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City of Fairfax School Board Work Session, Monday, January 27, 2025

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[00:00:04] Today is my day, January 27th, the 2020 session of the School Board. We're going to start with Ms. Damig and Superintendent of Region 5, the Region Report.

[00:00:25] Good evening, everybody. Chair Piches, members of the School Board, Mr. Plattenberg, Mr. Phillips, and team. We're thrilled on behalf of the Region 5 leadership team here. We're excited to join you tonight to present the state of the schools.

[00:00:41] We're especially grateful that our principals are here alongside us this evening. Dr. A, Mr. Smith, Ms. Mullen, and Mr. Pratt. We appreciate their support in not only preparing this presentation, but of course the great work they do in their schools every single day on behalf of the students, staff, and families in the community.

[00:01:02] This year's presentation holds special significance because we've had lots of change since just this time last year. And I think we're here the same week, last year. We want to give a wholehearted welcome and congratulations to Ms. Sessori and Mr. Bartolome on your important milestone in becoming members of this board.

[00:01:25] And we really appreciate you being willing to serve. It's such an important part of our work. And I don't know if the city of Fairfax has ever had a full school board with so much educational background and experience. But this is like a powerhouse team of educators, which I think is to have people who want to step up in our community and all five would be to serve in these roles, but people with educational backgrounds, and it's pretty special.

[00:01:54] And of course, Ms. Malone is new since last year, and then the Region 5 leadership has changed with Ms. Stokes and Mr. Lehman joining the team, so lots of change, but as we do, change supports all of our growth and just accentuates the work we do. So tonight's presentation will be structured around three major components. First, we'll provide just a brief overview of Region 5, including some high-level data around our key priorities to help familiarize our

[00:02:31] newest board members with the region. Our main focus is that middle section you see there, really aligning our presentation with the FCPS strategic plan, excellence, equity, and opportunity. And in this section, we'll highlight the strategic priorities across the five goals in the strategic plan and present relevant data specific to city schools.

[00:02:53] I'd like to kind of give a disclaimer that tonight we're endeavoring to cover all five goals in the presentation. FCPS leadership presents these goals individually to the Fairfax County Board in reports. So our aim tonight is to be as concise and efficient as possible.

[00:03:11] We certainly, as always, are happy to schedule any follow-up conversations if we don't get to all of the questions you might have, or also connect you with some of our colleagues in FCPS, because I know we have a history of colleagues coming to the board and sharing all of it.

[00:03:28] So please just look. We're happy to further engage around this important work. And then lastly, given the recent changes in our state accreditation system, we'll provide an update on the current state of our city schools based on last year's metrics while offering a timely forecast as we prepare for the new accreditation framework this year.

[00:03:50] Of course, at the end, we welcome your questions. So just some brief data on Region 5. It encompasses five high schools, NFCPS, and their corresponding feeder elementary and middle schools.

[00:04:05] We proudly serve 43 schools and nearly 39,000 students across the Chantilly, Fairfax, Marshall, Westfield, and Woodson Pyramids. I think this map of the region is interesting. You can really see just the ground that the region covers.

[00:04:22] As illustrated on the map, we span a large geographic area. We draw from six different magisterial districts within the county of Fairfax and, of course, the city of East Westwood. We feel lucky, and we always joke we just have to occupy the Oakton Pyramid and we're completely doing a false church, you know, like a little game of risk.

[00:04:43] But no, let's take that off the record. We're good. So just shifting a little bit to the Region 5 priorities, We've had two main priorities for the last several years. The first you see here is centering our work around building strong, effective, guiding coalitions within each of our schools.

[00:05:04] We know that leadership cannot rest solely with the principal and how necessary it is to cultivate teams of teacher leaders who work alongside the principal to drive progress and improve outcomes for all students. So to support this work, our region leadership has been actively participating in

guiding coalition meetings across the region we're actually just at fairfax uh last week meeting with their team we're providing feedback after those visits to just foster growth and strengthen strengthen support around the work and we've also provided our school leaders with opportunities

[00:05:40] to collaborate with fellow administrators from schools with similar needs sharing their experiences and the work of their guiding coalitions within those network super benefits our second priority this is our third year of this work is focused on learning and implementing effective behavior solutions and this this initiative was driven three years ago really around the needs to address challenges in the aftermath of the pandemic as our schools work diligently to restore a positive school culture reinforce both academic and social behavior expectations

[00:06:18] and strengthen relationships so this this process that is reflected in in this text is really mirroring the cycle we use for academic instruction identifying the expected academic and social behaviors for students explicitly teaching those expectations collecting data to assess whether students have mastered those skills and providing them targeted interventions and supports as needed whether we seek needs school-wide or whether we seek for individual or small groups of students

[00:06:52] we built a really strong partnership with one of the authors jessica hannigan and she will be uh well we'll be welcoming her back in just a few weeks for a second session with our leaders from the room it really helps to have somebody so grounded now we'll dive into the fcps strategic plan excellence equity and opportunity this plan serves as our division's north star and it's

[00:07:22] charting the course of our work starting in 2023 and through our strategic plans organized around five student-centered goals that you see on the screen these are the outcomes that we want for each and every one of our students each of these goals has a set of measures and this is how we monitor and make the necessary monitor our progress and then make the operational adjustments to stay on course. Each goal also has an equity commitment, and this is our promise that we make to each and

[00:07:56] every student to support them in achieving these goals. And then on the bottom, you'll see the four operational pillars that support the entire strategic plan. So these are the principles on which we organize our work and structure our work to achieve our goals. On this slide, you'll see as we operationalize the strategic plan, we've identified initial priority metrics to focus our efforts in schools and departments. We know we can't do all of the plan and do it well, so that's

[00:08:31] why we really prioritize measures to start with. And these are key drivers for success across multiple measures within our strategic plan. This really provides schools with continuity of their efforts, really allowing teachers and staff to become more proficient in this work before introducing new work. So if you look at goal one there, our metrics recognize that our students enter FCPS with a wealth of diverse academic and non-academic experiences and reflect our efforts to meet the needs of all students,

[00:09:06] whether their first day of formal education, starting in preschool, kindergarten, or as a transfer into the system. So for that, we are monitoring the availability of pre-K. We are also monitoring multilingual learner growth, so tonight we'll be sharing some of that data.

[00:09:24] Moving on to Goal 2, this goal recognizes the importance of fostering a safe, welcoming classroom and school environment where students are engaged and set up for success. So for this goal, we're monitoring chronic absenteeism, discipline, disproportionality, and inclusion of students with disabilities.

[00:09:46] Goal 3 focuses on core academic achievement and rigor across grades. And for this goal, we're monitoring reading by third grade, middle school, Algebra I, and advanced coursework and CTE. For goal four, this recognizes the importance of students having options to take an elective or an extracurricular that ignites a passion, fosters community, and deepens expertise in an area of interest.

[00:10:13] So for this, we're really delving into course-taking patterns and participation in co-curricular, extracurricular, and enrichment activities. And for this goal in particular, especially the equity and activities, we are really at like a super building of baseline, right?

[00:10:35] Because we don't necessarily, what we've discovered in some of this work is sometimes we don't even have the system to have the current, the data collected for what the current. So you'll find as we review these goals tonight, some we have a lot more information and some less because our goal teams are really still at the foundation of pieces really collecting that.

[00:10:56] And then the last goal, goal five, focuses on every student graduating ready to thrive in life after high school with the skills to navigate, adapt, and innovate. So for this, we're looking at graduation equity and really looking as early as ninth grade to identify students that are on or off track.

[00:11:18] we have new dashboards to come on. Yes. A little bit, that is an area that, you know, we're still very much identifying with the current reality.

[00:11:55] Some examples of that at our elementary schools, we recognize especially our Title I schools don't always have, you know, the robust PTAs to fund a lot of after-school programming. And so one of the things we have done for Title I schools, and Mr. Pratt can certainly talk about how Providence is benefiting from this, but pay for science alone, pay for math alone, pay for young scholars, right?

[00:12:22] So just really making sure that we're not leaving it up to individual schools, but really being systematic in that. Also, I'd say our middle school sports, and, you know, again, we're very lucky at Katherine Johnson.

[00:12:41] I'd say one of the very best after-school specialists who hasn't always had a robust program that really is something that is a model for other schools. But again, looking at what is offered, knowing that the after-school programs are largely driven by student interests, but really looking at the expansion of sports.

[00:13:10] I'll just, our principals, Jordan and Chad, if there are other examples you might add. Well, I think that, you know, obviously there's expanding opportunities at the high school boards, volleyball.

[00:13:36] I think it's just continuing to try to learn and I said this is actually a goal area that I am working on or a part of that team. And it's really trying to, in the onset, as she mentioned, kind of collect that data from the schools to see, like, where are we currently?

[00:13:56] Because we just don't have the data available to see what is each elementary school program. How are they staffing it? How are they funding it? What transportation modes do they have available to students? Because as you can imagine, that can drive a lot of what students are able to access after school and for parents.

[00:14:14] So I think it's continuing to try to provide opportunities because Fairfax City and Fairfax County in general are very rich in opportunities. It's just being able to make sure that students can access them in a way that's going to benefit.

[00:14:31] who went through Fairfax players have the same access to private trainers

[00:15:34] or plane travel or any of those things. I think this has only been exacerbated probably in the last 15 years or so. Back in the year, back in the high school, it was.

[00:15:51] You could try out for the volleyball team. You never played volleyball? It's okay. Come try out. and now it feels very much like a lot of kids don't even try out bandages.

[00:16:09] I think it varies, and it depends a bit, too, I think, on the sport and the school. So there are some sports at the varsity level, JV level, in some high schools where they don't feel the team because they don't have enough students to try out for them.

[00:16:31] You have other sports that are much more highly competitive and competitively have a certain skill set. You're not likely to. Is there an effort to identify those?

[00:16:54] I'm not going to speak to a few things that we're doing. Like I know a lot of our multilingual nurse have some challenges, but a lot of them are very interested in soccer. But there are other conflicting or competing interests, right, where maybe they can't always stay for four days of practice, you know, after school or it doesn't lend itself to the schedule, or maybe they're not, you know, when they're trying out making the team.

[00:17:16] So we're working on kind of like a soccer without borders program, kind of, but more like an international and a flexible schedule for them to kind of just provide that opportunity. And then there are some, if you look at, like, co-curricular, like maybe you didn't make the cheerleading squad, but there's the dance team, right?

[00:17:35] So we do have some other options where we can, like, direct students to, there are other things that don't have, that, you know, you don't get cut from, but that do still, okay. Yes.

[00:17:53] It's no cut, right? So, and right, obviously, their partner, St. Sport, is in high school. Obviously, we have the bus at the school, right? It's a lot more accessible if it's not going to be still perfect.

[00:18:12] But where we are with middle school sports is, those are the two struggling slash debating about whether or not it's something at this point that I can tell you. I think it's also being open.

[00:18:32] I know that probably it seems a little more popular in Maryland than in Virginia, but, like, that girls' black football kind of has taken, like, an insurgence, right? So we did have a student that came and she started like a club, right? So I think we've had like nine new clubs created this year.

[00:18:47] So it's also that entry point for opportunity, finding the sponsor and making sure kids can find their people and have something that they like to do. So we do try to support that. I would say briefly, just to kind of piggyback on what I was saying earlier, I think because we've been fortunate to really fully leverage the funding that's available to us for Title I, This year is a real kind of focus around after-school funding.

[00:19:17] We already had such great support utilizing the City of Fairfax funding, so it's really created this amplifying effect to having our program be as full and rich as it's ever been. We, through Title I, are funding two after-school buses, which is close to 80 students.

[00:19:36] So we have this combination of math Olympiad, science Olympiad, academic-driven. We have a partnership with the City of Fairfax through this series of health, Like also like after school soccer, right?

And we also have like staff-driven, like sponsor-driven after school clubs.

[00:19:57] Like we have a volleyball program that one of our staff members are excited about. It's been a really kind of mixed landscape and it's created for a lot more opportunities for students than we've ever had. And I think it's great funding that's been there to support staff supporting it.

[00:20:14] As well as, I would also give credit to, we've created our own after school coordinator as well. Megan Randolph is one of our classroom teachers and has been a membership owner and she's, that position has been, is there because of the funding that's, because of that, it's allowed us to do more with some of that city.

[00:20:38] Okay. Um, go into the individual. Yeah, we are. I will wait, but it's really graphic and you could not make any sense. What is that?

[00:20:55] We're pulling out here at the age. It's not within the last 15 years. It was in 1980, but you were probably born.

[00:21:05] So, yeah, we will go into depth on some, we'll go into more depth than others on some of these goals, these measures, these measures, and you'll, you'll, I think as a result of the president, you'll see where we have more data than that and what, you know, these, these questions are about about goal four, but we're just still so early in the process, but what I love about this is this is our work, right, for the next many years, and so as we continue to provide you all with these data, the schools address that you would be able to be right alongside us.

[00:21:35] Okay, so that leads us into the plan. Of course, they're aligned to the strategic plan, but also then to school accreditation measures. And for school improvement plans, obviously each school is tasked with developing a school improvement, monitoring that plan to see how they're doing.

[00:22:00] What's required is that at the elementary level, they have to have a reading goal at the third grade level and a math goal. And then you have some choice areas as well that you can choose from. In the middle school, we're looking at the reading goal as well, along with eighth grade algebra students who are accessing that course.

[00:22:20] And at the high school level, there is a performance and coursework, which you have actually some options in terms of how you might tackle that particular goal in your school improvement plan. and then progression towards advanced coursework, which you will learn a bit later in the presentation has been a really sharp focus area for Fairfax High School, where Dr. A's and it's been really good.

[00:22:42] So just to kind of give you a very high-level overview of the school improvement plans for each of the four schools, they, of course, align to those required areas within their school improvement plans. I think the one thing that's really interesting to point out as I was reading through and continuing to learn more about these schools is they're really focused on that growth aspect.

[00:23:04] And so using the new assessment, the VALS, which stands for Virginia Language and Literacy Screening System, which is given K through 3, utilizing that new screener as a way to really measure student growth is something that our schools are committed to because we know that that early literacy is so impactful.

[00:23:23] And then as well as continuing to use SOL measures, specifically focused, You'll notice in each of our schools, they have their gap groups that they're strategically focused on. You'll see a big focus

around kids with disabilities and for multilingual learners, both reading and math.

[00:23:42] And as you can see, Daniel's run. And I think everybody, you know, even outside of the school improvement plan, everybody continues to stay focused around chronic absenteeism because we know it's so critical to student success. And we'll talk a little bit more about where schools are in just a minute with that. And you can see Providence.

[00:23:58] They're selected. One of their choice goals being around CL Screener, monitoring that area of emotional regulation, which we know is age, down the road, that can actually talk a little bit deeper about CL Screener.

[00:24:17] And so not to continue repeating, you can kind of see where the goals are there for Johnson and for Fairfax. Again, focused on reading and math. Johnson is also very focused on that student growth. However, at the middle school level, they used iReady as their measure for that, the assessment that they utilize.

[00:24:37] Again, focused on students with disabilities as they are in math as well, making sure that they are demonstrating growth specifically for students with disabilities in math is a big, big target area for his team over there. Science has become an increased area focused for our middle school and our high school students as well as fifth grade science.

[00:25:02] I wanted to make sure that students are achieving there. And then Becky mentioned that one area that we are monitoring very closely that disciplines proportionality, and you can see where Chris and his team have implemented a goal to reduce discipline referrals, where they're seeing some of the highest referrals coming in, which is for our multilingual learners, along with students with disabilities.

