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Fairfax County School Board Meeting, Thursday, June 27, 2024

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- Official meeting video (YouTube): https://www.youtube.com/watch?v=WjxJfoPDuQo
- Official School Board page (FCPS): https://www.fcps.edu/about-fcps/leadership/school-board

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[00:07:28] This June 27th, 2024, regular meeting of the Fairfax County School Board will now come to order. Please stand for the Pledge of Allegiance, followed by a moment of silence and the performance of the National Anthem by the Blue Orchestra from Franklin Band and Orchestra Camp, under the direction of Devin Wilcox and Cindy Crump.

[00:07:54] I pledge allegiance to the flag.

[00:08:35] Another round of applause for those very talented students.

[00:10:10] Ms. Marin has submitted a written request to attend this meeting, this evening's meeting virtually due to a personal conflict. All those in favor of approving Miss Marin's request, Miss Sizemore Heiser, Mr. McDaniel, Mr. McElveen, Miss St. John Cunning, Dr. Anderson, Miss Anderson, Miss Dixit, Mr. Moon, and myself, that's unanimous for all those present.

[00:10:29] Miss Marin, will you test your microphone? Hi, good evening. Thank you, colleagues. Loud and clear. Thank you. If you would like to review a copy of the agenda and any agenda item that is being discussed tonight, that information may be found in the back of the auditorium or on the website, fcps.edu slash school board slash board docs.

[00:10:48] tonight's meeting is being broadcast on channel 99 and live streamed on the website fcps.edu tv ch99 this is a reminder that school board members will no longer make remarks about a proclamation when it is presented for a board vote they may choose to make remarks during board matters agenda item 2.03 student representative rita karim appreciation proclamation i call on mr mckelveen for a proclamation thank you mr chair whereas rita karim has enthusiastically served as the 53rd student representative to the Fairfax County School Board.

[00:11:23] Ms. Karim's tenure for the 2023-24 school year included the implementation of the division's strategic plan and commitment to ensure excellence, equity, and opportunity for every student. And whereas, Ms. Karim has never wavered in her commitment to the students of FCPS and her duties as the student representative. She has excelled at seeking student engagement and feedback, attended meetings and special functions all around the county and across the commonwealth, hosted student town halls and office hours, and whereas Ms. Karim has advocated for student academic support and to expand access to both advanced academic program offerings and vocational

[00:12:02] career tech education, she has strived to be a representative voice for all students across the division, advocated for greater student participation via the implementation of an alternate student representative, and contributed helpful observations from the student perspective to discussions on issues before the board, and whereas at Woodson High School, Ms. Karim has maintained academic excellence while enrolled in rigorous advanced placement classes, and whereas during her time in FCPS, Ms. Karim was a member of the National Honor Society and the varsity co-ed golf team, the class of 2025 Woodson class council chair,

[00:12:36] president of the Cybersecurity Alliance, a student equity ambassador leader, the director of outreach for Model United Nations, Student Advisory Council Member and SAC Committee Chair for Technology FCPSON, Vice President of Information Technology Girls, Co-Founder of Technology Youth Empowerment, and the Social Media Manager for the Muslim Student Association.

[00:12:59] Now therefore be it resolved, the Fairfax County School Board acknowledges with deepest gratitude the service of student representative to the school board, Rita Karim during the 2023-24 school year expresses its sincere appreciation for her contributions and leadership and extends its best wishes for her senior year at our newly named carter g woodson high school thank you mr mckelveen is there a second i second miss dixit all those in favor of the proclamation

[00:13:35] miss sizemore heiser mr mcdaniel mr mckelveen miss st john cunning dr anderson miss anderson Mr. Moon, Ms. Mairn, and myself. That is unanimous. I would like to, and that means it passes, so another round of applause. I would like to invite Ms. Kareem to the podium. You're already

[00:13:59] there, or you can go in here if you'd like, to make remarks. Good evening, everybody. Thank you for your kind words. It genuinely has been such an honor to serve alongside each and every one of you. I respect you all so much for sacrificing your sleep throughout these meetings and taking the time to learn the material and the issues we face here in Fairfax County.

[00:14:39] They say beauty is pain, and I know that not getting sleep is painful, but I think in this case the beauty outweighs the pain. The passion you all have is beautiful, and it is a blessing to have leaders in Fairfax County who genuinely care about their work.

[00:14:56] On paper, all of you are respectable individuals, but the real test is in person, and you all have proved to be more worthy of what you are on paper thank you for always taking the time to listen to me i know my remarks are always very very long but i appreciate all of you staying attentive to what i have to say thank you before we move on to the next proclamation i want to recognize a couple people who can stand for recognition uh our next student representative

[00:15:31] megan sawat is here she is a rising senior at tj and the former chair of the board of supervisors Kate Hanley is with us as well agenda item two point zero three school board character award proclamation I call on Mr. Fisch for proclamation thank you whereas the school board character award established in 2001 by student representative to the school board Chris Givarelli recognizes one

[00:16:06] FCPS 11th or 12th graders student who demonstrates a continuous record of high morals of strong integrity and good character award recipients exhibit characteristics such as respect responsibility, honesty, compassion, justice, and generosity, and whereas Sofia del Carmen Gonzalez-Duran, a 2024 graduate of Mountain View High School, is an exceptional student, is known as a leader, and is a source of inspiration for her fellow students, and whereas Sofia is an immigrant, devoted mother of two, scholar, and a dedicated member of her community whose consistent advocacy for the common good and selfless attitude is evident and laudable

[00:16:46] among her peers and adults school staff describe her as the personification of a pure heart and high mind and whereas sophia is a mentor and supporter of pregnant and parenting students in the project opportunity cohort provides support and examples to new parents and translates and then the screen just went dark thank you provides support and examples to new parents and translates for them when valuable information is given during presentations from the public health nurse or or during Stable Families, Thriving Futures workshops.

[00:17:25] And whereas Sophia is a real life heroine who saved a six year old boy from being hit full on by a moving vehicle by immediately putting herself between the child and the car and took the brunt of the blow. Sophia returned to school immediately after being released. Her attendance remained exemplary and she continued to make honor roll each quarter.

[00:17:44] Sophia received an award from the Central Fairfax Optimist Club for her bravery. And whereas through Sophia's overall excellence and academics activities and her community she is in every way personifies the characteristics and ideals to which the school board character warden bodies now therefore be it resolved that the Fairfax County School Board award the 2024 school board character award to Sophia del Carmen Gonzalez Duran who demonstrates a continuous record of high morals strong integrity and good character so as to be a role model for students in Fairfax County

[00:18:16] public schools is there a second second I will call for the vote all those in favor Madam Clerk please announce the vote. The vote is 10-0. The motion passes. So a big part of what makes Sophia so outstanding and exceptional is her unparalleled dedication to her academics, family, and community.

[00:18:52] Unfortunately she could not attend tonight due to a professional obligation and the school board will present the character award to Sophia in a private ceremony but let's make sure she sees this video with another round of applause. Agenda item 2.04 the Laura Ashley Piper Scholarship Award Proclamation. I call on Mr. McElveen for a proclamation. Whereas Nairi Massey has remained consistently committed to excellence in academics, community

[00:19:30] service, athletics, and student leadership responsibilities throughout her years at West Potomac High School. And whereas Nairi has shown great potential for continued academic success by maintaining a 4.564 grade point average and receiving an A in every one of her classes and working toward AP Scholar with distinction, and whereas during her time at West Potomac High School she has demonstrated maturity, responsibility, and determination and has supported and advocated for food equity by promoting food sustainability and access for all, and whereas Nyree has contributed to her community by being an engaged member of Best Buddies by facilitating friendships,

[00:20:06] building leadership skills, and promoting acceptance, understanding, and awareness of differences among students, and whereas through her overall excellence in academics and activities, including athletic success in track and field, field hockey, and lacrosse, and enthusiasm for astronomy, literature, and politics, she in every way personifies the characteristics and ideals to which Laura Ashley Piper adhered.

