

Agenda



6:00 **Welcome**

6:00 **Grading Policy & Regulation Updates/Feedback**

- Dr. Stephanie Soliven, Associate Superintendent for Teaching and Learning

6:30 **Brief Presentation on Various Student Resources and Services**

- Dr. Brenda Bailey, Supervisor, Gifted Education and Special Programs
- Dr. Aimee Holleb, Director, Special Education – Specialized Instruction
- Dr. Lynmara Colon, Director, Student Opportunity and Multilingual Services.

7:00 **Break**

7:10 **Panel Q&A – Gifted, SPED, and English Learner**

7:40 **Work Session for March Meeting**

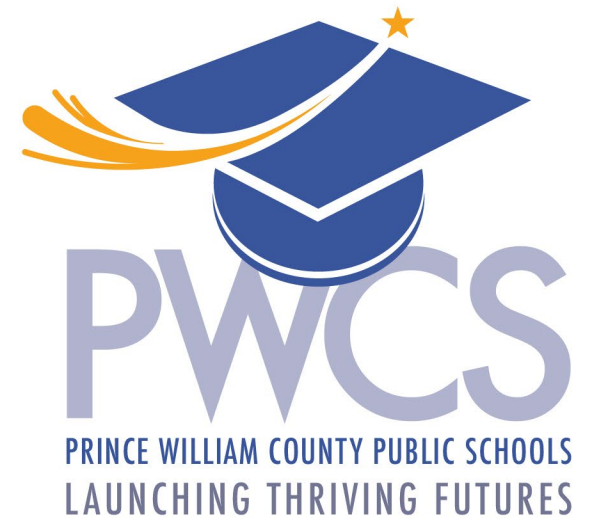
8:00 **Closing & Adjourn**

Grading and Assessment Practices Policy 661

Superintendent's Advisory Council for Instruction

February 12, 2026

Dr. Stephanie Soliven
Associate Superintendent for Teaching and Learning
Dudaswrh@pwcs.edu





Policy 661 Assessment and Grading Practices

- Regulation 661- 1 Assessment and grading elementary school
- Regulation 661-2 Assessment and grading middle school
- Regulation 661-3 Assessment and grading high school
- Regulation 661-4 Assessment and grading principles (exams)
- Regulation 661-5 Guidelines for preparing assessments
- Regulation 661.01-1 Computing grade point averages
- Regulation 661.04-2 Reporting on academic progress
- Regulation 661.04-4 Assignment of incomplete grades
- Regulation 661.04-5 Students who drop a class
- Regulation 661.04-8 Data on student achievement
- Regulation 661-11 Grading procedures for students with disabilities

Policy 044 Academic Freedom

- Regulation 044-1 Academic freedom – principal and grades

Policy 663 Homework

- Regulation 663-1 Homework

Policy 681 Non-traditional education programs

- Regulation 681-8 Non-traditional methods for earning credit
- Regulation 681-8-2 Earning credit outside of PWCS for currently enrolled students

Policy 662

- Waiver of 140 clock requirement

Action Steps



Peer District Reviews



Superintendent's Principal Advisory Council



Student, Parent, and Staff Survey Data



Additional Teacher Zoom Sessions



Board Member Interviews



Gradebook Audit

Elementary	Middle	High
Weighting and assessments 661-1	Weighting and assessments 661-2	Weighting and assessments 661-3
Retakes and GL teams 661-1	Retakes and GL teams 661-2	Retakes – GL teams 661-3
Late work – teacher teams 661-1	Late work –GL teams 661-2	Late work – teacher teams 661-3
Final grade calculation Attachment II 661-1	Final grade calculation Attachment II 661-2	Final grade calculation 661-3
50% Floor – not in regulation	50% floor – not in regulation	50% floor – not in regulation
Homework 663-1	Homework 663-1	Final exams and exemptions 661-4
Report cards	Withdrawals 661.04-5 HS classes	Incomplete grades 661.04-4
	Incomplete grades – 661.04-4	Withdrawals 661.04-5



Key Findings

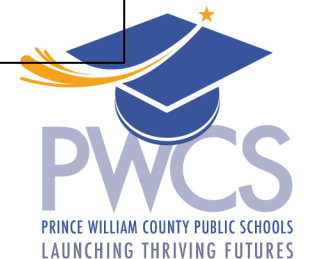
- Staff largely agree that the current grading practices accurately assess students' performance in class however students and parents do not respond as favorably.
- Respondents most commonly indicate that the greatest limitations of the current system are negative impact on student learning, lack of 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 idea 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. This feedback can be provided through formal grades, self or peer evaluations using a rubric, informal comments, or other annotations.

Key idea 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 online gradebook every week. Teachers are expected to use a wide variety of evidence to determine level of mastery of the desired learning goals. Evidence may include but are not limited to observations, labs, essays, unit assessments, works of art, performance, problem-based learning, multimedia productions, oral examination/verbal responses, discussion, presentations, quizzes and tests, and culminating activities or projects.

