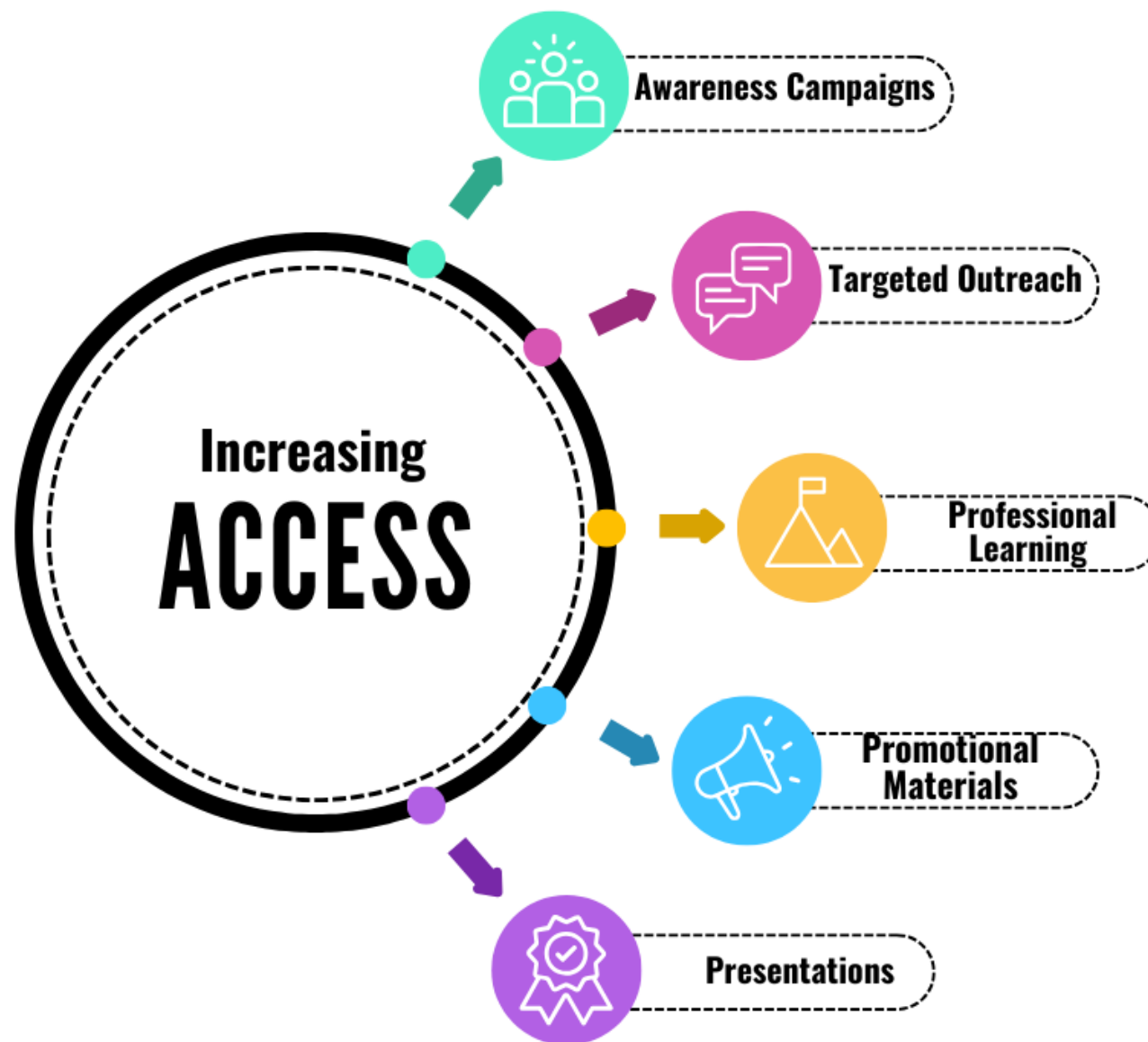
Family Journey / Engagement

- 1,243 students opted-in (data release) representing 95 schools
- 368 families completed consent forms
- 125 families submitted referrals
- 111 students are actively in sessions or scheduled an intake

Week Over Week (WOW) pacing of referrals increased

- Conversion: Opt-in to consent (year to date) = 30%
- Conversion: Consent to referral (year to date) = 34%

Promoting Access





- [PWCS Hazel Health Website](#)
- [PWCS Frequently Asked Questions About Hazel Health Services](#)
- [Instructions For Accessing Care Through Hazel Health](#)
- [Mental Health Resources](#)
- [Hazel Health Website](#)

Thank you!