[00:25:24] We're really trying to tackle and leverage interventions to reduce the amount of discipline we see from students and trying to a positive approach. And so I had mentioned already around the advanced coursework goal at Fairfax High School is, and we're going to look at some data down the road, so I won't spend too much more time on that. And as well, one of the data measures that we can get each school year is how students are performing in terms of getting a C- or better in the course. And so looking at how students are

[00:26:02] performing in coursework and looking at the percentage of students who pass all of their courses and increasing that number to up over 90% as high as. And then again, I mentioned chronic absenteeism already, which the good news is, as you'll see here in a minute, each of the schools made some significant improvements in decreasing chronic absenteeism rates last school year, and hopefully that will continue, although there does continue to be some challenges, I think, with making sure that all of our students attend. So we're going to jump in now to the first goal,

[00:26:41] goal one, which really is focused on recognizing that all students need to have a strong start in their educational journey no matter where they enter our schools and the two target areas that we focused on here in this presentation which is really really aligned with the 11 priority areas is our multilingual learner progress and then our pre-k experiences and kindergarten. So I'm going to jump in a little bit with our multilingual learner progress. This is a goal across the

[00:27:19] division not only in Fairfax City schools but certainly in the four principles that we have here and the schools represented in the city of Fairfax because we know that this population continues to grow in our schools and we want to be able to provide the best support that we can for their success and for

them to be able to acquire that language as quickly as possible. And so just to provide a little background in terms of how we measure that, some of you may certainly already be familiar with this, but each year our multi-lingual students are assessed using the WIDA ACCESS exam to monitor their language development, and this measures them in all four areas of

[00:27:59] reading, writing, listening, and speaking, and this year, actually, we'll get into the new accreditation framework presentation very briefly, but this is the first year where this will be its own measure, really, really looking closely and focusing in on how students are acquiring that language and performing on the WIDA access is really critical to our students and to our schools.

[00:28:25] And so that has been a big area of focus in, as I mentioned, all of the schools across the division, certainly here. So here's a little bit of data where you can see over the last year, the past two years, how we have increased.

[00:28:44] And you'll see last year some really noticeable gains. And what we're showing here, as it says at the top of the chart, the percent of students who are multilingual learners that meet the state standard for progress towards English language development compared to Virginia overall. So again, as measured by WIDA Access, and you can see, of course, across all of FCPS and in the state, although not as large in the state, there were improvements in this area, but then specifically when you go to the Fairfax City Schools, you'll also see that, which just really speaks to the work that they're putting in, and

[00:29:22] and will continue to put it in and make steady gains in this area. Very notable there is UC Johnson making really sizable gain on the back for everybody at this table, and of course for Chris down there, really making a nice jump. So I think, you know, one of the key areas here is that as this has become an increasing large focus area

[00:29:58] for our schools you just see better alignment of the processes and one example of that that I think really speaks to the work of the city schools and really the Fairfax Pyramid is the work they're doing as a pyramid so they have they have pulled together the ESOL teachers across all three levels to engage in professional development as a pyramid to really take a close look at the data in terms of how students are progressing, but then also to really talk about the strategies that they want to implement pyramid-wide to make sure that students are making the growth that they need to make.

[00:30:34] And I think that that's going to really continue to pay dividends in the upcoming years as students progress. And also there are some other, I think, as the WIDA exam has become increasingly more important for school accreditation and making sure that our students are making growth, schools are becoming very intentional around how students are preparing for, how the staff views WIDA testing time, and how important it really is to the school. And I don't want to steal Dr. A's thunder, so I won't get into it too deep. But she's got a very special program

[00:31:11] that I know she's put into place with some fun terminology. WIDA Palooza, right? What's WIDA Palooza? What, March 2nd and 3rd? Yep. WIDA Palooza. Know what I'm going to say. So it's bound to create sheer joy here at Fairfax for those days of preparation.

[00:31:33] But it really is important because the students and the families really need to understand the significance of this exam, not only for the school, but really for their students' growth and progress in terms of taking it seriously, understanding how they're going to be assessed, understanding what those

questions look like that they're best prepared for taking it, and they can get an accurate representation of where they are in each of those four domains.

[00:31:58] And that information that is really helpful in terms of deciding their next level of programming. And so we want to make sure that students are prepared and our staff becomes increasingly prepared for the language learners that they have in their classrooms.

[00:32:13] Each of our teachers needs to be able to approach instruction at the Tier 1 level, at the day-to-day classroom level, being comfortable working with our English language learners. And so I know that the principals here have implemented plans. It's part of the school improvement plans where they have a sharp focus on doing just that.

[00:32:34] And I'm going to turn it over now to Mr. Stokes. One more slide here, but I think most of these things. I'll turn it over to Mr. Stokes now to talk about early childhood. Thank you, Chad. We wanted to take a few minutes to talk about pre-K experiences for students across the division.

[00:32:56] Fairfax County schools, but certainly within the city of Fairfax. It's important to start with understanding the importance of the pre-K experience. When students have a positive pre-K experience, it provides a foundation for social, emotional, and cognitive, and knowing its value.

[00:33:15] It's important to understand the different experiences that exist for students in the city of Fairfax. Within the Commonwealth of Virginia, there is no pre-K requirement for students, so then And that can create this dichotomy of families that have access and resources that allow children to access to pre-K programs and others who have faced certain barriers.

[00:33:45] However, based on a family need or a student's needs, there are different programs that are offered from a pre-K standpoint for students who qualify in their IEP or a student or families that need certain thresholds.

[00:34:04] There are options that are. It's important to notice or to note the importance of the Virginia Preschool Initiative, BPI. BPI provides guidelines for programs, pre-K programs that they have to follow in order to receive grant down here from the state.

[00:34:22] So BPI-supported programs, students, families must apply for their children to the enrollments programs. The program itself has to use an approved curriculum and students that have BPI assessed. As you can see here, here's a little bit of data about two elementary schools within the city.

[00:34:47] The number of students that came to the school having a pre-school experience. And this is data based on school year. We're still waiting for the school year. But you can see the outcomes.

[00:35:18] Here's a little bit more breakdown about the applications and enrollment of students in different pre-K programs. You can see, based on basically classroom size limitations, some of the students within the city attend pre-K programs at schools outside the city.

[00:35:36] Currently, there are 18 students receiving their pre-K experience at the school. And it's just important to note that different programs have different student-teacher ratios. For example, the Penn Star program is basically 8 students to 2 teachers.

[00:35:55] The VPI-supported programs can be no more than 18 students per one teacher. So that creates some of the space constraints that you see here. So with those constraints in mind, FCPS is certainly

devoted, and one of the priorities is how can we expand pre-K access to students, knowing the importance of that initiative at such an early age.

[00:36:20] So there are an array of different initiatives and actions that are going into effect or in effect to try to broaden this access for students across the district. So certainly advocacy for funding is important for program growth and continuity, where we have a good thing going, we want to continue.

[00:36:42] We know that limitations are also a factor, so partnerships with non-FCPS entities is also very important. We're hopeful for next year, for the coming school year, that funding and resources will be how it gets run along with schooling.

[00:37:08] We'll see as the budget plays out, and that's certainly a goal for students within the city. Certainly staffing is a crucial factor, making sure we have highly qualified, committed individuals who want to support students at the school we teach, as well as ongoing professional development to make sure that those staff members who are working with students are well prepared for the variety of opportunities, like our pre-K, our students in our pre-autism program to receive those more specialized services, and just provide the ability to raise.

[00:37:47] Let's say we do want to turn our attention to going to, yeah, maybe pause for a couple questions. I know, but what about pre-versity support for, too?

[00:38:21] That's a bigger conversation. I mean, I'm trying to get a camera frame on that. That was my initial thought there. Right, because when you see the students in this community, right, that have need, and we have that all across the county, you know, a couple things.

[00:38:38] I know that, you know, the good news is the number of kids coming into kindergarten with preschool experiences in 20 years past, the good news is more kids coming in and the bad news is we also are seeing growing a bright need for it.

[00:39:01] So we have more families applying, Head Start, and other programs that are income-based more than ever before we don't have it. So I think as a county, we are currently serving at less, I'm pretty sure it's like less than 50% nothing. So this is a priority. We have actually on a white board with Dr. Reed and where we meet as a leadership team have kind of looked at if we want to have 100% of our

[00:39:32] students serve in 2030, how many classrooms do we need every single year? I do know, and I'm not thinking of the name off the top of my head, but in 2027, there is a place in the city where there's a vision for like a preschool center, which will open, it gets with like a M maybe?

[00:40:01] I can look it up and get it to you guys, but it was part of the plan in 2027 that whatever space this is, which is located in the city, not in a school, but centrally, could actually open 8th blocks room. So I think there's more.

[00:40:18] I think you guys are always engaging in. Well, you know, they were talking about any space, whether it was Green Acres, having any additional space for what they were looking initially for any possible space.

[00:40:35] I think they're looking at, like, community spaces, right? They talked to Parks and Rec as part of their outreach. I didn't know of any firm resultant effect.

[00:40:52] I mean, they had asked us about expansion at our school. We just didn't have the capacity.

[00:40:59] We do know some of the boundaries that don't sense for kids.

[00:42:22] That space is called. Exactly, right, and we can get kids that are served in, whether it's special ed programs, Head Start program, all of our specialized programs as close to, in their base school or as close to as possible. So I hope that just that work, that long term, I know that's not like right now, we still have so many students that need to be served, but we've already made so much growth just this year

[00:42:58] with the number of Head Start classrooms we open this current year is in the budget. It is certainly a private room, which is going to be interesting. Well, you're good.

[00:43:15] Mine's also a pre-K question. For those who don't know, my background is preschool. I'm so passionate about this. I'm curious about applications received versus the students that are held. I'm talking about two very different applications, whether it's interim or special.

[00:43:36] I'd be curious about the breakdown here for our schools in terms of how many applications are received for both. Because they're two very different services.

[00:43:53] This is solely head start. This is solely head start. Okay, that was nice. Because any student that qualifies for an IEP as an area which their needed services were required to provide.

[00:44:10] I mean, there's also, right, we also have the increase in what we're identifying earlier, so there's more students are reading, so that the severity of them is important.

[00:44:29] I wonder if students are getting resource level rather than a full-time waste. It's getting a lot more, like, one to two hours of services. I will say, yes, but I will say in terms of our special education program, it is incredible.

[00:44:47] Just last year, for this school year, I think it was 76 classrooms we opened.

[00:44:56] And that's not just preschool autism classes for our ECCB students, but it was, you know, also enhanced autism program, so just that there is a brain, and again, if we're about to work with schools on expansion, because we're right now planning for that for this year, making sure we're staffing those classrooms, so it is possible that just, that, I know sometimes it takes, as you said, earlier the better, so when they come to elementary school,

[00:45:34] We're not now identifying in kindergarten and first grade. All right, thank you. I just had a question about the incompletions, because almost half of them are incompletions.

[00:45:57] No, it's eligible but not served. Okay, that's a bit of a struggle. Is there stuff to be done as to, like, why parents are not completing the applications? Like, is there an education that's understanding?

[00:46:16] Like, is there outreach to educating? Kind of, what resources are there? Definitely, and I don't know if I might have to add, But I mentioned earlier that, you know, like the increase in the students who are showing me, like the reason we have a wait list is because we have more families submitting it.

[00:46:38] So I think that really speaks to the work and we do have early childhood folks that are working to educate, you know, get the word out that these programs exist. No, I think that would require a lot of language barrier or things like that.

[00:46:55] I mean, I think I'm done, but I'm not being there. Everything forwards. I know our schools do a great job, you know, as you meet families and you have a student enrolled and then you see the little brother or sister in the store.

[00:47:18] I remember asking parents all the time, like, is that, you know, and make it, try and, you know, just make sure that they are. And I think that's important to know. Where this, like, the application process occurs in the since you're like, so.

[00:47:38] And they, in the early childhood office has a lot of, like, resources, but it's liaisons, the partnership that comes to the school, classes, nutrition classes, parenting classes with our pre-K families, but a large component of their process, of course, is seeking out and identifying families and our registrar is a real point of context, as Becky said, helping to kind of, okay, who are current existing, we have families that are in our school age program, but who are the siblings that are kind of coming up and making sure that they're identifying.

[00:48:18] I will leverage your question the moment you ask, how can we help? I don't know about the space problem because Providence has a long history of space issues. But, you know, as elected officials, just your advocacy would tease because for these programs, 60%, they're 60% funded.

[00:48:45] And for our students with disabilities that we're serving in our early childhood programs, 1% budget, the rest is funded. A lot of this is dependent, right, on the funding.

[00:49:02] Certainly, you know, Dr. Reed and the county board have made it a budget priority, but we're not going to get there as quickly as we're safe. And I'm going to add, I think that's the shift, and we're no longer, we're going to call it head start, we're going to call it pre-K because it's misleading to indicate that money is coming from the head start.

[00:49:23] It sounds like a couple of years ago, there's a shift in how we're describing the classes. It's pre-K instead of head start. it's somewhat misleading though right because you think about pre-k and a lot really actually right it's not universal right and well and the threshold for reaching the ability to be able to do services is when we have all families kind of this middle ground they don't quite qualify but definitely can't afford private preschools which are exorbitant um so we're missing my

[00:50:01] guess is that kind of 25 of students that we're missing who have pre-k before kindergarten are are those students who just don't have what it is, but don't appointment income requirements. - Years ago, I went to this fellowship out at UCLA with our former head of early childhood, and it was really just like, I think, to just come up with a project or a way to expand.

[00:50:30] And she had this great idea, which I don't know how to bring it to life, but this idea of if we offer preschool for tuition for families that are not within the eligibility for this pre-K program, and then use that to offset the cost for this and i think like if i had young children i would if i was going to pay you know as well kinder care right i might as well pay and get them in like where the teachers really would know how to prepare we would need a lot of facility space but

[00:51:04] you know i think it's great we're having the conversations and we have a way this lighting still would suck. Yeah exactly. That's where everything starts though. You have to start with the dream.

[00:51:24] We have a safe way to lower hallway. I've heard nobody did that in my hometown. They took an old grocery store and it's now the school district's early childhood center. What we want to do is start our attention with goal 2 within the strategic plan. So considering all the excellent academic and extracurricular programs offered

[00:51:58] with an FCPS. If students do not feel safe, supported, and included in the power, our goal would be to fully access and enjoy the learning experience is offered. One of the priorities in looking at this particular goal is examining discipline disproportionality. And this is a factor of being examined not just in FCPS, but honestly at divisions across the nation because this would not allow students. So when thinking about discipline disproportionality,

[00:52:33] when examining a particular student group and whether they are disciplined at higher rates as compared to other student groups looking back at the table. And we can see nationally which student groups tend to be ones that have higher rates of discipline.

[00:52:54] I think it's important to think about the different types of disciplinary consequences and experiences for students. Certainly the impact of out-of-school suspension is particularly significant where it's one pretty major disciplinary incident that happens to a student, or perhaps several incidents over time.

[00:53:18] The impact of lost time out of school, failure of the law you're in the building, is certainly a problem. So FCPS has shined a light with principal disproportionality at schools across the country and have begun making efforts to address this particular thing.

[00:53:37] Certainly the one particular stance is to be proactive. We don't want students to be involved in the incidents that then result in being subject to different school disciplines. So this looks back to the region priorities with behavior solutions.