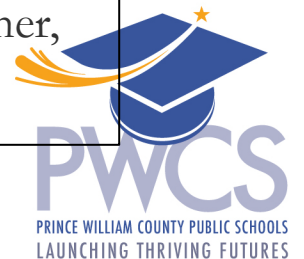


Key idea 3

Assignments should be designed to progressively support student learning and development. Therefore, students should complete their work fully and on time. Teachers must align deadlines and assignments with individualized student plans, including Section 504 Plans, Individualized Education Programs (IEP), and appropriate accommodations for English Learners. Penalties for late work should be clearly communicated to parents in course materials, and allowances for late submissions should generally not extend past the corresponding summative assessment.

Key idea 4

Students must be given **an** opportunity to retake a summative assessment or be given an additional opportunity to show proficiency against associated standards, or complete "test corrections" if they fulfill the required assignments and remediation expectations set by the teacher. Retakes should be completed before the end of the marking period, unless there are extenuating circumstances identified by the teacher, counselor, or administrator, unless the teacher plans to reassess the standards later in the school year.



Key idea 5

The final yearly grade shall be calculated by percentages being converted to the corresponding points of the letter grade, i.e., 95% = A = 4 points.

Key idea 6

Grades should be communicated promptly by teachers, at least on a weekly basis, through the online gradebook and regularly through report cards. Grade distributions and assessment results should be reviewed and analyzed quarterly by division staff, school administration, and teachers to help improve instruction.



Middle School Grading

6th and 7th Grade	
*no changes for the 2025-26 school year	
Letter Grade	Numeric Grade
A	3.5 - 4.0
B+	3.3 - 3.4
B	2.5 - 3.2
C+	2.3 - 2.4
C	1.5 - 2.2
D+	1.3 - 1.4
D	.50 - 1.2
F	.00 - .40

8th Grade and High School Courses			
Course Percentage	Letter Grade	Quality Points	Grading Scale
90-100	A	4.0	3.5 - 4.0
87-89	B+	3.4	3.3 - 3.49
80-86	B	3.0	2.5 - 3.29
77-79	C+	2.4	2.3 - 2.49
70-76	C	2.0	1.5 - 2.29
67-69	D+	1.4	1.3 - 1.49
60-66	D	1.0	.50 - 1.29
0-59	F	0	0 - .49

High School Grading

Course Percentage	Letter Grade	Quality Points Standard Course	Grading Scale	Quality Points Weighted at .50	Quality Points Weighted at .25
90-100	A	4.0	3.5 - 4.0	4.5	5
87-89	B+	3.4	3.3 - 3.49	3.9	4.4
80-86	B	3.0	2.5 - 3.29	3.5	4.0
77-79	C+	2.4	2.3 - 2.49	2.9	3.4
70-76	C	2.0	1.5 - 2.29	2.5	3.0
67-69	D+	1.4	1.3 - 1.49	1.4	1.4
60-66	D	1.0	.50 - 1.29	1.0	1.0
0-59	F	0	0 - .49	0	0

Term	Course Percentage	Grade	Quality Points	
Quarter 1	78	C+	2.4	
Quarter 2	80	B	3.0	
Semester 1			$5.4/2 = 2.7$	Grade: B
Quarter 3	62	D	1.0	
Quarter 4	92	A	4.0	
Semester 2			$5.0/2 = 2.5$	Grade: B
Exam	67	D+	1.4	
Yearlong	$2.4(.225) + 3.0(.225) + 1.0(.225) + 4.0(.225) + 1.4(.10) = 2.48$			Grade: C+

Regulation Considerations- Feedback

- Weighting of assignments – tests versus other types of classwork
- Grading Scale – do you recommend any changes to the current scales?
- Middle school – varied grading scale – which do you prefer?
- High school –required final exams, currently 10% of a student’s grade
- Homework – do you think it should be graded?
- Late work – do you think it should be consistent throughout the division? What do you think is reasonable for when late work is submitted?
- Report Cards – what changes would you like to see, if any, on report cards?