[00:20:30] Now, therefore, be it resolved, the Fairfax County School Board awards the Laura Ashley Piper Scholarship to Nyree Massey in memory of Lieutenant Piper and in recognition of both for their drive determination and dedication to excellence is there a second second mr moon all those in favor of the proclamation miss Sizemore hyzer mr mckelveen miss st john cunning dr anderson miss anderson miss dixit mr moon miss marron and myself with mr mcdaniel away from the table will the clerk read the vote the vote is nine zero one uh with mr mcdaniel away from the table

[00:21:10] Thank you. Agenda item 2.06 Virginia School Board Association Business Honor Roll Proclamation. I call on Ms. Marin for a proclamation. Thank you. Ms. Marin before you begin I skipped something in the script. I would like to invite Nairi Massev to the podium to make remarks to the board.

[00:21:36] I apologize. Good evening. I'm Nairi Massev, a graduate from West Potomac High School. Thank you to the school board for selecting me to be the recipient of the Laura Ashley Piper scholarship. I am extremely honored. I admire Ms. Piper's legacy for being committed to leading and helping others through student participation, while also remaining an excellent student academically and talented athlete. As I went throughout high school, the attributes Ms. Piper had are exactly what I strive to have as well. Through my involvement with my high school's student government association board, numerous clubs, and three varsity sports teams, I worked

[00:22:15] very hard to be present in my school's community and interact with those of varying groups and interests. Beyond Ms. Piper's impressive accomplishments in high school and her work with the school board I also felt connected to her through her service in Iraq my father was stationed in Iraq when I was young and I recognized the courage and strength miss Piper must have had to serve our country I'll be using this scholarship to help pay for my education as I go on to attend Cornell University this fall at Cornell I intend to major in mathematics and economics with minors in business and international relations I'm eager to take advantage of the excellent resources I'll have at my university including the business oriented student organizations that connect students with

[00:22:52] global business leaders and additionally I plan on trying out for the club lacrosse team at Cornell with hopes of continuing to be a student-athlete as I continue to venture through my schooling I will remember the drive miss Piper had once again I am very grateful to the school board for select me to be first selecting me to receive this prestigious scholarship thank you thank you miss Massey agenda item

2.06 Virginia School Board Association business honor roll proclamation I call on miss Marin for a proclamation whereas public schools and local businesses and not-for-profits are an

[00:23:31] integral part of this community. And whereas many local businesses and community organizations play a crucial role in supporting our schools, and whereas the economic health of our community, state, and nation depend on a strong public school system, and whereas collaboration between local public schools and local businesses and community organizations strengthens schools and the business community alike by providing a well-trained, healthy, and highly educated workforce, and whereas an excellent public school system is vital to the quality of life in Fairfax County and fundamental to preserving a strong democratic society now and in the future now therefore be it resolved that the fairfax county school board names the giant pharmacy the greater dc diaper

[00:24:10] bank and the metropolitan washington airports authority to the 2024 virginia school boards association business honor roll showing appreciation for each entity's ongoing support of fairfax county public schools your work has aided this community in focusing on the goal of providing the best public schools we can for every child who attends them Thank you, Ms. Marin. Is there a second? Second. Dr. Anderson. I'll call for the vote. All those in favor? Ms. Seizmerheiser, Mr. McDaniel, Mr. McElveen, Ms. St. John Cunning, Dr. Anderson, Ms. Anderson, Ms. Dixit, Mr. Moon, Ms. Marin, and myself. That is unanimous. Wonderful.

[00:24:45] Congratulations. Agenda Item 2.07 Regeneron International Science and Engineering Fair FCPS Participants Proclamation. I call on Mr. McElveen for a proclamation. Here we go again.

[00:25:05] Whereas the Regeneron International Science and Engineering Fair, Regeneron ISEF, a program of the Society for Science for over 70 years, is the world's largest global science competition for high school students. Through a global network of local, regional, and national science fairs, millions of students are encouraged to explore their passion for scientific inquiry.

[00:25:26] And whereas each spring, a group of these students is selected as finalists and offered the opportunity to compete for approximately $9 million in awards and scholarships, Over 1,700 students represented 67 countries, regions, and territories across the world at ISEF 2024, hosted in Los Angeles, California.

[00:25:45] And whereas the following Fairfax County Public School students have been chosen as finalists to attend the 2024 Regeneron ISEF. Isabel Issa-Lostra from Hayfield, Sanchali Banerjee from Thomas Jefferson, Austin Sway from Woodson, Benjamin Hall from Woodson, Wesley Kong from Madison, Anant Kandawal from Thomas Jefferson, Gabriella Conde from Marshall, Matthew Lee from Woodson, Viraj Luthra from Chantilly, Joshua Mitchell from Chantilly, Shemvohvi Mitra from Langley, Sritan Motadi from Thomas Jefferson,

[00:26:25] Novoa from Madison, Medha Papula from Thomas Jefferson, Ryan Singh from Thomas Jefferson, Serbi Singla from Thomas Jefferson, Sidant Sood from Thomas Jefferson, Daniel Syed from Hayfield, and Ray Zhang from Thomas Jefferson. Whereas participating in the ISEF requires dedication, passion, and hard work from students who spend countless hours conducting experiments, analyzing data, and preparing presentations. The students who compete in the ISEF represent the future of scientific inquiry, embodying the spirit of curiosity, creativity, and perseverance. And

[00:27:02] whereas ISEF fosters collaboration and exchange of ideas among students from diverse backgrounds, promoting cross-cultural understanding and cooperation. And whereas the achievements of students in the ISEF serve to inspire future generations, demonstrating the power of science and technology to address global challenges and improve lives. Now, therefore, be it resolved that the Fairfax County School Board hereby recognize and commend the above named students who qualified to attend the 2024 Regeneron ISAF celebrating their ingenuity determination and contributions to the advancement of science and engineering. Thank you Mr. McElveen is there a second I second

[00:27:38] Ms. Anderson I will call for the vote all those in favor Ms. Sizemore Heiser Mr. McDaniel Mr. McElveen Ms. St. John Cunning Dr. Anderson Ms. Anderson Ms. Dixon Mr. Moon Ms. Marin and myself that is unanimous the motion passes agenda item 2.08 2024 first amendment press freedom award proclamation i call on mr mckelveen for a proclamation okay last one but not least whereas the freedom of the press is fundamental to democratic society ensuring transparency

[00:28:15] accountability and the dissemination of accurate information the first amendment press freedom award is presented to high schools that actively support teach and protect first amendment rights in particular the award focuses on media programs where students make the final decision on content And whereas student journalists play a vital role in upholding the principles of the First Amendment, exercising their rights to free speech and press while reporting on issues that affect their schools and communities.

[00:28:39] And whereas the student journalists at Chantilly McLean and West Springfield High Schools were among the 28 schools nationally awarded the 2024 First Amendment Press Freedom Award and have demonstrated exceptional commitment to journalistic integrity, editorial independence, and ethical reporting practices.

[00:28:55] This year marks the 10th year in a row that Chantilly High School has won a First Amendment Press Freedom Award, the 7th consecutive award for McLean High School, and 2nd consecutive award for West Springfield High School. And whereas these student journalists have exhibited courage, professionalism, and dedication in the face of challenges and obstacles, upholding the highest standards of journalistic excellence.

[00:29:15] And whereas the recognition of these student journalists serves as a testament to the importance of nurturing and supporting a free and responsible press among the youth of our nation. now therefore be it resolved that the Fairfax County School Board hereby honor and commend the student journalists at Chantilly McLean and West Springfield High Schools who received the 2024 First Amendment Press Freedom Award applauding their commitment to upholding the principles of press freedom and democracy. Thank you Mr McElveen is there a second I second Miss Dixit I'll call for the vote all those in favor Miss Sizemore Heiser Mr McDaniel Mr McElveen Miss St John Cunning Dr Anderson Miss Anderson Miss Dixit Mr Moon Miss Marin and myself that is unanimous

[00:29:55] Congratulations. I would like to welcome the winners of the 2024 First Amendment Press Freedom Award and all those here to support them to join the board at the dais for a photo.

[00:30:11] I would like to welcome the International Science and Engineering Fair FCPS participants and invite all those in support of the Regeneron International Science and Engineering Fair FCPS participants proclamation to please join the board for a photo at the front of the dais.

