

**Prince William County
Public Schools**

**Superintendent's Advisory
Council on Instruction**

Annual Report

2012-2013 Academic Year

Adopted by the
Superintendent's Advisory Council on Instruction
May 9, 2013

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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 and the School Board. This report:

- Documents the Council's activities during the school year.
- Provides the Council's 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 on-going communication strategy to share Council activities, ideas, and recommendations with the Superintendent, administrators, individual school advisory councils, and the community at large.

Overview of Priority Issues for the 2012-2013 Academic Year

In developing this report, Council members identified their priority issues based on their review of the Division's curriculum, instructional programs, and instructional priorities. The Council's priority issues have been organized into the following categories:

Commendations

- **Report Responses**
- **Professional Teachers and Staff**
- **Specialty Programs**
- **Funding of AP/IB/Cambridge Exams**
- **School-Led Enrichment Opportunities**
- **Communication Tools**

Continuing Concerns

- **Elementary Mathematics Differentiation**
- **Sharing of Best Practices**
- **Technology**
- **Career Counseling**
- **SIGNET Participation**
- **World Language Development**

Additional Concerns

- **Homework**
- **Curriculum Concerns**
- **Safety and Security**
- **Crowding**
- **Capital Improvements/Infrastructure**

The discussion of each category of concern is divided into three sections:

- Background—an overview of the category.
- Student Impact—a description of the impact of each category on student instruction.
- Recommendations—the Council's recommendations to the Superintendent for the 2012-2013 academic year.

Organization of the Council

The Council was established in the fall of 1996 to promote communication between the Office of Student Learning and Accountability (previously the Office of Instruction) and parent representatives from each of the schools in the Division. The Council provides advice from parents and members of the community on curriculum and instructional program planning to the Division Superintendent. The Council is the only Divisionwide parent advisory body whose membership includes a representative from each school.

Council membership is comprised of:

- A parent or guardian representative from each Prince William County Public School who currently has at least one student enrolled in the school the parent or guardian represents.

Council membership **may** also include:

- A representative from each of the other concurrent Prince William County School instructional advisory councils and committees such as gifted education, special education, and vocational education.
- Representatives from business, civic, or other citizen groups of Prince William County. At-large members may or may not have students enrolled in Prince William County Public Schools.

For the 2012-2013 academic year, the Council was comprised solely of parent representatives from each of the schools in the Division, with 89 of 93 schools being represented at Council meetings. See Appendix I for a complete membership list.

Council officers are elected by the Council membership. The Council Chair is assisted by three Vice Chairs representing each Level (Elementary, Middle, and High School) and elected by the school representatives from that Level. The Executive Committee also includes a Secretary, elected from the general membership. The Associate Superintendent for Student Learning and Accountability 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 Student Learning and Accountability, the Council's facilitator, and the Chair of the Council developed a schedule of meetings for the 2012-2013 academic year. See Appendix II for the 2012-2013 Schedule of Meetings.

The Council's bylaws, yearly agenda, meeting agendas, and meeting minutes for this year have been provided to each Council member and have been posted on the Council's webpage on the pwcs.edu website.

Functions of the Council

The Council has three functions: advisory, oversight, and advocacy. To fulfill these three functions, the Council has the following responsibilities:

- Reviewing the curriculum, instructional programs, and instructional priorities of the Division.
- Providing guidance for improving, expanding, and implementing curriculum and instructional initiatives.
- Communicating information on current programs, new initiatives, and implementation strategies to parents, guardians, students, and other members of organizations within the school community.

The Council accomplishes these responsibilities through the following actions:

- Reviewing the instructional plan of Student Learning and Accountability and its proposed implementation.
- Reviewing the School Division budget.
- Reviewing the current curriculum and instructional priorities to aid in the determination of Divisionwide initiatives.
- Evaluating Divisionwide 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, and other members of organizations within the school community, as well as 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, on-going 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.