Survey Link

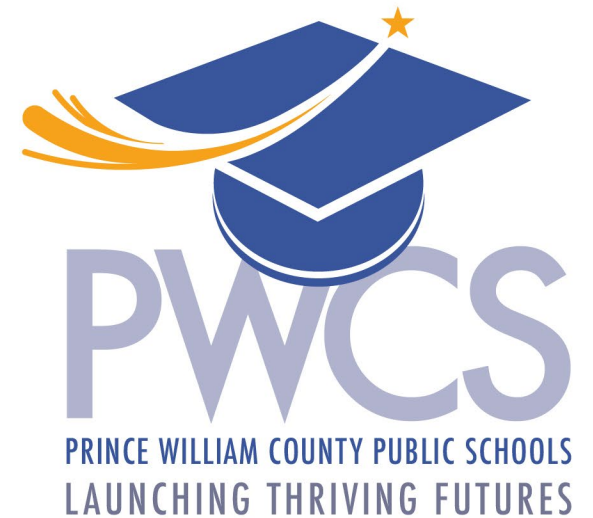
<https://forms.office.com/FeedbackOnGrading-Fill-out-form>

Parent Feedback on Grading



Gifted Education and Talent Development

Brenda Bailey
Supervisor of Gifted Education
and Talent Development
baileybs@pwcs.edu



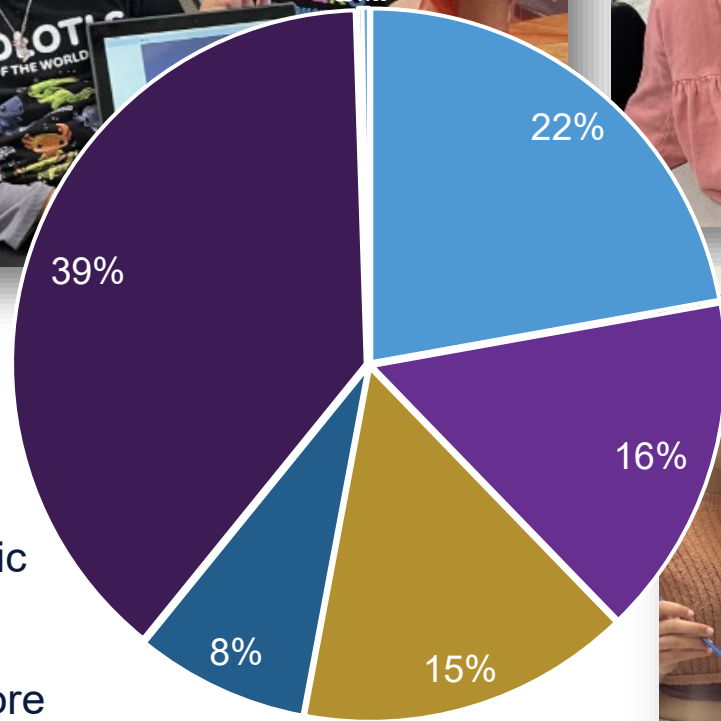
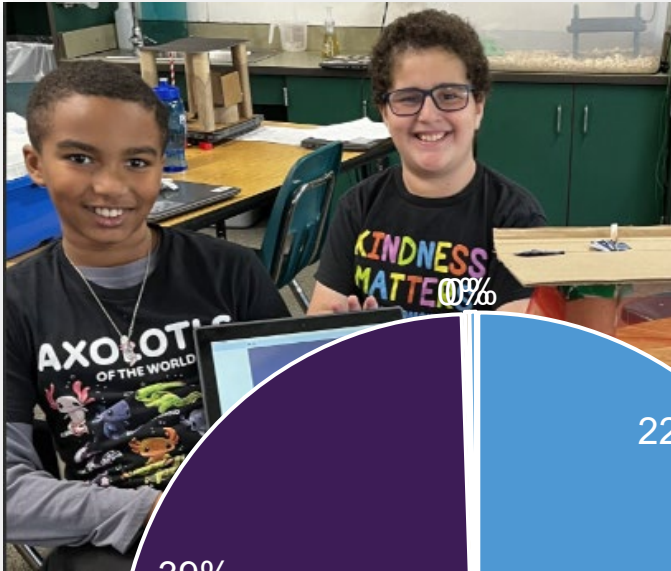
PWCS Definition of “Gifted”



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)
- Mathematics (K-12)
- History and Social Sciences (6-12)
- Science (6-12)

Program Overview



- Hispanic
- Black
- Asian
- 2 or More
- White
- Am. Indian/Alaska Native
- Native Hawaiian/Other Pacific

Total Students: 14,814

(Spring 2025)

Identification Areas: # of Students

- General Intellectual Aptitude: 5,493
- Specific – Lang/Social Studies: 2,904
- Specific – Math/Science: 2,739
- Specific – Multiple Areas: 3,321
- Visual and Performing Arts Only: 357
- Early Talent Development program: 565

Demographics

- Economically Disadvantaged: 21%
- English Learners: 11.9%
- SPED: 3.6% (8.1% including 504 Plans)

What is the Gifted Education Program?



- Resource services for students whose **advanced learning needs cannot be entirely met in the general education classroom setting**
- Available in every school
- Identified students work with a gifted resource teacher on a regular basis during the school day
- Students engage in **challenging units of study, independent projects, and seminars** designed for gifted/advanced learners
- Focus on developing advanced skills in **critical thinking, creative thinking, communication, collaboration, and conceptual thinking**

Goals of Gifted Education



- **Grow independent thinkers and learners, informed and supportive collaborators, and exceptional leaders.**
- Prepare students for advanced coursework, dual enrollment classes, post-secondary education, and future careers.



