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

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- Agenda: https://fairfax.granicus.com/AgendaViewer.php?view_id=13&clip_id=4129
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[00:00:15] evening ladies and gentlemen it is monday march 3rd 2025 and this is the regular meeting of the fairfax city school board please stand for the pledge of allegiance there are no changes in our agenda this evening and we do not have any other announcements um our first item is the adoption of the agenda may i have a motion please madam chair ms kelsey i move that the city of fairfax

[00:00:53] school board adopt the agenda as written and distributed may have a second all second okay miss kelsey moved and miss uh borrowed me seconded all those in favor signify by saying aye aye none opposed motion passes unanimously okay we're going to start with citizen participation which we have no one signed up for surprisingly enough um and next we'll move on to the student representative report um miss batra hello everyone i hope everyone is doing well and enjoying that little bit of warm weather that we are finally starting to get. Daniel's Run had an exciting month as

[00:01:33] they hosted many events. They hosted their international night where students came together to sing, dance, and perform their instruments in order to showcase their culture. Additionally, they held a PTA baskets and bingo event this past Friday which was a fun way to raise money while engaging the community. Over at Providence, they held their history fair where students were excited to finally present all of their hard work on different history topics. Providence also held a PTA bingo night this month.

Additionally, they had a lot of fun with continued spirit Fridays including a walk on your wild side day and different themes for kindness week. Soon on March 13th,

[00:02:12] they will host a steam night so be on the lookout for more details on this event. KJMS continues to bring the excitement with their after school programs. Their Appian Board Game Club, Paper quilling club and the pickleball club will all hold their second sessions soon or have already begun to hold their second sessions. They also had some amazing wins this past month. 13 students participated in the district honor band. The math counts team earned second place in their competition and are moving on to states and the science olympiad team won the regional championship and is moving on to states as well as both the girls and boys futsal teams earning victories at their

[00:02:51] Herndon Competition. Furthermore, there were two fun field trips this past month, one with avid students and the other with the young scholars who went to the National Building Museum. Finally, they have digital detox days, which are to promote creativity and off-screen learning, with accompanying spirit days, such as Dress as Your Favorite App and Dress Like Steve Jobs Day.

[00:03:16] Fairfax High School had a busy month as they ran a science fair, which took the combined effort of staff, volunteers and students to put together an event with 300 projects and 500 students. They also held many events such as the band, orchestra and choir pre-assessment concerts as well as the Dance Academy Move to Mend Dance Benefit Concert to raise awareness for eating disorders while fundraising for Project HEAL.

[00:03:42] They also held a US Service Academy/ROTC night where members from different military branches came and talked with interested students. Finally, the wrestlers, the swimmers, and the DECA members all have people headed to states, which is very thrilling. Keep working hard, everyone, but make sure to get some fresh air and enjoy being outside for a bit.

[00:04:02] Thank you. Thank you, Ms. Batra. Sounds like there's a lot going on. The next item on our agenda is the State of the Schools address from Mr. Chris Smith at Catherine Johnson Middle School.

[00:04:18] I'd like to welcome our Region 5 Assistant Superintendent, Ms. Becky Bainig, and Mr. Chad Lehman, and Mr. Gordon Stokes. I'm learning everybody's new name. Okay, hello, Mr. Smith.

[00:04:35] Good evening. Good evening. I feel like I should just take questions, because Ms. Botcher did an awesome job with all the great things we're doing. But I do have a presentation, but that was awesome. Thanks. Well it's great to be in front of you again. I was counting in the car on the ride over. This is my seventh presentation. I started out all by myself I think on week four, maybe five of the job at Daniel's Run and then I did it virtually. Then I got to partner with Dan and Andrew. Now I'm back to myself.

[00:05:06] so full gamut here but again just excited to always talk about our school I welcome the new board members and certainly invite you at any time over to our school and to visit us and I appreciate the support from our region office we got a busy week we also just finished up a field trip not a field trip but a competition for model UN over the weekend so we had administrators there we got a lot of events culminating with a basketball game Friday so we I'm here flying solo at Katherine Johnson, but not because my admin team is very busy as well.

[00:05:44] Thankful for the opportunity to return to Katherine Johnson. If you don't know, I was there for five years as assistant principal, so I love my time at Daniel's Run, but I'm excited to be back at Katherine Johnson. And I like to show lots of pictures, and I fill in the blanks.

[00:06:01] Hopefully there are some slides that are a little more wordy, but I wanted to give you a peek into our school. The pictures you're looking at right now, we have a pep rally on the left-hand side, and then welcoming of students with our eagle mascot. And so I'm going to give you an overview of our successes, our challenges, give you a look into some of the tools that we use as administrators.

[00:06:25] And so that'll be some of the screenshots that you see. So I thought we'd start first with just kind of who we are. These were some numbers that I couldn't find a pretty graph for, so they're just in word form here. So 1,172 students actually verified membership today.

[00:06:42] It's 1,179. We've been right around kind of plus or around 1,175, plus or minus five students all year long. We have 35% of our students are AAP Level 4. We have 181 students, about 15% in our special education program.

[00:07:01] Communication languages, so you'll see some different stats about students, but this is what the families choose as the communication language, right? So you see 77% English, Spanish is 16%. Arabic is 1%. We have a number of languages after Arabic, but they're all falling below that 1% number.

[00:07:23] On here, some graphs on ethnicity and English proficiency, What you see with ethnicity, and this is over time, this year and then the last two years, is that has stayed relatively steady.

[00:07:39] And then the English proficiency you see has increased by about 5% over the last three years. When you do the math, that's about 60 students in our English proficiency. I see our grade levels are a little bit heavy in eighth grade this year.