Priority Issues for the 2012-2013 Academic Year

As representatives from the various schools gathered to develop this report, they reflected on the many presentations and conversations they had during the year as members of the Council, as well as the views, priorities, and needs of the individual schools and advisory councils which they represent. Members identified areas and programs in which the Division excels and considered the issues and concerns that provided the best opportunities for meaningful improvement to the Division.

As the writing committee met to draft the report, it became apparent that many of the Council's concerns came from a desire for effective practices to be used throughout all schools in the Division. The Council believes these practices should be instituted as Division standards for all schools. Therefore, the Council's priority is to challenge the leadership to look for ways to implement best practices throughout the Division, while honoring the traditions and principles of site-based management.

The Council has identified areas of commendation and priority issues in the Division, which include continuing concerns as well as additional topics. Each of the specific concerns to be addressed includes background information, its impact on students, and recommendations from the Council.

Commendations

When the Council met to decide on topics to be included in this year's Annual Report, the Council determined that it wanted to include not only areas of concern or need for improvement, but areas of commendation as well. Therefore, the Council would like to acknowledge that the School Division has excelled in the following areas:

Report Responses

The Council expresses its appreciation to the Prince William County Public Schools (PWCS) Superintendent and Senior Staff for addressing many of the concerns of the Council. We are pleased with the implementation of some of our previous suggestions including the development of a formal policy for the reporting of grades and updates to the online class pages and the much improved, user-friendly PWCS webpage.

Professional Teachers and Staff

The Council expresses our acknowledgement of and appreciation for the caring and hardworking teachers and staff of PWCS. The Council recognizes that many go above and beyond each day to serve the students in their care.

Specialty Programs

The Council commends the Division for the numerous specialty programs available to students throughout the Division. These programs benefit students by offering educational choices based on the students' interests. The Council also recognizes the express bus stop program that allows these specialty programs to be accessible to students Divisionwide.

Funding of AP/IB/Cambridge Exams

The Council is pleased with the continued funding of the Advanced Placement (AP), International Baccalaureate (IB), and Cambridge Exams. These exams are a requisite component of earning a specialized diploma in these programs. As such, the funding of these exams enables the AP, IB, and Cambridge programs to be accessible to students of all financial means.

School Led Enrichment Opportunities

The Council is impressed with the numerous programs at individual schools that benefit the populations that they serve. Many schools offer additional or modified programs that enrich the school environment. Examples of such programs include: after school language programs, student led conferences, SAT preparation courses, summer orientation programs, and enhanced physical education programs.

Communication Tools

The Council applauds the Division for the numerous communication tools available to the school community and the increased emphasis on the use of these tools. The Council is pleased with the Division's effort to communicate with parents by employing multiple formats, including phone messages, text messages, emails, Facebook, and Twitter.

Continuing Concerns

The following concerns brought forth in the 2011-2012 Annual Report were either not fully addressed by the Division this year, or continue to be a concern of the Council. The Council requests further clarification or updates on the following issues: elementary mathematics differentiation, sharing of best practices, technology, high school career counseling, SIGNET participation, and elementary foreign language education.

Elementary Mathematics Differentiation

Background

Elementary students enter the school division with different states of readiness in mathematics and progress at varying rates. Last year's Council expressed significant concerns about lack of differentiation in instruction for mathematics at the elementary school level. They recommended that students receive exposure that would promote a more rapid progression through the mathematics curriculum as appropriate for the student. The Council envisioned a fluid program. As students' abilities progressed, so too would their exposure to new concepts and challenges in mathematics. This year's presentation described possible tools of assessment and differentiation in mathematics for elementary students, but failed to provide information on the utilization of these tools. At this time, few schools attempt grouping of elementary students by ability and when these groups do exist, Council members have not found any tangible differences between the various math groups.