PWCS Teacher Retention and Supports

Dr. Donna Eagle, Chief Human Resources Officer
Michele Salzano, Director of Human Resources
Dr. Michelle Colbert, Asst Director of Human Resources
Sean P. McDonald, Supervisor of Recruitment and Specialty Programs
Dr. Matt Wygal, Supervisor of Employee Relations

February 13, 2025





Meeting Objectives:

- Review PWCS Compensation and Benefits
- Discuss Belonging and Engagement Strategies
- Share Out Current Recruitment Efforts

PWCS Demographics



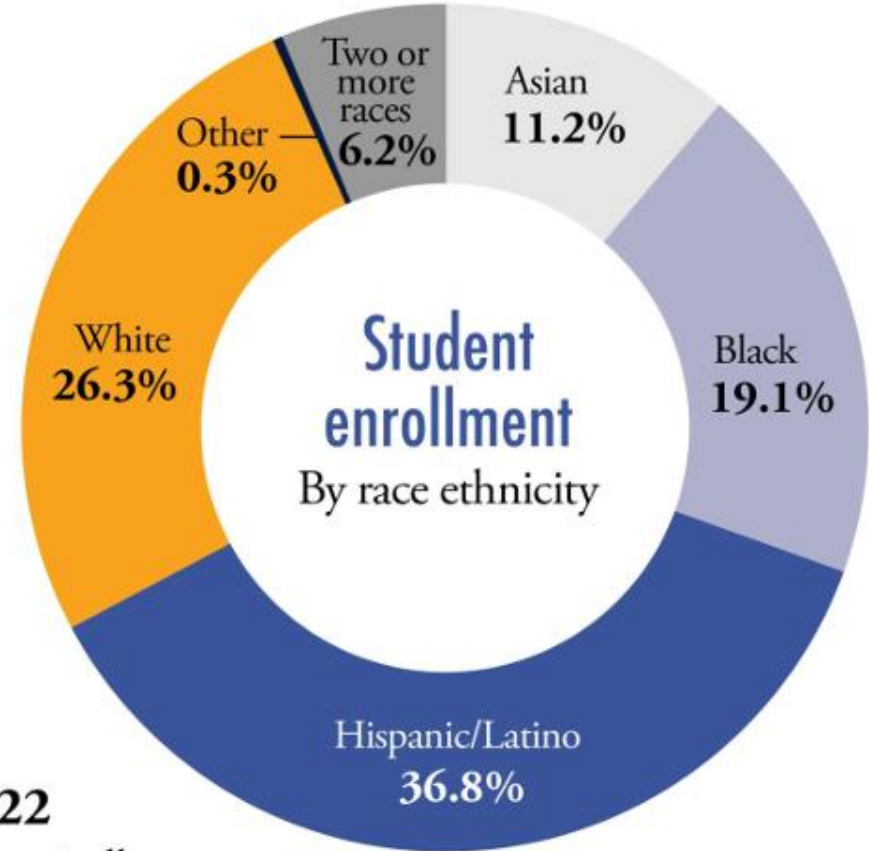
*Projected enrollment

- **2nd largest** school system in Virginia
89,442* students
- **Projected full-time employees**
10,699 school based
2,303 non-school based
- **PWCS plans to serve families with 170 home languages as well as ...**