[00:32:02] Okay, I would like to invite the Metropolitan Washington Airports Authority, named to the VSBA Business Honor Roll, their leadership and supporters of the proclamation, to please join the board for a photo at the front of the dais.

[00:34:20] I would like to invite the Greater D.C. Diaper Bank, named to the VSBA Business Honor Roll, their leadership and supporters of the proclamation, to please join the board for a photo at the front of the dais.

[00:35:26] I would like to invite the Giant Pharmacy named to the VSBA Business Honor Roll, their

[00:36:14] leadership and supporters of the proclamation to please join the board for a photo at the front of the dais.

[00:36:19] I would like to welcome Nyree Massey and invite her family, friends, and those in support

[00:37:01] of the Laura Ashley Piper Scholarship Award proclamation to please join the board for

[00:37:05] a photo at the front of the dais.

[00:37:58] I would like to welcome our student representative, Ritha Karim, and invite her family, friends, all those in support of the student representative with the Kareem Appreciation Proclamation to please join the board for a photo at the front of the dais. We would also like to say happy birthday

[00:38:15] to Ms. Kareem. We apologize to our student representative's family for trying to make

[00:40:37] her a month older, so we will refrain from happy birthday wishes until next month. All right, agenda item 3.01, community participation. The next order of business is community participation.

[00:40:57] we welcome all community members who are here and those who signed up to speak this evening additional information about signing up to provide comments at school board regular meetings and public hearings can be found on the school board's website during the sign-up process community members acknowledge they are informed of the school board's expectations for proper decorum when providing comments these expectations are also available online and in the printed agenda and meeting materials in the back of the room we ask audience members to be respectful of one another shouting and outbursts will not be tolerated please hold your applause until the conclusion of a speaker's remarks audience members may not join speakers at the podium and should remain at their seats including when recording video or taking photos

[00:41:36] we are grateful to all of those who have come to speak to us today and thank you for your cooperation school board members will be listening but not responding madam clerk please call the first speaker keena mcavoy good evening my name is keena mcavoy and i'm a parent and a school smartphone ban advocate i return this evening to comment on the recently released intentions of the school board to tighten enforcement of the current cell phone policy and to explore revisions

[00:42:13] to that policy thank you for taking this positive step enforcement of current policies is long overdue the experience that many fcps families have had with the current policy will make gaining their confidence in any new policy a much more challenging task authentic and transparent partnership with families will be crucial when looking ahead to a bell to bell ban benefiting from the lessons learned by other school divisions is essential and can be facilitated by the phone free schools movement which plans to launch communities of practice calls for administrators and school leaders the phone free schools

movement will have a toolkit for administrators in just a few weeks but would be glad to answer phone calls tomorrow large public divisions are implementing

[00:42:50] bell-to-bell bans during the school day and fcps should do the same now orange county florida's bell-to-bell ban has produced remarkable changes and la and new york city schools have announced similar plans. I am communicating with families from other local divisions and DMV parents for phone-free schools have created a petition that we will release in the coming days with links to frequently asked questions and resources. In a recent op-ed the US Surgeon General called for a warning label on social media and stated the following: "School should ensure that classroom learning and social time are phone-free experiences. Parents too should create phone-free zones around bedtime meals and social gatherings to

[00:43:28] safeguard their kids sleep in real life connections and they should wait until after middle school to allow their kids access to social media and quote schools must extend their hands to parents educate and make clear the expectation that FCPS students will arrive at school well rested and ready to learn and in turn parents will expect that the current and forthcoming cell phone policies will be informed by best practice and will be enforced the power of parents and schools is multiplied by collective action with a shared mission to honor the brains and futures of students.

[00:43:58] Thank you. - Ngan Nguyen. - Good evening, my name's Ngan Nguyen.

[00:44:14] I'm a parent of an elementary school student in Fairfax County. I have reviewed the recommendations for the Family Life Education course, and I'm concerned with a couple, but due to time limit, I'll just talk about one. Recommendation, which is number 38, which recommends including male and female reproductive systems and menstruation, not currently in the boys' lessons to be developed and shown to all students at fourth grade.

[00:44:42] I watched the proposed media and I am concerned, I don't understand the justification to show nine-year-old boys, graphic images of the female genitals. Nine-year-old boys and girls are not ready to reproduce, so they don't need to see the opposite sex organs, especially with such details.

[00:45:05] It only makes them more curious, especially for boys, I'm afraid that at that age they may try to find images of naked female bodies to explore further. So please do not approve this recommendation. The community response is also overwhelmingly opposed to this. So to prepare kids for puberty, you can teach them to look at their own body, but not the opposite sex not that soon actually i talked to miss marion this this afternoon and i

[00:45:42] was informed that the board will not approve this recommendation but because i had signed up to speak anyway so i i'm showing up to just voice my concern to the full board so hopefully we will not have to see this recommendation again in the future i also agree with one comment that suggest that this course named to be changed from family life education to human body development, sex education, and sexual abuse prevention to ensure transparency and accuracy of what is being taught.

[00:46:14] Darcy Healy. Congrats to all the board members who won their seats in November. It is an honor to speak before you tonight. A little bit about me. I'm an FCPS parent of two boys. I'm a Gen X who was raised in California. I'm a former Peace Corps volunteer who worked in the former Soviet Union bloc country. My comments center on the family life education to combine girls and boys and sex

[00:46:52] education. Education is so incredibly sensitive. Can you imagine teaching boys and girls at the same time how to do a breast exam? It's awkward. Put yourself in their shoes, a 16 year old, 15 year old, 13 year old. Imagine sitting next to the opposite sex, learning how to instruct on a breast exam. As leaders of this community, you represent a large and diverse community. That means not just

[00:47:24] listening to the consultants and the professional curriculum developers. We are parents and we want you to listen to us, but we feel that that's just not happening. I ask that you sit tonight and think about that vote lead with integrity humility honesty respecting all voices including the parents we leave our kids in your care that means the survey that was done in May and June 80% are against this co-ed situation let's continue to

[00:48:00] debate this don't do it over the summer and don't do the vote on an evening of the presidential debate this is an important topic show us that you want it be important it's sneaky and frankly it's unbecoming of real leadership thank you jeffrey leach

[00:48:25] good evening my name is jeff leach i'm an attorney educator and taxpayer i'm here tonight to address the venue and content of sex ed particularly the proposals of uh fle cac first a lot of good stuff on biology relationships boundaries ways to avoid sexual violence so good job on that a few critiques First, as I'm sure we all agree, the primary focus of a school, which is not a

[00:49:04] family or a church or a political party, has to be on the mastery of basic academic skills and knowledge. Second, if we truly support diversity and inclusion, then it needs to be more apparent in this process. Several of the recommendations on controversial topics show an unusual degree of uniformity of opinion third fourth graders do not need to be talking about sex in school they have their whole lives to be sexual beings children should be allowed to enjoy a certain degree of innocence

[00:49:37] in childhood on a number of fronts fourth i echo opposition to co-ed classes at any level especially in the lower grades i've observed as an educator extreme discomfort and chilling effect on discussion in such scenarios even among older students. Privacy and feelings of safety are good things. Fifth, parents must be able to opt out. Sixth, I echo opposition to normalizing and even encouraging the recent anti-scientific idea that the sex and now even the species to which children belong is not

[00:50:14] biologically hardwired into 99% of us but is instead a matter of arbitrary choice. This is causing all kinds of mental and physical harm to minors as clearly presented in a book by this scholar, Irreversible Damage, the Transgender Craze, Seducing Our Daughters

[00:50:33] by Abigail Schreier. Lori Kremers. Evening. I am representing a grassroots mothers group from Northern Virginia called Mavens. I'm also representing here as a lifelong Fairfax County

[00:51:08] resident, graduate of West Potomac High School, 21-year FCPS teaching veteran, Carl Sandburg in Edison, higher career and secondary. I'm very very very well aware of what's going on in the high schools and middle school. I don't think most of the community is. I know people I know assume. They have no idea what is actually going on in the schools and in the classrooms and with the kids. I'm in In agreement with the previous comments on FLE, I think it's wildly inappropriate to

[00:51:45] have the boys and the girls together, especially at those young ages. And as was previously referenced in your own survey, the community does not support these changes. It is the tyranny of the minority over the majority.

