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City of Fairfax School Board Regular Meeting, Monday, February 3, 2025

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[00:00:00] light of a summer night in Spain, you're the national gallery, you're gobble, salary, you're cellophane. You're sublime, you're a turkey dinner, you're the time of the derby winner. I'm the toy balloon that's faded soon to pop, but if baby I'm the bottom, you're

[00:00:27] The Tower of Pisa, you're the smile, I'm the Mona Lisa, I'm a worthless check, a total wreck of love, but if baby I'm the bottom, you're the top.

[00:01:33] Daisy is darling, Iris is sweet, Lily is lovely, Blossom's a tree.

[00:05:25] Of all the sweethearts I've yet to meet, well, I finally chose an American beauty role. Amelia's tragic, she can't be mine, Magnolia's magic makes Maggie shine.

[00:05:46] Laurel will hug you, our kid's divine.

[00:05:51] Thanks. Good evening, ladies and gentlemen. Tonight is Monday, February 3rd of 2025, and this is the regular meeting of the City of Fairfax School Board. Please stand for the Pledge of Allegiance to the flag of the United States of America and to the Republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.

[00:07:14] Okay, we have no changes to our agenda this evening or other announcements, but I would like to welcome Ms. Bainig, Region 5 Superintendent, and Gordon Stokes and Chad Lehman, who are the executive principals for our region.

[00:07:32] Robin Lady from the Fairfax County School Board is here from the Drainsville District. Okay, and we have Andrew Pratt. We also have Megan Keller, AP, and Janice Switt, who's AP, and Sharon Hickey, AP, from Providence Elementary School.

[00:07:50] And we have our lovely principal from Daniel's Run, Susan. I'm going to blank on your last name, Susan. Muller. Muller, okay, sorry. I know Susan. I just call you Susan. I know. Okay.

[00:08:06] Our next item on the agenda is the adoption of our agenda. May I have a motion, please? madam chair um miss kelsey i move that the city of fairfax school board approved the agenda as written and distributed may i have a second okay ms kelsey has moved ms hickman has seconded all those in favor signify by saying aye aye none opposed motion passes unanimously okay uh we will then now start presentations of the school board we have nobody for citizen participation tonight I know that's probably shocking for Robin back there.

[00:08:44] The next item on our agenda is the student representative report. Sia, would you like to begin? Hello, everyone. Happy Black History Month. I hope everyone is doing well with the start of the third quarter and getting some last-minute grades in. At Providence, they recently held their first book festival where they celebrated literacy and connected with students over a love of reading.

[00:09:05] They also started Spirit Day Fridays, and they will continue this exciting activity into February. Additionally, they have an upcoming history fair on the 13th where students will present on historical figures they've researched. Over at Daniels Run, they had a string concert this past month where middle school orchestra students showcased their scales.

[00:09:25] Their Daniels Run singers also sang at the VOKE Children's Choral Festival in Manassas on January 12th. The sign-ups for the Techers Lab Afterschool Soccer Program and the Warrior Kids Yoga Program are open, so make sure to sign up to register before it's too late.

[00:09:40] At KJMS, the girls' and boys' futsal teams walked out victorious in the season's opening matches against Franklin Middle School. Additionally, the Wind Ensemble student performance at the National Anthem at the Wizards-Washington game went extremely well. Recently, the Food for Neighbors program held their first RED bag event at KJMS to aid local families.

[00:10:02] It was an overwhelming success, with the Fairfax region collecting 1,669 pounds of food and toiletries. Soon, KJMS will host their Community Connection Night on February 20th. At the event, local organizations will share resources with food, child care, and raffle prizes all available.

[00:10:23] The Fairfax High School sports teams had a fun time as they celebrated their seniors with spotlights for swimming, track and field, and wrestling. Fairfax High School also had a principal's coffee event, a virtual senior parent meeting, and hosted a group of students from China as they got to sit in for different classes and eat some FHS lunch.

[00:10:43] Additionally, the FHS theater students performed an amazing VHSL one act. The Fairfax MTA's Academy also had a spectacular opening night this past weekend of one more time. Don't forget to get your

tickets to the MTA show, sign up for activities, and attend the many Black History Celebration events around the city.

[00:11:00] Thank you. Thank you, Sia. Our next item on the agenda is the State of the Schools report, and we have Ms. Susan Mullen, Principal of Daniels Run, and Mr. Andrew Pratt, Principal of Providence.

[00:11:19] Hello, everyone. Thank you so much for having us tonight. I just want to thank the school board, Mr. Plattenberg, Mr. Phillips, Ms. Dorsey, and Barb. Sorry, Barb. You're like me. We're like this.

[00:11:35] And our Region 5 leadership for coming tonight, and all of Daniel, or all of the APs from Providence, and thank you for coming. I told Andrew, I said, I took my APs to the job fair this weekend. I wasn't going to ask him for two things.

[00:11:51] But anyway, thank you for having us tonight. We have kind of divided up our presentation into three different parts. The first part is just going to give you a little overview of some of the practices and programs at our schools this year. Then we're going to look a little bit more at our school improvement plan goals.

[00:12:09] And lastly, we are going to highlight some of the unique and wonderful ways in which the city has supported our schools, making our schools the wonderful and exceptional places that they are. So I start, don't I? So first, oh, where's the clicker? Here we go.

[00:12:25] Do you want to be in charge? Okay. I wasn't expecting Andrew to be like right here. So this is kind of handy. Yeah. We have gotten to really know each other the past few weeks. So first, I'm going to start with a little bit about Daniel's Run.

[00:12:41] I have now been there as the principal for the past six months, and as you know, I probably know I served for eight years as a principal outside the county, and this is my 23rd year in education, and I cannot express enough how wonderful the community of Fairfax City and Daniel's Run are.

[00:13:02] I'm grateful for the exceptional level of family involvement, a remarkable staff, and vibrant and diverse student body. From the beginning of the school year our staff has focused on the power of "we" and this commitment drives us to continue the impactful work of guiding coalitions, shared leadership, and collaboration among our staff and community. Our dedicated Daniels-run staff has engaged in professional learning around universal design for learning, UDL, and this approach emphasizes our mission to meet every

[00:13:37] student where they are ensuring that learning is accessible and inclusive for all. Our mantra is every student, every day. In addition to our efforts with guiding coalitions, we are also actively working on co-teaching models. These initiatives are crucial to increasing the amount of time that our special education students and multilingual learners spend in inclusive settings. This fosters a collaborative learning environment where they can all thrive.

[00:14:06] As far as our enrollment this year, we are at 842 students as of last Friday. That's up 12 from the beginning of the year. And our grade levels range in size from 110 students to 128.

[00:14:23] According to the Virginia Department of Education quality school profiles, we've been continuing to grow each year at an average rate of 2 to 3 percent. Of our 842 students, about a third of those are multilingual learners. 40% are economically disadvantaged, and 18 receive special education services.

[00:14:46] Next, I'm just going to share a couple highlights that I've had from Daniel's Run so far this year. One of our proudest accomplishments or achievements is our strong partnership with our community and PTA. This collaboration has led to many memorable events for our students, families, and staff, and some of these events include our Welcome Walk, where before the school year begins, We visit all the homes of our students.

[00:15:12] It's been a Daniels Run tradition for a number of years, I understand, and it's a wonderful way for us to first meet our families and to see where they come from. Back to School Night and the Family Picnic is another event that was a lot of fun. During this event, our teachers share curriculum, and the pan after the event is over, everyone goes to the back of the school, and there are food trucks and games, and it's just a really nice way for the community to get together.

[00:15:39] We also had a drag-and-drive fundraiser, and this year our PTA raised funds to enhance our science lab and innovation space. In addition, they also provide support to the individual classrooms. Our PTA also hosted our fall and spring book fair, where the proceeds are reinvested back into the school to ensure every student can participate thoroughly in the book fair and take home books of their own.

[00:16:05] And then lastly, one of my very favorite school events that we have at Daniel's Run is our Friday morning dance parties in the lobby. So it's just a fun way to end the week. Daniel's Run offers numerous opportunities for student leadership, including the morning news crew, tech team, library crew, the patrols, green team.

[00:16:27] And some of our extracurricular activities include girls on the run, yoga, the Daniel's Run singers, karate. And right now, our parent liaison is currently collaborating with several other additional organizations to increase the offerings for the second semester.

[00:16:44] Coming soon is our international night in February, which is a celebration of our community with food and entertainment. We also have a PTA night coming up, a virtual literacy night, Donuts with Dragons, and possibly a volleyball game against Providence.

[00:17:02] We'll see. We also have more partnerships than I can count. Every day someone new is coming through the door with something or offering their assistance. We've had Ferris Subaru come and provide supplies for our new teachers and also funding for their classrooms.

[00:17:20] The Fairfax Rotary Club showed up with a dictionary for every third grader. Care First came by with their entire team, and they spent the day cleaning up our grounds. George Mason Baseball is at our school all the time. They are mentors to our students, but they also help out in our events like Field Day and Dragon Day.

[00:17:41] And we also, Fairfax High School Music Honor Society is going to be hosting a musical night at our school where they provide live music and then show a movie. That sounds like fun. We are also a proud, I'm going to really try hard to say this right, a proud positivity project school.

[00:18:00] Our student-led crew organizes mega-morning meetings and charity events, earning us the prestigious Green Shield Award. This recognition highlights our dedication to positive character-driven culture. Our environmental initiatives are equally commendable, partnering with lands and water to maintain our natural playground, courtyards with Ecoscape, and official Monarch Waystation.