[00:07:57] we anticipate the incoming class is going to be roughly the same size as the class that's leaving and you see our free and reduced lunch this is one where you see a reduction my hypothesis is that there was a period of time coming out of COVID where we weren't requiring the paperwork for the free and reduced waiver and we're back to pre-COVID times of requiring that which is probably why you see that dip next into attendance so these are a couple pictures from our what we call our attendance dashboard that we look at I look at at least

[00:08:32] weekly so you see our absence absenteeism rate and this was captured I want to say like last Wednesday or Thursday as I was putting this together it was 13.3% today it's 12.5 so we're a little better and we are right about the saying that it's a today it's about 0.6 percent better than at this time last year so I think the big thing I want to share with you there's a way for students who are absent to earn some absences back so they stay after school for three hours in an academic setting so those of you might be

[00:09:12] familiar like we have a social homework club that does not count they need to stay with an academic teacher and so we have had 411 students make up 1148 days so when you do the math it's about almost three days per kid of that 411 so that's something we've gotten off the ground recently and our attendance team has done an excellent job encouraging kids if you have families have students at our school some information went home at the end of the quarter if they with everyone

[00:09:47] got an attendance report card and then we also sent families who fell within a range of absences some information about staying after school with their teacher to make up those days and the reason i started with attendance right is they got to be there first right in order to achieve academically so we'll move into the academic uh parts here and as you see there uh what all of our students have right our math teams meet weekly creating common assessments working on lessons we use math space

[00:10:22] which is an fcps approved platform and students have access to after school support some students have access to our high impact tutors we have numeracy focused learning seminars so learning seminar is a portion of a small portion of the day that students can get some additional help as Ms. Batra said you read off our math competitions that we participate in starting in March I don't have the exact date it's either next Monday or the Monday after Fairfax high school students are going to come over

[00:11:00] and be available to help tutor our students and we also have our ML courses to support students. What I wanted to point out, so this is another dashboard that we have access to. So this is our algebra dashboard. So the numbers on the top are Fairfax County, and they are for the coming up year. So in the fine print there, it says 2526. I could not figure out a way once they turned that number into 2526 to get this year's number. I have it. It's just I wasn't

[00:11:38] figure out a way to display it. So when you're looking at, if you go below there, Catherine Johnson, you see you have the four years, right? You have 25, 26 coming up, and then you have the previous three years. So if you look at this year, 64% of our students are, of our eighth graders, sorry, it gets very particular here, 64% of our eighth graders are enrolled in Algebra 1 or higher. If you notice, and that's, we are one, if I had the graph for you, the FCPS number is 65%. So we're right there with the county average for this year.

[00:12:18] This year, again, the 24-25 number for Math 7 Honors is 65% of our 7th grade students are in Math 7 Honors, and that is about 12% higher than the county average. Again, one of the strategic plan goals is that all eighth graders successfully complete algebra leaving eighth grade and so when you look at this year our projection from the budget office is for 1150 students this this current year we've been running about 50 students higher than last year's projection right so last

[00:12:57] year's projection was about 1125 we've been around 1175 we're projected for 1150 next year so one thing that we've done is for course selection all current seventh graders if they're not in algebra already the default course is is algebra for eighth grade certainly we will be looking at data communicating with parents probably not every kid is going to go into algebra but that number that you see for this year for us which is 83% right is the projection for an

[00:13:34] year and so talking to mrs. T today even 7th grade or sorry rising 7th graders that may end up making a decision not to take algebra they'll probably be some rising 7th graders that do right does that make sense so that number we feel like although it may fluctuate a little bit it shouldn't be more than a few percent one way or the other the other thing we did is rising 7th graders the The default course is Math 7 Honors and again, this is where things can get a little confusing.

[00:14:08] Math 7 Honors and Math 8 are the same course, we also call it pre-algebra, so it's kind of got three names, and again, that is the default setting. Our math team feels pretty strongly, I'm not a math teacher, but they feel strongly that there are a number of things covered in Math 7, for instance, multi-step equations and equalities covered in math seven honors slash math eight slash pre-algebra that are not covered in the math seven course. So if you're going to miss something, right, the rising sixth grader, sorry,

[00:14:44] rising seventh graders, if they're not in advanced math, in order to get to algebra as an eighth grader, either need to skip seventh grade math or eighth grade math. And so our math department feels strongly that we can cover elements of seventh grade math in that eighth grade math course from math seven honors again math eight free algebra all the same course it looks like you're shaking your head and

you're with me so so anyway it can be a little confusing but that's our and again certainly we want to give supports to students we have algebra readiness which is an

[00:15:24] elective i think one of the things that you know anytime you're putting a student in an academic elective they are losing one of the fun electives right so we just want to be mindful of be very careful about the support that they need and whether we can do that during the learning seminar time or if they need a more intensive support so we also don't want to take away right if a student needs support both in math and reading right we don't want to take both choice electives away so we find ways in learning seminar to help them so okay just to clarify yes if a

[00:16:03] student is in math 7 not math 7 honors as a 7th grader they're going to default to algebra 1 so a current 7th grader right now will default to algebra 1 for their 8th grade course but parents can make the determination if they would like their child to take math 8 yeah sure and that's a conversation that we have through the summer right and again some students we would agree right some other students we have some new screener we're giving what's called a map assessment this year similar to iReady but for the math side of it and we of course we'll have

[00:16:40] you know sol data as well right to work with parents right on what the best placement is right okay and can i just ask one more question geometry numbers for current eighth graders good question i don't can i get to get back yeah yeah yeah and we don't have any um do we have any seventh graders in geometry or yes okay um yeah i'll get back to you that number i know there's two okay at least so then follow-up question on that if they're in geometry as seventh graders

[00:17:20] they're going to take algebra two as eighth graders how will that work they go to Fairfax they will go to Fairfax and how will they get there bus okay yep yeah so that's one of the things, and the reason i'm familiar with, i know there's a couple because, i know a couple went to Daniel's Run, so we had to work for the same thing in sixth grade to get them to Catherine Johnson for algebra, and we currently have some students at Fairfax taking algebra too. Okay, thank you, sorry, i just wanted to clarify. So a number, the number of geometry students, right, is what i'm

[00:17:57] following up on? Okay, sure. Yeah, and actually, you said there's at least two seventh graders in At least two. There may be more. Again, i know there are two just from my previous history. Okay. Can we get the numbers for 7th grade Algebra 1 and Geometry students?

[00:18:13] Yeah, the total number? Yeah. Yeah. It's on here. So, well, you want, yeah. The number that's on the graph includes Algebra and Geometry. For 7th graders? Yeah. You want 7th grade Algebra?