[00:52:05] They are wildly inappropriate and not healthy for the children. Thank you.

[00:52:21] Mr. Chair, that's our last public speaker. Thank you. 4.01, Student Representative Matters, I call on Ms. Kareem for the last time. Thank you, Chairman Frisch. Fairfax County is widely recognized as a leader in education across our nation. When I mentioned to adults that I attend school in Fairfax County, many respond with an impressed wow. This reaction speaks volume about our district's reputation.

[00:52:51] However, the sense of awe isn't always shared by the students themselves. The reality is that within our county, students' experiences vary greatly. Some have access to incredible opportunities, while others face significant challenges, and many fall somewhere in between. The disparity between outside perception and internal reality raises an important question: are we living up to our wow factor for every student? The gap between our potential and our current reality is what I'd like to address tonight. How can we ensure that the wow factor adults

[00:53:27] associate with Fairfax County translate into tangible benefits and opportunities for all of our students, regardless of their background or circumstances. Fairfax County recognizes and addresses a wide range of students' needs.

[00:53:42] We have implemented mental health support through Hazel Health and increased access to psychologists, counselors, and nurses. We have acknowledged the rapid advancements in technology and have offered resources like Coursera, along with classes that provide professional certifications. We have recognized safety concerns and reporting challenges, implementing a safety tip line. We have addressed academic challenges by providing resources such as tutor.com. We understand the competitive nature of scholarships and internships, offering tools like Naviance and access to career specialists.

[00:54:17] Despite these impressive initiatives, a crucial question persists: how many of students are genuinely aware of utilizing these valuable resources. I've been a student in Fairfax County since kindergarten, starting in August 2012. However, it wasn't until this year through my involvement in SAC, SEALS, and the school board that I've discovered many of these resources. Some students learn about them through siblings, parents, employed by FCPS, or even friends. What about those who lack these connections? Fairfax County excels at identifying

[00:54:52] issues and implementing solutions, as evidenced by the examples provided. Yet we must improve our efforts to ensure these resources reach every single student. How are we keeping students informed about grading policies, upcoming changes, and the importance of perseverance in their studies? I've heard numerous complaints about the uneven balance between summative and formative weights. How are we communicating that this issue is actually currently being addressed? Are we informing students about new food options coming next year or the funding challenges we face?

[00:55:24] A Stanford study suggests that 86% of success is attributed to effective communication. Are we meeting this benchmark in our school system? If these issues directly impact us as students, shouldn't we be kept in the loop? This role has taught me so much, from being vulnerable and asking questions to connecting with students and understanding their school experiences.

[00:55:46] One of the most enlightening moments has been hearing from students who just live down the street but attend different high schools and have vastly different experiences. Unfortunately zip codes do influence education outcomes and breaking down these barriers must be a priority. I hope my words tonight resonate beyond mere buzzwords as these are daily challenges we face. As these remarks and this

is my final meeting as a student board member I look forward to returning next year as a rising senior ready to assist in any way possible and advocating for our students needs. In closing I want to express my gratitude

[00:56:21] for the impact all of you have had on me and the lessons you've imparted i leave you with this quote the reward for work well done is the opportunity to do more while we have accomplished so much in fairfax county there is always more work ahead of us thank you you will be missed agenda item 5.1

[00:56:49] second determining if we do this now or later yeah madam clerk are we doing 5.02 we can go ahead and do those since those have already been taken care of in the closed meeting thank you agenda item 5.02 action item confirmation of action taken in closed meeting I call on Miss Saint

[00:57:26] John Cunning for a motion I move to deny the school reassignment appeal of a student who participated in a group assault at school and to confirm the disciplinary decision of the division superintendent is there a second second thank you Dr. Anderson all those in favor Ms. Seizmerheiser, Mr. McDaniel, Mr. McElveen, Ms. St. John Cunning, Dr. Anderson, Ms. Anderson, Ms. Dixit, Mr. Moon, Ms. Marin and myself. That is unanimous for board members present.

[00:57:55] I call on Ms. Anderson for a motion. I move that the school board adopt the recommendation of the hearing office and approve the petition for revocation of the teaching license of a teacher of the teacher identified in closed session. Is there a second? A second. Ms. St. John Cunning.

[00:58:12] All those in favor Ms. Seizmerheiser, Mr. McDaniel, Mr. McElveen, Ms. St. John Cunning, Dr Anderson Miss Anderson Miss Dixit Mr Moon Miss Marin and myself that is unanimous I call on Miss Anderson for a motion I move that the chair of the school board be authorized to execute on behalf of the board the contract for assistant superintendent department of strategy planning and learning is there a second I second Miss Saint John Cunning all those in favor Miss Sizemore Heiser Mr McDaniel Mr McElveen Miss Saint John Cunning Miss Anderson Miss Dixit Mr Moon Miss Marin and myself all those opposed abstentions dr. Anderson will the clerk

[00:58:52] read the vote the vote is nine zero one the motion passes thank you I call on mystics it for a motion I move the school board approved the award of a contract for k-12 universal screeners to NWEA and authorize the division superintendent or the director of the office of procurement services to execute deliver administer the contract on behalf of the school board is there a second second mr. moon all those in favor ms Sizemore Heiser mr. McDaniel mr. McElveen miss a John Cunning dr.

[00:59:29] Anderson miss Anderson miss Dixit mr. moon miss Marin and myself that is unanimous the motion passes I call mr. McDaniel for a motion move the school board approved the award of a contract for k-12 universal screener to curriculum associates and authorize the division superintendent or the director of the office of procurement services to execute deliver and administer the contract on behalf of the school board is there a second a second miss

[00:59:55] Anderson. All those in favor? Ms. Sizemore-Heisner, Mr. McDaniel, Mr. McElveen, Ms. St. John Cunning, Dr. Anderson, Ms. Anderson, Mr. Moon, Ms. Marin, and myself. That is unanimous. The motion passes. Agenda item 5.03, action item, adopting the Community Advisory Committee Operating Manual. I call on Ms. Anderson for a motion.

[01:00:15] I move that the school board adopt the Community Advisory Committee Operating Manual and amend the related sections of the Strategic Governance Manual and school board policy 1710 as detailed in

the agenda item. Is there a second? Ms. Seizmerheiser. Ms. Anderson, would you like to speak to your motion?

[01:00:34] Just briefly we've talked about this quite a bit but I would like to start by saying thank you to the board for giving the PEC committee a little bit more time to work on this. We found some correlations that need to be made and are needed to be made and we I think have very strong documents to move forward with our advisory committees so I'm very excited about the path forward on this. Thank you Ms. Anderson. Ms. Seizmerheiser would you like to speak to the motion?

[01:00:58] yes just briefly as um one of the two makers of the forum topic back in 2020 along with miss marin who brought the forum topic to start this work and um the peck committee chair who sort of really kicked off this work i'm really grateful to miss anderson for getting us across the finish line and the incredible hard work that you've done and how quickly you've come up to speed and all these many documents so i really appreciate that um i know mr frisch at one point you were chair of pec and working on this so this has been several years in the making and i appreciate all of the comments from the community from the advisory committees both when we first started this and the outreach we did then and along the way and more recently as well as well as the hard work of my colleagues the whole idea of this advisory committee handbook and the related

[01:01:38] documents was to really give a lot of guidance to our advisory committees in their work and some structure and consistency for their work one of the things that i served on these committees for eight years before i was on the board and many others did and one of the things i hear consistently from our appointees, our volunteers who spend many hours of their time throughout the year to research a topic that we ask them to look at and come back to us with their best thinking and research and recommendations, I hear from them they want more guidance on knowing what our expectations are, what are we looking for, what is the report that we want look like, and so this was really an effort to try to provide that guidance to them as well as create

[01:02:16] consistent structures from committee to committee. So as the leadership of these committees turn over, the membership turns over, they know what they're walking into, and we can get a product that we can really use to help inform our work. So I appreciate all of the hard work over these many years. The advisory committee, various chairs over the years, and members who have given input on these handbooks.