A photograph of elementary school students in a science laboratory. In the foreground, a boy in a dark blue t-shirt and safety goggles is looking at a newspaper. A girl in a red shirt, safety goggles, and a blue apron is leaning over a white tray containing a small object. Other students in the background are also wearing safety goggles and gloves, working at tables. The scene is brightly lit and shows a typical classroom science activity.

Elementary School Gifted Services

- Weekly direct resource services:
 - **Kindergarten** – 25 minutes
 - **Grades 1 and 2** – 45 minutes
 - **Grade 3** – 90 minutes
 - **Grades 4 and 5** – 225 minutes
- Cluster-grouped in classrooms with teachers who have gifted training
- Yearly Differentiated Services Plans
- Semester progress reports

Middle School Gifted Services

Direct resource services:

- **Grades 6-7** – Two quarters per year on the arts rotation
- **Grade 8** – Pull-out resource services (25 hours/year) or one quarter on the arts rotation

Advanced courses:

- Advanced Math Pathways - Extended Math, Algebra, Geometry
- Extended Language Arts
- World Languages
- Enriched Science

Yearly Differentiated Services Plans

Quarterly progress reports



High School Gifted Services



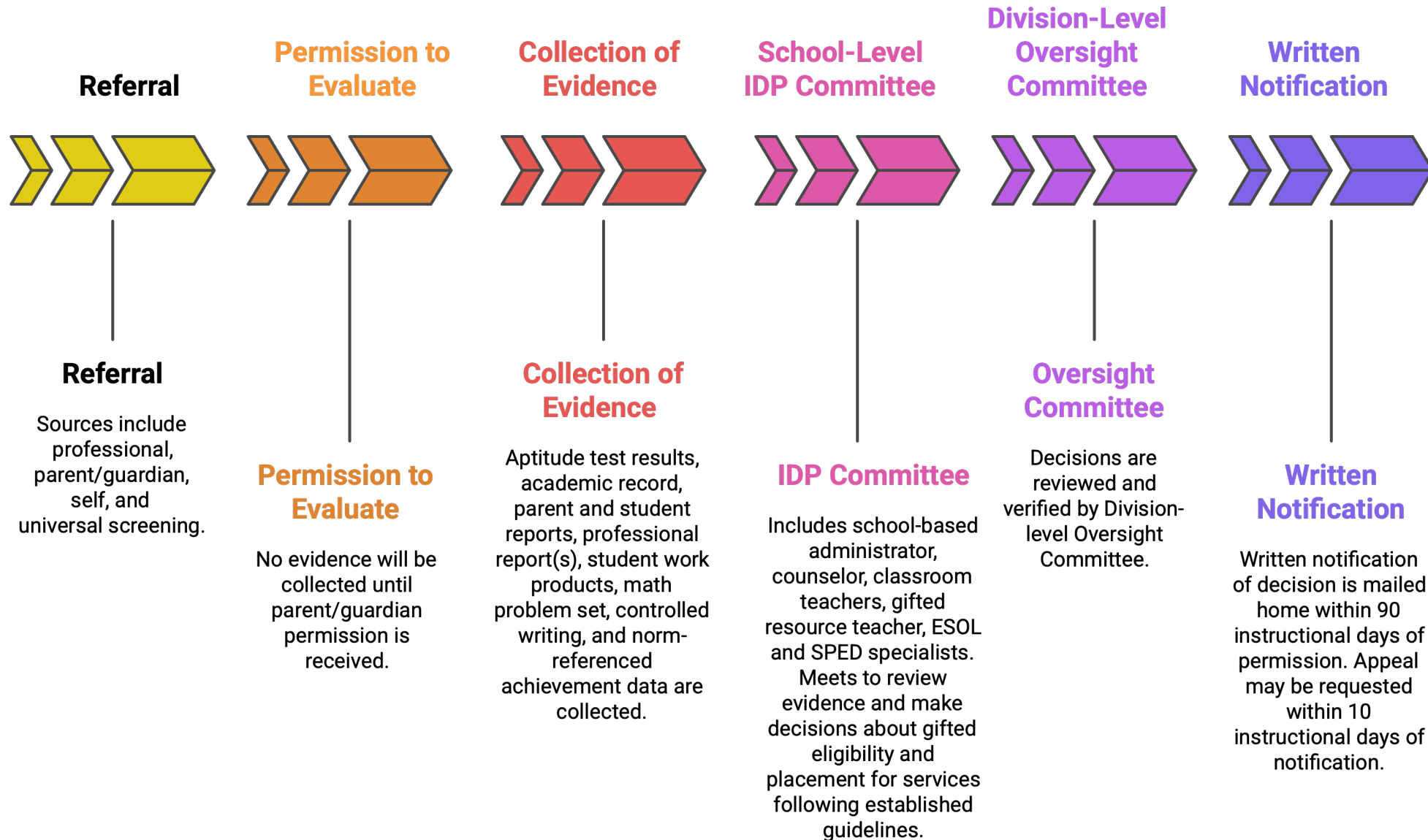
- Direct resource service options:
 - 18 hours of Socratic seminars
 - Planning conferences
 - Gifted Education elective courses
 - AP Seminar/AP Research
 - IB Theory of Knowledge (Gar-Field/Unity Reed)
 - AICE Thinking Skills & Global Perspectives (Brentsville/Potomac)
- Advanced course options: AP, IB, AICE, and Dual Enrollment
- Academic Year Governor's Schools: GS@Innovation Park and Thomas Jefferson
- Summer Residential Governor's Schools



