

**Prince William County
Public Schools**

**Superintendent's Advisory
Council on Instruction**

Annual Report

2023-24 Academic Year

Adopted by the
Superintendent's Advisory Council on Instruction
May 9, 2024

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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 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 Division wide parent advisory body whose membership includes a representative from each school.

Council membership is comprised of 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).

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 2023-24 Academic Year, the Council was comprised solely of Individual School Representatives from each of the schools in the Division, with 72 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 appoints a member of his/her staff to serve as the Council's facilitator.

The Associate Superintendent for Teaching and Learning, the Council's facilitator, and the Council Chair developed a schedule of meetings for the 2023-24 Academic Year. See Appendix II for the 2023-24 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.

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 Division wide initiatives.
- Evaluating Division wide 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 twelve.

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 2023-24 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); Special Education; Gifted Education; Student Management and Alternative Programs; Attendance; Budget; Capital Improvement Program; Family and Community Engagement; and Student Profiles

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. These commendations, questions, and concerns were gathered electronically. 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:

- Increased consistency across the division with decisions guided by the PWCS Strategic Plan
- Increased flexibility and adaptability of administrators, teachers, and staff
- Increased focus on mental health and additional staffing and funding to support such efforts, specifically the PWCS Heals program
- Updated Student Vision Profiles
- Increased number of STEM/Robotics Initiatives offered
- Increased inclusivity programs such as FIN Friends
- Increased CTE (Career and Technical Education) Access
- More robust offerings during summer sessions
- Increased integration of efforts by family and community engagement including parent liaisons, FACES (Family Academic and Community Engagement Specialists) representatives, and via the Virtual Parent Engagement Series
- Increased variety and depth of Specialty Programs and transportation provided to access these programs
- Improved communication via Scoop, School Status
- Increased funding and refocus for Special Education.

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.

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 to 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 a Special Education Overview, a discussion on Special Education and Student Activities, and a Gifted Education Overview. We also received information about the identification process for both Special Education and Gifted Education, as well as services that can be provided.

The Council identified the following as lingering questions/concerns in relation to the presentation:

- There are inconsistencies among schools in implementing the established procedures to identify and implement support for the special needs students. For example, pulling special education personnel to proctor tests or as emergency substitute teachers. There are also inconsistencies in the level of communication around and throughout the identification process for both special education and gifted programs. Parents report not understanding the reasoning behind decisions made throughout the identification process.
- Many parents are still unsure about how to start the process for identification for Special Education or Gifted Education. Some parents report inconsistencies in the level of encouragement they feel from teachers in starting the identification process. The Council suggests that these topics are added to the Family Engagement Series, either at the Division level or at the School Level, possibly through Parent Liaisons.
- The Council requests an update on the efforts to increase resources to fulfil the identified needs of our Special Education and Gifted students (staffing, resources, financials, etc.).
- The Council also requests information on current funding streams for Special Education and Gifted Education to better understand how resources are allocated to meet the needs of these students.

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

- The Council seeks additional information on the School Division's efforts to meet the needs of ALL learners, including:
 - how the School Division is ensuring that high achieving students are receiving the appropriate enrichment level to reach their full potential. How are learners not identified as either gifted or needing more support being continuously challenged, and taught at their various levels. What efforts are being made to ensure that high school students in specialty programs have the opportunity to participate in electives such as music; and
 - the impact of large class sizes on the teacher's ability to meet all students' and teacher's varying needs and if anything is done to address that impact.
- The Council requests information about current testing and grading policies and the expectations for student performance.
 - The Council is apprehensive about the lack of deadlines and the impact of inconsistent retake policies on students' level of engagement.
 - The Council also requests information on the variety of required assessments from each level overseeing education (Federal, State, Local). Information is also requested on the information provided by these assessments and clarification on how this data is utilized to support education. Information is also requested on equitable options for testing for all learners.

Positive Climate and Culture

The commitment for 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.

During the year, the Council received presentations on current student management programs. The Council identified the following as lingering questions in relation to the presentations:

- The Council continues to express interest in students' behavior and its impact on education. How are we holding students and families accountable for behaviors? What are the equitable approaches to student behaviors from the vantage point of the student's needs? The Council is concerned that at the school level there are inconsistencies in preventative behavioral measures as compared to punishment.
- The Council reflected on the level of responsibility placed on the teachers to address behaviors, potentially without sufficient support from administration and the Division.