[01:02:36] I have to give a shout out to my former staff aide, Prabha Rollins, who really helped draft quite a lot of these the year I was chair on this, and Mr. Frisch, Ms. Anderson, Ms. McLaughlin, the other pet chairs who have worked on this over the years. you to my colleagues for all your advice and I think anytime we can put good structures and processes in place to give guidance but also to respect the work of our volunteers I think that's a good thing and I think we've ended up with a very good product so thank you everybody.

[01:03:02] Thank you Ms. Seizmerheiser. Mr. McElveen. Thank you and I just want to echo Ms. Seizmerheiser's comments and thank our Peck chair Ms. Anderson for going back out to the community and getting substantive feedback and really putting so much hard work into this.

[01:03:21] So thank you again. I know it was a bit of a road bump, but much appreciated. Thanks. Thank you, Mr. McElveen. Ms. Dixit. As a member of the committee, I also really appreciate the hard work which went into it by our chair, Sandy Anderson and who originally started this in the last term.

[01:03:48] And like I said, the citizens' community of participation was really important, a piece of it. And we took the suggestions, made changes. And I have served on advisory committee myself. This work is really important. We value everybody's contribution and the time and even the response to the service.

[01:04:08] So thank you so much. And I think we have a good direction moving forward. Thank you. Thank you, Ms. Dixit. Dr. Anderson. Yes, I do want to lend my voice to the chorus of things. It is much appreciated.

[01:04:23] And going through this document, I see a lot of places where feedback was conducted. So that is very much appreciated, and thank you for taking the additional time. However, there were a couple of things that caught my eye, and I just want to make sure that I ask about them because my advisory folks, I do share these documents with them, and they also have seen some things that I may have missed that I wanted to, I think,

[01:04:46] mostly clarification on starting with the document itself let me start with on page five I do want to say MSAOC continues to lobby for being able to select their staff members because their work is so overarching they're really concerned that they would not have the right person in the room when they need it can you speak to when that person is selected with the superintendent? What is it that we mean? How much latitude do they have to say if the

[01:05:23] superintendent says you have person X, do they have enough latitude to say, you know what, that person X is not necessarily going to fit our needs or are they just to be recipient of that? I think that's an outstanding question for that group. I think that makes the most sense to have the superintendent answer that question as to how she, I don't, from what I understand and what I've spoken with the superintendent she has no she has no intention of changing the the existing staff liaisons to the committees because I know now they just say staff and one of MSAOC's concerns is they typically have had the chief

[01:06:00] academic officer and the chief equity officer because they're broad-reaching and they're just concerned that when it says to select another staff it may be someone who is not as germane to what they need to do so if you could speak to that that'd be so helpful I apologize because what is the specific question the staff liaison that is going to be appointed to the committees right so I would be meeting with staff to determine which ones would be attending the committee as a staff liaison I'm not gonna I don't think it I won't go just a

[01:06:36] title for every committee right like it'll be an annual review looking obviously at the charge that the board would provide and I would want to make sure the appropriate staff member that could be responsive to that particular annual charge would be present in supporting the committee. I think the question is mostly to how much flexibility is there for the committee to say you know what Dr. Reed this staff that you have designated does not necessarily suit our needs perhaps somebody else would be more appropriate. Is there flexibility for them? That would be a conversation I'd want to go back and have with

[01:07:10] committee okay wonderful thank you one of the other questions that I want to ask was regarding the recording secretary the document now has the staff liaison as the recording secretary which is usually one of their e-board members for many of the committees there's no flexibility in that being reverted back to the committee to decide I believe it says that it was either the staff liaison or their designee so if that staff if that committee wants to deal with it that way they can please know I mean part of the reason that many of these requirements were put in here is because of our

[01:07:49] legal requirement to make the meeting minutes and things like that available so we do need to make sure that that is with a staff member to ensure that that is able to be carried through thank you and I also would expect that on page 13 I really appreciate the fact that there's been a change to when the committees begin because sometimes some of them don't begin as late as October is my understanding here that they can start as early as September since the um appointment will begin August as far as we're concerned absolutely if the staff if the committee can get together as

[01:08:25] early in the in their term as possible I think that's best for the continuity of the committee okay wonderful and I think my next to last question and I believe this is an oversight and then I have a question for general counsel I think it is the AAP which is on page 49 of the governance manual it is the only committee in which the staff members are voting members with everybody else they're under number three was that an oversight because that seems inconsistent with

[01:08:56] all of the other committees I believe that was one of the ones that is legally required so it we would have to go back and double-check that but what what I do want to say is this is not intent this is intended to continue to be a living document in terms of the fact that if we see these corrections that need to be made we absolutely know that they will need to be corrected we did as much as humanly possible to align the existing law with what was what we have in just to make sure but I believe that that anytime that we see a voting member in a particular location

[01:09:34] it's about the fact that that is legally required to be so up so mr foster i guess i could start with you so we're legally required to have the seven staff members be voting members of um apac i would have to look uh into that i did not know this question was going to be brought up tonight and i so i if the board wants to pass this by i can certainly do some research and get back to you yes and i'm so sorry for not bringing that forward i just didn't catch it um when i first read this but it was something that came up and just one last piece also mr foster i noticed a change in terms of the committees that are legally required versus state

[01:10:14] mandated and one of them fell out of being state mandated and i think it was fleecac that it was moved from legally required to state authorized when did that occur can you speak to that a little bit can i speak to that because i actually asked mr foster whether or not that was appropriate FLE is state mandated FLECAC itself is not and so we I asked for clarification that's why it's state authorized and not necessarily state mandated okay so so the fact that it was previously under

[01:10:46] the legally required list was perhaps an error yes and it's as uh Ms. Anderson indicated it's been corrected okay thank you thank you Dr. Anderson I will take a turn um first kudos to public engagement for seeing this through to the end especially our chair Ms. Anderson in addition to turning over an excellent document with the supporting materials with the changes to the governance manual and the policy and coordinating outreach to our committees did a heck of a job typesetting and

[01:11:23] designing the document as well so a skill I do not have and I'm glad somebody on this board does so I appreciate your font choice your character spacing your kerning and the diligence that you took to this work.

[01:11:38] I know you made a lot of phone calls to make it happen, and you allowed me to say kerning in a meeting. As to some of the questions raised, I realize that perhaps Dr. Reed had not familiarized herself with the operating manual before this vote, so she may not have been expecting the question.

[01:11:58] I do know that the manual does say collaborate with the committee, and I expect that like our other policies and directives she will do that on the question of recording secretaries I think Dr. Anders or Miss Anderson already addressed that the real issue is minutes and a worry that if we don't have some backstop we need to make sure that it's happening and that they're being posted publicly and then I do remember in the early days of the discussions around these documents there was a we received a memo that identified the different characteristics the legally required committees and how their structures were slightly different so when you

[01:12:37] see something in this document that looks a little different than the others that's typically why so that's just my two cents on that i cannot wait to cast my vote in favor of this and i appreciate all the work and feedback that went into it thank you if you are asking mr moon go ahead thank you i have a couple of questions uh two of them make out of the motion thank you sorry that i didn't bring up these questions in advance but looking at the page 17 of the manual that's a response to annual report uh subsection one states that stab liaison

[01:13:14] in coordination with the school board leaders and during the year the reports prepare share some written response and plan of action to the committee and the school board no later than the end of the first quarter of the next school year in section two it says the stabilization shall update the committee on any progress each December or January meeting following the repulsamation my question to you is a once the school board receives a by the end of the first quarter on the sub section one a report a from stable liaison if there are board members who

[01:13:53] disagree with the response and or plan of action I guess we could at that point could they ask chairman of the board to schedule a meeting so that school board could discuss on the plan of action or response is that is that what you are in what you envisioned it is and the other part of it is is that we can always go through the staff of the school board liaison to that committee to to create you know a functionality for that work so it doesn't that's even if it if it's not your appointed committee you absolutely could still work with the school board liaison that is connected because we all have committees that we

[01:14:33] work with. Right for example I'm a liaison to HLIC but I don't presume to know what everybody else has on his or her mind as to certain responses or plan of action. I guess I would expect as a liaison of a certain committee if If there is any concern or questions or objection to let me know so that I could perhaps work with the school board to schedule a meeting to formally have that discussion and hopefully in the future this you said this is a living document could be updated and such rigor.