[00:18:28] Is that what you said? I want 7th grade Algebra numbers and then any 7th grade Geometry. students number thank you thank you so bottom line is we like the path that we're on in terms of moving toward the superintendent's goal and supporting realizing that if we have to support the students right they're gonna you know miss a year of math right but we think we have a good plan all right on to English right what we test in the SOL world would be reading so again very

[00:19:08] similar in terms of all Eagles our CLTs again meeting looking at common assessments looking how to help students who might be struggling a little bit looking at how to help students who are achieving well in English Lexia again is another computer program that students can use to help build some basic reading skills after school support we have tutors two tutors working on the math side two tutors working

on the English side the reading side just know the funding for that as my understanding right is like a kind of a separate fund

[00:19:46] from the state of Virginia to Fairfax County so that's how that is funded we have again learning seminar time we do have literacy electives and so some students do miss one of those two choice electives and they they're in a literacy elective and again we have some learner or literacy courses sorry for our multilingual learners as well the the picture you see at the top there is of a book club and this is a picture inside one of our English classrooms and

[00:20:22] they're putting their book up that they're reading again book clubs right there they're choosing a book and this is again a connection to World War II so you see that cross-curricular connection as well so a couple things that we have access to so this is uh some information from the iReady screener so the the biggest thing about the graph at the top is you have um our two dots and uh you want to be in the far right top right quadrant if you can that is um high performance and high

[00:21:02] growth which means the students are coming to us performing pretty high and they're continuing to grow the next box and so you see our seventh grade is kind of right in the middle they're like half into the box on the right and half into the box on the left so that's our seventh grade the far right dot is the seventh grade and then our eighth grade is just to the left of them and they're in a box it's low performance but high growth so we definitely want to be in the high growth area again we prefer that students be high-performing too we want

[00:21:39] that but you know as a school right we want to make sure that they're growing so those are encouraging this is and we only get this right we gave it at the beginning of the year and then we gave it at mid-year then we'll give it again in May and so we'll have another dot to see where we are the second graph the bar graph there the quick summary of that is from beginning of the year to mid-year, right, we want to expand the green and shrink the red. And so if you notice the bolded numbers at the bottom, like where it says from 12 percent, so our group that was mid or above

[00:22:14] grade level originally at the beginning of the year was 12 percent. It's now up to 18. So the quick summary is that we have had a 7 percent increase in the green section and a 7 percent decrease in the red section so that's good growth from the beginning of the year. The next result so it's one thing to look at the overall result I think one of the biggest learnings I had in elementary was how complicated for lack of a better word that reading instruction can be and making sure you're really honing on on what the student needs because just putting them

[00:22:52] in an intervention for instance if it's not targeted to what they need reading wise right you don't get the results you want so our elementary friends have been doing an awesome job so at the top you see the fall results and so you have the different categories there and so phonological awareness and phonics you see are the highest scoring ones right so this is for our students in our building including our seventh graders and so I think over the years we last few years with the changes in elementary school right we've definitely seen an increase in that green section for all students if you notice the the section

[00:23:29] one of sections that's lacking right in that top one is that vocabulary section and this is countywide one of the things we learned last year on the elementary side right was that was the next kind of frontier right then that was that bridge to comprehension was yes it's important to sure up the phonics but they also need that vocabulary in order to comprehend so that was our focus going into start this year

at Katherine Johnson and it's still a focus it's going to be it's not something we're going to solve in a year you can

[00:24:05] see in that second graph other there's some slight changes there's not a whole lot of changes in the vocabulary so this has been a focus of our professional learning you know what's good about vocabulary all teachers teach vocabulary right now I directly supervise PE and our CTE departments and so that's been the heart of our CLT discussions in those departments is what is the vocabulary that they teach students and then how do we teach it I think that's the the big thing that we're trying to work on right it's one thing for me to

[00:24:42] to say this is a you know a new word for students to use but we have to explicitly teach it so that it hangs on in their memory so we're working on a each content working on 10 essential vocabulary words for each unit and then at the end of the year the goal is to see what we have in common and continue to work on explicit teaching methods for vocabulary so that'll be an ongoing focus And so you'll hear probably about that next year as well when I'm back.

[00:25:14] You know, a couple supports, a couple more supports that we have on the advanced academic side. We do have an advanced academic resource teacher. We are staffed with a 0.5, which is a half-time advanced academic resource teacher.

[00:25:30] And then we fill in the other 0.5. So our advanced academic resource teacher is full-time at our school, that is not something that's normally staffed full-time in most middle schools a lot of words on this one but we'll just tell you you know she works with advanced learners she works with our young scholars program or twice exceptional students and our multi-language learners and one of the things she's working on is enhancing understanding our honors curriculum framework to make sure that our honors classes are different from our general education

[00:26:09] classes. Collaborating with Portrait of Graduate Presentations of Learning and she's been a big part of our community. You see the, I'll go through some of the other nights on the later slide, but she's often at many of these family events and is a great resource to our families. The next one is AVID. If you don't know what AVID stands for, Advancement by Individual Determination.

[00:26:35] This was last weekend at James Madison. They were on the field trip. Right now we have one eighth grade class, two seventh grade classes. They've gone on some college field trips. This starts in the summer with our staff. We were in Baltimore last summer, and that'll be the plan this summer, too, for professional development.

[00:26:56] And we also have, on that field trip, we have pyramid collaboration. we were with fairfax students last weekend on the field trip to jmu and they have some other partnerships that they do culminating with our um signing at i don't give it away but fairfax is having some sort of college signing celebration and our avid students are invited to that uh and we're not just academics we're electives as well right so uh you know and i want i should have said at the beginning i'm highlighting right lots of things i i apologize to any group at school that I have left out but I you know I wanted to point out like for instance our

[00:27:34] band it's not just our band room it's not just the auditorium but it's experiences they get also beyond that that's a picture of Mr. Burt's we are at the Wizards game and so that's a pretty cool experience and you don't know how tall those players are until you walk on the court and I was just a chair holder that

night I had to make sure that a couple of the kids had the chair so they could play their instrument but pretty cool experience our fax class is always super popular. It's one of the reasons, in a way, that I came back. I don't need to eat, but it's always when they're making pancakes last week or monkey bread, it always smells delicious, and it's

[00:28:12] a popular class, teaching real-life skills. You see our robotics classes there, working with the VEX Robotics. I had a wonderful presentation of Dorothy in Wonderland in the fall. We have a musical coming up in the spring so lots of ways I think what's important about middle school is they get to experience different things and along with after school I think when they go into high school right they can kind of hone in a little bit on what it is that you know that group or things that they want to do in high school after exploring in elementary school middle school first