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

- The Council is concerned about the levels of engagement of teachers, staff, and students. The Council is interested in learning more about the Divisions comprehensive efforts to support students' mental health and the impact of the drop in student engagement after the black screens during COVID.
- The Council also expresses a desire to learn more about the Division's efforts to ensure teacher engagement and enthusiasm for teaching. The Council recognizes the need for teachers to have adequate time to fulfil responsibilities within their contract time. What are the efforts to support teachers' mental health via dedicated resources in addition to personal healthcare? (For example, are counselors available to staff to support social and emotional needs) The Council is willing to explore opportunities to partner to strengthen this goal.

Family and Community Engagement

The commitment for 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 presentations on attendance and on the School Division's efforts to increase family and community engagement.

The Council identified the following additional questions about Family and Community Engagement.

- Parent Liaisons, Family and Community Engagement Specialists (FACES)

- The Council was impressed by the work of our Parent Liaisons and Family Academic and Community Engagement Specialists (FACES). However, the Council identified inconsistencies in employing the role of the Parent Liaisons across the School Division. In some schools, Parent Liaisons are utilized for specific populations or as administrative support rather than engaging with ALL families and advocating for families and students' interests.
- Many members of the Council were not even aware of who their school's Parent Liaison was or how to contact them.
- To expand on their success, the Council recommends greater outreach and standardized communication to the community about the Parent Liaisons and the FACES representatives. The Council suggests utilizing open houses, orientations, and back-to-school nights to help re-introduce these resources to the community.
- Communication
 - To help support Family and Community Engagement, the Council recommends a parent resource landing page with information on expectations and tools needed to support students' education. The page could include information, tutorials, and asynchronous training on all applications and technical tools utilized by the School Division to support education. This page could also serve as a list of relevant links and systems. Each school could mirror or link to this information on their school websites, highlighting or including additional information that may be specific to the school.
 - The Council shared experiences with unclear communication from schools when utilizing School Status. For example, receiving messages from the same number for communication from multiple schools confuses parents about which school is sending the message. The Council recommends a standard practice of identifying the sender with each message.
 - The Council acknowledges the increased opportunities that digital communication such as School Status provides. The Council requests information about the impact of this digital platform on outreach and engagement and wonders if an all-digital format excludes populations that may not be as technologically savvy as other populations of families.
- The Council requests consistent transparency across schools regarding communication about the impact of some students' behavior on the educational experience of all students. For example, clear communication about the impact of behaviors in the bathrooms, such as stuffing things down the toilets and subsequently, on the school's ability to keep all bathrooms open for student use during the school day.
 - The Council continues to express concerns in relation to schools' communication about student absences. For example, parents experienced receiving calls notifying them about absences that were already reported in Parent Vue. Parents also expressed concerns about automatic communications about absences, even when excused.
 - The Council worries that the requirements for doctor's notes, even when previous absences were excused, create an unnecessary financial and/or time burden on families, a burden not felt equitably throughout the Division.
 - The Council requests clarification on the discrepancies between the School Division expectations and state expectations. For example, what does the

School Division consider an excused absence and how are these absences treated differently than an unexcused absence? The Council perceived inconsistencies between schools where principals decided how to treat excused and unexcused absences. The Council requests that in the future data on absences to be broken down by type of absence.

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 2023-24 Budget and Capital Improvement Plan. The Council identified the following lingering questions from the presentation:

- The Council is apprehensive about the overcrowding in schools and the delay in the construction of new schools. The Council requests clarification about the data used for the development of the CIP (Capital Improvements Program) and enrollment projections. The Council also requests clarification of the impact of transfer programs on overcrowding. The Council seeks to better understand the impacts of overcrowding on instruction including increase in nomadic teachers, teacher support, and the ability to address students' instructional needs and behavior.

The Council identified the following requests in relation to Organizational Coherence:

- The Council requests information on the School Division's efforts to recruit and retain qualified teachers and staff.
- The Council recognizes the flexibility of site-based leadership to address specific needs of the individual schools. However, the Council also notes inconsistencies in the implementation of policies across the Division. The Council requests the Division to clarify and define appropriate site-based decisions versus county-wide expectations and execution.

Best Practices Conference for Parents

In previous years, the Superintendent's Advisory Council on Instruction (SACI) has hosted parents representing Principal's Advisory Councils (PACs) and Parent Teacher Organizations (PTOs, as well as PTAs and PTSOs) to share successful practices used within their own communities. The conference discussed topics such as communication, increasing community engagement, school events, fundraisers, afterschool activities, mental health initiatives, growth mindset culture, and enrichment programs. The main challenge of running this Conference is identifying enough facilitators to successfully run this event. The Council recommends

combining efforts with the Superintendent's staff working on Family and Community Engagement to expand the opportunities this conference has provided.