[01:15:08] Okay thank you. Thank you Mr. Moon. Ms. Seismarheiser. I really appreciate that. I just wanted to kind of address that to someone I think who's dug in this report for three years. That was part of the idea of section F. There was no consistent follow-up in the previous guidance to the advisory committees There was kind of a practice of staff Responses, but there was no sort of what happens then so There was a written response the staff liaison updates the committee But if you look at three and four under that same section under three We had the school board liaison stays in regular contact with the staff liaison to update the school board on

[01:15:48] achieving the reports recommendations and we added four which is ongoing tracking which is a staff liaison is responsible maintaining an ongoing record of actions in response to the report recommendations one of the reasons we had all of these and of course as I'm sure you know under the governance manual two members can ask the board chair for a meeting at any time so the staff the school

board liaison can always find another member and ask the board chair to set up a meeting so that that process is already in the governance manual. But one of the reasons for all of this is that we found we would get recommendations but then what happened to those recommendations weren't well tracked. I know one year when I was on AC at see I actually created a crosswalk myself and shared it with my

[01:16:27] then school board member of the recommendations and the follow up. So this was an idea to try to put a process in for that consistent follow up. So hopefully there's always room to change it and make it better. But that was our goal here. Dr.

[01:16:46] Anderson I'm so sorry I forgot one last thing one of the things that I noticed this time and I'm sorry caught my eye pretty late was Shaq has four additional slots for organizations and most of the others have ten and some have none can you speak to that a little bit again not as a state requirement that they and they could only have up to four well the benefit of what we've done is that we've also created we have voting members but we also have non-voting members that can be part of any committee.

[01:17:18] All of these committees are open to the public, and every committee chair that I've spoken to wants community participation. So any other organizations can be part of it, they're just not necessarily voting members. But many of these, particularly under the legally required, if they have specific designators, they are legally required.

[01:17:37] - So these four are specific individuals? - As far as I understand, yes. - Okay, all right, thank you. - Thank you, Dr. Anderson. Seeing no others, I will call for a vote. This is for adopting the community advisory committee operating manual and related governance manual and policy 1710 changes.

[01:17:58] All those in favor, Ms. Sizemore-Heiser, Mr. McDaniel, Mr. McElveen, Ms. St. John Cunning, Dr. Anderson, Ms. Anderson, Ms. Dixit, Mr. Moon, Ms. Marin, and myself. That is unanimous, the motion passes. I call on Ms. Anderson for a follow on motion.

[01:18:20] - I move that the school board direct Public Engagement Committee to review our standing and community advisory committees. Is there a second? Miss St. John Cunning. Miss Anderson would you like to speak to your motion? Just briefly I realized quickly in the process when I actually went back and looked at the original forum topic that there are that part of the charge for PEC originally was to actually look at the the standing committees and their community advisory committees themselves and during the process of doing all of the work that we did. I did recognize a few things but I don't want to just bring them forward as solely my voice. I would like to make sure that the committee has time to

[01:18:59] actually work on that. So this just gives the committee a further direction with more current boards to actually be able to go forth with that work. Ms. St. John Cunning, would you like to speak to your second? No. Thank you. Seeing no others, we will take a vote on the follow-on motion. All All those in favor, Ms. Sizemore-Heiser, Mr. McDaniel, Mr. McElvain, Ms. St. John Cunning, Dr. Anderson, Ms. Anderson, Ms. Dixit, Mr. Moon, and myself.

[01:19:24] All those opposed, abstentions, with Ms. Marin away from the table. Will the clerk read the vote? Oh, Ms. Marin has her hand up. Ms. Marin, how would you like to cast your vote? Yes, yes, please, in affirmative.

[01:19:39] All right. The vote is unanimous. The motion passes. Agenda item 5.04, action item, Family Life Education Curriculum Advisory Committee report recommendations. I call on Ms. St. John Cunning

for a motion. I move that the school board adopt the recommendations from EFLAC with the following considerations.

[01:19:59] Add the external female genitalia to the grade four puberty video for girls. Do not include both the male and female reproductive systems in the puberty video for fourth grade. FLECAC will review relevant research to determine if a recommendation for instruction of gender identity should be included in elementary school.

[01:20:20] ANY RECOMMENDATION WOULD INCLUDE THE SPECIFIC GRADES WHERE INSTRUCTION WOULD OCCUR AND THE OBJECTIVE AND DESCRIPTIVE STATEMENT. IF A RECOMMENDATION IS MADE, IT WOULD BE INCLUDED IN A FUTURE COMMUNITY REVIEW PRIOR TO SCHOOL BOARD VOTE IN ADDITION TO THE CURRICULUM. IS THERE A SECOND?

[01:20:37] I SECOND. MS. MARIN. MS. ST. JUNE CUNNING, WOULD YOU LIKE TO SPEAK TO YOUR MOTION? NO. THANK YOU. MS. MARIN, WOULD YOU LIKE TO SPEAK TO YOUR SECOND? YES, PLEASE. So I am comfortable with this change and the level of board involvement with this action, which to refresh ourselves, we did have a public work session where the board discussed these recommendations.

[01:21:01] It's also important to note that the FLEACAC, the Family Life Education Advisory Committee, advises the staff and the superintendent is actually not one of our board advisory committees. I also want to say that, you know, I did advertise it widely.

[01:21:17] included a way for people to give their input and I heard from just two constituents and I was able to communicate with both of them one of whom spoke this evening and you know what I want to convey is that we need to make decisions and curriculum for the benefit of you know as many children as possible and this is why parents and families have the option to opt out if they don't feel that content is appropriate for their children when it comes to family life education. I also think what we're talking about here, adding external female genitalia to grade four puberty videos, you know, girls

[01:21:54] are starting puberty sooner, and again, if parents don't think their child is ready for that, that's certainly their prerogative, but I am not going to stand in the way of offering health information to students. I also do want to underscore that the comments that have been referred to as a survey, it actually was not a survey. There was a call for public comments and 2,539 public comments were received but the again the comments are at a survey and also there was not a methodology to ensure comments were unique contributors. So of 2,500 comments it's unknown how many were contributed more than

[01:22:32] once and again with a system of 183,000 students that certainly doesn't represent anywhere near close to a majority of our families so um i want to continue to have our kids have accurate information that's respectful and based on data and i'm happy to vote for this at this time this evening thank you miss marin mr moon uh i have a question or two to ask from dr dr reed dr reed Thank you for providing a community view, a summary, which is posted on the Bulldog.

[01:23:13] Does the motion, the language in the motion, especially the three considerations, three blooded considerations, do they reflect the sentiments presented by the community members' comments shown on the summary?

[01:23:30] I don't know where the response should come from. You or Noel Klamenko, way back there. Okay. So, Ms. Klamenko? Good evening.

[01:23:48] And I just want to say I have Ms. Carrie Reynolds, our coordinator, with us as well. So the entire report is up for vote tonight, but we did kind of highlight some of the things we discussed at the work session. And, Mr. Moon, you're correct.

[01:24:04] The decision not to include both male and female reproductive systems in the puberty video for grade four does reflect the community review. There was a lot of conversation at the board table about that, and people really wanted to hear from the community. So we did take that into consideration. The second or the third bullet up there as about FLECAC taking under consideration making a recommendation about adding gender identity to elementary. I wouldn't say that that reflects the survey completely, but the a lot I'm sorry, it's not a survey the community review a lot of the comments were

[01:24:41] Kind of taking it to the next step about what they didn't want to see it. Should we make a recommendation like that? So we thought it might be best to let the committee look at some research, have another public review with some very specifics that they could respond to, and then bring it back to the board should the committee want to make a recommendation in the future.

[01:25:04] Okay, thank you. Thank you for the response. Our support to motion, our support to recommendations, has moved. One comment that I want to make about the community view, the method of the community business if the board is not happy with the way we see community view it will be incumbent upon the board to ask specifically how we should collect the community view I mean I thank all of those 2,000 you know there could possibly a duplicates I wouldn't know 2,539 responses the people who

[01:25:42] participated I mean I thank people who participated whether you are agreeing Seeing with the initial recommendation, you know, every one of those community review participants effort is appreciated by this one board member.