[00:18:24] Is that right? Yeah, Waystation. And we also received the Green Flag Award, where we were honored with an international accreditation showcasing our commitment to sustainability and environmental education. So each of these achievements is a testament to the hard work and dedication of our staff, students, and community.

[00:18:46] And now I'm going to turn it over to Andrew. All right. Yeah. Well done, Susan. First off, I just want to say, while Susan is still standing right next to me, how much I've enjoyed working with her over these last six, seven months, and it's awesome having a partner in this work here in the city of Fairfax, and she's been great to work with, and we really are work closely collaborating along with the rest of the pyramid, but certainly there's a special relationship that comes with having another elementary school here in the city of Fairfax, so thank you, Susan.

[00:19:21] Oh, you're welcome. Thank you for all the help. And I also wanted to thank, of course, everyone in this room, but also a special thanks to our administrative team who's here, the rest of our administrative team, and how we work so closely to lead Providence alongside such an incredible team. And then one of our teachers, Cindy Temple, is here, and a special education teacher, and she does such an amazing job, and we're glad to have her support here today as well. So it's been an incredible year at Providence as well. Much like it's all that's going on at Daniel's Run, there's much to celebrate and to acknowledge, and we look forward to sharing with you that evening, all of that this evening. First, talking about kind of

[00:20:01] our enrollment. So currently our enrollment is 948 students, which is a 40 student increase year to year from last February, so the last time we were here. And then, so it's an 83 student increase from two years ago this time. So we're growing. And I think that's especially true at our primary age, primary grades. And it also is inclusive of a large number of increase of multilingual language learners, which is about 35% of our students now, and then 50% of our

[00:20:32] students are economically disadvantaged. And thinking about our enrollment, we increased our enrollment such that we added an additional section of kindergarten soon after the winter break, and I'm proud to share that it's been a very successful transition. That was just due to the incredible collaboration with our families and our staff and, of course, our students. So we are growing and we continue to grow and all that you know that comes with that right you know the building space and everything hiring great new staff and and now we're excited to do all those

[00:21:10] and face those challenges our school our school team began this year with a focus on tightening and sharpening and clarifying our mission and representative of that we work together to streamline our mission which now reads providence is an inclusive and collaborative community dedicating to fostering success in all students, right?

[00:21:31] So that's really our marching orders as a staff and as a community around what's important to us. That's our school's purpose. So driven by this mission, along with our vision and beliefs, our incredible team work hard every day through collaboration and collective responsibility to meet the diverse needs of our students and families.

[00:21:48] And I feel lucky every day to have the chance to work alongside such an incredible team. And of course, an essential aspect of serving our mission is our collaboration and relationships with our families. Our teachers and staff work to keep them informed and to enlist their support when we need it,

leveraging all the sorts of great communication tools that are available to them, such as talking points, emails, and then good old-fashioned phone calls, which I think are still the best way to communicate.

[00:22:19] And in turn, they consistently share with us that they feel the warmth and love in our school community. And we've made it a priority this year to continue to seize any opportunity for families to come into the building and to celebrate their child's learning and to strengthen our partnership. Of course, this has included going back to the beginning of the year, our back-to-school night, as well as a two-day Thanksgiving luncheon, where it was so wonderful to see so many of our families present.

[00:22:45] Of course, our turkey trot, our annual Panther Prowl fundraiser in partnership with our amazing PTA, along with a lot of grade-level showcases of learning, right? whether something, a specific project or a piece of writing that Gray Devils worked on where they invited families to come in.

[00:23:01] And then, of course, we've had many successful family evening events which have celebrated and supported learning. This has included our math night, and then most recently, as we've spoken to, our first annual book festival where I went head-to-head in an illustrator battle with Miss Kelleher.

[00:23:19] Spoiler alert, she won. Hopefully no one kept those. Mr. Suspanik, our art teacher, was talking about putting them a frame. I said, that's a new perspective on art that I'm not aware of. Anyways, but it was exciting outside my comfort zone. But it was a great event, and it was really staff-driven, and it was wonderful to see that come to fruition.

[00:23:39] We also have our own bingo night coming on this Friday, so come on out and enjoy it. And we'll be having our first annual history fair next week, which was student-driven. It was a student idea to have this fair. She said, we have a math night, and we have a, you know, let's do something for history. So we have 40 students that are signed up to share something that they've learned and think about the trifold. It's going to be a lot of fun. That's in a couple weeks. And then on February 20th, we have our second annual Community Connection Night, which is a real convergence of over 40 community organizations, both here in the city and the county. And we've grown so much over the course of this year from our first year that we're

[00:24:18] in partnership with KJ. We're going to host it at KJ this year across the street from us. And then later in the spring, we look forward to our annual steam night. And yes, we do look forward to our continuing the tradition of Providence and Daniel's Run staff competition.

[00:24:37] And I do believe we're going to shift the vibe all this year out of hope of reducing staff injuries. It's a very real consideration. And then, you know, as was spoken to in Daniel's Run, And we continue to be blessed to have such wonderful partnerships with our community.

[00:24:57] And in representative of that, through the leadership of our school social worker, Claudia, we've worked to establish and manage a weekend food program that serves over 100 families, both perishable and non-perishable food items. In addition, we've done lots of other things kind of intermittently over the course of the year, with like a clothing drive, toy drive, a special Thanksgiving dinner meal that was delivered in partnership with Expectation Church. So we do many things, and that's because of the partnerships that are so wonderful here in this community. It also includes a mentorship

[00:25:32] program that our school counselors lead, and many of the community members, retired folks from the Rotary, some of our police officers come and mentor our students, which is amazing. And of course, We're grateful for the collaboration with our city schools.

[00:25:50] We partner with Fairfax High School through their Teachers of Tomorrow program. Their leadership class has come over to mentor. We also have students from Fairfax High School come and support our Lego League teams, which is awesome. And also, we've just recently started a new partnership with Katherine Johnson, where some of their students to come and mentor our young scholars, which are students who have been identified through advanced academics who come from typically unrepresented populations. And then, of course, we really cherish our collaboration with our Region 5 leadership and colleagues. And this year, our two priorities for us, which align with our

[00:26:26] Region 5 priorities, remain the same as last year, right? Continuing to focus on what's most important, which is cultivating a strong professional learning community, which, of course, places an emphasis on collaboration, a focus on learning, and a focus on results. And underlying this is one of our core beliefs at Providence is that we believe our strength comes from our teamwork and according we've invested a great deal in the development of the structure and culture of our teams across the building and that's represented by our school-wide multi-tiered systems of support team which is highly representative of all of our grade level teams and they're at the really of our center of

[00:27:04] our work they're our guiding coalition and then as a natural extension of this much like Daniel's run we've done a lot of work in strengthening our co-teaching relationships and the second priority for us is continuing to address school-wide prevention of behavior along with teaching school-wide essential social and behavior standards and collecting data to inform the kinds of decisions we're making in terms of how we're supporting both students and staff.

[00:27:30] And of course, that's kind of really driven by the support that we've received from the city to support a behavior resource teacher, Sarah Forgione, and she's really been a leader and the work around that and we continue to be grateful for the partnership that we have with the city of Fairfax with you all as a board and division as a community at large it really does create for a unique sense of community that is strengthened through your support and it really is hard to explain to the my colleagues outside of the city of Fairfax how unique this is and and every time I get a chance to explain that to them it makes me really proud to be here in

[00:28:07] this position in this school in this community and so we look forward to diving into a little bit more about what we're doing this year and really what's driving our focus so to kind of get things started you know this is a graphic that we've all seen right around multi-tiered systems of support and and we put this up here because it really helps to visualize all the work that we do as schools right and in using this framework we've we've used this to develop our school improvement and innovation plans or we call it our sip to align with the work of the division.

[00:28:40] And so we have three pillars, right, within our multi-tiered systems of support, academics, behavior, and wellness. We have our three tiers, and our tier one is kind of what we're doing for all students, what all students receive. It's that kind of evidence-based, high-quality core instruction.

[00:28:56] And then we think about tier two. It's small group target intervention. In addition to high-quality core instruction, it's that reteaching that's happening. And then we think about tier three, right, which is what few students receive.

[00:29:12] So intensive intervention for students across the areas of academic behavior and wellness. And this framework, along with our school improvement plan, really serves as the marching orders for our school teams. Okay, so now I'm going to hand it back over to Susan.

[00:29:29] She's going to speak a little bit about language arts. Oh, language arts. Now we're going to look at our school improvement plan goals. The goal for reading or language arts for Daniel's run is by the end of the year 2024-25, we will increase our achievement on our reading SOL by 5% for students' grades 3 to 6.

[00:29:53] And this aligns with the goals of the Fairfax County Public School Strategic Plan that states that all students will be reading on grade level by the end of third grade. This year, with the passage of the Virginia Literacy Act, our teachers have now fully implemented the science of reading in our school.

[00:30:30] This includes both adopting a new pedagogy and a brand new curriculum called Benchmark Advanced. As part of the Virginia Literacy Act, our teachers also were required to complete nine learning modules from the state of Virginia about the science of reading, and each of these modules took them about two to three hours.

[00:30:49] So they are completing this training on those early release Mondays. So we're very grateful for the early release Mondays for our teachers. Teachers began this work understandably nervous, but they've done an amazing job learning and implementing the new curriculum.

[00:31:07] I just want to start with a couple celebrations from last year. Looking at our performance on the reading SOLs from last year, our overall adjusted pass rate for Daniel's run in reading was 90%, and our economically disadvantaged students increased their scores from the previous year by 7%.