Student Impact

Failing to differentiate students' mathematics instruction in elementary school-based on the ability level of the student, results in students not reaching their full potential in mathematics. Lack of extension in math is seen as a significant contributor to diminished interest in the subject, particularly by the students who are capable of learning more advanced concepts. By the time students reach middle school, mathematics is taught at multiple levels. Failing to teach mathematics at multiple levels in elementary school deprives students of the opportunity to be adequately prepared for advanced mathematics courses.

Recommendations

- Adopt practices of differentiation for mathematics instruction as exist currently for reading instruction, beginning at the Kindergarten level.
- Utilize homework as a differentiation tool particularly for those students who require extension.
- Provide professional development to assist teachers in the process of identifying and instructing students at multiple math levels.
- Monitor mathematics instruction to ensure that differentiation is occurring in the classroom. If a student demonstrates mastery of grade level math concepts, assessed by a pre-test at the beginning of each unit, then it must be incumbent on the instruction to introduce material from the **next grade level**.

- Consider creation of a focus group of parents and teachers who can meet and exchange ideas with the Superintendent's staff in the department of Mathematics during the summer. The Council sincerely hopes that changes will be implemented for the upcoming school year.

Sharing of Best Practices

Background

Many schools have programs, classes, and tools that have increased learning and are of educational value. These programs and practices should be shared throughout the school division and community. Principals occasionally share practices among themselves, however this information is not always shared with or conveyed to parents and other stakeholders.

Student Impact

Students may not have access to programs that are beneficial if these programs and tools are not shared across the county.

Recommendations

- Increase opportunities for principals to share best practices and unique programs at the schools.
- Ensure school websites are up to date on programs and offerings at the school.
- Institute a parent conference to facilitate the sharing of best practices at the respective school levels. Parent representatives from each school's PAC and PTA/PTO would be invited to attend and participate. The conference should be held annually each Spring.
- Develop a webpage on the Division's Intranet to allow for the sharing of best practices by all levels of PWCS staff.
- Encourage principals to report back from principal meetings to their respective school advisory council on best practices around the county.

Technology

Background

As technology becomes integrated into the school curriculum, the need for current technology is critical. Schools are struggling with the purchase and maintenance of the current technology. Schools are lacking continued support for the technology once installed. As computer operating systems become outdated and are updated, current functioning computers are not able to run the new operating system and are being removed without any means of replacement. Smartboards are failing without the technological support for repair. Technology inequality continues to exist between the older and newer schools within the Division.

Student Impact

Failing and unsupported technology is resulting in reduced access to technology. Inequality among schools results in students at these older schools falling behind their peers at newer schools in all aspects of education.

Recommendations

- Establish a system-wide long-term comprehensive strategy for funding, supporting, and implementing technology integration in schools with a focus on equality of technology at all schools.

Career Counseling**Background**

All students are in need of life skills including time management, stress management, organizational skills, keyboarding, note taking, and interviewing. Students are exposed to some of these skills, but not robustly. Such skill acquisition would benefit both college and non-college bound students. High school students are in need of better programs that would provide exposure to and exploration of possible career paths. Such programs could enhance motivation and be more engaging for both college and non-college bound students by making their education directly relevant to future career choices. In recent years funds have been reallocated away from career counselors resulting in either the removal of these counselors from the schools, or an increase in the workload for other guidance counselors for the schools that retained the career counselor.

Student Impact

The impact of high student/counselor ratios in the high schools is the reduction in the ability to meet the needs of the students in areas of life skills. Resources are not available to assist students with career exploration, college exploration, or assistance with the college application process.

Recommendations

- Expand the role of existing elementary school Guidance programs, to include life skills such as time management, organizational skills, and financial skills. There should be a continuation of instruction on time management and organizational skills throughout middle and high school.
- Expand the middle school career investigation program into the high schools, utilizing current guidance counselors to work with students on ability, skill, and value assessments.
- Restore Career Counselors at the High School Level, possibly as shared resources.
- Explore ways to reallocate resources between the schools to provide better accessibility to career counseling.

- Develop better programs at the high school level for exposing students to different career paths and options for exploring these paths such as job shadowing and internships.