[01:26:01] Thank you, Mr. Moon. Dr. Anderson. Thank you. And thank you, Mr. Moon, for asking that question. That was definitely one of mine as well. One of the things that I think is still probably not clear to our community, Dr. Reed, because we heard it tonight, because a constituent was asking that our families should have the opportunity to opt out and that does exist can you speak to what that looks like and what what pretty much the entire process of parent engagement or caregiver engagement what does it look like

[01:26:35] as per the family life education units yes ma'am we can do that so Ms. Clamenco I think you're most familiar with that process but that is indeed true that we do have an opt-out process so Ms. Ms. Klimenko, if you could clarify that, please, or describe it.

[01:26:54] I'm going to let Ms. Reynolds take that so she can give you the accurate details. So each year, the families are sent home a letter that introduces family life education to them. And in addition to a basic overview letter of what family life education includes, there is a grade level opt-out form.

[01:27:14] And that opt-out form includes the objective of every lesson at the grade level and some bulleted points of what's in the lesson. addition the lessons are available to parents through Schoology they can access it in their all parent course and that is a folder which is updated and provided to the schools to post in their course every year in the fall or at least two weeks before their instruction is scheduled there is a opportunity for a parent preview evening some schools do it some elementary schools sometimes will join together and do a pyramid or community preview evening other schools

[01:27:52] do it individually that is an opportunity for parents to come in and hear about the program to learn how to access the lessons to ask questions to meet the teachers who may be involved in delivering the instruction so they're better informed and there's also just general overview information on the public website as well several of our lessons include home connection letters that are sent home to families so they're aware of what was taught in the school and may have some like questions or conversation starters to help engage the families in conversation of what their child learned in school. Thank you I appreciate that and I do want to say you know I'm a parent

[01:28:32] in the system I have a current well a rising seventh grader and a rising tenth grader it goes fast and so I have the opportunity of bringing my experiences of what I'm receiving as a parent to this dais and I cannot say enough of how often those opt-out information sheets are sent out there's a hard copy it's on Schoology and if you don't have access to Schoology you can ask to have these lessons be sent to you and as a parent myself as a parent I sit through and I go through the entirety of what is going to be presented that year and I asked questions and then I make decisions is

[01:29:08] this going to be acceptable for my family values and for my students so this This is an opportunity that is available to each and every parent NFCPS. And I do want to highlight this because you have choice. And so I don't want for folks to feel as if there's no chance that this can be done differently for their students.

[01:29:30] The other thing that I wanted to ask Dr. Reed, because this has been a point Mr. Frisch will know that we've been talking about for years and not just as per this feedback opportunity, other feedback opportunities that we extend NFCPS what systems can we put in place to ensure that one we have responses to our feedback surveys or just open feedback that are from our families NFCPS and two that it is not that those families are responding once per child or whatever it is that is appropriate but we don't have multiple responses by one person sitting at their

[01:30:10] computer from California yes ma'am we do have systems in place to enable that to occur and are utilizing those systems when we send out surveys so they have one unique locator in terms of responding I saw mr. Sethi step away or I would ask him the dynamics behind that but we do have the ability to do that at this time was that done here for this survey or this feedback opportunity I I DON'T BELIEVE SO. I DON'T BELIEVE SO. NO, MA'AM.

[01:30:45] I THINK IN ORDER FOR US TO REALLY HAVE CONFIDENCE IN THE DATA WE COLLECT, WE HAVE TO COLLECT THE DATA A LITTLE BIT MORE CAREFULLY. SO IT IS MY REQUEST THAT WE ENSURE THAT WHATEVER WE SENT OUT, IF WE HAVE THE SYSTEMS TO BE ABLE TO DO THAT, LET'S EMPLOY THOSE SYSTEMS SO THAT WE CAN FEEL COMFORTABLE IN THE INFORMATION THAT WE'RE RECEIVING.

[01:31:05] And lastly one of the things I wanted to ask because I know last year you piloted a different kind of option for some of our elementary schools because I know some of the concerns were regarding the combined instruction at grade four.

[01:31:22] Can you speak to what occurred there. What are the findings and what will occur next year. Yes ma'am. So we didn't actually pilot that last year. We planned for the pilot but realized the content. we're talking about two four lessons over the course of the year right it's it's a very limited number of lessons that we were talking about and those lessons I don't believe we piloted last year but our planning we have

schools for the fall that we're planning to pilot this year so we don't have results because we haven't done the pilot yet. Thank you I appreciate that. Thank you

[01:32:01] Dr. Anderson. Ms. St. John Cunning. I just want to follow up in terms of the opt-out because I have worked in schools and there's a robust mechanism for parents to review the material and to opt out and also there's also a robust mechanism for translations and the ability for families to work with someone that is interpreting the content and I'm just appreciative that the school system does that and takes into consideration language needs and cultural needs.

[01:32:34] Thank you Miss St. John Cunning see no others we will go to the vote all those

[01:32:38] favor of the motion on the screen, please raise your hand. Ms. Seismarheiser, Mr. McDaniel, Mr. McElveen, Ms. John Cunning, Dr. Anderson, Ms. Anderson, Mr. Moon, and Ms. Marin, and myself, and Ms. Dixit. That is unanimous for board members present. Agenda item 6.01, strategic plan update. I call on Dr. Reed. Thank you, Chairman Frisch, and it's exciting this evening to have an opportunity to share an update on our strategic plan. I'd also like to welcome Mr. Chad Clayton, who is here this evening.

[01:33:26] who is our principal of the Davis Center and since we're going to be talking a little bit about our Davis Center and our police center I really appreciate you being here mr. Clayton so I'm excited again to present this update and it is connected to goal 5 so thank you and reminder for those watching and our board that goal 5 is around leading for tomorrow's innovation and tonight we're We're going to be looking at the availability of, accessibility to, and participation in multiple pathways and work-based learning opportunities.

[01:34:05] Again, the profile this evening will be the Davis and Pulley Career Centers, which are our two programs that provide services for our adult students with disabilities. So a couple of highlights about our Davis and Pulley Career Centers, they are really designed very specifically and intentionally to serve the needs of our students with disabilities aged 18 to 22 years old.

[01:34:29] Many of these students are pursuing standard or advanced studies diplomas. And today, again, we're gonna specifically look at highlighting the work-based learning experiences at these centers. During these programs, our students learn, practice, and apply skills that connect to their future, their success and community contributions after their formal public education has been completed.

[01:34:56] The program goals are on the screen for you to see and it's really important to think about how we provide our students with numerous multiple different opportunities to build upon their strengths in addition to building out those soft skills and knowledge that over the course of the K-12 system they begin to build but they'll need as this transition readiness occurs out of K-12 education.

[01:35:24] The instruction and features, again, there are several features, four are bulleted for you on the screen. And I want to clarify that our career centers are not trade schools, and they don't necessarily provide certificates in specific job skills. However, they do provide a variety of experiences for students which are intended to support self-determined decision-making with agency staying with the student as they think about transitioning out of public education in that 18 to 22-year-old age band.

[01:35:57] Upon completion of their time in public education, we want students and their families to have support in choosing from a variety of opportunities as they leave our Fairfax County public school system. At this time, I want to share some examples of our students at the Davis and Pulley Center.

[01:36:15] Madam Clerk, would you please play the video?

[01:36:31] The Davis Career Center supports students ages 18 to 22. These students are students with disabilities who come to us from, I believe now we're at 15 different high schools here in the northern part of Fairfax County. Students come to us after their high school experience has been completed to work on really the soft skills of work.

[01:36:52] A typical day here at the Davis Center can look a lot of different ways. Our students could be in the Davis Center, which is our typical programming, or they could be in the Davis STEP program, which is our secondary transition to employment program. And those students, they go to class every morning. Then around 9:30, typically we're on buses heading out into the community for the rest of the day.

[01:37:12] Davis Career Center students work in a variety of places here in the Tyson's Corner area. We go to hotels, houses of worship, retirement facilities, FCPS schools. The point of being here is to be in the community practicing and learning those soft skills.