23,660
English Learners

13,249
Students with Special Needs

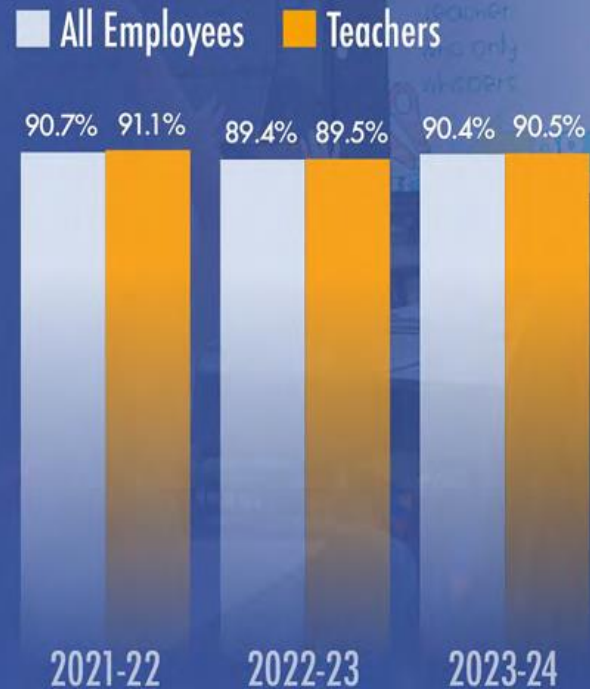
29,122
Economically Disadvantaged





Retention Rates

EMPLOYEE RETENTION RATES REMAINED STEADY



Top Three Reasons for PWCS Teacher Separation-School Year 2023-2024:

1. Personal Reasons
2. Moved from Area
3. Accepted Other Employment

National Teacher Retention Rate-2021-2022:

84% (Source: National Center for Education Statistics)

Virginia Teacher Retention Rate-2021-2022:

78.9% (Source: University of Virginia)

Competitive Compensation





Competitive Compensation

- 2 Year Tentative Agreement on Wages (FY25-26 & FY26-27)
- \$160 million investment in pay increases
- Average 7.0% in FY25-26 and Average 6.3% in FY26-27 for staff
- Adjustments where market analysis showed significant gap
- Increased compensation for stronger credentials/education (Master's degree, Journeyman license, and Master license)



Competitive Compensation

Teachers Currently

BA: \$57,340 / MA: \$63,340

Teachers in 2025-26

BA: \$62,562 / MA: \$68,562

Teachers in 2026-27

BA: \$65,000 / MA: \$72,000



Competitive Compensation Benefits

Medical, Dental, Vision Plans (Employees working at least 17.5 scheduled hours per week are eligible)	Employer Paid Short - Term Disability Insurance (Employees working 20+ hours per week)	Tuition Reimbursement Program	Optional Supplemental Retirement Program
Virginia Retirement System (VRS) Including Group Term Life & Optional Supplemental Life Insurance	Employer Paid Long-Term Disability Insurance (Full-time Hybrid VRS members)	Comprehensive Leave Benefits	Flexible Spending Accounts
Employee Assistance Program (EAP)	Optional Long-Term Disability Insurance (Plan I & Plan II VRS members)	Voluntary Long-Term Care Insurance	Paid Parental Leave

Retention Strategies that Promote Belonging



PRINCE WILLIAM
COUNTY PUBLIC
SCHOOLS

**YOU
BELONG
HERE**





PWCS Pillars of Belonging





Upbeat Survey Domains | SY24-25



- | | |
|---|---|
| <ul style="list-style-type: none">•Parent/Teacher Communication•Autonomy•Principal/Teacher Trust•Instructional Leadership•School Safety & Order•Appreciation•Collaboration•Work/Life Balance•Resources & Facilities | <ul style="list-style-type: none">•Self-Efficacy•Evaluation•Teacher Voice & Leadership•Recruitment, Hiring & Onboarding•Compensation & Career Path•Belonging & Wellbeing•Equal Opportunities•Inclusive Practices•Care & Commitment•Satisfaction & Purpose•Future Commitment |
|---|---|



Upbeat

Participation Rate

Staff	Total Completions	Percent
Teachers	3225	81%
Staff	956	69%



PWCS Proud!



PWCS Proud! Employee Recognition

Aligned with the PWCS Strategic Plan, the PWCS Proud! Employee Recognition publicly recognizes employees who provide an exceptional contribution to PWCS through their work.

Nominations will be evaluated based on the following criteria:

- Contribute to one or more of the 2025 PWCS Strategic Plan Commitments: Learning and Achievement for All, Positive Climate and Culture, Family and Community Engagement, Organizational Coherence https://www.pwcs.edu/about_us/strategic_plan/our_commitments/index;
- Exemplify the six PWCS Core Values of equity, inclusivity, innovation, integrity, resiliency, and well-being;
- Provides exceptional contributions to PWCS through their work;
- Model high standards while creating a strong sense of community.