Gifted Identification Process



Multicriteria Gifted Identification Process



Parent Referral



- Complete a referral form to start the identification process at **any time of the year.**
- Available on the PWCS website - Gifted Education and Talent Development
- Submit form to your child's school.

The image shows a digital form titled "GIFTED EDUCATION AND TALENT DEVELOPMENT PROGRAM REFERRAL FORM" from Prince William County Public Schools (PWCS). The form includes fields for Date, Student Information (Name, Grade, School, PWCS ID#), Referral Information (Name of Referrer, Relationship to student), and Optional Information (checkboxes for previous participation). It also contains instructions to return the form to the Gifted Education Resource Teacher and a section for school use only with dates for form receipt and evaluation permission.

PWCS
PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
LAUNCHING THRIVING FUTURES

**GIFTED EDUCATION AND TALENT DEVELOPMENT PROGRAM
REFERRAL FORM**

Date: _____

Student Information:
Name of Student: _____ Grade: _____
School: _____ PWCS ID#, if known: _____

Referral Information:
Name of Person Referring Student: _____
Relationship to student
 Parent or Guardian Classroom Teacher Peer Self
 Other (Please specify: _____)

Optional Information:
 The student has previously participated in a gifted education program.
 The student has not previously participated in a gifted education program.

Return the completed form to the Gifted Education Resource Teacher who serves the school.

School use only:
Date Referral Form Received by Gifted Education Resource Teacher:
Date Permission for Evaluation Sent:

Professional Referral



Professional completes referral when child's academic achievement or potential stands out among his/her peers.

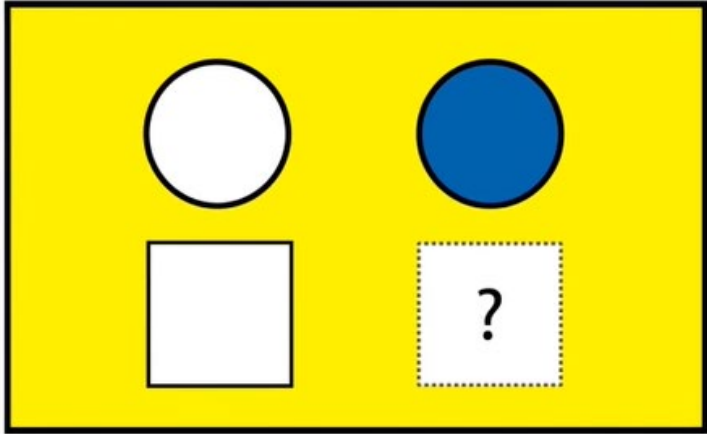
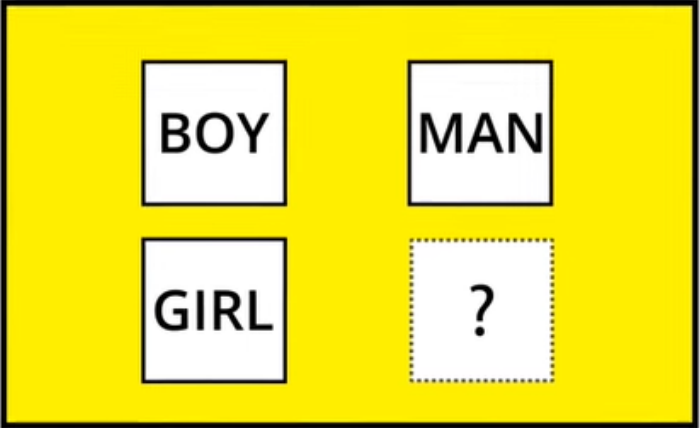
Professional referrals can come from:

- Classroom teachers
- Specialists, including ESOL teachers, SPED teachers, Reading Specialists, Librarians
- Professional school counselors
- Administrators