[00:53:55] Behavior solutions offers a wonderful framework for schools to be really proactive and really explaining the desired behaviors that they want to see from all students to really reinforce that through tier one expectations, lessons where students can really understand and engage in what is expected of them, positive behavior incentives for students to continue to be acknowledged for doing the right things.

[00:54:20] And so Region 5 schools and certainly City of Frederick schools have invested in that. At the county level, in terms of working to reduce discipline and disproportionality, there are different cohorts that have been formed. There are network improvement communities to really study the different root causes of student discipline.

[00:54:40] and how to respond more effectively there's a goal with innovation team related to this strategic plan to adapt to this work. Last school year Fairfax High School was identified as a school with higher discipline disproportionality for certain groups but through the wonderful work of Dr. A and the team here at Fairfax High School they worked to decrease, to reduce discipline disproportionality and for this school year they were moved off of that list of that list that was happening in the same exam.

[00:55:14] Not that they haven't taken their eye off the ball and they're still working on different initiatives and efforts to proactively address student behavior. I want to call out restorative practices. That's something happening at schools across the division, certainly here at Fairfax High School.

[00:55:30] When students do make that mistake or have that particular moment, there's a lot that can be done to really address the harm that may have happened and find ways to address that behavior of the students here in the building as opposed to the traditional practices.

[00:55:48] So, again, kudos to the Fairbanks High School team for their work to run the make a dent in that and return and increase student loan. And just here are some of the different practices that are

occurring across the division. Again, keep this as a proper student loan beyond student loan, schools and all.

[00:56:12] That's it. I'm going to turn things over to back to Mr. Layman. Let's think about how I can have some music. Yeah, so we've talked about this a little bit already. So I won't spend too much additional time on it, but to highlight a few key points. And in case you may not be aware, chronic absenteeism is defined as missing 10% or more of the school year for any reason.

[00:56:35] So that includes both excused and unexcused absences. Sometimes I think folks in the community may be a little confused by the fact that excused absences don't count, when in fact they do. So a long trip overseas where a student misses two weeks of school has an impact on that student's level of status quo.

[00:56:56] So this, of course, has been a division-wide focus, particularly coming out of the pandemic. We know that rates were extremely high with students missing a lot of school for a variety of reasons. And schools, as Gordon mentioned, participate in disproportionality. Pretty similarly across the country have been working to make sure students are back in school.

[00:57:14] And that speaks true to the work here in Fairfax City Schools. Here's some data for you, just so you can kind of take a look. That 22-23 school year was really problematic across the entire state division and all of our schools.

[00:57:32] You can see that data brings true, Fairfax City Schools. But then last year, through everyone's hard work and focused energies around making sure that students were in school, we did see drops across all of the schools, significant drops.

[00:57:49] But it still is challenging in some ways, particularly for our multilingual learners. It tends to be one of the subgroups where we still see troubling trends in absenteeism rates.

[00:58:07] So all of those combined efforts around focusing on multilingual learners. To highlight just a few things, I think, you know, primarily speaking, that increased focus has caused school teams to make sure that they are closely monitoring and quickly intervening on attendance concerns.

[00:58:31] One of the challenges in addressing attendance concerns is that it's almost always very specific to that individual student as to why they may or may not. So one sweeping program doesn't necessarily solve the problem. It just takes time to get in and figure out what they need.

[00:58:48] That being said, I think some efforts were made to increase communication to families, sending attendance report cards, these types of things, and increased messaging to let families know the importance of this, to quickly communicate to families when students may be missing school, and then to try to just tailor and target interventions to support those students in making sure that they aren't here.

[00:59:16] I know at Fairfax High School, there was a robust after-school and Saturday program that was put into place as schools are able to earn some additional attendance credit, so to speak, back. If students attend outside of the typical school day, you can earn some time back into a student's attendance record. In some cases, that can be helpful for the school and for the university. So this continues to be a focus, and I think proactively as well, and just trying to make sure that the school climate, the environment, the instruction that's

[00:59:54] happening day-to-day is engaging for students, and it's an environment where students want to be. And I know that that has been a primary focus area for all of the principals that are sitting up here for school teams. Because that's what I'll turn it over to Becky, based on the SEL screener.

[01:00:15] So the SEL screener is not a formal measure in our strategic plan, but we felt like it was still an important piece to talk about. Because as we're talking about kids feeling safe, included, supported, right, it's looking at multiple data points.

[01:00:33] really you know with our school teams and then you know creating plans for students to ensure that we meet those outcomes so we thought this was an important piece it's certainly something that our schools really leverage in their work to support all students so FCPS does partner with Panorama Education to develop and implement the screener which I'm sure we administer twice a year to students in grades three through 12, once in the fall and the spring. In kindergarten through second grade we're still assessing but it's really the teacher assessing the behaviors they've seen

[01:01:12] versus students report. So the screener has really been a wonderful tool for us to gather valuable information about a student's social emotional skills, emotions, relationships, school environment, and overall well-being. So as I shared before you know this data along with multiple other data employees are used to provide. So there's a lot of data in those two slides, but here we have our elementary school data for grades 3 through 5. So there's a 3 through 5 screener and then a 6

[01:01:50] through 12 screener. So the elementary schools kind of get two different reports looking at 3 and 5, and then there's 6th graders in Stanley. So this is the 3 through 5 data, and you can see the data for the division in the middle to just give you some context. And these percentages that you see here are are favorable responses and that kind of varies depending on what the question is so every question has like a like or you know for a series of responses so it's not a strongly agree every time right it just depends on what the question is so they have you know favorable and unfavorable degrees

[01:02:29] within those response for this data so you'll see the screener addresses six different topics here and then you'll see in the sixth through twelfth grade screener there's an additional topic of cultural awareness and action you can see here though that I think two two areas to highlight and say are supportive relationships which really is how students are how they consider their the

[01:03:02] support they have from peers from adults at school and at home and also I see Another strength here, the social awareness and relationship skills. That's really how well students consider the perspective of others and empathize with them.

[01:03:21] Those are definitely some areas of strength when we look at this data. Overall, I do want to commend all four schools. The response rates for these screeners were very, very high. Daniel's run at 94.3% of their students participate in 3 through 5, and Providence 97.7.

[01:03:42] with our central office team that needs this work. Those were very high response rates, which really helps us make meaningful data. You'll also notice, if you look at this data, and as we look at the next three slides, too, you'll see declines from the spring to the fall.

[01:04:03] And so there are a couple reasons for that. One is actually, you know, we are constantly refining these tools. Our folks who work on our CEL team at the central office, And so they did work with Panorama to update the wording of some survey questions from the spring to the fall to enhance accessibility for students.

[01:04:25] So they did have some adjusted scores, and they saw this pattern across all schools in the division. In addition, they said this is what they typically see. I don't know if it's like the summer slide on the social skills, just like we see on the academic side.

[01:04:43] But certainly looking fall to spring would be probably a better measure of progress because you're also surveying the same groups of students, right, especially when you look at the middle school where you've got 50% turning over. So perhaps we'll consider next year doing fall, spring, and leaving the fall out to maybe demonstrate more what progress might look like.

[01:05:06] And again, this is like any assessment, right, it's a snapshot in time. How a student felt that day that they were taking it, right? If you walked in and you just got in a fight with your boyfriend, like maybe, you know, or, you know, I mean, so we just, and that's why, you know, this data is really about what are the themes we're seeing across the school.

[01:05:27] It really helps schools determine their their teams you know for advisory are there particular lessons we should be doing for morning meetings are there certain lessons we should be doing should we pull in some of our second step curriculum right to address kids seem to be really struggling with emotional regulation so this largely is about what what do we see globally that students need and then of course when looking at other data points you know we are looking at data specific to certain students and triangulating that, right, to really check in.

[01:05:59] And certainly this can flag students that we need to take a closer look at as well. So here's the sixth grade data for the elementary schools. You know, I see a strength here in challenging feelings, and that's really how frequent students feel challenging emotions with higher ed scores indicating that they have big feelings less frequently, right? And if we just think about this work, you know, kids even being able to identify

[01:06:30] that it is a skill, right? What a challenging feeling. Sense of belonging, too, is a strength, and that's really whether, how our students feel that are valued members of the school community. And again, for the sixth grade alone, that cultural awareness and action, and that's really been a big focus of many of our schools in the region, really engaging kids in conversations about issues around race, ethnicity, and culture in school, and I applaud our administrators for really bringing that curriculum in, and I think

[01:07:05] we'll continue to see growth in these areas. And then if you look at the middle and high school, you'll see again strength around support relationships, emotional regulation and self-management and responsible decision making and again Katherine Johnson had a response rate of ninety four point eight percent Fairfax eighty seven point four but I believe you were the highest high school in the

[01:07:37] county for the second year in a row so yeah she thrived kids I have to just speak to your Saturday school post, because we had Saturday school for a little while back in the 80s.

[01:08:06] Spring apple. Saturday school, they did it to place school suspension, out of school suspension. Does it look like your Saturday school? That's the point. We're going to send Carolyn in a couple weeks.

[01:08:27] Shift that memory. So here you see just some of the actions that our schools take when looking at this data. I mentioned some of these things earlier, but it really does inform, you know, what student support do we need within teams, you know, our grade-level teams, and, you know, look at this data, our wellness committees, our MTSS teams, really developing those plans for individual students.

[01:08:54] And then also, you know, planning professional development. As we see, it's making sure our teachers are being expected to cover a lot of ground, right? So just making sure we're building their capacity, that they have tools that they feel comfortable delivering the lessons with their students to make that.

[01:09:13] So the last piece with Goal 2 is really looking at academic inclusion. So FCKS has a strong vision.

[01:09:28] I think this is another area you'll kind of feel probably similarly to preschool. sort of naming a place where we've fallen short as a division for a number of years and really creating some next steps and action plans to improve.

[01:09:44] So our vision for inclusion is to ensure that our students with disabilities have the same full access to academic, non-academic, extracurricular educational settings as their peers, as appropriate, and in the most inclusive environment to meet the needs and goals of each student.

[01:10:03] So you see here on the screen, you know, it is creating those inclusive opportunities because we know what that does for kids, and not just our students with disabilities, but for all students, creating that sense of belonging, building those social relationships and friendships.

[01:10:19] And we really want to become a model for inclusive entry. So looking at where we're sort of starting from, oh, I guess the PDF didn't keep our colors. Sorry about that.

[01:10:37] There's a lot of red. I think it's just the projector. Every time we're in this room, it's projected. OK, you have it. That's the important thing. Yeah, I see it on there. So we are using the VDOE Indicators 5 and 6 as a starting point for monitoring our inclusion rates.

[01:10:57] So these are indicators that the state reports on annually as part of our requirements under IDE. So Indicators 5A through C focus on inclusion students in grades K through the age of 21, and indicators 6A through C focus on inclusion at three schools. So this data that you're looking at shows both overall state and FCPS performance for the 22-23 school year in person to the state targets for that year. You may wonder why are we looking at data from 22-23? That's the

[01:11:36] most recently reported from me, so we just don't have the 23. So cells in green mean the target was met and red is not so you can see what we we have made progress toward inclusion we still have not met the majority of the state targets so during the 23-24 school year amongst FCPS students with an IEP an estimated 59% of students kindergarten through the age of 21 received 80% or

[01:12:13] more of their education in general so only 59 percent 80 percent and 24 percent of our preschool received the majority of their special ed services in gen ed part of that is access because of the preschool needs that we talked about earlier and we also saw disparities with student groups when this data so definitely lots lots of opportunities for us as a school division so some of the strategies that we're currently focusing on to you know improve our realities

[01:12:52] around inclusion is to these five big ideas you see here on the screen so we're focused on one just like you heard Chad talk about with meeting the needs of our multilingual learners is building the capacity of our teachers to meet the diverse learning needs of our students including professional development this year that has been focused on universal design and providing then in additional to the

PD, providing instructional resources that support our general education teachers in differentiating instruction.

[01:13:26] We have developed cross-departmental teams in the county to support both the UDL inclusive practices work and also expansion of our twice-exceptional support work. And as you're probably aware, we have a neurodiversity specialist that was hired a number of years ago who is a key leader of these teams and in this work.

[01:13:50] Another key effort that we've had is that we are strengthening our IEP processes across the division for considering placement in more inclusive settings through a tool that really helps teams identify the least restrictive environment.

[01:14:09] And so not only has that tool been created, the staff have been trained and we are using it in our schools. And we're in the process now of developing, we're big on dashboards. So Dr. Reed has brought the dashboards, which help our, when you have this work and you're monitoring it, it's critical to have the right data.

[01:14:31] And so our IT wizards are creating a dashboard where we'll be able to monitor the least restrictive data across schools, which is really exciting. And then we're super excited this Thursday, we're engaging with some experts on inclusion, which I'll have a slide in just a moment, that I think will really help not only bring the best practice to us, but also really help the division chart an action plan for the next several years around strengthening our inclusive practice.

[01:15:06] So you'll see here, Dr. Julie Koston and Dr. Kristi Preddy-Fronczak are going to come on Thursday meet with our principals. This is the book we're all going to be diving into. But really, we're looking for them to help us develop a three-to-five-year action plan for the division, really redesigning our service delivery model for our students with disabilities and providing that professional development that we know will be necessary to ensure our students are supported in the general life.

[01:15:38] So we're excited about this. It will be a great, great chapter that we're starting. And one that's long over. So it's okay for you.

[01:16:06] Very, very good question. Are the dashboards public? No. They're really important. I'm just saying. They're really wonderful when they're public, just FYI. But I will say there's transparency in that these are goals we're working on.

[01:16:21] So in that same, that slide around where we are with inclusion, I mean, that's public data. That's data that's 2.10. Just thinking about the behavior solutions that are disciplined, how would you balance, or how does the administration recognize their behavior instances in terms of how do you ensure that all students, what does that sort of training look like, you know, a lot of that probably

[01:16:58] The student rights and responsibilities is the basis for, so administrators are, when an incident occurs, really doing the, getting to the root cause, the investigation, to understand what we're doing, and really, okay, what is going to effectively address the situation, but also, what is the behavior that this incident really highlights, and is that something that needs to be addressed through kind of an array of different options that the school has.

[01:17:37] There's the, typically if it's something that's super harmful, something that really involves some of that, the administrator has to weigh that. Is a suspension, is something a national approach warranted?

That doesn't mean that the learning still doesn't occur as a part of that or after the fact, because what student's going to come back to your, in most cases, the student's going to come back to that campus and have to reintegrate back into the school in a positive way.

[01:18:10] So I think administrators are always weighing that. There's more of an option to have it be addressed within the school, at the school level. Even if it's something like an in-school suspension, an in-school consequence, you can still address the behavior without the approach of the out-of-school.

[01:18:32] But I think administrators are also knowing that certain things do warrant that out-of-school because of the significant pain, so they're always weighing the two, and there's a way they're doing what we're still in practice, if you're going to consider that.

[01:18:50] I mean, I think your question is one that's on the parts of my school, right, with a teacher? Yeah, and teachers, right, when we have a student that's really struggling to meet the expectations for a lot of, right, kids come to school with all different experiences, trauma, you know, there are a lot of reasons for, you know, the behaviors, and it's always balancing, right, meeting the need of the student, but also maintaining a safe environment.

[01:19:19] And, you know, when we have students coming into school, you know, our students who aren't reading by third, you know, we know that we're not going to get them reading overnight, right? It's a dedicated, systematic, research-based process. And I think, you know, behavior is no different.

[01:19:36] It's just harder. It's personal. It's impactful in a different way. Your peer isn't reading. It's not a peer. It really struck the classroom. So I think, you know, it is hard, and I think it's a constant balance, right?