[00:31:26] Our multilingual learners improved their scores by 4%, and our students with disabilities also improved their scores by 3%. Looking at this year to see how we're doing our mid-year I ready data we have already observed improvements in reading across reading across the grade levels this year looking at students on grade level that has increased 12% since the beginning of the year so when Andrew pointed out the pyramid the the green part has gotten bigger and with that our tier 2 has decreased by 4% and our tier

[00:32:05] three students have decreased by 7%. We've been using evidence-based practices. So our tier one instruction is the benchmark advanced, and it's in the classroom. Our multilingual learners receive core and then small group instruction using, oh, I'm sorry, our multilingual learners, yes, they use, they get core instruction in the classroom with benchmark advanced, and then small group instruction in the classroom with benchmark express, which is designed for multilingual learners.

[00:32:35] We utilize daily explicit language comprehension lessons from the Benchmark Advanced Curriculum to build knowledge and vocabulary. We've increased the efficacy of student delivery to ensure all students have daily access to all components to the language art during the language arts block by creating a schedule, a master schedule that ensures that all students remain in the classroom during tier one instruction unless it's mandated by their IEP.

[00:33:03] We've also tried to shift from a pull-out model to a push-in model for our multilingual learners and for our special education students. We have scheduled weekly collaborative time for ESAU interventionists, special ed teachers, and classroom teachers to meet and plan so that they can align instruction based on individual and classroom needs.

[00:33:27] Part of that multi-tier system of support is making sure that we have universal screeners and interventions. So for reading, our universal screener is iReady and the VALS assessment. We use iReady for grades 3 to 6 and VALS for K to 2 with some third graders receiving VALS as well.

[00:33:47] These assessments identify the students requiring Tier 2 and Tier 3 interventions, which is that more intense than the core instruction. And this data is used to create intervention groups based on individual student needs. Interventions are provided by qualified interventionists, and our most common intervention curriculum that we're using this year are UFLY and Orton-Gillingham.

[00:34:11] Our multilingual learners also utilize the Benchmark Express curriculum. For progress monitoring, we progress monitor for our Tier 3 students every week, and our Tier 2 students every two weeks, just to make sure everyone's making progress.

[00:34:27] We use our CT time to discuss the results and adjust interventions based on student progress. In all the reading plans for all the students receiving interventions, we enter into SIS, and those plans are shared with families. As far as our staffing, we are lucky enough to have both a full-time resource teacher and an intervention teacher, as well as an instructional coach who helps to lead us in this work at Daniel's Run.

[00:34:58] Okay. Providence. Going across the city. Much of what Providence is undergoing, of course, is very similar as Daniel's run in terms of tackling all that has come with the implementation of the Virginia Literacy Act.

[00:35:18] And our goal reflects a new aspect of the Virginia Literacy Act, which is the VALS screener, which is, we love our acronyms, Virginia Language and Literacy Screening System. And so it's something that we give to all students in kindergarten through second grade and then for some students in third grade who are kind of showing at risk after completing the universal screener, the iReady.

[00:35:46] And so we've used this as our goal because our hope is that the percentage of students in grades K to 3 meeting or exceeding the VAL screener benchmarks will increase by 5 percentage points from fall 2024 to spring 2025.

[00:36:02] five. So we kind of established our baseline at the beginning of our year. We're just at the very end of our middle of the year window. And we're seeing anecdotally a lot of great progress towards meeting that. And then, of course, we'll take this at the end of the year as well. This is a new assessment. It's like delivered one-on-one with the teacher. So it gets a lot of good information and helps to kind of inform the kinds of things that you'll be doing with the child, like in

[00:36:29] interventions. And we'll talk more about that in a second. But wanted to give some context around the new screener. So as Susan spoke to, really the largest piece of implementation for the Virginia Literacy Act has been the adoption of the state approved curriculum benchmark that aligns with the science of reading. And it's no, you know, there's no question that, you know, this has been, was the largest challenge for our staff, especially at the beginning of the school year, just sort of taking on The new curriculum and all that is being asked of it.

[00:37:04] But, you know, I think we were well positioned at Providence. This was something that this kind of change that we're seeing really, you know, across the whole country is something that Providence kind of foresaw several years back, especially around the importance of phonics instruction. So we'd kind of done a lot to kind of lay the groundwork in terms of teachers understanding why this is important.

[00:37:25] And now it's sort of that fundamental sea change that we're seeing across the division. And we're seeing good results as a result. and so working collaboratively we wanted to kind of highlight a few important aspects that has allowed us to kind of work successfully towards meeting the goals that we've

talked about tonight so I think first I'm talking about staffing who's who's helping to support this well of course it's all of our grade level teams we really believe in the power of collective responsibility and the power of co-teaching we're all co-teachers in many ways right whether we're in the classroom together in the conference together working to kind of determine okay how is it we able to best

[00:38:04] meet the needs of students across all tiers but in addition in the support that we get from the title one office of course through our FCPS staffing and through the city of Fairfax we've assembled three full-time reading specialists three part-time reading specialists as well as several retired FCPS teachers who work with readers in our building for over the course of the week. They work about 15, 16 hours a week. And we've been able to increase the hours of our retired teachers who pay hourly by taking advantage of a program the county uses, or the county has

[00:38:39] from a block grant from the state around supporting high-impact tutors, and they're paid at a very high hourly rate, you know, and it kind of is reflected in the expertise that they're bringing. They're highly integrated within our multi-tiered systems of support in intervening with students who are demonstrating at-risk markers for their literacy.

[00:39:02] In addition, this group of reading resource teachers also trained, supports, and works closely with our classroom teachers who deliver tier one instruction to our students every day and have been instrumental in helping to support our teacher teams in navigating this new curriculum.

[00:39:18] And I think to their credit, they believed if they are going to help support teachers, they have to be in the classrooms modeling it and co-teaching with our teachers. So I think a particular grade level to highlight is in kindergarten, where we really flooded that grade level with our reading resource teachers, and they partnered up with teachers and really kind of working alongside them so that they can kind of in turn really help to support teachers at all the different grade levels as they're kind of navigating this together.

[00:39:46] We've also put together a core literacy team of teacher leaders representative of all the different grade levels and roles in the building. Cindy is on that team who's here this evening, and they've conducted learning walks to help provide sort of a non-evaluative feedback on how we as a school can improve implementation, and they come together across with other like-minded teams across the division to share what they're kind of, the data and information that they're getting, and then as well as to learn how to develop better instructional practices, and we're excited about really expanding that opportunity to have more opportunities for teachers to get into each other's classrooms to learn from one another.

[00:40:24] And as Susan had mentioned, our teams have had professional development around the science of reading through FCPS as well as the state. In addition to the modules that our teachers are being required to fulfill for the state requirements, we've sent teachers to trainings on letters, morphology, Orton-Gillingham, and then on a week-to-week basis, our literacy specialists have embedded that into their CT meetings as is relevant to the week's focus.

[00:40:56] And these are gradable teams. They identify using the information they're getting through our assessments, like the VALS, as well as our iReady, as well as the unit assessments from Benchmark. They use that data to inform who we need to be spending time intervening with, really identifying kid by kid, and using the resources that Susan spoke to.

[00:41:22] You know, there's UFLY, Orton-Gillingham, to think through, okay, what is the targeted goal for this student? How are we going to measure progress? And what happens if they meet the goal or not? And then kind of adjusting along the way. And then I think it's something to be said as an addition.

[00:41:39] With all the interventions that are happening during the school day, we're excited to using supplemental funds that the city of Fairfax has provided us to invite students for after-school interventions to remediate gaps in literacy skills. Okay. So kind of, again, moving on to continuing in the pillar of academics and our multi-tiered systems support, we're going to talk a little bit about mathematics instruction at Providence and Daniel's Run. So here we have our goals for Providence is by the end of the year,

[00:42:16] we will pass the percentage passing in grades three to six, mathematics SOL increased from 78% to 83%. And then a similar goal for Daniel's Run by the end of the year, they will increase 5% in mathematics SOL scores for all students in grades 3 through 6.

[00:42:38] Okay, so talking a little bit about our current state. So this has been a year of a lot of changes, not only certainly in literacy, but also in math as well. So, you know, thinking again about that MTSS framework, we're thinking about the idea of like, what is it that all students need to understand and know?

[00:42:56] Well, there's been a change in the math standards. So a lot of this year has been about unpacking those standards as grade-level teams alongside and through the leadership of our math resource teachers at that tier one level to determine, in addition to unpacking those standards, thinking through, okay, we have a lot of new county-developed lessons and curriculum guides that can help us to really target the new standards.

[00:43:27] And so a lot of our energy during our planning meetings over the course of this year has been around that work. In addition, you know, I think, you know, Susan spoke to this. You know, I think we really want to put our multilingual language learners at the center of our conversation.

[00:43:42] They're certainly at the center of our school improvement plan because we know oftentimes what we're doing for multilingual language learners is really going to be best for all students. And so we're really trying to ensure and build up the capacity of our teams by leveraging our ESOL teachers and the expertise and voice that they can bring to those team planning meetings.

[00:44:02] And that's something else that's integral to our school improvement plan. We also are excited about continuing the work around promoting student discourse through the use of questioning in order to shift students from just looking for the correct answer to really being able to think and articulate why is it that they're coming and arriving this, right?

[00:44:23] So it's this idea of shifting from teacher talk to student talk and student thinking and student discourse. And so to support these professional development efforts, we look forward to an upcoming math lab site, which we're kind of developing in partnership with the Central Math Office. And grade-level teams will spend time working together to learn together, develop a lesson together based on that learning, and then go and observe each other and then reflect and then refine their practice based on what they've observed.