Please use the form below to nominate a PWCS staff member to be recognized. **Please take note of the following before submitting a PWCS Proud! Employee Recognition nomination form:**

- Submissions may be posted to the PWCS internal network and shared via other PWCS news outlets.
- Submissions containing personal or sensitive information may be edited to protect the privacy of individuals.

Fall 2024 Window Submission Deadline: October 21, 2024

* Required

1. Nominator's Name *

Enter your answer

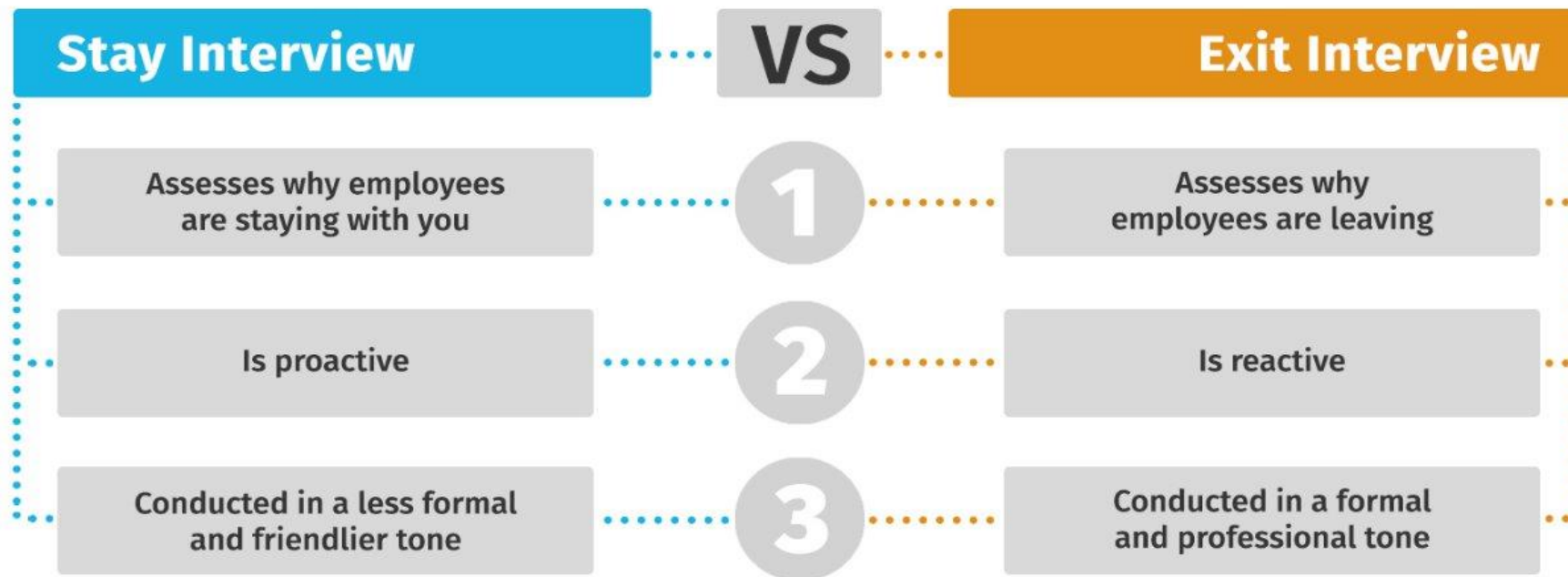
2. Nominator's Email Address *





Stay Interviews

STAY INTERVIEW VS. EXIT INTERVIEW





Substitute Teacher Onboarding and Retention

- Paid Classroom Management training for substitute teachers
- Special Education training for substitute teacher assistants
- Golden Ticket that new subs present to a school when working there for the first time
- Training on utilizing the SFE (sub call system) portal
- Administrator video on tips for retaining subs
- Meet & Greet-Substitute Networking Event with School SFE Coordinators



PWCS New Employee Welcome Event



A photograph of three people (two men and one woman) standing behind a table covered with stacks of blue tote bags. They are all smiling and holding up one of the bags. The bags have the PWCS logo on them. The background shows a large, well-lit indoor space, likely a school cafeteria or gymnasium, with other people and tables in the distance. The text 'Belonging Starts Early- Recruitment' is overlaid in white on the image.