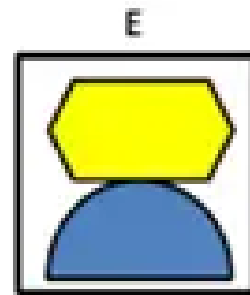
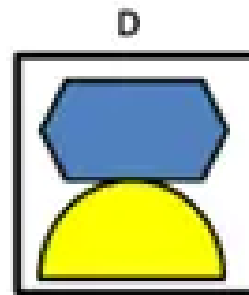
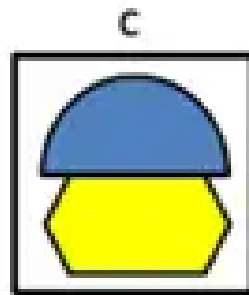
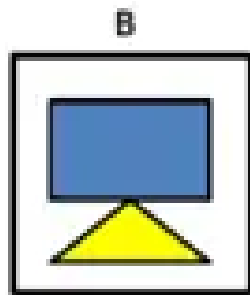
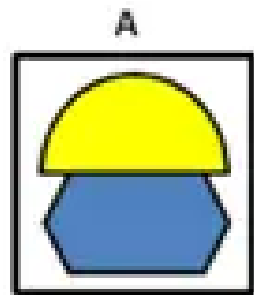
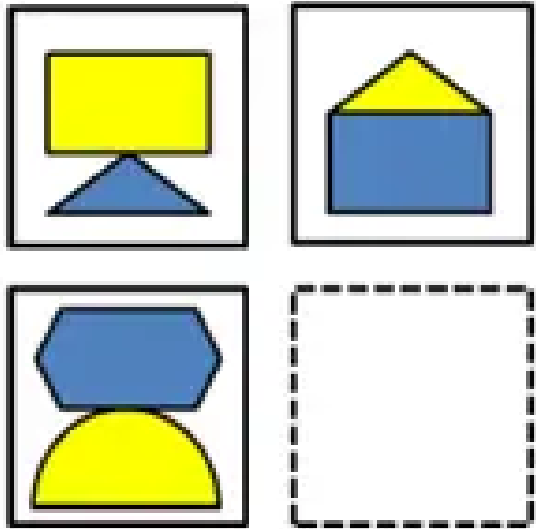


Universal screening provides every student an opportunity for their potential to be identified. PWCS has adopted a policy of universal aptitude testing for students at four grade levels:

- **Naglieri Nonverbal Ability Test (NNAT)**
 - Administered online to all students in grades 2, 6, 9
 - Nonverbal, culturally-neutral measure of general ability
- **Cognitive Abilities Test (CogAT)**
 - Administered to all students in grade 3
 - Designed to measure student reasoning and problem-solving abilities through a battery of verbal, quantitative, and nonverbal test items.



- Blue circle
- Blue square
- White triangle
- Blue triangle
- White square



Collection of Evidence



Balanced consideration is given to:

**Aptitude Test
Scores**

**Achievement
Data**

**Professional
Input**

**Student and
Parent Input**

No single piece of data may either include or exclude a student from the gifted program.

More Information about Identification



- Contact the Gifted Resource Teacher at your child's school.
- www.pwcs.edu → Families → Academic Programs → Gifted Education and Talent Development

The screenshot shows the PWCS website page for the Gifted Education and Talent Development Program. The page layout includes a header with the PWCS logo and a search bar, a navigation menu with links for Families, Staff, Community, Work For PWCS, About, and Contact, and a main content area. The main content area has a blue header with the title 'Gifted Education And Talent Development Program' and a breadcrumb trail: Home / Academic Programs / Gifted Education And Talent Development Program. On the left, there is a sidebar with a dark blue box containing the text 'GIFTED EDUCATION AND TALENT DEVELOPMENT PROGRAM'. Below this box are several links: 'Contact The Gifted Education Program', 'Identification Process' (circled in yellow), 'Gifted Services', 'Gifted Education Advisory Committee', and 'Local Plan For The Education Of The Gifted'. The main content area has a title 'Gifted Education And Talent Development' and a paragraph defining 'gifted' based on Virginia regulations. Below this is another title 'Gifted Education And Talent Development Program' and a paragraph describing the program's services.