[01:19:58] Because we don't throw kids away the restrooms. We have the responsibility. We also have to recognize the impact of our child and staff that are having to support the student. I don't know if our principals... I just wanted to call you, is kind of looking at impulsivity versus intentionality.

[01:20:18] Certainly younger students are going to see a lot more impulsivity in their behavior. The order that students get, they have a better understanding and healthy environment. Absolutely, and that could, regardless of the age, that could be, so that's also part of the despair process for students.

[01:20:41] Consultation with other people on the team to really think about all aspects of that student. But, yeah, absolutely, school and student safety, staff safety, it's with students. This is a question or a statement.

[01:21:03] I think some of what you're discussing is very similar to what we said about just a lot of behavioral challenges it's more and more especially five years um having the service of the children i think a lot of parents have this idea if someone's not suspended they didn't get punished right so there's no like that to them is the generation and we know that that doesn't work oftentimes right like there's a reason that people who get so different more than often than not are re-adjudicated it's a

[01:21:40] cycle right because we're not providing them so i'm curious especially at the elementary school level everybody knows everything each other at all times you know what is there space to put some resources for parents to understand the benefits of some of these more restorative practices, you know, and how just because their child didn't, you know, something happened, I understand, of course, having a

child who has a safety issue, especially having that child spend three days at home, it's not been anybody in this situation, it's ultimately

[01:22:19] likely to reinforce the behaviors because they're not, it's not like they're home with supervision, right, so who knows what they're watching or playing, so I'm just wondering where is there space for that in the elementary school to provide that education, and I don't know provenance as well, but I know to know friends like every day, like that child should be expelled. Well, is that helping anybody? And I think it's the tier. I think that when you look at a lot of discipline, what's going on in tier one, because you should be preventing it before it gets there. And then by the time you get to the tier two and tier three behaviors, those should

[01:22:55] either be new students or students who we've recognized that behavior is communication and or do we need to be filling it with IEP? You know, a lot of times they're unidentified, and that's why, you know, the needs.

[01:23:11] So it's really looking at each student. But I think, too, that there's always the struggle between academics and behavior and how much time are we allowed to spend. And I think that, you know, when we have this new reading program come and then they want us to cut reading time, I think that, you know, that's a tough decision because you cannot, you have to have the behaviors in check before they can do more.

[01:23:36] So taking away morning meeting time, so I think having a really strong tier one helped quite a bit. And I know like Providence, you guys started the second step, which is something I'm, wow, that's a great career.

[01:23:52] And it teaches a lot of the skills that students were really getting at home. Yes or no? On the FCL, 6th grade through 12th grade, you set as a test.

[01:24:09] Are they the same questions? But the 6th graders get the same questions as the 12th graders. You can see the questions. Georgina's saying yes. I only look at my child. 90% sure, but I was looking at yes. After the readjustment, there was no questions.

[01:24:26] Yeah, if you go on the FCPS website, you can see the actual questions, too. Oh, I've seen some, but I've never looked at my child currently here. And then the other one I had is with chronic absenteeism. I know personally you get a letter when you get close, and you get a letter when you get there.

[01:24:45] Because I had a very sick child last year. What happens, though, to those parents that do, like, those families that do hit the chronic absenteeism? Is there, like, a, you know, like, I know when, like, we were going through school, like, if you had truancy, the parents had to go to a class.

[01:25:01] Is there anything that we're doing to try to help those families or, you know, I understand sometimes it's a sickness that, you know, like, my daughter was sick for a whole week. And then, again, is there something, though, with the families that it's not something like a sickness that it's just, oh, we didn't get up this morning, so they're just going to miss out?

[01:25:18] Is there something in place to help those families so that they are getting those kids to support? Yeah, I can speak to that a little bit. I'm sorry. I mean, I think it's just Becky alluded to this. I think that's a real tier three conversation, understanding that each of those situations presents unique circumstances.

[01:25:39] Our unique responses, right? So it's trying to figure out, is this like a chronic illness? And perhaps they're not getting the necessary medical care that they might be in promising to us. And like, you know, leveraging our family liaison, our school social worker, our school psychologist, right?

[01:25:57] Or maybe in some instances, mental health challenges, right? Or school avoidance, perhaps someone living outside of the boundary or having transportation issues. And I think it's trying to kind of, at that point, really go kid by kid.

[01:26:13] And that's what we're doing as an attendance team, right? We're meeting each week to determine, okay, let's see where we are. We can really identify those students who are chronically absent. be able to kind of really clearly say, okay, what is it that they might need based on the number of absences and when, what is their pattern, and really assigning a case manager, so to speak, on our attendance team, depending on what that student or family might need.

[01:26:43] And then reaching out to that family team. Okay. Yeah. Thank you. Okay. The topic of course seems to be more prevalent.

[01:27:07] How was that treated differently than sit for a week and then, yeah. but I'm saying, like, somebody who's sick early then, but also then who's on vacation with their family, and they miss that 10%, because there are certain chronic illnesses.

[01:27:29] Teenagers vary under what's going on. Yeah, we have, yeah, I think those are, when you've uncovered the stories, we do have several students that are medically fat in this, right?

[01:27:47] Like, multiple scenario situations. What I would say is, I think it's the shifting mindset that, like, chronic absenteeism is not a... Right, right. And I think we really, unexcused absences, it's still that subset of absences, those are problematic, right?

[01:28:05] You have not communicated to us why your child is not present in school. We wanted to kind of figure that out. Maybe that's the risk case here, a real truancy issue, you know, bringing your child to school, you're not meeting another obligation. But I think in the broadest sense, like a student missing, you know, missing school is not punitive, right?

[01:28:22] We really just want to figure out what's going on. And so maybe in some instances, we would kind of really think that maybe this child would be qualified, be eligible for intermittent home path instruction or and so then that would kind of allow them to be able to access school in a way that they weren't previously but i think it's really kind of understanding what is the root cause of this and what might we be able to do so that there's they're able to access school in a way that they weren't right now that some of our school board members on the east side feel strongly about especially some of our really students now our

[01:29:00] schools i think are exercising the sensitivity situations at the end of the day the state still is labeling them chronically absent so i know that there's like advocacy with the state like could there be could there be a nation on there that sort of put them in a different category similar to you know our our centers like kilmer center has its own innovation framework you know an alternate plan you know knowing um just the goals or something i know there's advocacy around

[01:29:37] that i don't know if the state would be open to a consideration around that but it is it is Something, you know, of concern, and I know schools are really sensitive to those issues. Yeah, it's like you

could be out for two weeks, and you're fine for three weeks.

[01:29:58] So, yeah, exactly. So, I just found, by the time you get home, found a range that we might be back in school for a while. So, I just wondered, I assume the school just works with those families on it case by case, but I do like the fact that we're not looking at chronic absenteeism. Obviously, we're looking at how can we back to school at whatever capacity.

[01:30:38] My thing is, though, that she was, you know, outside of, like, students that have health struggles is even, like, systemically looking, like, at some of our processes, right? Because, you know, we are a very diverse international school, you know, with a lot of travel, right?

[01:30:53] So we changed our prearrange absence process. It used to be you had your teacher sign off and an administrator, and now the administrator has to sign off first before the administrator signs off. They actually call home and have a conversation with the family, say, do you realize if you're going to be absent for the next 18 days, like, you will be withdrawing.

[01:31:10] There's a lot of, like, misconceptions, I think, around, oh, you're just going to have to miss school for this. So there's, like, this conversation that's really important, like, in the moment. Now, if it's emergency, that's one thing.

[01:31:25] If it's vacation that I'm trying to plan, you know, that's another, right? Also continuing to promote, we do for our families at the beginning of the year, the calendar's out for the next three years. right, so it's a great time to stop planning, like, because we do know, because of our international community, that they will travel, right, and so just thinking about, like, as you look at these breaks, just kind of with some of that guidance document, that these are great pockets of time in extended week, you know what I mean, pay attention to all of those things, like, as you're planning, because it's different than it was before, especially if people had kids go through before, like, this didn't, you know, this didn't look the

[01:31:59] same same um so just trying to have more of those case by case one-on-one conversations and then really also understanding the academic implication of it as well if you miss that many days of school like can you keep up can you make up with the work like you make up the work like are you going to be okay and then we really just leverage that you know as we call it like the attendance buyback program we do really leverage that program with kids that are in this window of between, you know, nine and 16 days of, like, promise, but that promise of being chronically

[01:32:35] absent, like, we have a promise here to support you, you come in, we have teachers here to help you, you can earn your hours back, and you can earn some of this time back as well to not be chronic, but that's new too, right, so it's another conversation with the parents, right, because Saturday school's a bad thing, why does my, you know, there's a lot of, no, because there's a lot There are perceptions around it, right?

[01:32:58] So you do have to call and have a lot of these conversations to educate. And a lot of kids don't want to always miss school. We know life happens, and they do like the idea of earning back the time, right? So this isn't what my attention on my transfer. This isn't what you today means.

[01:33:14] I think a point of that, because he just recently stepped out of the principalship, is the time. And so when you, as you start to implement systems that force you to look more kid by kid, it becomes very labor-intensive.

[01:33:33] So pull a student in for what you might think would be a very quick conversation around attendance turns into an hour-and-a-half-long meeting where now you've got a social worker in and there's all this stuff that comes out on the table. And so, you know, sometimes when you're talking about, and I know the city schools in some cases are fortunate to have some additional staffing that is afforded to them, which I think pays dividends, Because it takes staff, intense focused work that's really time consuming.

[01:34:08] We have to carry these families and these kids in order to really make some of them accomplices. So just to put a plug in for the work of these teams and how much effort and digging that really takes. There are currently multiple pieces of legislation on the table for them to consider changing how chronic absenteeism is calculated.

[01:34:36] So thank you. All right, so now we're going to get into the academics. Goal three. So our first priority in goal three is reading on grade level by third grade. So we know third grade literacy is a key milestone for our students' success.

[01:34:53] Third grade really represents a transition that happens between learning to relearn. And we know that students that aren't reading on grade level by third grade have difficulty comprehending the content that's taught in subsequent grades and can quickly fall behind, not only in language arts, but in other subject areas as well.

[01:35:14] And we know the research is very clear that third graders who lack proficiency in reading are four times more likely to become. And evidence on the positive side of that shows that students who are reading on grade level by third grade graduate and attend college at higher school.

[01:35:35] This is a very important thing. So for this goal, we have two key accountability metrics that you see here. So the first metric is the pass rate on the third grade reading SOL. So you see here the data for the division and then our two elementary schools.

[01:35:57] That's the first row. And note that this is unadjusted. So this is the raw pass rate. When you look at other data sets, you'll see adjusted data much higher pass rates. And that's because that adjusted data is taking into consideration growth in previous years.

[01:36:16] It's taking into consideration multilingual learners who have been in the country less than 11 semesters. transfers into the county, and so that data pulls a lot of, you know, pulls a lot of it now, but we use the sunnage list because this is the reality, this is how our kids are doing in our classrooms. So you can see the second metric there, in the second row, is the benchmark on the iReady screener. We have iReady, the 48th percentile is really where we want that

[01:36:50] minimum students to meet that typically if they they're at or above the 40th percentile they do have students so it's a very important metric that we primary this year as chad mentioned earlier we have implemented a new screener and that is the val so we're going to look at a little bit of that data so our literacy work has been largely shaped by the virginia literacy act that went into effect this year, and it really brought about three major changes in our schools, and so the first

[01:37:29] is this new screener, so we now, we formally use I-Ready in grades K through 3. We're now using the VALS, you know, K through 2. In third grade, we use the VALS as an additional diagnostic, so we give the I-Ready, and then for students who are showing risk, we do the T5, because the VALS is a one-off assessment. We also have new expectations from the state for kindergarten through third grade on

reading plans, so students that are demonstrating high risk on the vales are then receiving a formalized reading plan with an intervention that matches their area of need.

[01:38:10] And then lastly, and a big one, it's one bullet but it's big, is the implementation of our new curriculum, Benchmark Advanced, and Benchmark is one of the pre-approved state research-based programs and so we've been implementing. I want to note a few things here. While the VALS, the VLA is as newly implemented this year, we have been deeply embedded in this work and the shift in reading since 2021. At that time in Fairfax, we created the Equitable Access to Literacy Plan, which really

[01:38:46] was the beginning of this shift in our literacy practices grounded in evidence-based reading research and so with that plan early on you know that's when we first started using our universal screening practices we developed curriculum guides for elementary teachers that had explicit systematic phonics instruction and we saw significant gains in our phonics scores as a result of that with the basal adoption it's super excited i'm very proud of our staff it has it has

[01:39:23] been a challenge but we have a really great i think framework as a division two where schools have four teams that are focused on all of their reading practices they come together centrally monthly they're conducting walkthroughs in their schools and really learning and growing in their practice i also like to highlight over the past many years since we started our equitable access to literacy work. We've really built a lot of capacity in teacher training on evidence-based programs, and largely a lot of that we could do from our ESSER funding when we had it.

[01:40:00] We have many, many teachers trained in Fort Gillingham in letters and other programs that has really just, I think, opened up just the ability to meet the needs of our readers and really show growth in these careers. And then you saw earlier, you know, we have a tight alignment with this goal in our school and group so the vows as i mentioned is our new screener and it is it is delivered on a 101 assessment in the fall so you can see here this is the percent of students showing high risk i will say like kindergarten we saw really high rates across

[01:40:38] the division but it's because the rigor of this assessment was so much higher than i read what the kids would have learned by the time it's given so we're in the middle of collecting mid-year data and what I'm already beginning to see from all our schools is many students coming out of that high risk and more kids, you know, entering the low risk. So this is how we continue to measure whether or not we're on track along with our unit assessments.

[01:41:20] Inherit to the strategic plan is guaranteeing rigorous academic experiences for all students. So certainly the goal of having all students not just enroll, but successfully complete algebra by 8th grade is another tangible class set of the plan.

[01:41:42] And it's important to have that successful completion of algebra in middle school by 8th grade. It really opens up a lot of opportunities for students once they get to high school in terms of just different course offerings and different options for them as they move through the next four years.

[01:42:01] So here's a little bit of data on successful completion of the algebra. And certainly it's important to note that this metric is both students who pass the course as well as successful passing of the SML test.

[01:42:24] So thinking about students leaving middle school with a high school course progression in addition to what they can also attain through the condition of the algebra one completions.

[01:42:42] and even though we're focused on eighth grade it's not solely dependent on what happens in middle school there's a lot of work that happens through elementary school to really equip students with the ability to successfully engage in algebra and then certainly after we don't want kids to just kind of get through by the skin of their teeth but have a really successful experience so that when they go to high school they prepare for those next experiences so all the schools in the Fairfax Pyramid, specifically the city of Fairfax schools, they're considering and looking

[01:43:22] at all the implications of having students have this successful completion of algebra. So there's a lot of alignment that they're working on within math instruction, elementary through high school. Their experiment has identified goals that they want to see for students ongoing with their math progression.

[01:43:43] There's professional development and vertical articulation opportunities that they're working members of teachers within Fairfax so that you can see the successful progression of students in there. Certainly an ongoing goal, along with different curricular adjustments that are happening county-wide, certainly looking forward to a lot of additional success for students. I'm trying to talk a little bit about advanced courses. Since I've started

[01:44:22] in the position, one of the things that I really enjoy is talking a little bit more closely with Georgina, her team and the work that she's been in school, her four students enrolled into advanced courses and i think just being a colleague of hers recently i know this is something she was actually working on before the division kind of made it a focus so i know that this is a passion of hers and um school team and when i when i come in and talk with the folks at fairfax you can tell it's a passion um in fact i think they call it a passion push

[01:44:58] to get all students to consider like an area of interest to take an advanced course. So some of the data is really pretty impressive in terms of the work that they've been doing.