Belonging Starts Early- Recruitment



Focused Recruiting

- You Belong Here Campaign
- Recruiting at Minority Serving Institutions
- Ambassador Teachers (international)
- Growing Our Own





You Belong Here! Campaign

- Focused on increasing awareness of and engagement with the PWCS employment brand
- Efforts focused on passive job seekers locally and across the country
- Visual and audio messaging across a wide range of mediums, each with unique digital entry paths to aid in collecting ROI data
- Exceeded goals for the number of landing page visits and engagement with our brand
- Applicant data increased across all hiring groups





Recruiting at Minority Serving Institutions

- PWCS continues to seek diverse talent to fill certified positions
- Recruit at Minority Serving Institutions (MSIs), to include, Historically Black Colleges and Universities (HBCU); Hispanic Serving Institutions (HSIs); and Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs)
- Participate in consortium job fairs focused on connecting candidates of color and school districts. Examples of these events include the Maryland HBCU Job Fair, HBCU Career Development Marketplace, and the Diversity in Ed Job Fair



Ambassador Teachers

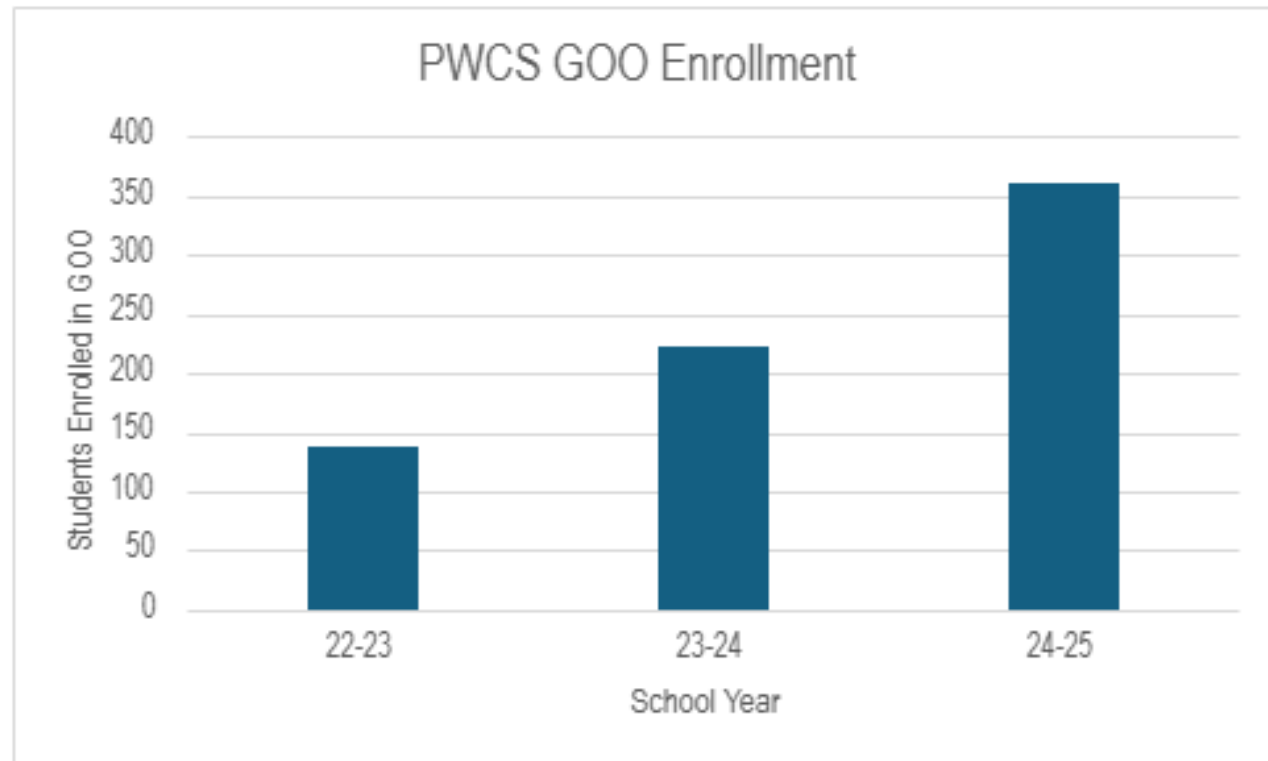
- PWCS partners with Participate Learning to employ international teachers via the J-1 cultural exchange visa program
- Partnership spans more than two decades
- PWCS currently employs 333 international teachers, and we are on-track to meet the PWCS Strategic Plan Goal of employing 350 international teachers by 2025