[00:44:53] And, you know, I think it's really, again, like I spoke to a minute ago around language arts, It's really, I think, the power of being able to learn from each other as professionals, right, the support that

one another can provide, and especially through the leadership of our math resource teachers, has profound impact.

[00:45:09] And I think I would add that those math lab sites wouldn't be able to happen without the supplemental funds that the city is providing. And then, again, kind of thinking about beyond Tier 1, our grade-level teams, again, through the leadership of our math resource teachers, conduct data dialogues to determine really kid by kid who is it that requires additional time and help, time and support both during the school day as well as after school, and using that assessment data to inform that.

[00:45:45] And then our math resource teachers are continuing to provide professional development to those teams during their grade level team planning meetings using division resources, something called Ready Set Math, which we have an incredible number of kits that are grade-level specific, standard-specific, that really help to support not only the work that's happening in the day-to-day math workshop, but also during that intervention time.

[00:46:12] And I think similar to reading, we've been able to take advantage of the county's high-impact tutoring funding to support those math interventions. And I will now turn it over to Sue. I think you've already said it.

[00:46:27] I know. That's okay. A lot of the same things. Well, that's good. And I have a little bit of Title I envy, I have to say. I'm listening to some of the funding, and I'm like, oh, that sounds really good. I'd like that. Like Andrew was saying, our math goals are very similar, and we also employ the multi-tier system of support.

[00:46:49] The kind of the heart of our math program has really been our math resource teacher, Mel. She calls it Math with Mel. And the thing I think I like most about Mel is that our teachers are always, always learning. So in CT time, she is consistently and constantly, like, using proper vocabulary and teaching, you know, the correct pedagogy for math.

[00:47:13] And I know there's a lot of people on this board that know a lot about math. I did look you guys up. And so I was like, but it's very, you know, you can't teach math wrong in any grade level or the vocabulary is very important. So Math with Mel has been amazing. Again, we use the universal screening with iReady.

[00:47:33] We talk about our students and look at their data during our CTs and determine who needs which interventions. Many of those interventions include, I was trying not to say all the same things as Andrew, but many of them include things like reteaching, I'm not gonna do that anymore, I'm gonna follow my notes.

[00:48:01] But many of those interventions involve small groups in the classroom, tier three is always gonna be focused on more number sense kinds of things and those foundational skills. And then our Tier 2 is usually a reteaching of whatever standard the student is at.

[00:48:20] So they're usually just like maybe one grade below level. We use, did you say AVMR? Did you talk about AVMR? So AVMR is a tool that we use for our students, which that is an in-depth assessment for our Tier 3 students so that we can see what skills they need.

[00:48:41] Much of our tiered instruction is based on student need, but also focuses on math, fluency, vocabulary. we use pre-teaching, we use re-teaching, we use skills, we progress monitor using the iReady

data and performance matter assessments and other formative assessments.

[00:49:00] And I think the heart of it is, though, the staff and making sure that we're looking at every single student. So we do have high-impact tutors as well. I had forgotten about them, and that's been a wonderful asset. Some of even though one of our math interventionists can't be with us full time because of funding we were able to fund her the rest of the time using the high-impact tutoring funds so that's been very helpful but overall math you know we're seeing the same progress which makes me really happy so when we did our I was I was dying to see the mid-year I ready results in in math we

[00:49:36] did see an increase in our tier one students that group grew by 15% so from the beginning of the year which is wonderful in our tier two and tier three each decrease one decreased by eight percent and one decreased by six percent so we're seeing all that hard work come into play but you know most of it comes down to our teachers who have done you know a wonderful job differentiating instruction meeting suit and meeting student needs so when we do our sip goals

[00:50:12] or SIP goals, we each get to choose a goal as well based on the individual needs of our schools. So for Daniel's run, in addition to a reading and math goal, we chose science. And for this year, we chose science just based on the historical data regarding our SOL scores in science.

[00:50:34] So I apologize, that's a slightly, that's not our, no, that wasn't our current goal. Our goal is, again, increasing by 5%. That was a common denominator in all of Daniel's run's goals this year. So some celebrations from last year is that we did have a 7% increase on our SOLs.

[00:50:56] And our multilingual learners, they gained 23% on the SOLs last year. So that was really impressive. We are trying very hard because of the new reading program to find time in the schedule to spend enough time on science so one of the ways we've been doing this is integrating across the curriculum benchmark advanced luckily has some nonfiction units and so that's helped us to also teach science along with reading and the students are gaining the background knowledge the historical knowledge and the vocabulary another thing that we are fortunate to have is a

[00:51:35] dedicated science lab and science teacher and so just like we have a math specialist and a reading specialist our science teacher is kind of lead the leader of the science movement in our school and so students are able to go to the science lab and you you know they she's been teaching them lessons and reteaching because I as far as an SOL in science it's based on both fourth and fifth grade standards so it's important not just to teach the fifth grade standards but to make sure that they're reviewing fourth grade and a lot of that happens in our science lab. We also have been working on the presentation of the material and

[00:52:14] just a little bit about what Andrew talked about with the student discourse, you know, getting students, giving them thinking strategies to boost their academic conversations. And oh, and the other thing that they've been using in science that I think is really nice is that a lot of the strategies from AVID. So AVID provides, it's called Costas Levels of Thinking, which I had to look up, and note-taking and collaborative structures. But basically, deeper thinking, you know, it's strategies and a framework for deeper thinking. We've been having vertical articulation

[00:52:51] meetings with our fourth and fifth grade teachers. We use a lot, we utilize our planning and data meetings to review the assessments and make sure that we are reteaching what we need to. And this work is again led by also our instructional coach who is amazing let's see I think that that's pretty much it

for science here you go right well we do focus on science at providence but our choice goal for our sip was around social emotional wellness so i'll speak a little bit to that um so um for us

[00:53:30] Our goal is to the percent of favorable on the emotional regulation topic on the SEL screener will increase five percentage points from 55% to 60%, grades three to five, and from 50% to 55% is grade six in the spring of 2025.

[00:53:49] So the SEL Screener is a screening tool that is developed in partnership with the company Panorama around the CASEL standards, which will kind of drive our social-emotional learning instruction.

[00:54:06] And it's used division-wide. It really kind of captures the beginning of the year and end of the year, and it helps to really kind of inform the kinds of decisions we're making around how we're supporting students along with other data points. And we recognize that as we support students in emotional regulation, we know we will see a positive impact in all areas in our school.

[00:54:24] So students and staff will be able to better establish positive student-teacher and peer-to-peer relationships. Students will be more likely to be engaged and will support a positive classroom climate. Additionally, the hope is that it will reduce instances of student conflict, bullying, and disciplinary referrals, as well as chronic absenteeism.

[00:54:44] So how are we going about addressing this across our tiers, going back to our multi-tiered system support framework? You know, this is some of the work I'm really most proud of at Providence that we've done over the last couple of years.

[00:54:59] It's really been a focus for us on building a culture focused on engagement and belonging for our students and families. We've created systems and structures to be intentional about supporting SEL wellness, like I said, across all three tiers. So again, thinking about that tier one, what we're doing for all students, we've dedicated time during the school day for teacher-driven support of SEL competencies for all students.

[00:55:25] So this has included the continued implementation here on year two of our second step curriculum, which is an evidence-based curriculum that explicitly teaches students social and emotional competencies focused on growth mindset and goal setting, emotional management, empathy and kindness, and problem solving.

[00:55:46] And we have a cohort of schools that are implementing this, so we're getting a lot of great support from the county with this implementation to ensure success. We've also continued to utilize responsive classroom practices, both and particularly around with our morning meeting and closing circle.

[00:56:06] And we also continue to grow in our common language around what we call the Panther Way, which defines common expectations around the building and throughout the day. And, of course, an important aspect of this is celebrating students who will follow our Panther way.

[00:56:22] There's a picture of a group of students who followed the Panther way. And each week, any staff member can nominate students for being either kind, safe, or responsible. That's our Panther way. And their name is on the news, and they have a picture taken with us that goes in our community newsletter.

[00:56:37] So it's been a lot of fun. And like we spoke to earlier, we have our MTSS school-wide team along with our student support team, which is inclusive of our counselors, our school psychologists, our school social worker, and the administrative team to evaluate the implementation of our Tier 1 and wellness initiatives, right, to see if it is working and what is the data telling us.

[00:57:02] So then moving beyond Tier 1, the student support team, again, helped led by our Sarah Forgione, who's the behavior resource teacher that the city funds and supports. We identify students using multiple data sources, such as behavior referrals, attendance, the SEL screener, of course, to identify students in need of small group or individual tier two or tier three interventions.

[00:57:30] And I think something where we're excited about this year, in addition to using some of the evidence-based programs that our student support team are using to create those groups, We've also found that we were lacking in a tier-tier support. We had a lot of students who weren't quite in need of a really intensive tier-three intervention, but needed something else.

[00:57:51] We had a thriving mentor program, but we wanted to do something that really targeted those students. So with the help of Sarah, we rolled out a new check-in, check-out system where students have targeted systems of positive behavior support. So it means having an adult assigned to that child that they check in with at the beginning of the day, they go over their goals, what are they going to focus on, you know, they're really their champion, but it's really specific, it's thinking through specifically what are they going to be working on, and then checking out with them at the end of the day.