SIGNET Participation

Background

Schools Involved in Gifted Needs of Education Today (SIGNET) is one of the primary methods by which our children are truly energized to think creatively and critically. The vast majority of students who are eligible for SIGNET services at the elementary school level participate in the program and receive services for which they have been identified. However, at both the middle school and the high school levels, the number of students who choose to participate in relation to those who are eligible drops dramatically. Many students, especially in the higher grades, choose not to attend to avoid missing class. It is onerous and stressful for students to miss instructional time, classwork, quizzes and exams in their other classes to attend SIGNET classes. The Council was informed that the Division is aware of the students that opt out and are investigating motivations for that decision.

Student Impact

Students who choose to no longer participate in, or opt out of, the SIGNET program are missing out on the valuable services to which they are entitled to by law. These students are missing out on the opportunities to think creatively and critically and reach their full potential.

Recommendations

- Investigate different methods of implementation of the SIGNET program, including, but not limited to, offering SIGNET as a rotation class.
- Work with core teachers to deliver services to drastically increase participation and retention at both the middle school and the high school levels.
- Ensure that students who have been identified as gifted and talented receive the services for which they are eligible.
- Foster SIGNET best practices across the Division so that the invaluable advantages of the SIGNET program benefit our students to the fullest.
- Conduct a full formal evaluation of students who choose to opt-out of gifted education and report the findings of this evaluation back to the Council.

World Language Development

Background

Research supports early instruction in languages as the most effective method of acquiring foreign language skills and abilities. Currently, only nine (9) of PWCS elementary schools offer foreign language. In preparation for global competition and success, students should engage in

rigorous language study early in their school career and throughout their education. The Council acknowledges funding concerns in the implementation of a large scale elementary language program; however, alternatives may be available to expose young students to a language.

Student Impact

Students attempting to learn a foreign language in middle school and high school are struggling to acquire this language. Early exposure to a foreign language would help to establish neural pathways that would assist in the acquisition of a language in adolescence.

Recommendations

- Develop specific elementary and middle school curriculum for foreign language that spans Kindergarten through 8th grade.
- Provide a foreign language curriculum in every school, beginning in Kindergarten, through the Encore rotation.
- Provide support and guidance for alternative methods of world language instruction, such as after school programs.

Additional Concerns

The Council has identified the following additional topics as priority issues in the Division: homework, curriculum concerns, safety and security, crowding, and capital improvements/infrastructure.

Homework

Background

The Council recognizes the importance of appropriate homework assignments. However, it is the concern of this Council that homework policies and practices in the Division result in inappropriate quality and quantity of homework. Homework in the elementary schools is inconsistent and is often not reflective of classroom learning objectives, i.e. busy work. Homework in the middle and high schools is can be of such quantity that students are struggling to complete the work within the assigned timeframe. Homework often reaches point of diminishing returns where learning is no longer taking place; it is simply an exercise in completing the task. Homework is also given on material that has not been fully taught within the classroom and students are expected to use the homework as a form of self-teaching. Homework assignments over breaks during the school year require students to spend large amounts of time on school work which does not allow for these students to take necessary mental breaks and return reenergized and ready to learn.

Student Impact

Many students are not benefiting from homework in its current form. Multiple parents have reported advanced high school students staying up to the early hours of the morning attempting to finish assigned homework. Homework is not being used as a tool to support learning, but as a means of self-education. Many students face assaults on their mental health resulting in increased anxiety and stress as they strive to complete lengthy assignments at night or over school breaks.

Recommendations

- Review and update the existing homework standards for the Division as found in Regulation 663-1. Homework should be aligned with learning objectives and of value. Homework guidelines should be established per grade level with the understanding that the established time is to be shared across classes and not assigned per class. Homework should be posted on School Fusion and feedback should be of a timely nature.
- Review the homework assignments for Advance Placement, International Baccalaureate, and Cambridge courses to ensure that the total homework and seat hours correspond to similar college courses.
- Develop a Not Handed In (NHI) policy to be applied consistently throughout the Division. Some schools or teachers will not accept any late homework for any reason; others allow late homework to be turned in with a penalty. And still other schools or teachers have students attend a homework detention to finish any missing homework assignments.
- Establish and enforce a policy of no homework during the extended breaks of the school year.
- Review summer assignments to ensure that they are serving the purpose of summer enrichment and not the purpose of discouraging students from taking advanced courses.