[01:45:13] And this, of course, really sets the stage. We know from the research that if a student can successfully complete even one advanced course, maybe their likelihood of being successful in postgraduate, post-secondary work is much. and so it's a really critical step for students to experience that and I think what it's really doing at least my impression thus far having spent the time that I have is that it's really changing the culture of the work that's happening in the building where students are feeling empowered to really step up and take those courses and it feels like a college like they're

[01:45:53] really upping their game in terms of college preparing so I think that's really really important work and it's focused in on the equity work too because it even more significantly impacts students who may be underrepresented in those courses. So at first glimpse at this slide, you may not recognize the significance because I didn't at first, but I think there's an important point to make with this slide. So what this slide is showing is percent of students who successfully complete at least one AP or dual enrollment course here at Fairfax compared to the division and what that

[01:46:30] means is they got a C minus or better course. So it kind of looks like it's flat, but when you consider the sizable increase in enrollment, what some folks would think is that when we own more students in the courses, we're going to see a difference. But what I think is being highlighted here is that they have significantly increased enrollment and yet have been able to maintain. So I think it's a really important point to make, even though the graph doesn't

[01:47:03] necessarily jump out. So here's just some numbers to kind of show the enrollees from last year to this year. And you can see the sizable increase in courses that students are accessing.

[01:47:24] There's different ways to pull this data and to look at it. And so I know Georgina and her team continue to analyze this very, very closely and carefully. But you can see across the board, you know, just the number of students, the number of courses that students are accessing.

[01:47:40] And I know that they are also continuing to add opportunities, currently piloting AP Geography, piloting AP Seminar that will stand in as a 10th grade English credit, as what will become a standard course offering for 10th grade.

[01:47:58] Of course, students and families could opt out of that if they chose to do so. And other advanced courses that they're installing, I know that the dual enrollment courses, I couldn't enroll for you, but I know Georgina can. I know we've talked about them.

[01:48:14] some of the courses that she's doing, and this is being recognized, you know, you'll see that bottom point there where College Board improved Fairfax High School from a bronze honor roll to a gold honor in terms of just sort of recognizing breadth of access, it's improving, and just sort of that increasing culture. Some really, really solid data points to be proud of, I think, in the work

[01:48:44] the team here is doing and that leads us well do we want to take questions so i noticed a note about vertical articulation are there any conversations of aligning planning maybe elementary middle so that have cleaner verticals rather than just being something you do after school rather

[01:49:16] during the school day strengthen those um specific things that there's some initial planning yeah i I mean, we've got our math teams together, right?

[01:49:34] Like Algebra 1 in middle school, playing with Algebra 1 in high school. Yeah, weird. So, but that wasn't during the school, right? I think, right, if I heard your question correctly, right? Certainly, format of the school calendar has had some challenges with professional development.

[01:50:01] But we have worked, Regina and I have worked, to talk about, like, what does success look like in Algebra? specifically by geometries, and Fairfax came over.

[01:50:26] I don't know how they work at Georgia. You know, your folks, in terms of getting over here, it was certainly still during your school day, it was towards the end of our school day, right? We are certainly, I think, this is one of the benefits. More money, right, to something like that.

[01:50:47] Overcome it. My thought was if this is part of your goal. My second question is around the A-course work as well, and especially seeing the growth or enrollment and no impacts over us, that's what we've seen.

[01:51:15] When it comes to professional learning for teachers, what does that look like to support enrollees that are made up? And that's some of the conversations that we had. So this year, I like to do an operational survey with our staff and actually ask them, would you like to have whole group faculty meetings?

[01:51:40] Would you like to have small professional learning communities where you can actually have an entry point? they voted. So we actually went into small professional learning communities around a UDL text of their choice. So an area of interest, but also with a push for access, right? So as we're delivering universal design lessons, actually looking through the lens of the text that they're reading to talk about

how do we create more equitable access. And they're actually in cross-curricular committees, which is giving them a very different perspective as to how people are creating those access and opportunities very much from a lens of looking at our maps data and saying these are students that maybe you're falling in a risk

[01:52:19] tier for reading or a risk tier for literacy these are students with disabilities these are the WIDA scores that you have of your kids and really kind of getting all teams to look at the data in that way to kind of consider what planning implications are and sometimes when people see like oh we want to increase that AP enrollment another 15% right some people are like they're just trying to put everyone into AP.

[01:52:43] It's like, no, we're trying to create successful paths forward, but we want to support you instructionally. Well, how's that going to work? Well, actually, universal design for learning. So really kind of beginning to create that variance. So we're really trying to deepen the learning there and then even do some specific training to facilitators to kind of turn around as well with that consideration of the data, right?

[01:53:08] So constant, constant data to be able to support. And then just a few other, you know, things to look at is, you know, we started smaller this year, but it's probably the most intentional groupings of advisory that we have done before.

[01:53:24] So really deepening the conversation of how can we further enhance that to support students that maybe are taking this for the first time or self-identifying that they're struggling and get them into supported advisories during that lifetime period to make sure that they are getting what they need to retain the course and to be successful.

[01:53:44] First of all, thank you for pointing out on the slide that the passing grades and CQ, because that was not clear to me at first, in our sense, and that was going to be one of my questions.

[01:54:01] Great, we're putting them in AP courses, but what do their grades look like? So that's wonderful. And I would say you all have done a great job of selling this E-camp for 10th graders. Like, your son's all in, and all of his friends are all just, like, so excited about it. Oh, yay! Kudos.

[01:54:17] However the best they taught them about it, big work. I have a question for you, Chris. to do algebra in eighth grade they should be in math honors seven right which then which kind of pushes back to that they need to be in advanced math um is there communication about how that's i mean because you kind of almost like miss the boat almost in some ways right if you're not in advanced math third or fourth grade or fifth grade you can you and i see this ultimately personally

[01:54:54] because i had covid missed two years of math because he went for regular math that's math so is that a conversation that's happening line that up uh i'll start making the microscopic of what we're doing so we are this year you you and somewhere along the line you're going to get some sort of very condensed right um so we feel that taking math seven how many out of sixth grade

[01:55:32] like but they're not in the advanced math sixth grade math not seven you're in sixth grade math

[01:55:43] So like this year when we look at our numbers, we have this year 66% of our 7th grade students are in math 7, fall team, math 7, fall classes, work with families who don't want to be there, but we feel like that sets them up best for success in how to go 6th grade math, 7th grade math.

[01:56:30] I think I'll let elementary speak, but I think one of the challenges I faced in was wrong.

[01:56:47] One thing was, hey, plus for math ended up having advanced math section for some kind of students. So that's how you're getting, you're getting to part of my question is, what does the space look like?

[01:57:12] And I'm asked that if you don't have six above that. Yeah, so I don't want to, right, I'm now. And how do we expand that in elementary school? I would say it would be best for us if they were taking it, but there's...

[01:57:30] Just big picture-wise, this is another unique at school. It's literally the math office, and they're working with several candidates to really look at it.

[01:57:46] It's like rewriting our whole curriculum. And I wouldn't say to take advanced math out because I have a heart attack, but it is, it's giving more access. It's integrating it into the regular curriculum. We want all students to meet this benchmark by 8th grade.

[01:58:03] then we can't have inequitable opportunity, right? Inequities with opportunity because it will look across all the elementary schools. You're going to see varied implementations of things for a variety of reasons, whether it is teachers, like especially in sixth grade, knowing the curriculum, having that training, right?

[01:58:23] There are a lot of reasons why this might exist. But if we rewrite the whole core curriculum, then it takes a lot of them. And that's deep work that's happening. And I don't know what that's responsible for the rest of the current. Yeah, I mean, I think it's an important mindset.

[01:58:39] It's like, you don't want to go in with the sense that there's a capacity to help these students, right? I mean, first off, I think a few things that the division has done, particularly this year, like third grade curriculum, it's a lot more highly aligned with education.

[01:58:56] So those teachers, they want to have a lot better conversations. And so for us at Providence, we have two sections of advanced math, right? And so I think you're always poised to kind of expand, you know, to have additional sections, right?

[01:59:13] You have, you know, your classroom teachers, right? You can just have an additional section. Sometimes we're able to use a supplemental teacher, like a math resource teacher, to teach an additional section, right? So that kind of helps to reduce the overall class sizes if you have an additional teacher who's supplemental to it.

[01:59:31] So I think it looks a little differently grade to grade. And I think that something to know is that the division still has, like, a screening guidance to determine how to best identify students for advanced math, right, using, like, a variety of data points, like the SOL score, the added SOL score, and the math behavior rating scales, pre-assessment at the beginning of the year, right?

[02:00:06] So it's in combination, because I think, you know, you don't want to just put someone in a class and not have them be prepared to be able to take on them. You want them to be able to access them. So, but ultimately, you're right, it is working backwards from the goal.

[02:00:23] And I think we're highly aligned as a pyramid in having this conversation, so it doesn't feel like we've done our part, your turn now. I think it's, you might have to really feel like it's one conversation. And understanding that, like, it starts very young, right?

[02:00:38] And I think it's a many-year project, and you can't just simply say, all right, everyone's advanced math now, because then that really deprives those students with what they might need in order to really sort of deficiency. You know, we're going to adapt to what our students need.

[02:00:58] If that's two sections, that's two sections. So that is a problem. Yep, absolutely. Yeah, I struggle a little bit with pushing students to take algebra in 8th grade. I guess my other last part of the question, it's all on question. It's in the end.

[02:01:15] It's all on like 8th grade in D. So my other part is the education behind it for parents, right? Because a lot of times parents don't think, understand when they're taking it or whatever we want to call it.

[02:01:30] It's going on a Facebook script. So when we're doing that and the parents feel very, a lot of parents feel fresh with the language, Like where, what does that look like in terms of the understanding? Yes, we want to do it. Once your child goes with one, that's hard.

[02:01:47] And this is really important, really foundational. Yeah, well, you know, we have some, right, so there's an opportunity to ask questions. We do another, or we address the parents.

[02:02:11] I think probably keep you back on that communication, because my guess is when you're sitting in an auditorium, you're a rising seventh grader, right? You may not hear of apprehension, certainly the math teacher.

[02:02:50] I mean, ultimately, we don't want students to expunge courses, but there is a little bit. Taking it to middle school has some. Yeah, I'm just thinking, you know, really, right now in sixth grade, we're making a piece, really, for their entire year.

[02:03:09] For every one form you've had was super helpful, and then the high school also did it. Again, that education, what does this look like for your child? I don't think it's a common knowledge action.

[02:03:30] I just want to piggyback on it. is the other thing that they do offer at KJ is, and I think Katherine here is the problem for the algebra readiness course. It's a semester elective that kids, so if they are, they just need a little bit of extra support in algebra, they're in, they can be in seven honors, but then they're also, as one of their electives, they take a algebra readiness course, and it's basically taking the same, they're giving them extra work to build up their algebra skills.

[02:04:04] so next year they're ready for algebra. It actually is working on the same thing, which is important. I think we're very careful about it. Yes, it was a call from Ms. Teague and they got a 30-minute conversation whether we really wanted to do it or not.

[02:04:25] And ultimately, we would have conversations. That which elective he got taken out of, he was very upset. We have conversations with the national community. That's a great tool. He has an action. Yes, yes. That's a support. But I have found it is very helpful because the way that teacher does it they are working a chapter ahead of the honors class and it's so it's very beneficial they're getting that extra support in advance and so it just gives them a little boost my question is related instruction I know with the

[02:05:04] legislation so I guess I'm curious what that are not getting so I guess I'm just Let's meet them, because they're so...

[02:05:30] So one thing that we, so we transitioned from, to the math assessment this year, which is, I actually like that test actually better. It actually is a lot more skill-driven and focused.

[02:05:47] So we spent a lot of time at the beginning of the year actually kind of training the teachers on how to best use those resources. And then we kind of have done a deep analysis of those results as we group them. and I think there's probably about, I think I just looked at it because we just got our report.

[02:06:03] It's probably about between like 19 and 23 percent at like each grade level of kids that would be like in the low that need more like endurance around reading is identified and then you can like break them down by skill. So what we've really been doing in teacher plan is how we can all kids within the curriculum that they currently have.

[02:06:28] I'm feeling like something extra, but this is a support and a skill that we know that certain students endorses. And then students that need intensive supports, of course, we have the literacy class as well that we work kind of very intentionally to rebrand as kind of like a young adoption course.

[02:06:47] So there's a lot of high interest texts in the class coupled with a reading program, but that it feels a lot more like an elective than an intervention, right? Because kids were not taking it because they felt like they were being put into an intervention that was on a computer program and was elective.

[02:07:03] So those are probably two of the bigger things. The powerful thing you did with the map data is sharing it with all the teachers, right? Across all content. Yeah, it wasn't here's the English department. It's what you need to know about the students in your class.

[02:07:20] It was really, like, let's arm all of our teachers with this information. Because you need to access a stand-up. Yeah, and I think that it's, you know, everything that they read majority of the time is nonfiction text, right? And so they're reading the nonfiction in all the other core classes, right?

[02:07:38] in English, they get a little more autonomy for leisure, but knowing that a lot of the non-fiction area was one of the greater struggle points, was affirming to our teachers that they needed to have kids read, versus PowerPoints or certain things, access given to them, are there entry points or opportunity to read in class, versus pulling out all the content for them. So giving them guides and scaffolds, but also reading is just a great point.

[02:08:05] We did something similar, most awesome. Well, what was nice was I read it was better than what they actually took on bids and one benefit of the economic relevance is to really short off the phonics piece of the vocabulary. That's much like Georgina, right? We have some of

[02:08:40] the awkward ones in the unit knowing for some years, right, where we're going to have phonics.

[02:09:18] Back on time before, because I feel like we've already kind of talked about this in the question part, talked about the extracurricular opportunities that are quite robust and continue to grow, but it's just an area, like I said, that needs to be a little bit further. So skipping ahead then to five, a lot of the conversation here in the next few slides is really, again,

[02:09:55] about high school data. But if you take a look, steady improvements over the past few years in graduation rate and a reduction in dropout rate, which I think is really significant because even though those percentages might seem small, it's a good chunk of kids, you know, that's successfully completing with their cohort. So that's really important and it's important that that continues to improve as the new accreditation framework comes into play as well.

[02:10:28] And in kind of talking with the team, some of the key strategies that they have been able to implement, making sure that any senior who is off track has a graduation plan. They are discussing what steps the student needs to take, taking a look at what other options they might need to consider, whether that might be a twilight class as a way to catch up a credit, which will be a class, like, in the, you know, right after school time frame into the evening, and the student is able to access a course at that time, and can't access it first thing in the morning or something,

[02:11:05] just to try to look at what flexible options they may have to get students across that stage. So, also, I know, you know, as highlighted on here, they're offering opportunities, increased opportunities, and it's great to have the academy programming here, but, you know, increasing those trade opportunities, apprentice opportunities and high quality work based in our future. And so, you know, it's still ongoing work and as we kind of talked about with attendance, in many cases this is also very much

[02:11:40] kid by kid. So a student who is off track to graduation is probably due to any number of different reasons and figuring out what that reason is and how they can best engage that student in accomplishing what it is they need to accomplish. It's time intensive work and when students reach that age, of course, you know, they have a little bit more independence, and so you have to be able to figure out ways to really navigate that with them, and Texas being able to make games there.