Topics of Interest for the 2024-25 Academic Year

During the report-writing process, Council members identified possible topics to be discussed during the 2024-25 Academic Year:

- Consistency in educational practices including grading (both academic and conduct grades), reassessments, communication.
- Site Based Leadership.
- Impacts of teacher shortages on instruction.

Appendix I: 2023-24 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> (Leesylvania ES)	
Emily Baisch <i>Secretary</i> (Osborn Park HS)	Mark Sparlin <i>Elementary School Vice-Ms. Werle</i> (Antietam ES)
Vacant <i>Elementary School Vice Chair- Mr. Erickson</i>	Christy Weeden <i>Elementary School Vice Chair- Ms. Gudinas</i> (Piney Branch ES)
Tara Aqdas <i>Middle School Vice Chair- Ms. Porter-Lucas and Mr. Harris</i> (The Nokesville School)	Rana Kahl <i>High School Vice Chair- Mr. Wolfe and Mr. Hood</i> (Colgan HS)

School Representatives and Alternates

Elementary Schools

School	Primary Representative	Alternate Representative
Alvey Elementary		
Antietam Elementary	Mark Sparlin	
Ashland Elementary	Maria Bryan	
Bel Air Elementary	Ailene Anderson	Tim Trueheart
Belmont Elementary		
Bennett Elementary	Kary Jones	

School	Primary Representative	Alternate Representative
Bristow Run Elementary	Katherine Danziger	
Buckland Mills Elementary	Rachael Spencer	
Cedar Point Elementary	Grace Riley	
Chris Yung Elementary	Edie Rutz	Allison Griffin
Coles Elementary	Sherri Ledbetter	Kathryn Pearson
Covington-Harper	Napoleon Praxton	Alexandra Vann
Dale City Elementary	Sandra Delago	
Dumfries Elementary	Shunte Gray	
Ellis Elementary		
Enterprise Elementary	Charla Walker	
Featherstone Elementary	Stephanie Weaver	
Fitzgerald Elementary	Tiffany Adams	
Glenkirk Elementary	Rob Yarbray	
Gravelly Elementary	Amy Rhoades	
Haymarket Elementary	Brian Johnson	
Henderson Elementary	Fiona Rogers	Carla Henderson
Innovation Elementary		
Jenkins Elementary	Jennifer VanZetta	Katie Rubach

Kerrydale Elementary		
Kilby Elementary	Sezounde Aidonougbo	Wendy Molina
Kyle Wilson Elementary	Maya Claros	
School	Primary Representative	Alternate Representative
Lake Ridge Elementary	Carrie Glaeser	
Leesylvania Elementary	Vanessa Olson	
Loch Lomond Elementary		
Marshall Elementary	Christine Hakizimana	Kristen Schilling Kate Ross
Martin Luther King, Jr. Elementary	Trica Miles	
Marumsco Hills Elementary	Caroline Lewis	
Mary Williams Elementary	Lauren May	Miriam Toy
McAuliffe Elementary	Amanda Suazo	Micky Armstrong
Minnieville Elementary	Tyree Rivera	
Montclair Elementary	Matt Martinez	
Mountain View Elementary	Tiffany Brown	

Mullen Elementary	Tevan and Kim White	Kelly Hosttler
Neabsco Elementary	Chelsea Palacios	
Occoquan Elementary	Tamarra Youngblood	
Old Bridge Elementary	Amber Seigler	
Pattie Elementary	Lauren Bardol	William Garber
Penn Elementary	Feruza Abduazimova	Chloe Huber
Piney Branch Elementary	Christy Weeden	
Potomac View Elementary	Elida Nolasco	Joy Hay
School	Primary Representative	Alternate Representative
River Oaks Elementary	Ashley Stevens	
Rockledge Elementary	Blanca Reinaltt	
Rosa Parks Elementary	Marianna Lyulchenko	
Signal Hill Elementary		
Sinclair Elementary	Kerensa Sumers	Grecia LeeSing
Springwoods Elementary	Duncan Torkornoo	

Sudley Elementary	Krysha Gregorowics-Heavner	Emma Johns
Swans Creek Elementary	Ruth Whitton	
T. Clay Wood Elementary	Jonathan Podkowka	Ada Armstrong
Triangle Elementary	Leslie Pope	
Tyler Elementary	Angela Carter	Alicia Brodt
Vaughan Elementary	Ana Gomez	
Victory Elementary	Kamel Ellis	
West Gate Elementary		
Westridge Elementary	Angela Peterson	
Yorkshire Elementary		
Woodbine PreSchool		