Curriculum Concerns

Background

The focus of instruction within the county is shifting to be more standards based. Fewer teachers are going beyond the standard to teach the fullness and depth of the curriculum. Excessive attention is being paid to benchmark performances and preparation for the SOLs. The topics discussed in the latter portion of the third and all of the fourth marking periods are being rushed so as to add greater time for SOL preparation. Furthermore, pacing guides often require teachers to move forward in a course even though students have not yet mastered the current concepts being taught. This is particularly troublesome in high school classes. Schools with higher percentages of ESOL/Special ED/Disadvantaged Students face greater difficulty in pass rates on standardized assessments as new statewide assessments are being implemented.

Student Impact

The student learning environment is shifting from an enriching environment that fosters a love of learning to one that is stressful and fully driven by high-stakes testing. Students facing learning challenges may need tutoring and remediation.

Recommendations

- Review subject matter pacing guides for each core subject and monitor for consistent implementation across the Division.
- Revise the pacing guides to provide smoother transitions within each topic and to provide opportunity for remediation or acceleration within each topic.
- Provide teacher training and support to foster a learning environment that teaches the fullness of the curriculum.
- Provide review and preparation for the SOLs in smaller segments throughout the year and not just immediately prior to the SOL exams.
- Evaluate school schedules to ensure that all schools provide consistent instruction time for each content area.
- Expand cross curricular integration, for example bringing in mathematics to language arts education.
- Review funding needed for tutoring and remediation, beyond standard per pupil allocation, for ESOL/SPED/Disadvantaged students to improve these students' scores on state mandated assessments.
- Provide typing instruction in elementary school prior to the 3rd grade to better prepare students for computer-based testing, such as the SOLs.

Safety and Security**Background**

In light of recent events across the country, the safety and security of all PWCS students, staff, and those volunteering in the schools is of great concern to the Council.

Student Impact

A safe and secure learning environment provides students with the freedom and opportunity to succeed in their education.

Recommendations

- Develop a Divisionwide policy and implement training on security policies and procedures that includes an audit trail.
- Include all employees in this training—administrators, teachers, and staff as well as substitutes, bus drivers, and parental and other volunteers at the school.

- Develop Divisionwide minimum standards for security upgrades and improvements. Fast track security upgrades and improvements to the schools, with particular emphasis placed on renovating school entrances.

Crowding

Background

As the Division continues to grow each year, so does concern about class sizes and school boundaries. Some schools are overcrowded and others are under capacity. At the high school level, overcrowding is resulting in some schools closing their doors to transfer students, thereby eliminating the opportunity of students outside of the school's boundaries to attend the specialty programs within that school. Since a school's funding is based on student enrollment, schools that are under capacity suffer inadequate site-based budgeting funds.

Student Impact

As class sizes increase, the teacher's ability to effectively instruct the individual student is diminished. As schools are becoming overcrowded, access to specialty programs is being restricted. Because the Division funds schools on a per pupil basis, students that are at under-capacity schools are not receiving the same resources and benefits as students at capacity and over-capacity schools.

Recommendations

- Emphasize class size reduction as a budgetary priority.
- Review the availability and capacity of specialty programs.
- Include specialty programs in boundary studies so that students are not being excluded from these programs due to overcrowding.
- Review school boundaries to ensure that resources are being allocated appropriately, and adjust as needed to ensure that under-capacity schools are not underfunded at the Division level.