[02:12:17] And then, just to kind of give you, I'm going to turn it over to Gordon, he's going to give you a little snapshot around the accreditation framework. Sure, so, for years we've operated under an accreditation model in the state for measuring school's performance. And through last school year, all four of the city schools were fully accredited. And you can see, based on the different performance measures by course or subject area, as well as by reporting the majority of areas, there was the top level, level one level levels

[02:12:56] of student performance based on their completion and scoring of the SOL exam. For Johnson and

[02:13:04] Fairbanks High School there were two reporting groups where the students were performing at a level two so just below the benchmark level based on a couple of them. So based on those designations both KJ and Fairbanks High School are with receiving supports through a Project Momentum program. So basically you're an office of school support. Schools can receive additional resources and dialogue opportunities.

[02:13:36] really just to highlight areas we're going to see improved performance by specific and student reporting groups and throughout the year through the school year there are a series of meetings that these two schools are are engaging with with our office of school support these meetings involve doing some data dives some actual classroom visits and learning walks to see the practices happening in in these different classrooms for these specific areas of professional development opportunities for teachers and admin teams to really again shine a spotlight and provide

[02:14:11] additional support for schools to increase their so we've had some really great conversations at both schools there's a lot of really good work happening both settings to provide additional support for students and equip our teachers to better meet student learning needs to really see now that's it just for context too because project momentum for the past decade has been really about

[02:14:43] identifying schools at risk for this year it's been a major shift how the all schools are fully based this year in our region 10 project including schools like chantilly who are identified for other areas but it's because we're really looking less than i mean certainly the school has a holistic accreditation need they're going to be identified but it's also enabling us to be nimble and support schools that maybe just have one or two student groups within a content area

[02:15:23] and really differentiate. So in the same way, sort of differentiate for individual students that are doing that at large. So I just want to give you that context because my peer project momentum might be some people associated with the schools not doing well. And it's really, no, this is our proactive way to be responsive to specific needs.

[02:15:49] Meanwhile, we learned very early on in the school year that a new metric for school assessment is now going to be our new standard so shifting from an accreditation model where schools will still have some familiarity with a previous model to an accountability system so now the system ongoing will be the SPSF school performance and support framework so this new system really highlights different components that make up a school's accountability

[02:16:22] mastery, growth for elementary and middle schools, readiness, and certainly graduation metrics for the high school level. So taking all these different details into account, a school will then receive an overall performance rating.

[02:16:40] And the four different categories of rating, distinguished, on-track, off-track, or immediate intensives. So we're all still grappling with what this really means for our schools, what are different ways to leverage growth and progress based on these different components of the overall accountability system. But as we've unpacked this so far with the data that we have this year, all four of our city schools are slated to be on track from that on-track designation for this

[02:17:14] school year. So schools are very attuned to the different data that they have where they can And really do some specific intervention and work to really learn more points, so to speak, based on this accountability framework.

[02:17:33] So we're certainly learning a lot. We did some dialogue with our principals last Friday and our last principal meeting. We did a little bit of a deeper dive into this. And we'll continue to just gain understanding as we move through the year with our eyes on this new target around the world.

[02:17:51] about the FGI, the Federal Graduation Index, FGI.

[02:18:07] Yeah, there's a whole new vocabulary that we're all learning here. And, yeah, just different cohorts that are measured based on, like, a four-year cohort versus a six-year. There's definitely a lot of new vocabulary.

[02:18:26] I felt like, Regina, you've been doing a little bit of your own dive at the high school levels of some of this, So we're already starting to see opportunities to really kind of maximize the performance of our students based on this new metric.

[02:18:47] Enrollment. Enlistment and employment. So certainly enrollment in our advanced courses, speaking of Chad's discussion there, employment, yeah, looking at the, what is it, the high leverage, high wage?

[02:19:02] Yeah, high quality, high leverage, high wage, and then high quality work base. I honestly, I'm not a popular person when I say this sometimes amongst people because of the way this was rolled out.

[02:19:29] But I do, what I like about the 3E is that with like multiple certainty, it does hold schools accountable to students exiting here with a plan and a path or success. And they can earn points in multiple categories.

[02:19:45] But I just do like that very often we'll set goals and we'll have accountability metrics and they don't include everybody. And the three E's includes everybody and includes all of our staff and accountability to getting everybody. And I do like that because I just think it creates something we can all get behind and feel good about knowing.

[02:20:08] The multiple E's that we talked about earlier, the fact that that was never a measure that was part of our goal at all. We're just happy to get a few.

[02:20:32] It's a super easy question, it's probably a silly question. Are you allowed to? No, you're still supposed to, no.

[02:20:47] Okay, so it is, it's similar to like a? There is a kind of like, a student could petition to fill out a form that says that they take ownership of her. like there's this access and communication it's like a process and form they have to fill out in general you can still know in general we still are I'm going to go first.

[02:21:11] I'm going to go first. Oh, okay. When they turn AC, I'm going to be with a parent, which is really challenging. We have to get older. Yeah. That's a lot of different things. How's it possible to get a graduation?

[02:21:39] Yeah, just to see multi-years. Yeah, I would just like to -- I do remember being checked with our date of wizards. Okay, Georgine, I have a question for you. So the dual enrollment, I know that we have an equal enrollment in our auto tech program.

[02:22:12] I know that has a huge welding program, auto tech program, and they have certification. Is it something that kids can earn credit towards those certifications? Yes, so not with auto tech, with fashion design, with Teachers for Tomorrow, entrepreneurship.

[02:22:42] I'm thinking about the CTEs right now, the musical, Eric's program, musical theater. So some of these are new ones. They've been added with dual enrollment options. We could explore that. Sometimes the challenge, I think sometimes the CTE doesn't always line up with the trade expectation.

[02:23:03] And so sometimes that can be a little more difficult. I did meet with a girl specifically about this type of thing in their auto tech.

[02:23:22] As we know, the auto tech industry is desperate for people. They have degrees, but they also have a lot of certifications. So I know John has a lot of today's conversation, but maybe...

[02:23:41] No, I think you're thinking in the right vein, because I think that, as we talked about, you talked about sixth grade expanded advanced math classes. I think there's going to have to be a lot more intentionality in students actually taking the sequence versus taking things as an elective because I think I'm kind of interested in it.

[02:24:04] And so, like, offering those type of opportunities is a great opportunity after I've taken an auto one to go into a dual enrollment two or three, right, to kind of continue matriculating through the path. So that's great. And I'll actually reach out to them to get some more information about that because we're already having a lot of those advising conversations right now with who we are rising seniors next year where they're kind of like, well, maybe I'll take something different.

[02:24:29] And it's like, no, if you really liked this, continue the path, right? Because two years consecutive will make you a completer, right? When you take, but that is different. That's been a different approach to us. They invited my husband, so they invited us.

[02:24:51] They're really a whole new camp for auto tech and welding. I just thought about John and Ashman. The kids go on to do amazing things, whether it is to go on into college, to do automotive engineering, or so before just get certified, ASC certified, I just thought.

[02:25:23] For sixth grade, the advanced math, do you all find that it's difficult in terms of, because we know elementary education, which is sort of being like a generalist, and as math progresses and advanced math in sixth grade looks a lot different than advanced in third or fourth, Do you have any problems getting teachers who are, you know, I don't want to say able to teach it, but are comfortable enough with the content?

[02:26:03] Is that a struggle, or is that not? I know you have Laura May, who's been there teaching it, you know, my kids, so, but if you were to add, like, another section.

[02:26:21] So we do have two sections of sixth grade. And it's fine. And actually, I just want to follow up. So, you know, I think we are fortunate. So I think they simply know that it hasn't been a challenge yet, right?

[02:26:37] And I know I think, certainly I think you kind of figure out who you have. And it's like for any challenge, you want to kind of identify the person who's best to meet the needs of the students. In some instances, that requires kind of additional support from, like, math resource teacher, which we have tremendous staff of resource teachers, like Tracy Pepecoy and Megan Cicero, really can do a lot of coaching with, like Tracy, who's a professor, has taught that section before herself. So I think it's a matter of combination of finding the right person, coaching,

[02:27:13] and also never kind of being limited and thinking, no, we can't do this, right? I think it's always, like Susan said earlier, if we have these needs for our students, it's our obligation to be figuring them out. Yep. Yeah, right, but I would say that definitely the people in every grade, the problem.

[02:27:42] We knew there was somebody there with a passion of math, and I feel like most teams probably have. No, I'm just going to do this.

[02:28:01] Isn't there something that you mentioned also about yourself? You've got so many different things going on.

[02:28:19] She does. When she's awake, I want to talk in the morning. But really, just to thank you all, again, it's amazing the depth and breadth. I mean, you go through all of the focus areas. What most people in public education don't understand is the work.

[02:28:34] It's different when I went to school in Fairbanks County Public Schools and graduated. I may have survived without taking a lot of those advanced placement courses in math, algebra, in an earlier age.

Anyway. Everybody's dating themselves.

[02:28:52] But I can't thank you enough for the areas of focus. The shift that's been happening in our landscape has been massive. Some for better, some for worse. But through it all, you maintain the focus of our children. And so for that, I just cannot thank you.

[02:29:09] And I feel so fortunate to be working with such an incredible team, talented, educational folks. I know the city is very good. Thank you very much for the partnership. And thank you to all of our principals for all of your work and, again, your targeted focus.

[02:29:27] And, you know, there was questions about vertical articulation and training and the challenges with having the timing of the day of when they're planning time financially. But you've been working around that, and you've been working around that before someone suggested it to you. The conversations you've been having with my students, your statement about, here you go, the fact that we don't operate that way is, anyway, that's all I have in the time.

[02:29:54] All right, we're going to let you guys do it. Thank you to our friends. See you next week. Maybe we've already asked all our questions.

[02:30:35] Thank you.

[02:31:07] that's why I'm curious where are you guys and then where they were at so that they didn't know oh the idea the idea that the spot on the side oh yeah yes well yes and I mean it's you're fine

[02:31:41] So these one, show where they are in the new report, these are the last two. So if you have a school unit, depending on the unadjusted, which is down here.

[02:32:01] So this is the adjusted due that's going to last for you to hire. Thank you. for English over here, okay? And then they want to get . And all 5% increases on the blood, that is then what you're talking about.

[02:32:17] I don't care, I don't care. Have a good day, thank you. Thank you, thank you, thank you. Thank you, thank you. Thank you, thank you. I have twins that are here, and you guys are glad that it is too good.

[02:32:37] It opens up, it opens up. It opens up, it opens up, it opens up. Thanks, y'all, thank you. - Yeah, I didn't want to stay for my evaluation. - Okay, yeah. - I was like, you could have been... - They've shown it to their peers. - Yeah, yeah. - I will.

[02:32:52] - Thank you. - I hope you don't have many other things on your agenda. - We only come once a year, you know? I'm taking more of your time. - No, I'm not kidding, yeah.

[02:33:08] - Thank you, Grace. - Okay, um, she's gone. Yeah. Yeah, but I got to get you to do it.

[02:33:29] We're so far away now. I don't know. It's a mile and a half. Hi, guys. I don't think we're really good. Okay. Superintendent's goals, so... I'm ready to take your feedback, yeah.

[02:33:47] Okay. Number one. I'll start... I was starting... Lauren's going to start. This is way tall, right?

[02:34:11] Saved you a trip. All right, ready? Okay, so we had two different versions who weren't quite sure which was the most up-to-date.

[02:34:34] I think that's my fault. I think I grabbed the wrong one to put on the form. Actually what it was the data import was ended up only keeping the old one in there. It's not the new one. That's all of our opportunities. So we were talking about wanting to make sure that the smaller districts we were getting

information on there of our education processes in particular the Falls Church and Manassas City. Manassas City just in Alexandria is feeling less the need

[02:35:13] to hear fully in I'm sorry. Let me make sure I get that. So the ones that you actually want, we'll just list them and I'll make sure I get them.

[02:35:29] Yeah, it was the same ones. Yeah, but there were a couple that some people wanted that were different. So we were thinking Falls Church, Manassas City, and then FCPS.

[02:35:49] And then under each bullet point, the language was different. for each school system as to what exactly you were going to talk about. So we were wanting the language to be the same.

[02:36:06] And then we were wondering if we could add a part to it about having a presentation to the board after that's all done rather than actually having a...

[02:36:23] March, okay. Meeting with the individual districts and gathering. No, I got that, and then the presentation by the end. Right, but the summary...

[02:36:38] I understand what that is. Yeah, in that sense, I was just thinking of the timing. In what regard? It just seems kind of short. Now, I do have a lot of them, but if I'm predicated, this is what I was thinking, by the way, so you know.

[02:36:56] What I was thinking is I'm predicated on them responding and being able to share the information with me. Some of the relationships I have in the other jurisdictions, like Noni K. White, she'll give it to me. She's superintendent of Alexandria, right?

[02:37:13] Paul's church, I already had theirs. February 6th County, I already got theirs. In Manassas City, I'm not sure about that. So you really only have to reach out to Alexandria and Nathan and Manassas. If they don't ever answer you, then you say, look, I contact you.

[02:37:29] Yeah, okay. You can see, see. I just want the expression, though, if I come back and say that here are the criteria. Pretty much the standard within each of those, just so you're aware. There are nuances of some that provide things like, for example, their rating.

[02:37:47] I'm sorry. Yeah, I'm a little confused. Do we not need to get information from different jurisdictions? we just need to get it, okay, because originally we had all these places, and then in reading the revisions, it seems like, oh, I know I, for one, like, we can just look at, like, Ballester City, because we're pretty similar, and you know, we just finished it, but we

[02:38:26] only need, I mean, I guess my question is this, it's your goal, and you have all these things, but now it sounds like you don't think we need to get information. I didn't mean to suggest that at all. I was just saying if I don't, I'm just going to have Manassas.

[02:38:42] Right. That's what I'm saying. If you contact Manassas City and you contact Alexandria City and you can't get that information from them, that's fine. You have two other avenues, right? You have Falls Church. You have Fairfax. And I agree consistent language.

[02:39:00] And just communicate that with us, right? Absolutely. Hey, I can't get these people to, is there, do you guys do, does the board have another system you want us want me to come in that way we as long as we're i think okay yeah might come down to you get two school systems to give you the information and that's all we need that makes sense i do

[02:39:30] think they just did an element that was angry or manassas yeah i don't know so and peter's um thing was a yeah they did they definitely did because we talked a lot about um ferris county Considering that, I think they said it works better for a certain...

[02:40:02] It does, when you have something of value to leverage. I don't think... Like, green acres, if there's something there, that would be a good... It didn't sound like maybe... Might not, but I'll brief. That way, you'll have it in the presentation. Just in Arlington, I thought when we went to visit Arlington, they did.

[02:40:21] They have past their homes. So the Falls Church, I thought, kind of like... Yeah, they did. That's how they did it. in arlington i think that one that we went to cardinal they did something they did a partnership because the library was there yeah the library that i got so far okay yeah so well to yourself and you saw you change the dates a bit about the replacement totally fine um let me push back a

[02:40:55] little on the timeline for getting the rfp out right now with that then we've gone over a year professional. I'm just worried how far out we're pushing on this. Is it possible to push it up a little? Do you possibly, like, just thinking about also what summer schedules look like in terms of getting people together and to have those meetings and the probability?