[00:28:52] mess-up of the night so after-school opportunities again you did a great job reading off for us I think what I would emphasize is if you look at and these are pictures again of our after-school groups some of our teams so one thing that was new this year although we have the athletic teams of cross-country and now spring track that'll that's starting up soon Mr. Dayhill our after-school specialist was tasked to experiment with some new sports if we were going to add sports so

[00:29:30] we've been in a western fairfax league that he has started with the other after school specialist it's been basketball futsal and now volleyball and we've done them kind of at the offseason for lack of a better word right so that players that are playing on the volleyball team can join our team right or when we did basketball in the fall like it's not a high pressure time for basketball athletes of course with volleyball right on the male side it's been added to the high school we had 40 boys try out for volleyball and 140 girls for volleyball so the participation you know the downside of

[00:30:09] that which is different than track right track we don't cut anybody these sports we've had to it's been the one thing that I don't like about it but so far it's gone pretty pretty well see our science Olympiad team won a competition our math counts team won a competition we hosted a quiz Bowl competition at our school with ten other schools there so that was a big undertaking so it's a very busy program and just to get kind of give you the visual right of what the days look like with after-school activities Tuesday is

[00:30:46] the only day where we don't have late buses so we still have some activities going on but needs to be parent pickup and then the four other days again we're lucky and fortunate that the county funds four days of late buses and so we have over 25 unique clubs and I'm gonna come back to them as a challenge too at the end of this presentation so and this one I just named building community there's lots of different events right I think the I would say kind of the coolest thing we've had so far is the helicopter coming for career day. And if you look at our

[00:31:21] webpage, we somehow were able to get the video up, right? So the helicopter is moving. But kind of chronologically, right? I think the year certainly kicks off with our Eagle Fest, right? Which is always a big day, even though kids now don't need to physically come to our school building to get the paper schedule, right? They have it on their phone, but it's still a big turnout and a way to see where your classes are. We had a back to school night. We had parent coffees I did host parent coffees in September both in English and Spanish we've had a couple what we call parent academies so we did one on towards the

[00:31:55] end of the first quarter on parent view and Schoology and how to access those as parents and then we also just did one last week on social media so those were both recorded and and parents can

watch that even if they didn't attend career day these are the pictures from career day so we had over over 70 presenters and our counseling team did a great job with that there was a blue star week in september to honor veterans so we did a coffee that week too and then we are a purple star school we just did a community connection night with providence which was a great partnership

[00:32:34] a little bit about transition to set to seventh grade for sixth grade parents that kind of always starts in December when we do our field trip over and we do our concerts and tours we did our we brought back our January curriculum night in person that was something I believe in previous years was virtual but that's like an open house style thing where parents come families come and you can go into some different rooms the elective teachers right it's they're trying to hook kids in so they do some great stuff that night as well we're planning a family orientation in May we did that last year and then we'll have our summer

[00:33:14] programming as well our National Junior Honor Society is heading over to Providence every Wednesday to help tutor students we just completed with the help of the Regent office each team went through an assembly on the power of words and the focus was impact versus intent and also about being an upstander and not a bystander and so we just wrapped those up the snow caused some rescheduling of those and you see our chick chickens chicks now soon-to-be chickens up there that we've hatched and they've

[00:33:51] been like therapy chickens as as they are carried around the school but they are part of our raise and grow locally and so there's a lot of them there that are being donated to a farm and then our pta is up and running our pta um at the beginning of the year we were out of compliance on some pta um paperwork for lack of better deals or our pta has done a good job of getting a established getting us back in good standing and so we've been able to start the last couple months

[00:34:27] meet monthly uh the pictures up there uh one of the far right our spits has started that's our Our school-based technology specialist has started interviewing students, students interviewing students at lunch, and they interview their principal. I'm a sucker for anything with a small microphone.

[00:34:45] I think that's the coolest thing. So if you get on our Facebook page, there are two editions of Between Bites. I did put them in here, but then I forgot. It's a PDF, and you can't play videos from PDF. So I'll send the links along with the geometry question.

[00:35:04] As we start to conclude, and certainly not at all an afterthought, this is super important, especially as we get into the hiring season here, right, of course, is the support of the city schools, right? We have the transition counselor. I'm going to talk a little bit more about that position in the next slide. We'll have a think of it summer camp, which is a camp that focuses on steam activities you know i think the biggest thing is the ability as principal to say yes to teachers when it comes to professional learning and staff development the the ability to to be

[00:35:42] able to cover for sub to cover sub pay or to in the summer the ability to pay teachers is really important a couple texts we've been using i'm happy to pass it around if you like to So all of our teachers on their summative evaluation got a copy of Teach Like a Champion.

[00:36:00] Again, that's courtesy of the city. And they had to pick at least one technique out of here to focus on. So as we've had our visits and evaluations, right, they've done that. Do you guys want to see it? And I forgot on the math.

[00:36:20] I think back to the math side real quick, right, is I know we talked about this in the January meeting, right, that we are a designated Project Momentum school for the special ed math scores. And so through our work with Project Momentum, one of the things that came up was building thinking classrooms in mathematics.

[00:36:37] A number of our teachers were already familiar with this book, but I was able to get the rest of the department the book. Right now they have it. We're not doing anything formal yet, but we hope to start doing something more formal with it. But many of them are familiar with it.

[00:36:53] They are starting to order whiteboards and materials and things. Again, it's stuff, it's, as a city principal, I say yes to a lot of things, and a lot of that has to do with the support of the city. And then, of course, our seventh and eighth grade science enhancements, and you guys helped with microscopes and all sorts of, I wrote it down, probe wear.

[00:37:21] But, you know, again, the ability to make staff happy, right, for something that they need, it's really, really important. And I appreciate it. We all appreciate it. And it's a great selling point, right, as we recruit teachers for the new year.