Capital Improvements/Infrastructure

Background

As technology improves, the infrastructure of older and under-capacity schools are not up to standards (eg, outdated electrical systems) to support these improvements (eg, computers, Smartboards). Since older and under capacity schools rely on per-pupil allocations to fund individual school upgrades, additional funds are needed for school equity to occur.

Student Impact

All programs— academics, arts, and athletics—are impacted by the lagging school infrastructure to support current technology.

Recommendations

- Establish county minimum standards and capabilities, with funding from the school division exclusive of site-based management, especially for older, under capacity schools.
- Reduce inequality in technology between the older and newer schools.
- Review how funding might be reallocated from the Division level to help bring all schools up to these standards.
- Establish greater clarity and transparency in decision making in raising schools to said standards.

Appendix I: 2012-2013 Council Membership**Elected Officers**

Ms. Karen Martin <i>Chairman</i>	
Ms. Emily Baisch <i>Secretary (Pennington Traditional)</i>	Ms. Tarannum Lateef <i>Elementary School Vice Chair (Marshall ES)</i>
Ms. Vanessa Olson <i>Middle School Vice Chair (Rippon MS)</i>	Mr. Jock Stukes <i>High School Vice Chair (Stonewall Jackson HS)</i>

School Representatives and Alternates*Elementary Schools*

School	Primary Representative	Alternate Representative
Alvey Elementary	Ms. Sabrina Sanfillip-Webb	Ms. Christy McGee
Antietam Elementary	Ms. Renee Brock	Ms. Sadie Barrera-Jones
Ashland Elementary	Ms. Sally Buie	Ms. Jenny Haszard
Bel Air Elementary	Ms. Stacy Booker Ward	Mr. Jose Turcios Hernandez
Belmont Elementary	Ms. Nicole Salomone	Ms. Ivy Colon O'Hara
Bennett Elementary	Ms. Virginia Aleemi	Ms. Geraldine Capitan
Bristow Run Elementary	Ms. Angel Knowlton	Ms. Angela Jarrett
Buckland Mills Elementary	Ms. Nicole Naples	Ms. Kathy Snow
Cedar Point Elementary	Mr. Walter Skaja	Ms. Jennifer Williams
Coles Elementary	Ms. Eveie Green	<i>None</i>
Dale City Elementary	Ms. Amelia Bacigalupo	Mr. Carlyle Worrell and Ms. Renee Worrell
Dumfries Elementary	Dr. Kristin Forrester	Mrs. Jeanne Gunabe
Ellis Elementary	Ms. Rene Campbell	<i>None</i>
Enterprise Elementary	Ms. Eileen Deery	<i>None</i>
Featherstone Elementary	Ms. Tonia Evans	<i>None</i>
Fitzgerald Elementary	Ms. Gail Breland Carlson	Ms. Zoe Vitter
Glenkirk Elementary	Ms. Deanna Cave	Ms. Laura Rivers
Gravelly Elementary	Ms. Christina Stephens	Ms. Sarah Hyde