[02:41:23] Right. Yeah. And the reason you had asked that question, and I thank you for that, because me, you were the one that gave me feedback and said, hey, you don't have a date in there for that. I'm concerned about that. I presumed, and I should have clarified, you said I presumed that it was based upon the fact that we had this whole thing deferred.

[02:41:49] So, um... Well, I think the deferral, from my understanding, is more for payment stuff. We still do the RPP process prior to that, correct? So what we did was, right, so what we did was we went ahead, Dan and I both met with Eddie Innocente and Ron Hall.

[02:42:06] We asked them if they had already spoken with the finance people from the city. Their directions were not our directions, so they were not aligned. What does that mean? It means I didn't know, I couldn't drive this train of saying, hey, I want to get this RFP done, but what we did was through that meeting, we were able to get them to say, well, their schedule is better if it gets done in the timeline.

[02:42:32] So my desire is, that's why I don't have it developed yet because I haven't gotten any confirmation from them, that their workload is going to allow us to be able to get our RFP out of the way, even though we only spent \$3 million now, next June 30th.

[02:42:53] Maybe I'm not understanding the timeline, so I'm thinking basically that by the end of March, from the other jurisdictions presented, is it unreasonable to do, like, that the actual RFP isn't created within a program?

[02:43:09] I don't think, yeah, I don't think, you know, so what I've been doing is, contrary to all of this, is I've been gathering segments of pieces and providing them to the procurement staff in advance of, so that they had segments of procurement documents that may be nuanced, right?

[02:43:29] Now, I haven't provided them everything yet, and it was to get the conversation going because I'm a person who likes to plant the grass seed and know you to mow them. So recognizing that my time frame initially on this bond referendum had quite a bit of experience in it, I wanted to go ahead and get people focused on making sure that we were going to keep on track.

[02:43:52] When we had that meeting deferring and delaying all of our projects from about \$18 million worth of expenditure, It was originally planning the cash flow that you were provided to what it was now in the revisions of the week they have provided today that included the current.

[02:44:08] That changed how much they would be spending, in other words, how much we work with us and therefore charging us. As part of that, in working with the staff, the current staff, I'm working on their schedule.

[02:44:26] Their initial schedules were consistent with what I provided, and the timelines that I provided, I think, accommodated what we're saying. They were the weeks of that, Lauren, you had mentioned that you would be able to do it for the week of spring break, but they already said that we were around all of it.

[02:44:48] That timeline, I think, was consistent with what you're suggesting. It is. I'm still... Yeah, so I'm not sure that I'm totally following it about the delay in deferral, but so is it too aggressive of a timeline to say that the RFP, it would be delayed a little bit, that the RFP goes out by the end of April and then give it a 60-day process to afford a contract by the end of June.

[02:45:13] I don't want to be setting myself up for failure on a timeline that right now I still have to work with other staff to be able to accomplish. I don't have a problem with it personally. The thing is, I don't want to say yes for April when I haven't nailed that down yet with Patty and her staff.

[02:45:33] Now, I'll be happy to go ahead and shoot for that as a goal. My question is this. Why April for the RFP and June for the award? When you look at the sequencing of timing of design work, gaining the architect, the schematic aspects of that and going out into the community, with that delay, that delay has impacted us from when my initial schedule that I had provided you, which was to have it awarded by...

[02:46:09] I guess I'm not following, because my purpose is in the timeline is to then have stakeholder meetings beginning next. this falls too far off of people's radar. We did such a huge... Amen. So if the intent is to get... I'm perfect then.

[02:46:25] If that's it, let me identify the timeline and make sure that we have stakeholder meetings beginning of fall, the beginning of the new school year. Right. Does that work? Yes, but does that...

[02:46:40] Isn't the contract awarded before that happens, before the stakeholder meetings? It is, and that requires your approval of that contract. If that's the goal, if I'm not hearing you clearly, if that's the goal, then that can be the goal that I will obtain.

[02:46:56] So you're saying it's more reasonable to say August 30th to approve our first school board meeting of September to approve the contract? I think it would have to be, like you said, in the summer before the breaks. That's what I was thinking.

[02:47:12] I know, but that's what I want to make sure. If I set it up that way, I can work with, I'll work with Patty Innocente to make sure that we have our stakeholder. Because I agree with you, I'd like to get there. So after the contract is over? Yes.

[02:47:28] Okay, is it, I mean, and again, we don't want to say go for failure either, so is it possible for you to communicate with Patty and CC Carolyn to see, like, if she, if you say to her, hey, this is the timeline I get asked to do, is this reasonable to get through this process involved in it?

[02:47:44] Yeah, I don't. Because it's essentially the timeline you set before. And I worked with her when I first got that Innocent timeline. i worked with her to make sure that it worked i just want to make sure that

i want to make sure that we can still that they'll still be able to honor it i believe they will i just got to make sure she's not here to say that's what i'm saying just keeping us in the loop before these are approved i guess she says that's possible we don't want absolutely and i agree the whole intent of

[02:48:15] what you said if i can make it happen i'll make it happen because the goal to have it begin in the You know, that seems I would like to have gotten them. By then, people are going to start asking questions, right?

[02:48:33] Totally. You did all this prep for this, but now what? Okay, thank you for... Hey, Goal 3. Just to reiterate some of the things that myself and the members of the board have been interviewed now, we don't feel that Goal 3 is a superchemical, since he's all aligned with the expectations of the role.

[02:49:02] Several of the senior members highlighted that item two of poll three was something from a January 23 school setting that you had done. And so since this seems to be a recurring thing, and since we've highlighted that this is part of your job, we, again, don't feel like this is appropriate.

[02:49:24] It should be on you. We really want something that, as our conversations have gone, highlighting how can we elevate the excellence of Fairfax City School. Whether it be, like I mentioned, finding ways to create free opportunities for after-school enrichment, bringing in partnerships with George Mason.

[02:49:49] I know past superintendents have strengthened AAP programs or looked at bringing in technology. There's all kinds of ways that we can strengthen and sort of create excellence within our schools that elevate us beyond FCPS.

[02:50:07] and I would really like the sequel of three be something that makes us stand out. I don't feel like this stands out. Can I say something? Can I push back? Not push back. Can I maybe just be defensive or...

[02:50:26] We are stretched as staff. I'm sorry. That's why we're having this. Those initiatives were all great. I can say that because I was here. I was here when we did the boundary change in Fairfax.

[02:50:43] I was here when we did the... Caroline can talk about it too. I was here when we did AAP, when we brought local level four. All that was awesome. That was the only thing we did. That was it. That was it as a staff. And to do this, I mean, this referendum and this bond work is so much work in the press box and the concession stand.

[02:51:04] And, like, I can't tell you, and Caroline can speak of this, I cannot tell you how much this job has changed in 10 years. The amount of expectations on us is huge. And I know that Jeff's role is not part-time.

[02:51:20] I get that. He's a superintendent. I get that. He's called less than full-time. Whatever. I get that. But Dan and I truly are, and every week, we are way above our hours. Every week, all the time. And so to say, like, we want more programs and doing all that kind of stuff, like, that's so much work.

[02:51:42] And I'm going to pull back because, obviously, like, I'm passionate about this. But I feel, and I'm being defensive of Jeff, and he doesn't need it and all that kind of stuff. And we are so stretched thin, this staff. And for you guys to say, oh, we need more, we need more, we need more.

[02:52:01] I think there was a miscommunication. Well, let me see if I can find the common threads. Because what I'm thinking is we have expanded some of the partnerships. Well, since I've been here, I

personally have expanded two partnerships with George Mason University.

[02:52:16] One of them was in the tank, and I worked with the former George Mason University liaison and moved on to a better job to make sure that we could have the volunteers in our schools, all right? And the second thing I got, which was Carolyn was really pushing for, but I got it with David Bohr, was to get the early acceptance with George Mason at Fairfax High School because we didn't meet the criteria that George Mason wanted, even though everything I said and everything she said that came out through me was clear.

[02:52:50] partner occasion. It's a slam dunk. It's no-brainer. Look at the advantages we have. Look at our university, the university president, George Mason, and his interest in expanding in some of the conversations he's having with the city about expanding partnerships. Yes, they want to move into Green Acres site. Yes, they'd like to make some kind of expansion in that area. No, do I think that's going to happen? No, but they're still talking about opportunities. So we've expanded and grown the partnership with, and our principals have on their own, bolstered the teacher prep program.

[02:53:25] Chris, I wish he was still here, would be able to speak to that. So looking at those things, my thoughts about Common Threads is it's always a good idea for me to look to see if there are opportunities for expanding partnerships with George Mason. I think that that's something that I'm kind of wired to do, being a Mason grad, having fenced there, NCAA Division I, back when they had a fencing program.

[02:53:51] But the point being is I totally agree with any opportunities that we have. That's why we participate and we have a meeting this Friday with the research practice, the superintendents group, and so on.

[02:54:11] So that to me is not, I think I get it is what I'm saying about that. And as far as highlighting what we're doing and expanding the program, we know that you have a specific passion about the after-school program grant associated with the 21st century grant.

[02:54:34] We've spoken with the grant administrator for Fairfax County Public Schools, and he says, as a loss leader, I'm not interested. And what we've done is we've said, okay, well, are there ways we, why isn't it, right? Devil in the details. And I personally feel that it's kind of obstructive.

[02:54:51] What I felt was the administration in getting a group to help support that, they're out there, they can apply for the grant on your behalf, and part of that grant pays for them to administer the minutiae of the data collection.

[02:55:09] You've said that you have experience with that specifically in Arlington, where another group is assisting in middle school. I've seen it by my professional role on the data management side, which is part of that grant.

[02:55:26] But I've seen the benefits of that grant within a Title I elementary school. Can I submit, though, before we go too far down the path of another goal? I want to first, I'll say, I hear what you're saying, Karen, Dan's face.

[02:55:43] I wholeheartedly agree. So I guess if the case is that there's an overwhelming workload, The goal was not meant the goal was to say that this is a rule for the superintendent part of a job description. You know that to communicate with the job description. Let's be clear about that. It was a request to have that in there as part of my first goals I've just kept it in there because I thought it was a priority of the

board. That's fine Well, it still is a priority as a job description. I don't know No, there's no requirement, as you said.

[02:56:20] But that said, I think it does need to be a further conversation of what the workload looks like. Because if it's to the point that everyone's up to here and that it's going to continue, then we need to look at redoing the job descriptions and who's responsible for what. And we did begin, you know, by looking at the assistant to the superintendent's job description.

[02:56:38] But I think, looking, Jeff, I don't even know that you have, aside from your contract, I can't seem to find out if there is an actual job description. And make no mistake, when you hear about the threshold and the amount of burden, I'm suffering the same. So to think that just because they say it, it's one of these things that I think there's an opportunity, your point, for us to have a clarification of those elements associated that when I start talking about what I've been doing with this bond program,

[02:57:17] what I know is required, the advanced work, it's an opportunity. So what I'm saying is that I would, and I don't know if the rest of the board agrees, I would say let's leave it at two goals specifically written for this purpose.

[02:57:33] But then we need to sit down and figure out a way to look at the workload that is being asked of all of you. What is under each of your job descriptions? What does that actually involve? And make sure that we are not putting on expectations that are too high of anything we can be asked to do because we value the work that all four of you do.

[02:57:52] that we, you know, find that balance, while at the same time promoting our schools, right? And this is not part of what you're feeling, I think, is very similar to what teachers are feeling, administrators are feeling, like everyone in the world is feeling, like we always want to do one step better, and there's so many pressures, and there's so many complaints, and there's so many this and that, so how do we find that balance between what has to be done, what's coming in on you, and then we'll work on this.

[02:58:18] So I'm hoping that we can find a way to make that work so that none of you feel that you're totally beyond up to here with the understanding that there's also going to be things and, you know, some of our stuff is coming from external pressures also.

[02:58:34] That's what I was going to say. And I apologize for being defensive. And when I was hearing what Ms. Essary was saying was, we want you guys to take on new initiatives and new projects. And that is what I heard. Because, like, oh, you guys in the past. And I was telling them, Carolyn, like, all the stuff we've done in the past, from AAP to, you know, we're doing the boundaries.

[02:58:54] And you have to admit, since Carolyn joined a year before me, as far as being on this team, how much it's changed. Like, how the expectations on you as a board and then just how much. It has changed so much as far as...

[02:59:10] Yes, and Carrie, to be fair, we started at hours. We started at 10. We started at 10, right. So I think that's what Amit is saying. Like, Dan, you and I have talked, and, like, sometimes what's expected of you in the city fills over, and you still have to do your crap for FCPS.

[02:59:35] Very tough. And I think just finish your thought. I think for all three of you, like, I think what you're saying is, like, let's look at what everybody's doing, and do we need to adjust things? Exactly. And I

don't think at any point when we talked about this, and I don't think the idea of it was to say, oh, let's add new work.

[02:59:58] The idea is, like, how can we continue having a conversation to make us... And that's what I thought, Christina, when you said this piece, that's why I said, let me find the common threads. Right. The thing that was mentioned about the after-school program, I thought was a great example. Because what you did was you brought up conceptual parts with the part that you just clarified.

[03:00:18] And I asked you to help get me additional information on that other group that's helping to manage it. And you had said, well, in the meantime, I'd like to know if there's receptivity. I've already talked to, and we've talked to Andrew about it, and he's receptive because what you heard tonight.

[03:00:38] He's doing everything. Yeah, so he's thinking this might be a way, and it comes out in the spring. This might be a way for me to align with what I'm doing and meet students even greater than what he's articulated tonight. And you're going to see next week.

[03:00:55] So that, to me, was where we could positively and potentially look at possibilities while not trying to overwhelm any one person. You were going to say something. I'm sorry.

[03:01:08] I think just like my thought, I appreciate care is something I have the opportunity to look like an offer when I was principal, bringing the local overflow program to Providence was a whole year I actually got to start it and then every year there was another layer, staffing, retraining, and so many elements and I think one of the conversations I had with Ms. Beining, as a supervisor, was like what's the other thing that I'm going to do, what's my other big project for the year and she offered like just do that one well, that's the big thing.

[03:01:50] I think in this case, we're taking on a massive responsibility with all the work around from now transitioning from the bond referendum to the actual work that has to be done. We're doing it with part-time folks. That's a real challenge, and I think it's a speak to Carrie's thing.

[03:02:06] We're all doers, and we all want to do that new, shiny thing that comes out there, and every time, like, we're working with Georgina and the Weber thing for students, and just like at every school, there's a, I didn't say it very eloquently, but yes. And then talking to folks in Georgia Mason about other possibilities and all those are things that we want to do.

[03:02:27] And it's almost like when you do testing at school. You've got a full-time job and you're already working 60 hours and now it's testing season and here's another part-time job. It's too much. And then what ends up happening is you don't do any of the things well. I think just that, taking a moment to reflect on the things that we have upcoming, the idea that we don't want to do it, want to do it, giving us that opportunity to do it.

[03:02:52] I just want to acknowledge, like, I do see the stress on your face.

[03:03:16] I think when I highlighted those programs, I wanted, I recognized how in-depth they are. I remember, I was right alongside with you, Dan, maybe from a phenomenal program of death problems or at state, and it's been successful.

[03:03:38] when i when i when i see superintendent's goals i see these as like onion later right where it even if right now the focus is the rfp but is there something that you're from your superintendent advisory committee there's something that you're hearing from your principals where we can do it we can start the

conversation where that's the goal and we can look look ahead right like that's that's what i'm asking for because right now this is going out to the school out to our community And yes, getting an RFP is a really important process, but as a parent, when I look at these,

[03:04:15] I mean, I'm wondering what's going on with academics. I'm wondering how is this, and I know this because I've been a parent and a teacher here. I know there's a lot of amazing work happening with my principals, but what could we do? What could be piloted?