[00:58:22] So it has that explicit instruction, goal setting, and reflection, and it also really helps to kind of enhance that homeschool communication. I think that's something really exciting when we share this with our whole staff. So many of our staff were eager to take on that responsibility of being a check-in, check-out person.

[00:58:37] So it was really a way of taking on that collective responsibility for the success of our students. And as a result, we've had a lot of success in the early stages of helping students build self-awareness, self-monitoring, and self-management. And I think additionally, in things about professional development for teachers, We're using this data to inform that professional development, which is, again, led by Sarah Forgione along with our student support team, where we meet twice quarterly with our grade level teams in what we call wellness CTs, where we kind of dig into this data a little

[00:59:16] bit, think through what are some things that students, families, excuse me, what teachers might need support around, and it might be a little bit different from grade level to grade-oval. And then in addition, Sarah has been available to provide individual consults for teachers based on, you know, teachers' needs, helping to build the toolkits of teachers, but then also some of the specific resources and tools and strategies that might be successful for individual students. Well, just because we didn't have social, emotional, and behavior as an SIP

[00:59:54] goal doesn't mean it's not important at Daniel's run. We recognize the importance of behavior and Social-emotional learning is an integral component in student success. We're guided by the principal of Maslow before Bloom. These skills are prioritized alongside academic achievements within our multi-tiered systems of support.

[01:00:14] We also have Tier 1 instruction, which is done during morning meeting. At Daniel's Run, we use Dragon Pride lessons, which encourage school spirit and community values. We're part of the

Positivity Project, which foster character strengths and positive relationships.

[01:00:33] We use responsive classroom and zones of regulation at our Tier 1. Something that I'm kind of excited about that we are trying this year, one of our counselors is with second grade. We are experimenting with not the county universal screener, but kind of just a counselor check-in with students.

[01:00:54] I love the data that we gained from the SEL screener, But this screener is something that's a little more basic, like asking second graders if they have someone to sit with at lunch. Do they like their teacher? Do they like school? And so then when we collect that data, he responds by doing classroom lessons based on student need.

[01:01:15] That's also we're kind of using it three times a year. And that's a tool that I've used in the past with counselors that has been really successful in identifying, especially the quiet kids who maybe their behaviors aren't showing, but we can kind of catch some students who may be struggling ahead of time.

[01:01:33] It also will show us what's going on in classrooms. If it's mid-year and I have a whole classroom full of students who say that they don't like school, then that shows us that we need to get into that classroom and start working with the teachers and the students. We also have wellness CTs, And I think these are just a really important time for our staff.

[01:01:55] We do many of the things and we have many of the same people as Providence. But I do think it's important for our teachers to have a voice because I think sometimes they feel isolated in the classroom with behaviors and we want to make sure that we hear them and that we are getting their feedback and that we're able to support that.

[01:02:12] Because we do have a lot of great people in the school that can be there and helping teachers and supporting them, but we need to know. Other things that happen during our wellness CTs are we use data triangulation. I could say that much better at 6 a.m., where we analyze attendance and behavior in SEL screener data to kind of just see if, you know, different trends that are going on.

[01:02:40] So we do analyze our trends. We look at skill deficits. We develop plans for students. We gather feedback from teachers. And again, we all are looking also at attendance data because that continues to be a concern. Also at the CTs, we are able to provide professional development to teachers as they need it.

[01:03:04] For our Tier 2 and Tier 3 targeted interventions in behavior, first of all, we have to recognize that what is causing the behavior because behavior is communication. So recognizing it as either a lagging skill or an unsolved problem, and trying to find the appropriate people to help students with that.

[01:03:26] We have a variety of SEL programs for Tier 2 and Tier 3, including social thinking, zones of regulation, unstuck. I mean, there's 30 of them that Sarah Forgiani helps us with, and we try to use those with the students as needed.

[01:03:43] WE ALSO HAVE A MENTORING IN A CHECK IN, CHECK OUT PROGRAM, IT'S BEEN REALLY FUN TO KIND OF PAIR UP STUDENTS WITH DIFFERENT STAFF MEMBERS OR PEOPLE FROM THE COMMUNITY FOR CHECK IN, CHECK OUT. AND WE ARE ALSO LOOKING AT TIER THREE SUPPORTS IN THOSE MEETINGS, WHICH COULD BE, YOU KNOW, SENDING A STUDENT TO LOCAL SCREENING FOR MAYBE A 504 PLAN OR LOOKING AT IEPs.

[01:04:06] So we also may assign a functional behavior assessment, which could be followed up with a behavior intervention plan. And those are things that are available to all students, not just our students

with IEPs. So our student support team is much like the one that Andrew spoke about.

[01:04:26] We have Sarah Forgione, the very same person, our school counselors and our school psychologist and our wonderful social worker, in addition to classroom teachers, specialists, and admin on that team. We've also brought in a couple of people from Region 5 this year.

[01:04:43] Katie Boxer is our Region 5 Behavior Specialist, and she has gone into individual classrooms to help and to come up with ideas and followed up with teachers. And Manny Portillo-Gomez, who's no longer going to be with us, I guess.

[01:04:58] He got a new job, but he was helping us with our Power of Our Words initiative with assemblies and classroom meetings, and the students at Fairfax High School also had the training, so they are going to be following up and talking to students specifically in sixth grade because I think that they might listen to high school kids, maybe, hopefully.

[01:05:20] So this structured approach ensures that all students at Daniels Run receive support they need and to develop the skills and behavior that will make them successful. AVID. Tanya got into the slides, didn't she? So Tanya Denning is our AVID teacher that we share, and her slides have a unique look. These are new, but it's wonderful. She's wonderful. I'm fairly new to AVID, but I

[01:05:59] now understand that it stands for Advancement Via Individual Determination. It's a college readiness program designed to help students build the skills they need to be successful in college and beyond. It's particularly focused on closing achievement gaps by preparing all students for college readiness. And we've seen a huge benefit in the AVID program for many of our students who are having difficulty with executive functioning skills. That's pretty common in elementary school and it's nice to have somebody that's teaching them how to be organized and to keep track of what they need to.

[01:06:39] Our AVID program in the middle school and high school, it's a separate thing. In elementary school, it's integrated into the school day in every class in fourth, fifth, and sixth grade. So some of the things that we're using to implement AVID are binders and planners. And this is probably exactly the same thing at your school. I don't know. The students learn goal setting, organizational methods. They focus on notes and study methods, and they can also look at their own learning styles. And we also are focusing a little bit on time management lessons and

[01:07:16] including prioritizing and backwards planning. I need that. College and career week is part of AVID. We also share instructional practices with the teachers. They co-teach. She's just been amazing. One of the important parts of AVID is making sure that not only do we have the AVID teacher, but then our classroom teachers are also trained.

[01:07:40] So over the summer, there's a summer institute that the city funds have been paying for our teachers to go be trained in AVID if they are teaching in an AVID grade. Did you want to comment on what the teacher? We took the slide out that said, what are the teachers and students saying about AVID?

[01:07:58] So I didn't know if you wanted to add anything. What I would say is that I think that, I mean, it's been really kind of interesting for me who kind of came in a year or two into the AVID implementation process, and now I've been here two years, to see it really kind of take hold, right?

[01:08:15] I think, like anything, you know, it takes time to kind of see the effects of the implementation, and now we're really seeing it impact student learning in really true ways. Like, I was in a sixth grade math

class the other day, and students were asking, oh, let me get my notes for this, you know, so I can kind of get ready for this and for the assessment.

[01:08:34] And, you know, they were, like, pulling their notes out in order to do, you know, the task that was given to them. And so, like, going from, like, really spotlighting it to really integrating it is something that's been really neat to see and having seen the impact on student learning.

[01:08:52] I think especially around those skills of executive functioning, being able to kind of focus and think about what you need to do right now, but also like tomorrow and next week is obviously a lifelong skill. And I think sometimes, you know, I forget, like that needs to be explicitly taught, and that's really embedded into AVID.

[01:09:13] And I think as we've all kind of come to know and understand AVID, it's really just a collection of best practices, right? And it's been interesting. Again, this is another instance where City of Fairfax has really been at the forefront of this.

[01:09:32] You know, the division is really sort of pushing AVID across the division and really sort of focused, for the elementary school level, focused on primarily our Title I school. So we've really kind of benefited from support from the Title I office.

[01:09:48] And in addition to the city support, having someone like Tanya, who really has helped sort of be a champion, helped lead our AVID site team, it's really creative for this amplifying effect in our work to integrate AVID into our schools.

[01:10:03] So Title I helped to support our teachers to go to the Summer Institute. There we are in Baltimore. And in addition to helping to play for some of the supplies, So we're able to use other funds that the city provides to do things.

[01:10:20] So it's been really cool to see the growth around it and we're looking forward to that continuing the rest of this year and beyond. You know, it is nice, too, to have a dedicated teacher because she's teaching them the same things at fourth, fifth, and sixth. So that spirals up.

[01:10:35] So those students come in on the first day of fifth grade and they're ready to go. And how nice for the teachers to have already had that in place. They can just hit the ground running with their instruction. Yeah, and I think really being able to connect the dots for teachers, right? I think a real point of emphasis for us is such that Tanya, we don't want AVID to be like a special, something you go to, but really sort of be highly integrated into all of our work.

[01:10:58] So we've been really intentional around that and how she's there to help kind of build the capacity of teachers. And so she's doing, much like we were speaking to with others, she's in the CT conversations helping to kind of speak towards how AVID, that AVID mindset can be integrated into the plans.