School	Primary Representative	Alternate Representative
Henderson Elementary	Ms. Rhonda Tabor	Ms. Gabrielle Goggin
Kerrydale Elementary	Ms. Cynthia Porter	Ms. Kimbre Turman
Kilby Elementary	Ms. Keesha Dwyer	<i>None</i>
King Elementary	Ms. Claudia Cartagena	Ms. Christine Leicht
Lake Ridge Elementary	Mr. Ryan Yates	Mr. Jeremy Kirkland
Leesylvania Elementary	Ms. Vanessa Olson	Ms. Dianne Mack
Loch Lomond Elementary	Ms. Umera Anwar	Brenda L. Force /Jason Wong
Marshall Elementary	Dr. Tara M. Lateef	Ms. Kelli Brenner
Marumscos Hills Elementary	Mr. Leonard Hill	Mr. Stacie Hill
Mary Williams Elementary	Ms. Keisha Sligh	Ms. Kathie Borders
McAuliffe Elementary	Ms. Maria Valdez	Ms. Ann Sheehy
Minnieville Elementary	Ms. Victoria Cole-Rolon	Ms. Monique Raulston-Laws
Montclair Elementary	Ms. Brenda Davis	Ms. Melissa Simpson
Mountain View Elementary	Mr. Stephen Ott	Ms. Mary Poletto
Mullen Elementary	Ms. Ginger Hawkins	Ms. Sharese Morris
Neabsco Elementary	Ms. Lauren Daley	<i>None</i>
Nokesville Elementary	Ms. Michelle Cribbs	Mr. Chris Park
Occoquan Elementary	<i>None</i>	<i>None</i>
Old Bridge Elementary	Ms. Rachel Freeman	Ms. Sherry Radcliffe
Pattie Elementary	Ms. Jodi King	<i>None</i>
Penn Elementary	Mr. Paul Novy	<i>None</i>
Piney Branch Elementary	Ms. Rene Gonzalez	Mr. Shawn Brann
Potomac View Elementary	Ms. Avis Banks	<i>None</i>
River Oaks Elementary	Ms. Robin Billingsly	Ms. Yenis Claros
Rockledge Elementary	Mr. Jeffrey Baker	Ms. Catherine Cote
Rosa Parks Elementary	Ms. Joanne Taylor	Ms. Barbara Hopkins
Signal Hill Elementary	Ms. Kristin Saul	Mr. Robert Saul
Sinclair Elementary	Ms. Valerie Derrick	Ms. Gwen Wheeler

School	Primary Representative	Alternate Representative
Springwoods Elementary	Mrs. Cassandra Jenkins	Mr. Steven Sexton
Sudley Elementary	Mr. Don Lorah	Ms. Michele Lorah
Swans Creek Elementary	Dr. Emmanuel Pepprah	Mr. Mike Mumford
T. Clay Wood Elementary	Ms Melanie Kynard	Ms. Mary Beth Crowder-Meier
Triangle Elementary	Ms. Stephanie Formby	<i>None</i>
Tyler Elementary	Ms. Danielle Hitzel	Ms. Kellyann Bisbano
Vaughan Elementary	Ms. Katharyn Wheeler	Ms. Villette Smith
Victory Elementary	Ms. Jennifer Cobble	Ms. Mishelle Noble
Washington-Reid Elementary	<i>None</i>	<i>None</i>
West Gate Elementary	Ms. Yolanda Lemus	Ms. Adriana Hill
Westridge Elementary	Ms. Allison Mayo	Ms. Noelle Combs
Williams Elementary	Ms. Kiesha R. Sligh	<i>None</i>
Woodbine PreSchool	Ms. Melissa Tingen	<i>None</i>
Yorkshire Elementary	Ms. Jackie Gaston	Ms. Ivonne Bollas

Middle Schools

School	Primary Representative	Alternate Representative
Bull Run Middle	Mr. Victor L. Gaither	Mr. Keith Sampson
Benton Middle	Ms. Jackie Ashley	Ms. Suzie Bastian
Beville Middle	Ms. Antoinette Arnoe	Ms. Debbie Lorenzo
Gainesville Middle	Ms. Kelly Haneklau	Mr. John Haneklau
Godwin Middle	Ms. Keisha Sligh	Ms. Evelyn Gibbs
Graham Park Middle	Mr. Darren Gibbs	<i>None</i>
Lake Ridge Middle	Ms. Sharon Paul	Ms. Lydia A. Collins
Lynn Middle	Ms. Deborah Corbin	Ms. Cassandra Jackson
Marsteller Middle	Mr. Scott Pelquin	Ms. Sylvia Tanner
New Dominion	<i>None</i>	<i>None</i>
Parkside Middle	Mrs. Valerie Harris	Ms. Emilia Foster
Pennington Traditional	Mrs. Emily Baisch	Mr. Joe Steen