[03:04:32] Is there anything that we could highlight here to go beyond just facilities, but also take a step and have a goal attached to some of the excellence that's happening here to highlight that, elevate that. Again, it's a superintendent goal. Not putting more work on the city. Is there something else? And that's why I highlighted the afterschool enrichment, because I feel like that's something that's a conversation with FCPS, can be managed by a private partnership, because that's how the grant could work. There's a number of things that could happen there. But that's the way

[03:05:08] I see that again onion layer right like let's let's not make it a massive thing for one year that's not a goal but that's exactly so like if let's say Jeff is going to be the schools but and you might already be doing it like you're saying the George Mason yeah like absolutely it might be if I'm hearing everybody right that goal might be for this year hey I'm going to work with

[03:05:44] Andrew I don't know I'm just making some crap up I'm gonna work with this school or all four principals to I got one you help me like what you said Karen you were really helping me but just I think that then you have one that's gonna satisfy the whole facilities thing then we have one that's the start of maybe something that takes to remember Carrie remember when I did one one one devices or

[03:06:20] whatever it took what three or four years before that like came to 100% fruition just starting the process like well so technically just so I can help out with this is and I don't know then I want to leave you to your help too we've already started I've started and Dan started it Harry's been involved in because we meet every week and have a staff meeting go through everything And we do it really as a team because it's a lot.

[03:06:55] And what we've done is we've been working on one thing about this 21st Century grant, beginning to have those conversations to grow the potential for additional supplemental after-school work, right? So that's a good one.

[03:07:10] That's one right there that we're already working on. Well, guess what? We're doing the same thing with basically career in technology education, the electrical program that we've been working on, that Dan's been working on, having individual meetings, I've had individual meetings. about getting this electrical program, the one we went and visited at Edison, added to Fairfax High School.

[03:07:32] That's another example. That's a great goal. I got you. That's what finally clicked. And thank you, Carolyn, because the problem is that the problem has been that, you know, I get this, and then when I think about whether or not I can meet another one, like I said, some of this is my own fault.

[03:07:57] Please. Well, I will say this, Jeff. So I kind of stepped back. But when you sent your goals, I read, like, all the revisions that people sent and then sent your goals again, and they looked the exact same.

[03:08:13] So I was like, something's not right. Like, we're not, everybody here on this board is saying, it's not, like, we're all on different pages, it feels like. Which I think, Dan, that's sort of what you're talking

about.

[03:08:29] Like, everybody's feeling very, they're having big feelings. But I think what the board is trying to say is we want you to pick two goals for you. This doesn't need to be about Carrie or Dan.

[03:08:49] Something that you want to do as superintendent. Obviously, the RFP stuff, that's going to be you, right? I think what I was saying is it's a trickle down. Yes, parts of it. Well, I guess maybe not the RFP.

[03:09:05] I mean, I don't know. I hope that huge inventory of your time, Jeff, but. Right, like that's going to take up the majority of your time. Yeah, but Dan's also on the evaluation. Yeah, but that's like, but see, that's not part of your goal.

[03:09:23] I understand. I was just talking about the trick. Yeah, like there's going to be other things that are part of that that everybody's going to have a hand on. And my goal is, I'm sorry, we talked about this. When I, the data was exported, it was the exact same one that was the first one. All the changes were in the narrative one that I sent individually.

[03:09:41] Yeah, I got that, but they were the same. They were a little bit different, but I get you. I get the overall point. Yeah, anyway, long story short, let's just make it two goals. One, the R&P, and one, something that you, however you guys want to work it out, that is maybe something that you've started the work on, and you're just going to advance it a little bit more this year.

[03:10:05] But don't look at it as something, I mean, especially when we're trying to highlight or bring something to schools. Just know that none of that ever happens. None of it. You might just be having conversations all year about it, You might be looking into grants or, you know.

[03:10:23] So what I'm going to do, just so you're aware, is I'm going to go ahead and reflect on this feedback. To me, it's really constructive. I mean, I pretty much think you got one done. I know. That's what I heard. That's what I heard. And the other one, just so you're aware, I want it to be aligned with our schools.

[03:10:41] So I'm going to be talking to them about their other SIP goals and basically what we talked about, about our innovation funds that we've made to make sure it's something that's aligned in that arena. The example I'll use, Christine, I'm sorry I'm throwing that one out there, but the example I'll use is the expansion of what we're doing and the potential for something like that.

[03:11:02] What might be helpful during regular board meetings, like whatever work you're doing with Georgina program or things bringing up the electrical.

[03:11:21] The electrical transition, the deal with that is, I get a point, it doesn't have to be that, let's just leave it there. Because some I can't talk about because there are other partners that haven't gotten their high up.

[03:11:37] Right now, FCPS, so we're doing all this work. Georgina has a great idea. FCPS may just say, you know what? We don't like you guys. We're not returning your calls. And we're just not going to move in this direction right now and start from it.

[03:11:57] Okay. Like even if they tell you to go down the same, just say, hey, Georgina has this idea. This is, we're helping her. We're not sure where it's going to end up. This is the plan for now.

[03:12:17] I think some of what you saw in us is fear, knowing what's coming with all the left-wing stuff. Yes, you did. I was talking to Eric DeSento out there about the news.

[03:12:33] Look at you, Heather, come out there. I was going to use the bathroom, and Eric was coming out of the bathroom. It is really late. I do think that there was a bond that went on tonight.

[03:12:50] If I can clarify, Christina, I wasn't talking about being fearful of that. I'm talking about the renovation project. That's the fear. You know what I mean? Just knowing the things that we've done already. And the delay didn't help. It really, to be honest. I don't want to ask you about that.

[03:13:07] You're good. You can ask us about the present. We're excited about that, to be honest. Even with the snow delay days. I did that, too. So the fear is based upon... A lot of the unknowns and the recent shift.

[03:13:25] And when there's shift, until we get it sorted out, like my response to you, I mean, really, and I apologize if I came across it in any way, but my response is, oh, my God, I've got this big delay, and now I'm going to award it before when I originally want it, and they told me they're not going to do it that way.

[03:13:46] So I'm thinking, my fear is, how do I do things that I don't have control over? Why did you say February and June then? I had December in the narrative in the other one, so the point being, it said December, October, November, December in the narrative, and Meade asked me about not having it in the one, and she was spot on, and it was because of the delay and I was fearful.

[03:14:12] So my thing is, you gave me a way to move forward by saying, Jeff, just listen. The goal is to get our community to be having the conversations when school starts next time in the fall.

[03:14:29] That I'm spot on, aligned with, and I believe in my conversations with them. They're aligned too. I can do that. And in my mind, they're separate. The procurement office and then the funding from the city. So maybe I'm not understanding that they're actually related.

[03:14:47] They're aligned. They're related. You award a contract, you spend money. You award a contract, you delay spending money by saying, hey, we're going to award a contract, but you're not going to do anything until... Well, that's the question, is can we do that? Can we award a contract and then say, hey, we're not going to actually do anything until it's clear?

[03:15:03] I'm going to work that out. In terms of finances, but we still need to start doing other things behind the scenes to get to that point. Amen. Without being on top of each other. And that's the challenge that I have now, and that's what I thought you originally were asking about, why I didn't put a date in there, because of the delay.

[03:15:20] So I'm going to work that out. I'm going to get these two goals. I'm going to do what you asked, and it's late, and we all need to breathe, and know that we're all in it for the same reason. I do think, though, what is this?

[03:15:38] Sorry, I'm really sorry. Yeah. Just keep going. You know, we do need to figure out, like, we do have to have some things where each of you are staying in, so to speak, because, Mary, if you're working 60 hours a week, we need to know.

[03:16:00] Like, that's not acceptable. But, I mean, it's hard when, with this small of a staff. Exactly. And we all bleed into each other. Like, I can't tell you. I'm not working. Nobody's saying that you're not going to bleed into each other. But we do need to know, like, if Dan's doing all the work and you and Jeff are going out to lunch every day.

[03:16:18] We are. We're totally making this up. Like, we see a lot of charges. You've seen the wait-up game? We need to be looking at, like, it's not tenable, right? But if you're all working 40 hours a week and two, you know, two of you are supposed to be here for 10 hours, then those are all things that, especially as we move through the spring and into the falls, which we don't know that's going to work, right?

[03:16:51] We can move on. No, no, it's important. And you added it to the agenda for the retreat. Yes. So there you go. Communication. Communication. We're going to have a plan around communication.

[03:17:08] Because that's part of this frustration.

[03:17:11] for us. So that'll work. That's good. Good ideas. I will say that communication, I mean, we don't all hang out together every day. We work in the same building and we don't see each other day. So it's good to know, in general, hey, this is what we're doing to promote our schools or to move our schools forward beyond what FCPS is. Because then we can tell people, like, hey, this is what we're, you know, this is what the city's school's office is doing.

[03:18:00] So 99% of everything we put in the weekly updates, ones that are half-baked that aren't ready for part in there, and I guess we can communicate. And that can just be, like, at a work session, at the work session every month. Updates. So it's not on TV.

[03:18:17] Nobody listens to our meetings, to be honest. I mean, guys, we're going on three and a half hours. You think someone's going to do it? No, they didn't stop listening. So, but I think that, you know, in order for us to continue on, we have to learn to listen.

[03:18:49] We have to learn to also talk. Because I think sometimes, and I will just, it's not a therapy session, but I have felt like I have said things, and then it just, I feel like nobody listens.

[03:19:09] I'm not saying all of you didn't listen to me, but then I'll be like, ah, I'm sorry. So I think that we all, all of us need to practice on listening to what each of us is doing. I'm a little overwhelmed at work right now, so you're going to forgive me.

[03:19:30] And I drop the ball on things. I'm frequently going to possibly be late to my meeting or chair for a little while. So I'm just saying, like, I am.

[03:19:45] You said a good thing, Carolyn. You said a good thing, and I have to say this. We need to give all of us grace. Yes, but everybody needs to let everybody know what they're doing. Because I don't think anybody knows what everybody is.

[03:20:04] You know what I mean? Like, yeah, I can give people grace. As long as I know that we're all doing what we need to be doing, right? Well, I hope there's no feeling that people don't feel that people want to. Well, I'm not saying there is anything. I'm just saying, like, I had no idea that some of the stuff you guys were doing.

[03:20:20] Like, I walked in here and heard, and I was like, what? Electricity. Yeah. Electricity. I think that's... I'm joking. I'm joking. So anyway, and I just think that if we talked to each other, it would be a lot better.

[03:20:37] Like, I don't know when people are overwhelmed at health. Like, Dan, you and I had a really good conversation. Like, a very good conversation. I thought, oh, I didn't, you know, didn't realize that, you know, this is what you're doing with the other part of your time.

[03:20:55] any time I ask a question or a member that's a flight outside of this. That goes to all of us. I know, it's just like I wasn't thinking about it.

[03:21:14] I don't want you feeling that. Barb, is your phone dead yet? Because I do this frequently, I have to apologize. When I have a thought, because I will forget it, because I just have it going on, if I text you and it is 4 in the morning on a Saturday to not feel like you have to answer me or call you back or call me back unless I specifically say I need you to call me back but like sometimes I'll think Barb knows this I'll think of something that needs to go on an agenda and I have to text her right away

[03:21:49] so I'm just going to do two goals one's done, you're writing the other one in the form the next thing on the agenda Oh, I read that, though.

[03:22:26] We'll do it very quickly. Okay, go ahead. Okay, just so the board knows, we are currently, we've been writing, there's two different MOUs. This is the first one. This MOU is, all it is, is going to be sent to Fairfax County saying that we would like to appoint anyone, if they have a committee, we would like to be the one to say who our committee members have it.

[03:22:47] This is a result of their boundary committee where we've had some challenges, And the goal behind this is so they know that we can appoint someone that is familiar with city nuances and everything like that. So all this is, there's one kind of caveat to this. This is that our new legal, our new lawyer, so it might change a little bit, but it's probably not going to change that much.

[03:23:08] And so we just wanted you guys to be aware that we're writing this and pay with the board. You don't have to vote on it or anything. And then we'll send to... Oh, that's what I was going to ask. So it'll essentially... Give them a heads up, but essentially it is from now on, if you guys are forming a committee, We want to point our own person.

[03:23:30] I don't think any of them. I don't think a lot of them do. Something that their school board can affirm. What we're doing is we're asking as an addendum to the SSA, or are we just saying this is just an understanding?

[03:23:51] It's just truly an amazing, just truly an amazing. Committees are part of the SSA, so it's basically like... We just want it in writing that we can say, you guys, for future boards. Remember they had that nuance there, like, well, some of these committees are school board committees. Yes, but their whole reasoning behind why their board isn't allowed to, because they're all magisterial.

[03:24:14] We're at large, so it's different for us, and we contract with them. So we pay them to be a part of it. I mean, that's a good point. I mean, I can put it, we just put SCPS committees. I can put it, if you can tell me what the two. That was just what they put in that one email about the boundary study, that there was a difference between, which would be like.

[03:24:36] The MSA. A little bit like CPDC, right? They're counting as a CPDC. That's okay. A school board committee versus a staff-led. Can you, was I on that? You can find the key board. It was from Lisa Ball.

[03:24:54] I don't remember that language, but if you can find it forwarded to me, then I will take, just take her language and put it in there. Say both. Yes. Right? Yeah, it's both. Have our bases. Yes, it's both the school board and FPPS. FPPS school board and FPPS.

[03:25:12] Okay, so I'll do that, and then that'll be a good way to follow up with Stacey. and say, hey, you've updated this. Okay, Barb, have you not heard back from her? She said, Foster, we can get back. I think I

sent that email to you for a response. I'm sorry.

[03:25:28] That's okay. She said that he got back to her, but she was still writing the response from me. She was going to write you a response to send. A response to the playoff. Right. That was Friday, I think. Yeah, but she not along.

[03:25:45] She didn't. I mean, she just, where? Carolyn, when you said we're adding communications, Is that just going under norms, like, or is that, is that, like, where I used to do it? Yeah, it's the norms. I think it's just how we are.

[03:26:02] Yeah, so I carry, Barb has a thing. Oh, yeah. No, the communications plan, though. Sorry. Oh, yes, yes.

[03:26:17] I like that book. I didn't say that. I paused at that spot. It's like a PDF. Yeah, a PDF. Yeah, a PDF. Yeah. How do I? So it's like, how's that superintendent of the work? So it's not. Okay. So, it's not like where I used to do a big...

[03:26:35] No, no. It's basically like how we're going to communicate moving forward in terms of... Like, Christina, I had Barb at it, and Christina brought up about how the school board's going to communicate with the community. I got a more personal offering.

[03:26:51] Honestly, I was just asking about it on a Saturday or something. And then, like, how I'm going to communicate with whoever's superintendent, whoever's chair is going to be whoever's superintendent. It's all like those moving pieces. It's fine.

[03:27:06] I was just seeing if I had it. She was just thinking, do I have this? Yeah. Do you think it's me? No. Basically, it's nothing. It's like a, it's sort of like the math pathways. Yeah, yeah. Do I need to do this? I can do it. Carrie's like, do I need a presentation? I don't know.

[03:27:22] She's like, I did one last year. Don't make me do another one. Are we going to end the meeting? Yeah. If there's nothing else before the board, I am going to adjourn the meeting at 10-0-1.



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