[00:37:37] And then I didn't have it on here, but, of course, our AVID and Korean classes, too, right, are helped fund it by Citi. Transition counselor. So, again, we share this position with Fairfax. We, you know, a while ago had it. It's back. think it's a really valuable resource you know she basically I left some of the information and Georgina may present it right at the beginning of the year her focus is on the ninth graders and she's at our school one day a week now we're about half and half a little bit more towards us as she begins to focus more on the eighth graders transitioning over to Fairfax High School I think one of

[00:38:17] the things and will also kind of leads us into the next side which is collaboration with Fairfax but they went over in December and took students some young scholar students also our multi-language learner students over to connect with students at Fairfax just to again build that connection and to get them to talk to students right which can be more impactful at times and talking to adults. So we're very fortunate for the transition counselor position. So we've mentioned

[00:38:55] collaboration with Fairfax. I think that was one of our goals when I came aboard. I put principles because I don't think, I think it starts with us, right? I think me and, I don't know, maybe Georgina will come and say that she doesn't like me. But I really like Georgina and has made me grow professionally just being around her stretches um my um i'm enthusiastic but you know there's then there's georgina um i don't have glitter i still don't have a glitter game uh but uh she has it's been awesome she's been a great addition uh certainly to the city and to our pyramid

[00:39:29] and so we've had it we text and talk quite frequently i think one of the biggest things on our agenda was math right and this idea our students leaving our school prepared right for what for that next math course and that's we we hosted a number of our teacher math teacher leaders along with their math teacher leaders one of the things that makes it a little challenging this year is there's new standards right so we're kind of all adapting to that but we hope in the future that first off we have a common understanding I will say last year

[00:40:06] our algebra students passed the pass rate was 98 percent 96 percent was the initial pass rate so it's not like 50 was the pass rate and another 45 did it on a second chance right i mean a large portion almost 100 of the kids that passed the algebra did it that first attempt right i know i think we're the um

we're getting into some of the challenges now some of the um i don't know if it's controversy seems like a strong word I think is that calculator right and how dependent students can be on that Desmos calculator and versus knowing how to

[00:40:46] solve the math problem without the calculator right and I think that's one of the things that came up in that meeting I think we again want to have a shared understanding of what success means right because if it doesn't mean more than just passing the SOL well then what does that mean right and what you know coming up with some agreement on that so we certainly want our students prepared for upper-level math so we've had that those meetings our pyramid has had meetings with special ed teachers and with English language learners again

[00:41:22] just to learn together to see what's working in our schools these are both groups of students who tend to perform lower on SOL results and so and we see that pretty much throughout our pyramid so pulling those groups together at well on deck is a meeting with some of our staff to talk about 504 accommodations right and again that transition over to Fairfax and then maybe a bit more fun one is we're planning a Special Olympics basketball between our Special Olympics team and Fairfax's Special Olympics team so that

[00:41:58] should be coming up very soon I think there's an email today about buses and I haven't had a chance to look at it but it's coming up so so you know I love the collaboration with Fairfax I think the only downside is being further away when I was at Daniel's run it was a lot closer to Fairfax but we enjoy their time facilities update the vestibule almost done except for two plain panes of glass in the door leading from the office to the lobby but for the most part it's done so that's good then the other picture there is the outdoor classroom

[00:42:34] that's being built started over winter break you see the concrete is down I believe the timeline is sometime before the end of May it'll get fully wrapped up but again we're grateful for these two projects and on the horizon talked a little bit about math so grading policy there is a Fairfax County Public Schools Committee working on grading policy there are surveys that are going to be sent out soon to staff and students and families you know my understanding right

[00:43:09] I think there's an expectation that there may be a decision countywide about a rolling grade book versus a traditional grade book so I think this one is moving rather quick so I think before the end of the school year there should be some information about that after school program so information only but the Fairfax County if you don't know Fairfax County Board of Supervisors outside of the normal transfer they give Fairfax County Public Schools gives a separate transfer of money for after-school programming it's almost 4

[00:43:45] million dollars that is they have a list of I think 60 million that they're trying to cut from the Fairfax County budget right not necessarily the school budget and the after-school program is on that so just so you know that that's on there start times is another thing we've gotten some some questions about right again my understanding is as of now we certainly narrowed down a couple of the choices I think there's a C1 and a C2 and then I think it's like the three choices. Each of the principals associations have given their input as to what they think and my

[00:44:25] understanding is it's not going to be for next year. There's not a decision yet and times will not change for 25-26. If anything changes it will be for 26-27. I heard and Ms. Banigy might be able to answer

this also that they might start with a pilot program with a certain the start times that they might do it with one region.

[00:44:52] Okay, I did, that's, okay, I think somebody had mentioned that, so. I've heard it in passing, but again, I have not seen anything concrete about that. Yeah, I didn't see anything written.

[00:45:08] And I would think at this point we would hopefully, right, parents need to prepare, right, if we're going to have different times, and so does staff. So that's it. I'm excited to be back. Again, thank you for the opportunity to share the glows and grows of our school, questions okay Lauren do you have any questions hi thank you so much I was wondering a little bit more information about the potential budget cuts to the after-school programs what percentage of the after-school programs would that

[00:45:45] affect are you asking I just want to make sure I understand are you asking how much of the format like what percentage of the 4 million like is that half of there yeah like if if Fairfax County cuts that money yeah how much of an impact would it have on the after-school program my understanding is they would be gone we would not have an after-school program okay thank you yeah miss Kelsey mine kind of piggybacks on that a little bit I just wonder do you have kind of like numbers on because I know you guys also offer office hours

[00:46:24] after school for teachers do you have like a number I'm sure mr. day who does How many kids attend the after-school stuff academic-wise like to go get that support versus attend for the sports or the other Activities yes, he could get that for us, and that's part of we have to do that. I mentioned that It's called IP fit. Don't ask me what it stands for but that's the buyback basically of Attendance days, and so we have to keep okay right again We can't give credit because the kids stayed after for basketball or even social homework club, so I can get that for you

[00:47:00] Um, and then my, well, and also kind of what that is, I'm wondering, I know there's less things offered on Tuesday, but like, just like overall percentage average wise, is there less kids that attend because there is no bus on Tuesday versus?

[00:47:16] Yes. And what I would say also about Tuesday is that is a day that we typically have our after school meetings. So, uh, today's Monday, tomorrow is a staff meeting. Next week we meet with our teacher leaders, right? So there's kind of a couple things at play there on Tuesdays.

[00:47:33] But, yes, it is definitely less attendant because of the buses. I was going to try. I have one stat that might be relevant. Give me a second here. And, I mean, you can send it to me later if you can't find it.