Middle Schools

School	Primary Representative	Alternate Representative
Benton Middle	Claudia Smith	Vanessa Olson
Beville Middle	Rusneisha Taylor	Yiesha Thompson

School	Primary Representative	Alternate Representative
Bull Run Middle		
Fred Lynn Middle		
Gainesville Middle	Becca Young	
Graham Park Middle	Shaunte Gray	
Hampton Middle	Shiona Bullock	
Lake Ridge Middle	Magally Hurtado	
Marsteller Middle	Jen Donnelly	
Mary G. Porter Traditional School	Kari Dinarte	
Parkside Middle	Adrianna Berk	
Pennington Traditional	Mariana Walls	Keyona King-Tsikata
Potomac Middle		
Potomac Shores	Teresa Neely	
Reagan Middle	Melinda and Michael Kier	Molly Higgins
Rippon Middle	Ifeoma Ezeijiofor	Napolean Paxton
Saunders Middle	Malcom Hawkins	Trish Seaman

School	Primary Representative	Alternate Representative
The Nokesville School	Joy Trejo	
Unity Braxton	Emil El-Ayazra	
Woodbridge Middle	Angela Peterson	

High Schools

School	Primary Representative	Alternate Representative
Battlefield High	Suzi Burns	Aysegul Atwood
Brentsville District High	Jennifer Pereira	
Charles Colgan Sr. High	Rana Kahl	
Forest Park High	Angela McKelvey	Michelle Dawson
Freedom High	Joseph Williams	Kamei Ellis
Gainesville High	Tinette Chandler	Pamela Walker
Gar-Field High	Hanna Oberg	
Hylton High	Desirea Moore-Mitchell	Lakesha Bankston Glover
Osborn Park High	Emily Baisch	
Patriot High		
Potomac High	Nicole Chamblin	LaTonya Mitchell
Unity Reed High	Emil El-Ayazra	
Woodbridge High	Katie Demko	

Governors School at Innovation Park		
Independence Non-Traditional		
PACE West	Deborah Richardson	

At-Large Representatives—None

Appendix II: 2023-24 Yearly Agenda

SUPERINTENDENT'S ADVISORY COUNCIL ON INSTRUCTION

2023-24 Yearly Agenda

October 12, 2023	Meeting Cancelled
November 9, 2023	Welcome Address to the Council
KLC, 1101	<p>Superintendent's Welcome Message</p> <p>Dr. LaTanya McDade, Superintendent of Schools</p> <p>Orientation for Members</p> <p>Ms. Vanessa Olson, Chair SACI</p>
December 14, 2023 , Colgan High School	<p>Presentation: Learning and Achievement for All: Special Education Overview</p> <p>Dr. Ashley Reyher, Associate Superintendent for Special Education Dr. Aimee Holleb, Director, Specialized Instruction Dr. Wendy-Martin Johnson, Director, Programs and Development</p> <p>Presentation: Special Education and Student Activities</p> <p>Dr. Martin Grimm, Director, Student Activities and Athletics</p> <p>Presentation: Gifted Education Overview</p> <p>Ms. Brenda Bailey, Supervisor of Gifted Education & Talent Development</p> <p>Work Session: Positive Climate and Culture- Safety and Attendance</p>
January 11, 2024	Presentation: Positive Climate and Culture- Student Management
KLC, 1011	<p>Dara Dugger, Director, Student Management and Alternative Programs</p> <p>Presentation: Attendance</p> <p>Pam Bell, Director, Student Health and Wellness</p> <p>Work Session: Budget and Capital Improvement Plan (CIP)</p>
February 8, 2024	Presentation: Organizational Coherence: FY25 Proposed Budget Plan
KLC, 1011	<p>Shakeel Yusuf, Chief Financial Officer</p> <p>Presentation: Positive Climate and Culture: Capital Improvement Program</p> <p>Heather Diez, Director of Facilities Dr. Matthew Cartlidge, Supervisor of Planning</p> <p>Work Session: Family and Community Engagement</p>
March 14, 2024	Presentation: Family and Community Engagement: Panel Discussion with Parent Liaisons and FACES Representatives
KLC, 1011	

Work Session: Preparation for Annual Report Writing.

April 11, 2024

KLC, 1011

Presentation: Student Vision Profile

Dr. Anaid Shaver, Supervisor, College, Career and Student Support

Topic Selection for Annual Report (Discussion and data collection via online submission)

May 9, 2024

KLC, 1011

Report Adoption

Elections

End of Year Survey