Growing Our Own Teachers

- All 13 PWCS high schools offering Growing Our Own pathway
- 345 PWCS students enrolled in Teachers for Tomorrow or Early Childhood Careers course





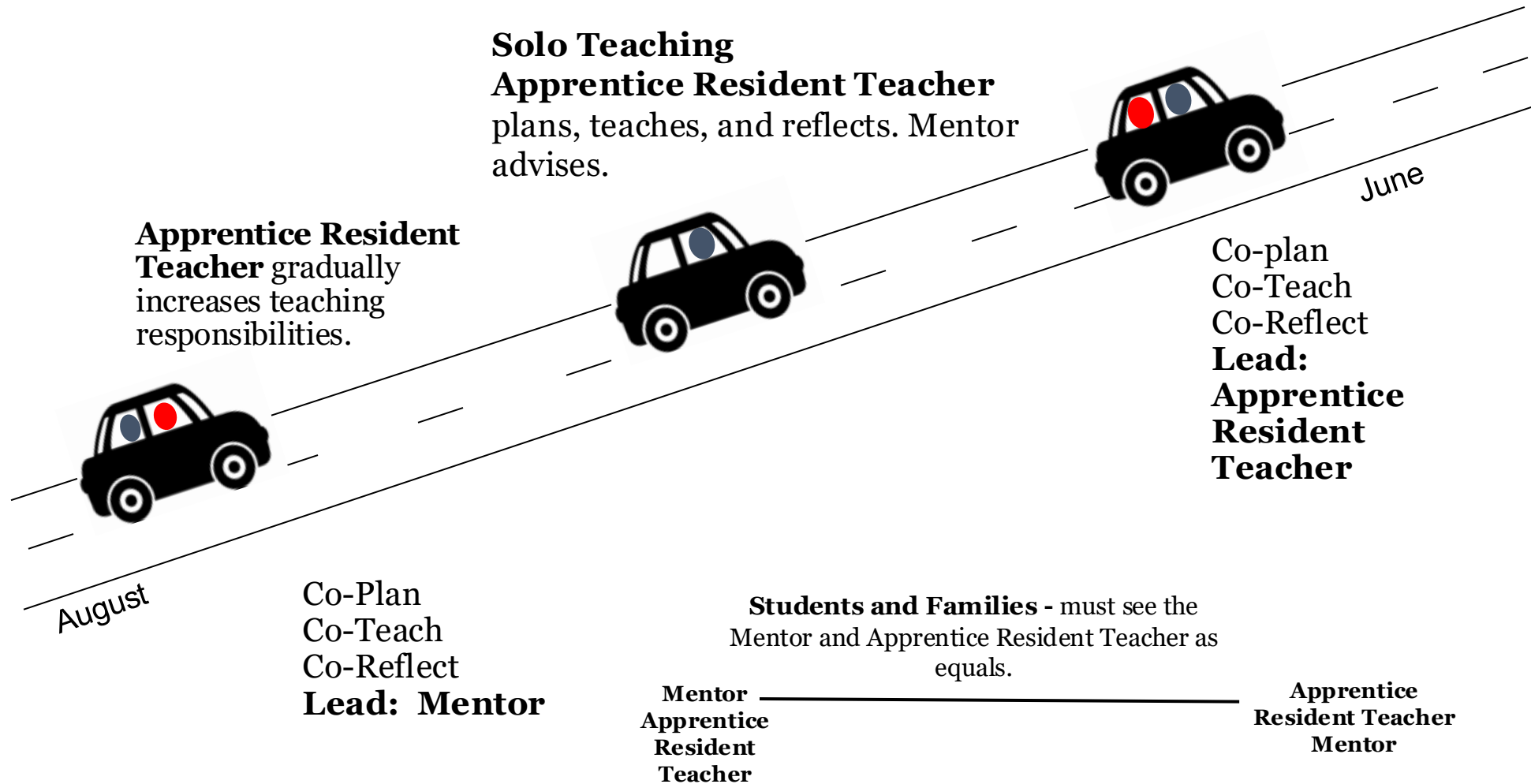
Apprenticeship Program



- Allow aspiring teachers to earn a progressive wage and benefits while learning
- Offer multiple options based on level of post-secondary education
- Recruit prospective Apprentice Resident Teachers (teaching assistants, substitutes, temporary teachers) and Mentors
- Contribute 33% cost share
- Provide an opportunity to complete a teacher preparation program of study
- Offer tuition-free enrollment into courses
- Recruit prospective Apprentice Resident Teachers and Mentors

Mentorship Year at a Glance

“Gradual Release of Responsibilities”





Benefits of the Apprenticeship Model

- Provide ongoing support and a career coach
- Engage in quality professional development and ongoing training throughout the school year
- Build a professional network for both apprentices and mentors
- Develop leadership skills of mentors
- Learn new instructional strategies
- Reflect on teaching practices
- Participate in a one-year mentorship from an experienced PWCS teacher
- Gain classroom and teaching experience
- Obtain license to teach in Virginia (upon successful completion of the program)
- Secure a teaching positions in PWCS (minimum of 3-year service agreement)
- Access to full tuition coverage (VCU School of Education) in exchange for 3-year teaching commitment
- Earn a wage and benefits in PWCS while learning to become a teacher

Thank you!





Family Engagement

Yanet Boyd, Supervisor, Family and Community Engagement



Updates and Information

- Family Engagement Series
- School Parent Liaisons
- Family Academic and Community Engagement Specialists (FACES)
- Community Hubs





Family Engagement Series



Family Engagement Series

The [PWCS Family Engagement Series](#) provides knowledge and resources of PWCS programs and services along with community partners to build the capacity of PWCS families.

- Weekly sessions
- Virtual and in-person
- Video recordings available for on demand viewing
- A variety of topics and resources for families
- Collect feedback through surveys after each session



Family Engagement Series

School Year 24-25:

- 36 Family Engagement Series sessions to date
 - Provide interpretation services for all Family Engagement Series sessions
 - Top languages requested for interpretation – Spanish and Arabic
 - All flyers and surveys are translated in all essential languages
 - [Recordings of Past Events](#)

PWCS FEBRUARY 2025 FAMILY ENGAGEMENT SERIES

The Family Engagement Series provides families with resources that will assist with their student's success. The series is led by the Prince William County Public Schools (PWCS) Community Outreach, Business Partnerships, and Philanthropy Department, in collaboration with other PWCS programs, and community and business partners.