[01:11:15] And then again, it's also in the classroom, co-teaching along teachers to really sort of have the greatest impact. So kind of just, we've spoken to much of this along the way, but we really want to encapsulate the impact that the city of Fairfax has on our schools, because it really is tremendous.

[01:11:35] And I think it's one of those, for this occasion, you sit back and you say, wow, we are really lucky. I always say that to people, we're lucky to be in the city of Fairfax, and it's true. And I think we would not be the schools that we are without the help that we get from the city of Fairfax.

[01:11:53] In addition to our buildings, of course, being clean, safe, well-maintained, all the things that are happening over the summer on a day-to-day basis, we have this additional funding source that is not available to our colleagues in the county. And I will say something, and I've said this in conversations with some of you individually, is that, you know, in a climate where it continues to be challenging to hire and retain teachers, being in the city of Fairfax really does, you know, distinguish us from others, right?

[01:12:25] And I think that's a really important aspect. Not only is it providing a, allowing us to do more for our students, it's allowing us to do more for our teachers and being a place where people want to be and stay. And that's certainly found in the dollars and support themselves, but also the unique support that we're getting from this community.

[01:12:44] And so, you know, again, kind of coming back to like the MTSS framework, the city funding, you know, most directly, the three positions that we get help to support all three tiers and help us tremendously in working towards meeting the goals of our CIP.

[01:13:01] And I think for us, specifically at Providence, those positions help to fund and support our STEAM lab, which we really are quite proud of. We had many people come and visit our STEAM lab across the division, which is true exemplar.

[01:13:18] It also helps to support half of a math resource position. It also helps to support an additional administrator for us at Providence. And we, you know, at a time when there's a considerable administrative load, it allows us to kind of do all that's asked and keep our schools running in the way that they need to.

[01:13:36] And, of course, we spoke to the behavior resource teacher, Sarah, the avid resource teacher, Tanya, that we share with Daniel's Runs. And these positions all pay exponentially in the dividends in our instruction, our scores, our connections with students, and our school identity.

[01:13:57] So beyond the positions themselves, of course, we have the supplemental funds. And for us at Providence, we utilize those to help pay for substitute teachers to allow for professional development to occur, like we were talking about the upcoming math lab sites that we're doing in a couple weeks.

[01:14:14] And in addition, we're also receiving similar support from the Title I. But again, all this allows for like an amplifying effect to have our teachers best prepared to take on all the challenges that come with this work. And then in addition, we utilize those funds to help support our after-school programming, again, which is so integral to both our academics and wellness initiatives.

[01:14:41] And we wouldn't be able to do that simply without the support of the city. And this year that is included, you know, a show choir, volleyball, a theater group, our Pounder's Bucket Drumming Group, which we had a picture of earlier, Lego League, robotics, as well as our academic interventions.

[01:14:57] And again, this is in addition to the funding that we're receiving to support after-school programming from Title I for math and science Olympiad, as well as young scholars after-school programming as well. And then, of course, we're utilizing city funds to help provide opportunities for students to go to field trips.

[01:15:16] It helps to defray the cost so there's less of a cost for students. It also kind of lowers the hurdles to making those trips happen. I talked to my colleagues at other schools when many grade levels are going on no trips and we at Providence have the ability to go on two, in some instances, three field trips a year.

[01:15:35] And I would say, you know, speaking on behalf of Daniel's Run, they're utilizing those funds in many of the same ways that we are supporting their innovation space with their science resource teacher and their math resource teacher. Of course, with the supporting the AVID implementation, paying for those conference fees, the materials associated with those, as well as additional planning time for teachers, both in the summer and during the school year, again, with those substitute charges.

[01:16:09] And then I think that also, like as Daniel's run, kind of transitioning away from being a title one school as well helping to kind of bridge that gap through this year helping to fund the instructional coach position but of course also the field trips and the after-school programming and and all the other many great things that come with being here in the city and so another aspect of course we're kind of getting unique support by being here in the city of Fairfax is the support to fund a safety and security specialist

[01:16:43] position at both of our schools for the second year. The two individuals, Charles and Destiny, are there, and they become beloved members of our community, and they, of course, play an important role in maintaining a safe and secure building. And first and foremost, that comes with being present and visible at both our arrival and dismissal, and throughout the day, during our common areas, particularly with our large groups of students, such as the cafeteria, hallway, and lobby. And they certainly have that unique lens of safety and security that they bring to their

[01:17:19] positions. And that as a result, it's helped us to identify areas of need and concern. And we've been able to take tangible steps to address them. And this has included ensuring we have enough mulch on the playground, putting in work orders to adjust security concerns like a cracked window, and then widening one of our walkways by our kiss and ride entrance to make sure it's more pedestrian and bike friendly. And additionally, they've taken on some of the responsibilities that was previously taken on by administrators, such as coordinating safety drills.

[01:17:54] But of course, we're at the heart of their job, and they both have done this so well, is developing relationships with students, staff, and families. And another aspect of safety and security, which is the city is supporting, and we're excited to share kind of an update, which is that the exterior and interior cameras are nearly about to go on board.

[01:18:16] I think they're finishing the exterior cameras. We had the bitter cold and snow that delayed things a little bit, but I think we're on track to have those completed in the next few weeks. And I think once operational, we'll be one of just a couple elementary schools in division.

[01:18:33] I think the only other elementary schools that have exterior and interior cameras are specialized programs. So we'll be the only Al-Munchie schools in the division that have those exterior and exterior cameras. And obviously our security specialists will be integral in sort of making sure that we're utilizing those as best as possible in collaboration with the administrative team.

[01:18:57] And we know those positions will enhance our school safety to an even greater extent. So as we're wrapping things up, we're going to talk about summer. Yeah. So we're excited to share the return of our summer learning programs that Daniels run in Providence.

[01:19:16] While this is still a work in progress, we do have the privilege of hosting summer school again this year, which is nice for us because our staff likes to work at their own school, so we get more of our own staff. And our students are really comfortable coming to school.

[01:19:32] So both sites are bringing in two other schools, right? You have two? I have two. And so that'll be this summer, and the summer program is called SOAR. We'll also have Young Scholars, Bridge to K, and the City of Fairfax Park and Recreation programs.

[01:19:49] At least we think. That's what we've been told so far. So that is kind of the end of our official presentation, and now we're here to answer any questions that you have. Thank you. Ms. Barlman.

[01:20:06] I don't really have any questions, but I have a couple of comments that I wanted to share. Previous Providence family, my daughter is now, I have a middle school daughter and high school daughter, but I loved to hear that a lot of the traditions that my kids really loved at Providence have continued while adding a lot of really cool, amazing stuff.

[01:20:30] So you mentioned a lot of stuff that I kept thinking, oh, my kids would have loved that. That would have been great for my kids. So I'm excited both to see the stuff that's continuing and also the new stuff. And in particular, the Math Lab site and AVID, especially with executive functioning skills and a lot of the new after-school programming.

[01:20:49] And I have a, I know one of the kids who's doing the history fair, and she is just oozing with excitement about it. So a lot of those things that are happening are very exciting to hear about. And I also have a lot of personal experience with dyslexia, and my youngest daughter would have benefited a lot from the Benchmark Advance, and I'm really excited to hear some of the early indicators of success with that program.

[01:21:15] So I'm very excited to hear the stuff that's going on. Thank you. Ms. Kelsey. Yeah, I just want to know when any of you sleep. Because I'm just sitting here, even as a teacher, you made me tired right now just listening to all the stuff.

[01:21:34] And I realize how much I miss, even as a parent, just reading your guys' e-mails that come through. And I'm like, oh, that is coming up. Or, you know, there are so many great things coming. The one thing, and I will e-mail you both because I don't think you will have this data right on you.

[01:21:51] I'm thinking of the after-school programs because I know both schools have teacher-created after-school programs as well as programs from outside the school. and my question would be is how many of those programs do like are there more teacher created ones are there outside ones and how many more are attended like are the teacher ones attended more frequently by our students or the because I'm just thinking I've seen both and I I was lucky to attend the show choir and drama performances and I saw the smiles on all those kids faces and

[01:22:29] there were some of those kids that I have watched my daughter grow through with um since kindergarten and they were very shy kids and now they're out there speaking um all by themselves on the stage and so I'm just I'm seeing different things come out rather than like the sports or the academic and I see it's also the teachers they to see the smiles on their faces um we all know Miss Amarotti is always smiles anyway but it was out of her comfort zone I think because she's over there on the side dancing with the show choir and didn't have an instrument wasn't conducting and it was just very

[01:23:04] interesting to see that and i think you know if maybe we can get some more teacher-led programs rather than bringing things from outside because i know the teacher-led ones are also free whereas outside ones sometimes the families have to pay um to get that stuff um and i also so i will email

you those actual questions but just something to think about or if you do have a comment i think Our goal was to improve the period, right?

[01:23:29] And I think that has a mixed landscape. You're right. I think some of it is partnering with outside vendors who are able to provide unique offerings like chess club, and it comes with the payment. And then we also put it out to our staff.

[01:23:45] Hey, you got something you're excited to lead? That's how volleyball and show choir and the theater group came up, right? And that's where it's a mix. And then some of it is sort of our after-school interventions, too, right? And something I would add, and we spoke to it earlier, is the Title I funding.

[01:24:06] That's been a real focus for the Title I office is expanding after-school programming at Title I schools. And so we're getting the benefit of some of the funding coming from them for some of those after-school hourly pay for our teachers, in addition to paying for, like, an after-school program coordinator, which is Megan Randolph, one of our second-grade teachers.