[00:47:49] Yeah, I was going to tell you that the average weekly attendance is over 1,000. Now, that's not 1,000 unique students, right? So it can be duplicated. If someone stays three days, they count as three.

[00:48:04] But it's a very high number. We have one of the highest in the county percentages of students who participate. All right, so numbers of... Academic versus... Academic versus the... The other clubs. The other fun stuff, yeah. Yeah. And I do want to say thank you, because talking with other parents that are other middle schools, they are shocked by how many after-school things that we have to offer, even sports-wise, that we play other middle schools, because some of them have been like, we have track and cross-country?

[00:48:36] And I'm like, oh, we have this. So I do applaud you for that, and I know part of it is Mr. Deho. I'll take all the credit, but Mr. Deho. And I will say this, Mr., you know, he, this is just an example, right, of,

you know, I think when I know when I was there the first time, he was the winner of the Fairfax County Support Employee of the Year.

[00:48:58] But he, right, so we've partnered basically with four or five other middle schools. So his plan next year, he's like, that group's up and running. Like, they don't need us anymore. They're going to continue. We're going to then adopt basically four or five other schools in the county that don't have that opportunity yet, right, and try to help them.

[00:49:20] Well, I'll say I love that idea. Just don't let Region 5 know about it or anybody else because they may try to steal him to do this for, like, the whole district. and we need to keep him over at KJ. They have his wife helping out centrally. Okay, that's fine. They can have her. We just keep him. That's fine.

[00:49:37] Ms. Hickman, it takes. First off, the between bites, the cutest thing I've ever seen. Yes. I loved it. And they were really pushing for some big, hard-hitting answers.

[00:49:54] Yeah, they wanted me to choose what my favorite grade was. They really did wanted you to choose. Yes, yes. I was not commenting. Smart choice not choosing. My only question is for, and I brought this up when we talked about Algebra 1 back in January, with the default being that all students coming from 6th grade will go into honors math, has there been conversations on how that will look for the teachers who need to differentiate the learning much wider than they're used to?

[00:50:22] Because they're used to the students having that math 7 as they come into it. What will that look like? Yeah, well, the good news is many of our math teachers already teach multiple subjects, right? Like some of the teachers I'm thinking about already teach Math 7 and then teach the pre-algebra course, right?

[00:50:41] Or teach the pre-algebra or the algebra. But that's certainly, right, as the students are filling in some of that background knowledge, right? So some of the discussions we've had in CLTs this year, right, is being more strategic about the warm-ups that we start a lesson with or the exit tickets that we give kids, right, because we're not going to be able to teach all of Math 7, right, in the math, in the pre-algebra class.

[00:51:10] So a lot of it is that, like, what, how can we, in smaller chunks, right, review and give them the time that they need. I think the learning seminar will be another place, right, that we have a learning seminar committee this year that's working on some possible changes for next year that we hope will free up, I think, some time for math as well during a learning seminar.

[00:51:36] But certainly one of the things, it's not just the students, right? As you said, it's the teachers also having some, maybe a wider variety of students than you've heard in the past. Okay, that was my question. Then I'm looking forward to hearing kind of how that goes and maybe if there could be more collaboration within the elementary schools and they can help you guys out a little.

[00:51:56] And then maybe you can meet in the middle with Math 7 and teach app, you teach app, or something like that. All right. Thank you. Ms. Sessori. Thank you. Ms. Hickman stole my praise for Between Bites. I absolutely love that, too. I'll let Kelsey know. Also, I just wanted to say thank you for FACTS.

[00:52:12] That's been my now ninth grader. You did that in eighth grade and is now in charge of one night a week for cooking. It's fantastic. Hopefully cleaning the dishes as well. One step. Learning.

Learning. I have two questions if I may. Absenteeism, 13% seems a little high. I know I'm more familiar with it wanting to be below 10%.

[00:52:35] It's 12.5, right? I'm sorry, my bad. Today is 12.5. 12.5. Thank you very much for clarifying. So can you maybe highlight why, what are some common reasons that maybe students are not making it to school that that number is high?

[00:52:51] Yeah. And I would say, right, I remember, Dan probably remembers that I felt like once we got back, I was like, I never want to talk about COVID again, right? So I don't want to use it as a crutch, but I do think it's a kind of a tipping or turning point, right? And I think we have not, even within our, most of our pyramid schools, historically, were in the single digits before COVID. And we have all been in double digits for the most part afterwards, right?

[00:53:21] So although it's come down, right, I don't have the numbers in front of me, but I want to say two years ago, I think at Katherine Johnson, I think we were 18, maybe 19%, right? So I would say, one, I think there's just that more awareness, which is good, right? If you have a fever, stay home.

[00:53:36] And I think more people are likely to do that after COVID, right? We certainly have a group of students who may travel at times that are not always lined up with our breaks, right? I would like to get some higher numbers on that because that was an issue before COVID-2.

[00:53:57] I mean, I remember we had conversations with parents of taking off the last four weeks of school to go overseas. We certainly understand why, but it can impact their learning, right? And attendance is very individual. Many of the students that we talk with, right, may have, you know, they may miss some days because something's going on at school.

[00:54:23] it may take some days for that to come out right it starts out as being sick at home but eventually they tell their mom or dad or caregiver what's going on and then we dig into that right sometimes it's a bigger issue of school avoidance or anxiety in general right so it's um it's very individual it's labor intensive in terms of digging into the students but those would be my couple of my hypothesis and then going to your your comment kind of piggybacking up again Miss Hickman with the opt-out enrollment with algebra one that's essentially

[00:54:59] what you're what it is is opt-out enrollment that philosophy there I know that a lot of the research around there sort of solidifies around having sort of a objective qualifier that automatically enroll students so I'm just curious as the you know looking at your 25 26 enrollment you have all the students in there at what point do you approach a student and say maybe this is not the right course for you and then how did those conversations occur like what is there an is there a qualifier that meets that points and again I just want to stress like I'm all for increasing opportunities for students I just also want to make sure that they're in a place that they're they're supported

[00:55:39] well supported yeah and successful right exactly yeah so I think certainly you know the SOL certainly is one data point right I think what is nice about the map data and I'm just not as familiar yet with the map database as I am with iReady right so we'll be able to share some similar graphs in terms of growth as we did with iReady but we're also going to have that specific information right and so because if the map data saying hey they're they're on a grade level right it might just be right it might be a test issue it might be they just right it was just a bad day right maybe something happened at