Dates	Session Topics
February 4, 2025 Time: 6:30-7:30 p.m. Virtual	Free Application for Federal Student Aid (FAFSA) Walk-Through Join us for a webinar in which students and families will receive a virtual walk-through of the Free Application for Federal Student Aid (FAFSA) in a demonstration account.
February 6, 2025 Time: 6:30-7:30 p.m. Virtual	Adult Education Program Information Join us for a webinar to learn more about the Adult Education Program. Learn about the educational opportunities for adults who wish to acquire competencies necessary for further education, employment, or personal enrichment.
February 13, 2025 Time: 6:30-7:30 p.m. Virtual	Multilingualism is a Superpower! Pathways in Prince William County Public Schools to the Virginia Diploma Seal of Biliteracy Join us for a webinar to learn about the Virginia Diploma Seal of Biliteracy and how Prince William County Public Schools students can earn this recognition at graduation. Discover the various ways students can qualify, whether through studying world languages at PWCS or demonstrating proficiency in a language other than English that they already speak.
February 18, 2025 Time: 6:30-7:30 p.m. Virtual	Healthy versus Unhealthy Relationships Join us for a webinar led by a representative from Action in the Community through Service (ACTS). This presentation is designed to educate parents and youth on the critical differences between healthy and unhealthy relationships, with a focus on preventing human trafficking. This session will provide valuable insights and practical strategies to help protect teens from becoming vulnerable to trafficking and educate caregivers on building protective factors that reduce risk of human trafficking.
February 20, 2025 Time: 6:30-7:30 p.m. Virtual	Academic Advising and Student Vision Profile for Middle School Join us for a webinar to learn about the academic advising process for middle school students and an overview of the Student Vision Profile.
February 25, 2025 Time: 6:30-7:30 p.m. Virtual	Food and Nutrition - Student Driven Menu Initiative Join us for a webinar with Prince William County Public Schools Food and Nutrition Department. Come discover PWCS' commitment to providing enjoyable, high-quality, and nutritious meals for all PWCS students. Learn about the efforts to incorporate student and community feedback to enhance menu and service options.
February 27, 2025 Time: 6:30-7:30 p.m. Virtual	Safe at Home, Safe Alone – A School and Community Partnership for Elementary Student Home Safety Join us for a webinar that will provide an overview of the Safe at Home, Safe Alone program from Virginia Cooperative Extension. Participants will learn the history and objectives of the program, how it is implemented in Prince William County Public Schools, and some tips for families to discuss home safety with their children.