[01:24:24] She does an amazing job leading that up. And it also pays for two buses. So, like, for us, it's sort of like taking advantage of the buses, right, that are coming anyhow. And sort of how can we fill that up? And so it's like trying to best leverage the resources we're getting from the city, from Title I, and then also some of the partnerships with PTA, right, so that we're kind of creating for that kind of that mixed landscape so that we're able to expand the after-school program.

[01:24:50] I mean, it's a good question. I think there's no question that the staff-driven ones are, you know, where you kind of have that ready-made relationship and someone who's really kind of championed and excited about that. So we look forward to continuing that and then also finding ways to continue to expand some of those, you know, PTA-coordinated, because they also provide something unique that perhaps a staff member wouldn't have otherwise brought to the table, right?

[01:25:16] I agree with what you said. It's a nice way to do something besides sports. Like, I think, you know, allowing students to experience the arts is so important. And I have a little student who, through an after-school program, is now down.

[01:25:31] I got to see him perform at Christmas in the Christmas Carol. So he went from after-school theater to, you know, real theater. So it's really exciting, and it's nice that kids have something else, especially, you know, if school's not their thing. They love school.

[01:25:47] They love coming to school. They have programs like that there. Yeah, and I also know, I mean, Providence has a little, well, you guys could do Fairfax High School, but I know I've seen some of our former KJ students come over and assist with, like, the volleyball, and it was also nice to see them still interacting with those teachers and coming back to support them.

[01:26:05] That's been huge, like with the Lego League as well and our Young Scout. It's been tremendous that our city partners. My other thing is, is I also find it very commendable. was not able to attend the literacy night but I find it very commendable that you got out of your comfort zone I know both your outgoing and all but got out of your comfort zone and it does show our students that even teachers that we sometimes step out of those comfort zones and we do things to you know show we they can be done even if it's hard to do and I know you taught our students a valuable lesson that night even just hearing it so and I will try to find

[01:26:44] those pictures and get them framed for you guys I actually do not have any questions but I just want to thank you both between last week's presentation this week's for all the time you've been spending with us I feel like I've just have such impressive information and as people ask us you know different things about the different schools it's really helpful to have all that and all these things that we can brag about of how wonderful things are going and please continue to ask for those things that you need in this support you talked about the supplemental funds and things that have really benefited the students

[01:27:23] and the teachers so please continue to come to us if those things do arise so we can make sure that we're continuing on this path necessary thank you this has been a phenomenal presentation I'm always just amazed at what our schools provide and I know you pulling it together is no easy task finding funding here and there and just making it work it's phenomenal we um value you guys so much um though i do have a question so i will break the mold here um i'm curious because i know that with our increased enrollments staffing can sometimes be a challenge especially with hiring a kindergarten

[01:28:03] teacher mid-year um what's happening this next school year like what is what does that schedule look like so that you know maybe we don't have to start mid-year with a new teacher but we can start you know date one with a teacher if possible I know it's easier to hire in February than in October I don't know if you guys knew that video well and the county being new here it's interesting to see because I always had Fairfax principals contacting me with teachers that wanted to move to another county I'm like I'm not ready yet I'm not ready yet so the fact that we start early in Fairfax is a benefit for us to get the best people but they have made some changes too like

[01:28:42] if a teacher says that they are going to look for another position we can hire behind them even if they don't have that position which i think is really smart because even if that teacher doesn't teach at your school they're now in our fairfax system so someone they else at another school will have the benefit of an early hire but i think a lot of it yeah it's just trying to hire as soon as you can and get the best people and work together i mean i i was at my very first fairfax hiring fair Saturday and it was it was there was a collaboration like at first it felt a little competitive because every school has their own table and that is a little different but then

[01:29:22] there was also kind of a camaraderie among the principals and if they knew you needed something or you know we were we were talking we'd be like well if she doesn't come to your school at least she's going someplace good and so that part was really nice too but I think it's it's starting early and then also like recognizing greatness in the people in our building who come in our building every day if they're there and they love kids you know we can help them as well so that's been exciting but it is a new it's a new world they're interviewing us instead of vice versa I mean we interview them but then they interview us too and they're very specific in their wants so

[01:29:58] it's it's a new world for us and I would add accessory and I give a lot of credit to human resources at Fairfax County they've kind of pushed the timeline even earlier so we've been told we're going to receive our staffing sheets on february 21st so it's like late february whereas typically we'd have otherwise had those like mid-march so it's several weeks earlier right so you can you know so i hope and i will advocate to make sure that the projection really meets our reality right you know and so but when you're getting things earlier you're able to engage in conversations

[01:30:33] earlier and sort of you know um be a little bit more dynamic around making sure you're you're receiving what you're what you're the reality of your students in your building right now um they also

moved up the um they moved up the transfer window too because it used to be that internal transfers could go all the way through what like so like early june and now it's april 4th because whenever you have internal transfers that always causes a trickle down you know somebody has an open position after that so it's nice that at least it's earlier in in the cycle

[01:31:06] Yeah, so there have been a lot of good changes that have been very friendly towards ensuring that schools are fully staffed with the best qualified candidates possible. Thank you. It was phenomenal. And I also thank you for spending so much time with us the last two Monday nights.

[01:31:25] I have a couple questions. The Orton-Gillingham, about how many teachers are trained in that in your buildings? I'm going through it in my head. You don't have to give me like an exact. I have a couple per grade level. I mean, there's quite a few.

[01:31:40] So, you know, a lot of our special educators, but then we have various, like, classroom teachers as well. So what we do is, like, when we make those intervention groups, we pull students from different classrooms so that even if they don't have a teacher with Orton-Gillingham, they can have the instruction.

[01:31:58] Perfect. But it's a great program. Yeah, we could put together a specific number. i would say that um i think across whether we're saying orton gillingham and letters and morphology i would say the majority of our teachers particularly at the primary um level is is trained um and it's something kind of working towards you know as you get new staff and that kind of thing but um certainly our um our reading resource teachers who are really kind of integral to our interventions as susan spoke to are trained around that um and then anytime there's an offering from the county again that's something else we've been really fortunate as a title one school to be

[01:32:37] able to access training at no cost to the school and typically they'll pay for a substitute as well so anytime that comes up we kind of put it out there and try to encourage people to sign up in fact i have three teachers who are going to uh letters training next week together because you also want to have people go together right so that they can come back and so the hope is to have like kind of whole grade level teams because then when you have common learning you have better conversations um around best practice right do they ever come back and sort of train the other teachers who haven't um well in my six months um yeah i have seen that happen though in the past

[01:33:16] and even teachers that um i had a teacher create orton gillingham for math like basically she went through the same process of support and had created her own program for math so we do see some pretty interesting things about teachers but um yeah the answer whenever it's extra training the answer is always yes if we can i mean if they want to learn and improve then you know it's it's a benefit for all of us yeah i think that's the benefit of those team um uh planning conversations that happen weekly that are what our reading resource teachers are a part of and they they're

[01:33:52] able to kind of really lead some of that job embedded professional development around whether it's horton gillingham or other kind of you know you fly utilizing other resources and they'll sort of bring those to the conversation and a lot of times it's sort of like hey let's do this and you go back into the classroom do it and come back the next week to talk and reflect on how it went so it's so that again that professional development is sort of meeting a real-time need scarsborough's rope so that just keeps coming back um am i so i'm can you guys speak a little bit about the iReady progress monitoring I'm only familiar with FastBridge which is what I use and

[01:34:30] the progress monitoring program through that so can you just some details how does it work so students um first grade no no longer because it's change uh so kindergarten through second grade this is the change for this year through the Virginia literacy kindergarten through second grade are doing the VALS, the Virginia, it's a quiz, literacy and learning system, right?

[01:34:58] It's an assessment literacy system, and that's K-2. They do not take the I-Ready reading, right? Third graders, it's kind of like a hinge point where they take the I-Ready and the students who perform below the 40 percentile and the I-Ready, so it's a screening tool, right?

[01:35:15] It's not a diagnostic. It's computer-based. It's sort of a dynamic. computer assessment where it sort of captures your proficiency in a number of different buckets, whether it's phonics, you know, comprehension, fluency, and then it, you know, ultimately sort of has markers to determine are you at, you know, where are you on a percentile basis, and if you're below that 40 percentile as a third grader, that's when you're required under the Virginia Literacy Act to take that VALS assessment.

[01:35:50] And the VALS assessment is that one-on-one assessment, which kind of really digs in a little bit more deeply as, like, a diagnostic to determine, okay, where does this student fall? And then that VALS puts you in, like, a high-risk, a moderate-risk, or a low-risk or no-risk band.

[01:36:09] And those are the students that we're really kind of spending our time with our interventions that have the highest risk. But going back to the iReady, so it's a screening tool, right? So it's not meant to kind of – it's unlike, say, the end-of-the-year state assessment, which is aligned to standards and really kind of determines, like, you know, efficiency and mastery of standards.

[01:36:34] It's really just to determine, like, as a screening tool, hey, look, are we kind of capturing the students? But it's just that first cast of the net, right, and making sure. And I think that we're meeting all the kids that we know that we should, right, and then pulling them in a kind of intervention process and measuring progress such that when they take it, which they just have, like at the mid-year, Susan spoke a little bit from Daniel's runs, we're kind of seeing growth, right? You want to see the iReady system helps to identify expected growth based on where a student performed at the beginning of the year to the mid-year and

[01:37:11] then the end of the year, right? And then so it helps at that individual student level, but also has implications school-wide right you know we think about our mtss pyramid right how many students are kind of making grade level progress how big is your green portion of the pyramid right and if it's it's a lot smaller than it needs to be it's only like 40 percent well then you really know you have you know you have concerns on your tier one instruction right and you really need to be kind of doing more around your tier one instruction right you're not going to be able to intervene your way out of like a tier one problem so it's it's meant as a screening tool to have implications for specific students, but also instructional practices school-wide?