[00:56:17] home right so we don't want to put all of our eggs in the SOL basket but trying to get as many of those data sources of data right I think those two are really good and I think having that screener which is we've been lacking in middle school on the math side in previous years right giving us some some good data right and we've already created some learning seminar groups the conversations are with can be with a teacher right I know in fact reaching out to one of our teachers today about again I was like remind me help me again

[00:56:54] why the math seven honors and she was like oh let me just print out an email that I just sent a parent right who had a question right and so we certainly do it in collaboration with the parents we're gonna have some parents that want them in algebra and we might feel differently and so again just explaining them are reasons why and maybe the reverse right maybe we think they should be and the parents worried about their success right and so thinking about some other ways that we can also support them if they go in there and usually in my experience previously rarely was their disagreement once we talked right does

[00:57:32] that help yeah I was just wondering in terms of the teaching vocabulary I don't know if you have this information but how like what are teachers doing differently to address the the vocabulary component so first I think we have to recognize what the what we have said is try to hone in on 10 words per unit right realizing there might be for some students there might be 25 words that are new in that unit right but we we have to I think we really believe we

[00:58:08] got to hone in on some keywords, right, per unit. And then we did one round of professional learning of explicitly teaching it, right? So are you using something visual, right? Putting in a sentence, right? Defining the word, right? But it's, you have to have a number, right? There's sometimes you use like the non-example of a word versus an example. And I think that's where our biggest work is, right? It's one thing for me as a teacher to say imperialism, right, is a U.S. history word, right? But just because I've asked you to define it doesn't mean I've really

[00:58:46] explicitly taught it, right? And so honing in on those explicit vocabulary practices, right, of how to teach it is where I think we need to continue our work. Okay, and you mentioned literacy elective courses. What are some of the examples of those? Yeah, give me a second. I do sorry it's been a long time since i had a kid yeah and these are for students who um are at

[00:59:13] least a couple grade levels below in reading uh so we have um it's called lap now and as trying to ask around today we weren't quite sure what it stands for but it's read 180 is the program yeah i'm assuming the l is literacy um that's a year-long elective okay um we have literacy 7 and Literacy 8, which are specifically to support our special education students and their reading goals.

[00:59:53] That's year-long as well. We have an English language development course for both beginning and developing ESOL students, and we have an academic language class for students, for our English language learners who are in a general ed English class but need some additional support.

[01:00:12] Okay, last thing. Yes. You said the parent coffees, how's the turnout? Yeah, not good. That's what I was going to say. Early in the morning. I mean, really, I think, in my opinion, I think the biggest bang for our buck at Daniel's Run was when we combined PTA meetings with something, right?

[01:00:33] So it just hasn't lined up. Like, even in March, like, I wanted to have a presentation from our drug and alcohol specialist, right? But for some things on there, we have an in-person meeting scheduled

in a couple weeks for our PTA, but just things aren't able to line up on that side.

[01:00:52] So it hasn't sunk up as much as I want it to this year, but that's what my previous experience is, right? You have the parent coffee, and it's good, right, just like having a practice. Like I'd have a practice, and four kids would show up. I'm like, well, at least those four kids got better, right? But it wasn't really great for the whole team.

[01:01:09] So the numbers are low, but that would be my preference to try to have things attached to the PTA meetings so we boost our PTA attendance and also, you know, besides PTA business, right, something else that parents want to know about.

[01:01:26] Yeah, I met with Dustin. I guess you've wrangled him into being. Yes, he's our secretary. Well, I'm glad that, you know, that the PTA is starting to sort of regenerate itself. Yeah, and I think, right, I mean, there are some inherent challenges in middle school.

[01:01:43] It's two years. Nobody in sixth grade right now, parent, is thinking about Kathleen Johnson's PTA, right? I understand that, but it is, you are. Thank you. Very few are. Let me rephrase that, right? But it's, right, that's the challenges. We know that, right?

[01:01:58] And I think. Yeah, it's always been that way for middle schools because they're there and then they're gone. So, okay. Ms. Kelsey, you have to go back. Yeah, sorry, just one more question. The funding for the after-school programs, does that include the office hours or is that part of their contract day?

[01:02:14] Office hours are for the teachers you're talking about, right? If it is the academic part, that is an expectation that we have. So that's part of their contract and their salary already. There's a new contract. I'm not sure if it's part of the contract. It's an expectation we have.

[01:02:30] Gotcha. Okay, thank you. You're welcome. Anybody have any other go-backs? Mr. Pottenberg, did you want to say anything? Thank you so much, Chris, for your presentation and the region representatives here. Thank you, Madam Chair, for just having the opportunity to have him articulate all the great things going on at Katherine Johnson for our community, for all of us to have a deeper understanding.

[01:02:54] Thank you. Thank you, Mr. Plattberg. Mr. Phillips, do you have anything? You don't have to. I'm just offering. No, I missed the opportunity to present with Chris. I know. I was going to say, usually. He's going to be on the side of it. Last year, I was sitting here crying. You could have stood up there and supported him, Mr. Phillips.

[01:03:11] Anyway, thank you, Mr. Smith, and thank you to Region 5 for coming and supporting Katherine Johnson. And I'll get those answers. Oh, yeah, no rush, no rush. Thanks. Okay, we do not have any public hearings this evening, so we'll move on to action item.

[01:03:32] Our first action item is the approval of the February 3rd, 2025 meeting minutes. Clerk has provided the minutes. Is there a motion? Madam Chair.

[01:03:48] Ms. Hickman. I move that the City of Fairfax School Board approve the minutes of the February 3rd, 2025 school board regular meeting as printed and distributed. I'll second. I'll second. Okay. Ms. Hickman moved. Ms. Sessori seconded. The City of Fairfax School Board approved the minutes from the February 3rd, 2025 meeting, regular school board meeting, sorry, as printed and distributed.