Parent Webinar



Video Del Proceso De Identificación Para Dotados

El proceso de identificación para dotados

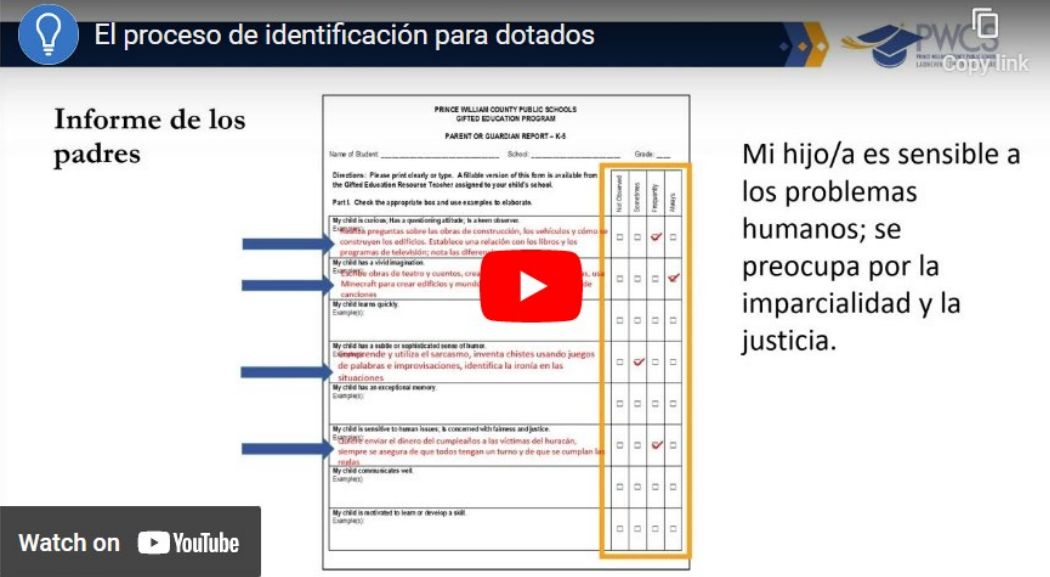
Guía para padres




Video Del Proceso De Identificación Para Dotados

El proceso de identificación para dotados

Informe de los padres



Mi hijo/a es sensible a los problemas humanos; se preocupa por la imparcialidad y la justicia.

Watch on  YouTube

- Narrated in [English](#) and [Spanish](#)
- Transcripts in Spanish, Arabic, Chinese, English, Farsi, Korean, Pashto, Urdu, and Vietnamese



For more parent resources, visit the Gifted Education and Talent Development website: [Resources for Parents and Families](#)

- General Information
- Activity Books
- Parenting Books
- Enrichment Camps and Programs
- Games
- Gifted Organizations
- Websites for students

PWCS Special Education

Superintendent's Advisory Council on Instruction (SACI)

February 2026

Dr. Aimee Holleb, Director, Specialized Instruction, Hollebaj@pwcs.edu

Dr. Amanda Mallory, Procedural Support and Compliance, Mallorav@pwcs.edu

Dr. Wendy Martin-Johnson, Programs and Development, Martinw@pwcs.edu





Who We Are & What We Do

Specialized Instruction

- Cluster Supervisor/Coordinator to support specially designed instruction in each school
- Specialists – Autism, D/HH, Vision, O&M, Audiologist, Adapted Physical Education, Assistive Technology
- Public Separate, Private Day, Residential, Juvenile Shelter, Jails, Comprehensive Service Specialists
- Parent Resource Center
- Student Enrollment Projections
- Professional Development and Coaching for SDI implementation

Procedural Support and Compliance

- Technical guidance, customized training, and procedural support to clusters in special education processes, to include Individualized Education Program (IEP) and Section 504
- Division wide professional development on IDEA and Section 504 compliance for teachers and administrators
- Support the Facilitated IEP process and dispute resolution
- Development of procedural resources and guidance
- Actively engage with teams to provide consulting, coaching, and/or collaborating on data analysis and interpretation

Programs and Development

- Eligibility and Child Find – Includes school psychologists and diagnosticians
- Speech, Occupational Therapy, and Physical Therapy
- Transition and Post-Secondary Services – inclusive of work-based learning programs
- Data and Special Projects – ESY, Special Transportation, Medicaid, state and local data reports
- Liaison with Discipline and Nontraditional Programs



Enrollment of Students with Disabilities (SWD)

December 1 Count by Year

Reported Disability	12/1/2025	12/1/2024	12/1/2023	12/1/2022
Intellectual Disabilities	587	585	572	563
Hearing Impairments	97	108	100	95
Speech or Language Impairments	1798	1886	1834	1764
Visual Impairments	44	40	43	41
Emotional Disability	507	496	467	475
Orthopedic Impairments	15	15	16	18
Other Health Impairments	2368	2229	2064	1971
Specific Learning Disabilities	3926	3873	3800	3716
Deaf-Blindness	3	3	2	2
Multiple Disabilities	117	116	114	119
Autism	2797	2485	2204	1972
Traumatic Brain Injured	26	22	19	20
Developmental Delay	1266	1398	1362	1247
Total	13551	13256	12597	12003