[01:37:52] Well, I've used FastBridge. It's more of a tool for screening and growth. And it does make an individual student growth projection. So at the midyear, you can see how many of the students have met the expected growth. And I think that's a good indicator both for individual students and classrooms, which is helpful.

[01:38:12] But it is usually, it's good to follow it up with something more like FastBridge, because that's more of a diagnostic where you can pinpoint individual skills. Yeah, I think that's where I got confused

because it actually has a progress monitoring component. So I use it for math.

[01:38:28] So it'll tell me which students are below for automaticity or certain benchmarks. And it designs sort of a four-minute progress monitoring session. And you pull them two or three times a week and they do it until the next screening.

[01:38:48] So iReady does have that as part of their suite of products. We in Fairfax just utilize the screening tool, the assessment itself. And it does really help to identify groups. In fact, coming up next week, we're going to have data dialogues around the iReady to determine, okay, what are the areas of need for students?

[01:39:09] But we're using more of that, like, for the actual progress monitoring tools, like the AVMR, you know, Ready, Set, Math, to intervene around, you know, whether it's number sense you know automaticity but um so it's using that as the screening tool but then utilizing other resources for the targeted intervention to measure progress okay well that's all i won't we'll keep we're gonna let you go home we're not gonna keep you till nine o'clock we did though it wasn't it was late yeah but thank you so much thank you all we appreciate That was not as bad as I thought it was going to be.

[01:39:47] Sorry. You all are lovely. This is a great group. Thank you so much. Thank you. Have a great evening. And thanks to all of you from Region 5 and all the APs and also Ms. Temple as a teacher. Thank you for coming.

[01:40:03] We appreciate it. Okay. We will move on to our public hearings. We don't have anybody signed up. let me see that closes it right okay all right so we don't have anyone to speak on the proposed FY 2026 budget so we closed the hearing this evening we'll move on to action items first action item is the January 6 2025 meeting

[01:40:39] minutes regular school board meeting many school board meeting minutes may I have a motion please madam chair yes ms hickman i move that the city of fairfax school board approved the minutes of the january 13th 2025 school board regular meeting as printed and distributed okay may i have a second second thank you ms hickman moved miss sessori seconded the city of fairfax school board approved the minutes of the january oh is it it was january 13th oh sorry guys my dates are all mixed up the january 13th 2025 uh regular school board meeting minutes

[01:41:17] as printed and distributed are there any changes modifications additions okay uh being none all in favor signify by saying aye aye no members of no members are opposed so the motion is unanimous the next action item is approval of the fy 2026 um budget may i have a motion please madam chair uh miss borrow me i move that the city of fairfax school board um approve the fy 2026 school board budget as printed and distributed. Okay, may I have a second? Second. Okay, let's

[01:41:52] probably move. Ms. Sessori seconded. All those in favor signify by saying aye. Aye. None are opposed. So the motion passes unanimously. All right, we are going to move on to superintendents matters. Mr. Plattenberg. Thank you, Madam Chair. I'd like to recognize Council Member Bates in the audience. You know, we talk about our partnerships and we heard this evening from our principals that are just doing simply amazing jobs, and they talk so often about the support that they have from each and every one of us, and also the support that they have from the region office.

[01:42:31] So it really talks to all of the partnerships that we have, and all of the fact that we are like an extended, broader family. And when you think about that, you know, families are filled up with, especially

mine, a lot of interesting and different types of personalities, but each and every one of us are unique in our own ways and contribute and are part of that larger organization and that larger group.

[01:42:58] At Fairfax High School, I often say to Dr. A, you know, I know you're, you know, the Lions is a member of Pride, and that Pride resembles a lot of individuals that are, that make up that Pride, and we are, in fact, so proud of our principals and having them come this evening and speak so much in quite a bit of detail about the great things that we have going on in our schools that we should be very very proud of and you know I mentioned the partnerships and I recognize Councilmember Bates being here in the audience and last Tuesday I attended the city

[01:43:34] council meeting on the budget and show of support and the partnership that Mr. Martinez and I have developed since I've been here and the former city manager who retired and then I met this morning with the acting city manager to go ahead and basically have that that sense of sharing and commitment and collaboration that you saw was evidenced and absolutely necessary for us to provide the best educational opportunities for our students now into the future so I also met with mr. Martinez this afternoon talking a little bit more about the revenue picture and what we might be seeing from the state and the revenues

[01:44:12] that the city receives some approximately twelve million dollars in revenue that they've received last year and hopefully it'll be a little bit higher this next year in those but you know there's there's so much joy and love when we hear of such great things that our students are in our community are benefiting from all of our work that when we lose members of our extended family, we need to take a minute just to recognize the tragic loss of so many members of our educational community, and also those that we've lost recently just through the national

[01:44:46] progression of our seasons that we only have that are so brief called life. I'd be remiss if I didn't say that, Madam Chair, and just know that, you know, acknowledging our collective care and our prayers and our thoughts and concerns, not only for those that have passed, but also for their families who are are left trying to make sense of these things that are that appear senseless so anyway madam chair thank you I look forward I have a lot more meetings this week with members of the city staff but also Fairfax County and we're progressing on all the projects I know the team is really I'm

[01:45:24] so fortunate to have an amazing team and you know and I'd be remiss if I didn't say this I know the board's probably going to mention this but the recognition of the clerks both Barb King and also Carrie Dorsey. I know it's that's the 17th that week but we're not going to be in a public session so I did want to mention that and then on a high note because when we talk about team this is the most amazing team of individuals that are performing above and beyond whatever could have been imagined to make sure that our principals know that

[01:46:00] they're supported know that this board is supporting of them as each of you mentioned in different ways let us know if there's something you need just ask that type of can-do attitude it's just it's infectious and pervasive and I'll be quiet now but I got really excited by hearing all of you speak tonight thank you madam chair thank you okay we'll move on to board matters I'll start with necessary thank you madam chair I want to start by just acknowledging the science fair this weekend this past weekend I went as a parent though but walking around and seeing the amazing work that our students have done at

[01:46:38] Fairfax it's just phenomenal and also a big shout out to the staff and volunteers who made that happen because that's a lot of work there's an Academy open house that's happening tomorrow night I'll be

excited to go to that and then on Saturday I will be attending the once upon a time musical which will be the last uh showing of the weekend so that's saturday night so um give that a plug uh miss hickman um i want to echo mr plattenberg's acknowledgement um of the fatal plane crash and the effects that it had on our fcps family and sending my thoughts and prayers to those

[01:47:16] affected i'm also looking forward to the show this week this week i am going to go see it on thursday night um been waiting for it for a while so i can't wait to see and i saw something today that it's been their highest sales of tickets for the past couple years, so that's great.

[01:47:35] And lastly, congrats to Dr. A on her well-deserved recognition as the Region 5 winning principal. Outstanding principal, that's the word. All right, thank you. I was trying to board that on my, Ms. Kelsey. I would also like to echo the previous thoughts for those that are affected by the plane crash, also not just the ones that were on the plane but the families that are now dealing with the aftermath it did affect a lot in FCPS but it also affected some

[01:48:13] of our neighboring school districts as well and I am also looking forward to attending once upon a one more time I had to get that name right it's like baffling to me. I definitely cannot wait to see that with my daughter. And then also Providence has their choir and band concert coming up this week, which I'm looking forward to seeing Miss Amarotti actually do her conducting and what surprise she has for us this year. And I'm also looking forward to our school board retreat coming up this weekend and getting to know our two new

[01:48:53] members um and kind of figuring out where we're going um and also yes uh thank you to ms dorsey and ms king for all your guys's hard work that you guys do behind the scenes um i know we don't always recognize you but you're there in our minds because you you keep us floating we wouldn't survive yeah we would not survive without these none of us would survive okay ms morley um second to everything that's been said.

[01:49:26] That's the worst part about the glass, by the way. It's all been said. I'll add that Christina and I went last week to a meeting in Richmond for new school board members, and it was really informative and interesting, and I think we both had a good time and felt like we got a lot out of the day.

[01:49:44] So that was a positive. And then I have not seen the Once Upon a One More Time yet. I would like to, but my daughter gives it rave reviews. So that's an exciting thing to do this next week, too. Okay, and I would just like to one more time thank Region 5 and our principals for all their presentations in the last two weeks.

[01:50:06] And my thoughts and prayers go out to the families who are affected by the unfortunate accident, air accident this past, what day was that? Gosh, it seems like it's, yeah, Wednesday.

[01:50:23] I'd also like to mention that Mary Ann Ryan, who was our former assistant superintendent, passed away. And Ms. Dorsey, did you go this morning to the, yeah, her, they had the wake yesterday. The service was this morning, and we're, you know, those of us who worked with Mary Ann, she was, she was so sweet.

[01:50:48] She was just the sweetest woman. She will be missed. And I also am looking forward to seeing Once Upon One More Time. Mr. Cienzo is very excited about it, so I have to show up, or he might, yeah, he might never speak to me.

[01:51:13] And congratulations to Dr. A for her outstanding principal for Region 5. And if there's, is that, that's it, right? We don't have anything else? Okay. There's nothing else before this board.

[01:51:28] I will adjourn at 821.



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