[01:04:11] Are there any changes, additions, modifications? Okay. Being none, all those in favor signify by saying aye. Aye. Aye. no members are opposed so the motion passes unanimously okay our next action item is the approval of the donation of the all-night graduation celebration may I have a motion please madam chair miss Sessori I move that the city of Fairfax school board approve a donation to Fairfax high school all-night grad all-night graduation celebration in the amount of \$2,000 a second I second okay

[01:04:47] Ms. Farley and Ms. Sester removed. Ms. Farley seconded. The City of Fairfax School Board approved the donation to all-night graduation at Fairfax High School in the amount of \$2,000. All those in favor, signify by saying aye. Aye. Aye. Aye. None opposed, so the motion passes unanimously. Okay, now we'll move on to superintendent matters. Mr. Plattenberg.

[01:05:10] Thank you very much, Madam Chair, and happy National Reading Month. This is an exciting time. Today, we kicked off the Read Across America Week, and I know many of you who had the opportunity were in part of that, and, you know, celebrating reading as we open the doors to the possibilities, the endless possibilities that they provide, sparking imagination and building that fundamental foundation for lifelong learning.

[01:05:36] So, I join my colleagues in celebrating. I know Mr. Phillips was out at Providence this morning, and we were at Katherine Johnson. celebrating the joy of books and the power of storytelling today and each and every day. I'm also thrilled to share that we've received the final electrical approval for the new press box at the high school, really making yet another milestone in our ongoing efforts to enhance our facilities.

[01:06:02] This achievement really is part of a series of significant improvements that the school board and the staff have concluded, including many enhanced security options, artificial turf in a new band practice field with lights, New turf baseball field with updating dugouts, addressing all the drainage issues that we used to have by those dugouts when it actually flooded when it rained.

[01:06:25] Renovated field house concession stands, state-of-the-art sound system in the high school auditorium, which many are able to enjoy now with the current productions that are going on. Outdoor learning areas that you heard about tonight from the principal, Catherine Johnson and Chris. And anyway, these upgrades reflect our ongoing commitment, not only to providing top-tier facilities to our students, our community, and really our faculties.

[01:06:51] Not only for the students, for the athletes, for the musicians, our facilities, our community buildings. So everybody's benefiting from these. So thank you, everyone, who played a role in making these enhancements a reality. And today, as I said, I mentioned I was at Catherine Johnson Middle School with the Rotary Club.

[01:07:11] I had the joy of joining the mayor, city council member Amos, city council member McQuillan, former city council member Ross, and passing out copies of the Constitution to a number of eighth grade students and actually just having the opportunity to introduce ourselves and talk about lifelong service and service to the community and that the Constitution, what I said to the students was the Constitution is really the user manual for America.

[01:07:40] It provides us with the framework and the rights that we are entitled to, freedom of speech, the right to vote, and so forth, and to take advantage of it. And also, don't hesitate and let the old people that were sitting up on the stage intimidate you because we were all eighth grade students at one time.

[01:07:56] And always remember to give back to your community. Tomorrow night, Madam Chair, we have, of course, the City Council meeting where we'll be presenting the budget, and we invite everybody to join us and support our schools. But that's all I have for this week, Madam Chair. - Thank you, Mr. Plattenberg.

[01:08:12] We'll move on to board matters. I'm gonna start with Ms. Bartome. - Sure, I've been getting involved with the Rotary Club, representing the school board, and we are starting this week to look at an essay contest from students at Katherine Johnson Middle School, and we're gonna be judging that within the next week and presenting some winners.

[01:08:37] - Great, Ms. Kelsey. - I would actually like to say that I'm kind of looking forward to the annual competition that is back between Providence and Daniels Run. I know I look at Ms. Hickman because, you know, it's always fun when we have that little competition, that this year they have a volleyball game coming up on the 4th.

[01:09:01] Yeah, it's before our next regular meeting. That's kind of why I was thinking about it. And so I do support everybody, and I hope this year there are no injuries. But I will say, I hope the Panthers win again.

[01:09:21] And looking forward to all the other events that are coming up. There was way too many, I think, to name them all. Okay, Ms. Hickman. Sorry, I was putting the date down so I could be there to support both schools.

[01:09:42] So I just wanted to really quickly say I had an absolutely amazing time listening to and watching the concert, I don't know if it's a concert, the event at Daniel's Run for International Night. They have so many amazingly talented students there. And then I lost the second thing that I was going to today.

[01:10:00] Sorry, give me one second. Oh, I had a blast reading to Providence fifth grade students today. There was one familiar face in the crowd. And I got to read them a book about Katherine Johnson, which really resonated with them because most of them did not realize who the middle school is named after.

[01:10:18] and it was really great to see that look of joy in their faces when they realized what an important person she is in our history. Thank you, Ms. Hickman. Ms. Cessary. Yeah, I was also at Providence today reading to a group of first graders, and I just love their questions as you're reading. I forget what the book was about. Are you eating candy without me?

[01:10:40] And so it was just really cute. I want to just piggyback off something our student rep shared. It was the first annual history fair at Providence, really phenomenal events. I got to walk around with my youngest and see all the amazing presentations from all age groups, just seeing everything from Mickey Mouse history to, did you know that rat bombs were a thing in World War II?

[01:11:07] I did not, but a student researched that and told me all about it. It was very fascinating, so I can't wait for next year's history fair. And let's imagine all that came from a student idea, And it's great that Mr. Pratt's really grew that and helped support that. So along with the parent volunteers and teachers, too. And also looking forward to STEAM night on the 13th.

[01:11:25] So just going to give a little plug to that. On the 13th, you said? Okay. I actually have a question for the superintendent for my board matters. Since we were talking about the middle school, like the after school programming, It just sort of reminded me, can we, are we going to see if we can get Lee to come?

[01:11:57] Okay, so she'll figure it out. Okay. Yeah, great question, Madam Chair. You had asked before, saying we need to know what the impact's going to be, as was articulated about the concerns this evening. And I'm just talking about, I mean, the middle school, after school programming sort of triggered it for me, but it doesn't necessarily just any of the cuts up there.

[01:12:20] Yes, ma'am. And in fact, Madam Chair, what she stated is that right now it's premature, but she'll keep us posted, and then she'll be happy to come at an appropriate time when she knows more. She said not only would that be devastating, but some of the pending legislation for the changes are free and reduced, increasing from 40 to 60 percent would damage and severely impact us, as well as some other grants.

[01:12:42] But yes, she said she'd be happy to as soon as she has additional information. Great. Perfect. Okay. So now I've used my time on that. Okay, if there's nothing else before the board, I will adjourn us at 7.40.30.



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