Overall PWCS Student Enrollment – Sept 30, 2025: **89,731**



Highlights of Recent Successes

Specialized Instruction

- Bright Beginnings – New Teacher Induction Program
- TA Empowerment – PL Series
- Expected curriculum – preschool, adapted curriculum
- Co-Teaching Professional Learning Focus
- Specialized Program "Look Fors"
- Robust Parent Resource Center programming
- Summer AP Launch PL to build capacity in Assistant Principals
- Monthly "Update" for administrators who oversee Special Ed

Procedural Support and Compliance

- Released update to the Section 504 Module in Virginia IEP
- Added Procedural Support Supervisor and 4 Administrative Coordinators
- Updated guidelines and criteria for Independent Educational Evaluation (IEE)
- Provided on-site customized training and resources to cluster schools

Programs and Development

- Opened 2 new work-based learning sites
 - Host site 5 & 6 were opened this year.
- Only locality in VA with a 2nd Project Search site
- Recognized by the Chamber of Commerce for Innovative Partnerships with Transition
- Provided an in-person SLP at every school for a portion of the week



Current Priorities – SY25-26

Specialized Instruction

- Ongoing professional learning for staff focused on diverse learners (Summer OG Series, Diverse Learners Conference, Preschool Summer Institute)
- New Sped Teacher Induction Program Bright Beginnings and TA Empowerment Series
- Targeted reading instruction and learning strategies courses and HQIM
- Inclusive general education classrooms that support students with disabilities (Least Restrictive Environment)
- Support for excellence in Specialized Programs for students who need an adapted curriculum
- Expanded public separate programs for students accessing adapted curriculum
- Increased supports for students with emotional disabilities
- HQIM launch for students who require more support for executive functioning (secondary)

Procedural Support and Compliance

- LLL: Pre-Launch (with SED) - IEP development and implementation training for new special education case managers.
- Special Education Department Chair Academy – Monthly PL targeted for these specific campus leaders to build their knowledge, skills, and collaboration.
- Direct coaching and training for new special education teachers and administrators with oversight of special education
- New Division Section 504 Coordinator

Programs and Development

- Opening of 2 additional work-based learning sites; Increase from 4 programs to 6 serving 60 students
- Pilot program for 18-22-year-olds for supported employment opportunities
- Focus on tiered interventions for speech
- Focus on eligibility team processes

For More Information:



[Special Education - Prince William County Public Schools](#)

[Special Education Advisory Committee - Prince William County Public Schools](#)

[Parent Resource Center - Prince William County Public Schools](#)

[STEP: Supporting Transitions in Education and Personal Growth - Prince William County Public Schools \(Parent Conference - February 28, 2026 9:30 am-4:00 pm. Forest Park High School\).](#)

[Special Education | Virginia Department of Education](#)

English Learners in PWCS

**Superintendent Advisory Council of Instruction
February 12, 2026**

Dr. Lynmara Colón, Director Student Opportunity and Multilingual Services
Colonlx@pwcs.edu



English Learners Population Snapshot

- **26,691**- English Learners
- **159** - Countries of origin
 1. Afghanistan
 2. El Salvador
 3. Honduras
 4. Guatemala
 5. Pakistan
- **201** – Languages
 1. Spanish
 2. Dari
 3. Arabic
 4. Pashto
 5. Farsi



Programs Supporting Multilingualism in PWCS

- English Language Development (ELD)
- World Language Program ES
 - French & Spanish
- Secondary World Languages
 - ASL, Arabic, French, German, Italian, Korean, Russian, Spanish, Spanish for Fluent Speakers
- Dual Language Immersion Programs-
Minivielle ES, BelAir ES, Chris Young ES,
and Featherstone ES



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Funding for English Learners

- PWCS funds all EL students at the local level

EL Teacher	Level 1: 1:20 students Level 2: 1:30 students Level 3: 1:40 students Level 4: 1:50 students Level 5: 1:100 students	Level 1: 1:20 students Level 2: 1:30 students Level 3: 1:40 students Level 4: 1:50 students Level 5: 1:100 students
EL Teacher Assistant	Varies by school needs	None

- Title III federal grant funds support the division with additional professional learning, instructional staff, family and community engagement resources, and supplements to support going above and beyond Tier I instruction. Title III monitoring focuses on compliance and evidence of supplement/not supplant and other requirements (use as reassurance of accountability)

What is New and Improved?

- Curriculum enhancements in ELA/Math with instructional scaffolds for ELs implemented
- Grade band units include WIDA standards and alignment to new ELA/Math standards
- Work is collaborative across departments and planned across multiple years



BREAK TIME!

Panel Q & A



WORK SESSION

- Budget and Capital Improvement Plan
 - Mr. Shakeel Yusuf, Chief Financial Officer
 - Mr. Vernon Bock, Chief Operating Officer

Next Meeting:

March 12, 2026

Budget and Capital Improvement Plan

Mr. Shakeel Yusuf, Chief Financial Officer and
Mr. Vernon Bock, Chief Operating Officer



Closing and Adjournment