School	Primary Representative	Alternate Representative
Porter Traditional	Ms. Heather Greene	Mr. Kalai Kandasamy
Potomac Middle	Ms. Monae Nickerson	<i>None</i>
Reagan Middle	Mr. John Hadginikitas	Ms. Alison Muldowney
Rippon Middle	Ms. Vanessa Olson	Ms. Janelle Jampole
Saunders Middle	Ms. Karen Johnston	Ms. Michelle Russell
Stonewall Middle	Ms. Sandi Laird	Ms. Geri Capitan
Woodbridge Middle	Ms. Donna Boykin	Ms. Jen Berta

High Schools

School	Primary Representative	Alternate Representative
Battlefield High	Ms. Kim Whaley	<i>None</i>
Brentsville District	Mr. Mark Kincy	Ms. Wendy Langford
Forest Park High	Ms. Joan Bacus	Ms. Teri Snyder
Freedom High	Ms. Susan Batlouni	<i>None</i>
Gar-Field High	Dr. Bernadette Costello	<i>None</i>
Hylton High	Mr. Mike Shane	<i>None</i>
Independent Hill/SE/PACE EAST SE	Ms. Amy Smith	Ms. Karen Douglas
New Directions	Dr. Arvinder Johri	<i>None</i>
Osborn Park High	Ms. Charmaine Anhalt	Mr. David McGettigan
PACE WEST SE	Mr. John Anderson	Mr. Wenners Ballard
Patriot High	Ms. Nancy Cooper	Ms. A. Michelle Holman
Potomac High	Ms. Anne Will	Ms. Dawn Gill
Stonewall Jackson High	Dr. Carol Schiavone	Mr. Jock Stukes
Woodbridge High	Dr. James J. Kelly	<i>None</i>

Representatives from Other Advisory Councils and Committee - None.

At-Large Representatives - None.

Appendix II: 2012-2013 Yearly Agenda

**SUPERINTENDENT'S
ADVISORY COUNCIL ON INSTRUCTION
2012-2013 Yearly Agenda**

October 11, 2012

Kelly Leadership Center

Welcome

Dr. Steven Walts, Superintendent of Schools

November 8, 2012

Kelly Leadership Center

Site Based Management

Mr. Timothy L. Healey, Associate Superintendent for Student Learning and Accountability

Mr. Kenneth Bassett, Director of Student Learning

Career Development

Dr. David Eshelman, Supervisor of Career and Technical Education

Ms. Rebekah Schlatter, Supervisor of Secondary Counseling and Student Support Services

Advisory Council Training

Ms. Karen Martin, Chairman, Superintendent's Advisory Council on Instruction

December 13, 2012

Kelly Leadership Center

World (Foreign) Languages Program

Ms. Carol Bass, Supervisor of World (Foreign) Languages

Science & Textbook Adoption

Mr. Jason Calhoun, Supervisor of Science and Family Life Education

January 10, 2013

Kelly Leadership Center

Differentiated Instruction in Elementary Mathematics

Ms. Carol Knight, Supervisor of Mathematics

Language Arts

Dr. Roberta Apostolakis, Supervisor of Language Arts

Issues of Concern at Local Schools Breakout Session

Ms. Karen Martin, Chairman, Superintendent's Advisory Council on Instruction.

February 21, 2013

Kelly Leadership Center

Physical Education and Concussions

Mr. Fred Milbert, Supervisor of Health, PE, Driver Education, JROTC, Athletics

Gifted Education and Specialty Programs

Mr. James Mudd, Supervisor of Gifted Education and Special Programs

March 14, 2013

Kelly Leadership Center

School Safety and Security

Mr. Ronald Crowe, Administrative Coordinator for Security Services

Review of Council Bylaws

Ms. Karen Martin, Chairman, Superintendent's Advisory Council on Instruction

Homework Input

Mr. Kenneth Bassett, Director of Student Learning

April 11, 2013

Kelly Leadership Center

Finalize Revisions of Council Bylaws

Formulate Outline for Report Writing

May 9, 2013

Old Administration Building

Finalize Report

Elections

End of Year Survey