Register for sessions and interpretation accommodations using the QR Code.



School Parent Liaisons



School Parent Liaisons

School Parent Liaisons' primary focus is to empower families to become active participants in their child's education.

School Parent Liaisons also help schools:

- Create a welcoming school environment for families.
- Provide connections between families, community, and school staff.
- Direct families to appropriate PWCS and community resources for information and resolution of concerns.
- Coordinate communications for families.



School Parent Liaisons

School Year 24-25:

- **104 School Parent Liaisons**
 - Provide monthly professional development
 - McKinney-Vento, Homeless Assistance Act
 - Advisory Council
 - Leveraging Strategic Partners to Remove Barriers and Build Family and Community Engagement
 - Engage Every Family
 - Identified School Parent Liaison Leads (1 HS, 1 MS, 3 ES)
 - Microsoft Teams group with information, resources, and collaborative conversations
 - Revised Job Description (January 2025)
 - Family and Community Engagement Visits



Family Academic and Community Engagement Specialists (FACES)



Family Academic and Community Engagement Specialists (FACES)

Family Academic and Community Engagement Specialists serve as a liaison between students, home, schools, and community.

Family Academic and Community Engagement Specialists work to:

- Build families' capacity to navigate the educational process successfully for their student(s).
- Collaborate with School Parent Liaison to support families with academic initiatives.
- Be knowledgeable of the goals in the school's Continuous Improvement Plan.
- Review students' academic data to identify areas of support for families.



Family Academic and Community Engagement Specialists (FACES)

School Year 24-25:

- **53 schools and 2 Nontraditional Programs have a FACES**
 - Provide monthly professional development
 - Linking Family Engagement to Learning Goals
 - Equitable Family Engagement Strategies
 - Creating a Strong Infrastructure for Family Engagement
 - Book Study – Everyone Wins!
 - FACE Action Plan
 - Identified FACES Leads (1 HS, 1 MS, 3 ES)
 - Microsoft Teams group with information and resources
 - Family and Community Engagement Visits



Community Hubs

Community Hubs

Community Hubs play a vital role in connecting people, enhancing community bonds, and meeting local needs.

Community Hubs:

- Strengthen relationships with staff, students, families, and the local community.
- Provide onsite services that lead to increased awareness and utilization of community and school resources.
- Provide a safe space for learning and social connections.
- Foster a sense of belonging and well-being.
- Increase families' capacity to support their student's education.
- Strengthen family-school partnerships.



Community Hubs

School Year 24-25:

- **9 Community Hubs established**
 - Dar Alnoor Islamic Center
 - BGC General Heiser Club (Dumfries)
 - BGC Hylton Club (Dale City)
 - BGC Martin K. Alloy (Manassas)
 - PWC Parks & Recreation
 - **PWC Social Services**
 - Prince William Libraries
 - Todos Market
 - **Virginia Career Works**
- Family Engagement Series flyers are posted and/or provided to families at the community hubs
- In person Family Engagement Series Sessions hosted at Community Hub Locations
- Host Community Hub partners through the Family Engagement Series
- Assist in organizing and coordinating Community Pop Up events for On Time Graduation Priority Schools

Thank you!



WORK SESSION

- Superintendent's Proposed Budget for SY25-26
- Capital Improvement Plan

Closing and Adjournment