[01:37:29] We want these skills that you gained from your time with us to really support you in whatever that's next for you. Working at Northside Social has helped me develop more independence and also helped me cook on my own too. I like the people I work with and also that I have tasks that met some of my strengths. It also helped me earn my fierce paycheck. I'm proud of that and I'm thankful. After I graduate from Davis, I want to get a job in the field of retail, possibly a cashier because I pride myself with excellent customer service skills from previously doing community

[01:38:03] work at Dollar Tree. So working at Embassy it's not only helped me become a more resilient person but I've also become a lot more confident in myself. I've also been better at working with customers and I also continue to make sure that I'm always punctual on time. I always remember just how wonderful the staff was and how much I was able to learn in just nine months.

[01:38:32] I feel like I really achieved something. I work at Billy's Opera. It has helped me become more independent and helped me work with kids.

[01:38:50] After I graduate, I write a job for next year and most programs. Like Davis Career Center, Pulley Career Center serves students with disabilities from the southern part of Fairfax County. pulley students gain career and independent living skills by working in fcps elementary schools and centers as well as in the culinary hospitality and retail industries retirement communities and more i like green springs i like the clean tables setting tables and doing vacuuming i like to

[01:39:25] clean the hallway i'm learning how to do silverware green things is my favorite i am hardworking on time, flexible, and kind. I would like to improve my cooking skills. Yeah, right? You want to cook for your mom and day? Yep. Your family. Yeah. You want to cook for your family. Yeah. So getting out there with the support of FCPS and what our teachers do each day helps our students grow and mature in so many different ways. That progression culminates in getting on that stage in four

[01:40:02] years, walking across, getting your certificate, and knowing that you are heading off into a life that you're able to choose. You have the right to choose. You have, you know, the place to choose. And that's really what we want to support. Excellence. Equity. And opportunity.

[01:40:20] Thank you. Mr. Chairman, this concludes our monthly strategic plan update. And I'm happy to take any questions. Ms. Sizemore-Hyser. I know, I'm sorry, but first, Chad, welcome.

[01:40:37] Thank you for the many years of tours and conversations. I have to give a shout out to Chad Clayton because many, many years ago, for a lot of people were talking about self-determination for this population you sat down and we had a really like I think a three-hour conversation about how you're embedding that in the Davis Career Center I know Dr. Reed you have that face like you're not surprised um so I just want to give you a shout out Chad thank you um Dr. Reed I think you know I'm not going to take up my board members time the entire night by making this in a work session about Davis Pulley and step um and I think the work that Chad and Peter Kelly are doing at Davis and the principals overseeing

[01:41:13] step is great work but it's a model that doesn't serve most of the kids who could benefit from this and i see chad nodding because he's not surprised we serve about a little over 200 students at davis and pulley three-year average graduation seniors with ieps is 1800 there's a lot of them who could benefit from self-determination um independence some more direct instruction on the soft skills all of those pieces however they're not accessing these programs and one might ask why and one might

[01:41:53] say there's i'll tell you several reasons that i think why one because these programs are designed for the four f's of disability employment in some ways and we need to do more to support our principles in finding varied job sites but there is a lot of bias out there around job sites we here at the i think the pulley graduation the really amazing principal who talks so wonderfully about the students from pulley who worked at her elementary school and how they brought more to the community but that was a surprise to her that should not be a surprise to anybody and what are

[01:42:30] we doing to support our principals in finding these job sites in helping the community understand what are we doing to allow students to access these programs and still work to a standard diploma they're they're not it's not accessible because it's you can't do the classes right the watt programs that kind of allow this are one class two classes at some schools not at some schools we have 1800 students graduating a year and 200 access these programs and we have unemployment rates that range between 60 and 70 percent for people with disabilities we got to

[01:43:03] get away from the four f's and i won't say them here of disability employment we have to help our principals provide more varied job sites that actually play to students strengths we have to to help our principals design programs, half day pulley and step, block schedule pulley and step, allow students to easily access classes towards that standard diploma and these programs.

[01:43:27] There's a lot of creativity in this that we could do within our current models that we're not doing and therefore we have, we tout these programs and we have 200 students accessing them and many more who could. And too often we have students having to choose between classes and diplomas and community and job skills.

[01:43:46] It's a lot in three minutes. I WON'T TAKE UP MY COLLEAGUES' TIME BY ALL THE GO-BACKS I COULD DO, BUT IF I JUST MAY TAKE 10 MORE SECONDS, THEN I WON'T SAY ANYTHING MORE. I DON'T WANT TO SEE THIS WITH THOSE NUMBERS. THIS IS A, ASK CHAD, FIVE-YEAR CONVERSATION.

[01:44:03] WE ARE MISSING SO MANY STUDENTS, AND THEY'RE GOING OUT IN THE WORLD AND NOT SUCCEEDING. THANK YOU. YES, MA'AM. THANK YOU, MS. SIZEMORHEISER. MR. MOON. THANK YOU. THANK YOU, MR. CHAIRMAN. ON THE SOMBER NOTE FROM MY COLLEAGUE REPRESENTING THE DISTRICT, I STILL WANT TO THANK YOU FOR A a you know presenting and especially showing us this in a video video clip this is heartwarming uh giving us a lot of hope understand that we still got a lot of work to do with that in mind

[01:44:39] let me ask a question whether we have a data regarding uh a percentage of a job placement after they go through this additional a education or training uh four years that and also if Mr. Clayton if you could comment on how the board could support school like a Davis Center or or other programs We have to be able to find

[01:45:15] You know more jobs more meaningful employment for the students we need to become you know eventually independent so mr. Moon I Mr. Clayton we didn't I didn't anticipate the question around the percentages But we'll put our heads together and have something for a Friday letter if not tomorrow next week It doesn't have to be tomorrow. Okay, thank you. Yes, sir And I think that it's a conversation obviously I've made a note to schedule for us to visit about the expectations that I heard this evening and thinking about working also on more

[01:45:53] Job sites, so we'll be getting back to you in an upcoming Friday letter with our thinking about that My second part of my question was one more could we do as a board to support that effort? I think you've made your direction clear so I think we'll take it from here and make sure we get back to you with what our plans are moving forward.

[01:46:16] Thank you. Thank you. Mr. Moon. Dr. Anderson. Thank you. I think parts of my questions were asked by my two former colleagues who just spoke.

[01:46:32] But one of the things that I want to be sure first of all this is a wonderful video. I'm glad we're able to showcase these two sites that we have. I'd like for you to speak to our public to inform them how do their particular children access these two sites.

[01:46:50] So my understanding is that these are programs that are chosen through the IEP process. And so students and their families as they're reaching those culminating IEPs those decisions are made within that IEP group in terms of accessing these programs.

[01:47:11] I don't know do you want to add a little to that Mr. Clayton or no okay that's it's made through the IEP process I do know in having spoken with Miss Sizemore Heiser that there seem there isn't necessarily broad consistency across the county in terms of what parents have reported perhaps being provided in terms of information related to these programs and And so I think really it's one of the things Dr. Edmonds heard is going to be looking at as well coming in.

[01:47:47] Because I think that we have to provide that information in a consistent way. It's also connected to did students graduate or not, right? So the diploma path students are on it's a it's it's but it is through the IEP process to answer your question directly.

[01:48:03] Thank you. I appreciate that. Is there a wait list? we have students whose IEPs know so and so I find that curious I do find it curious that only 200 students of all of the students at Fairfax County and we know nearly a third of our students are special needs that we only have 200 graduating seniors I guess at a time that are eligible through the IEP process for that and maybe that's because of what you just talked about there's not a clear organization of how to present this or to discuss it during the IEP

[01:48:37] process for it to be determined as an opportunity but I just wonder that it's really serving so few kids and I know there's an opportunity to access many many more students and I think besides more I just started talking about this a little bit but I would love to see some opportunities for us to have more spaces where these programs can be embedded we have the same conversations with academies they're

only located at certain areas which also automatically limit access so if we're able to replicate like like I would like to see

[01:49:13] with the academies in each of the regions that would be the most ideal because no one will be locked out of opportunity just because of proximity so if I could clarify I don't believe that a third of our graduates have IEPs we're graduating roughly 14,000 students a year and I think we're maybe at 14% maybe 13 14% but you are correct when we pulled the enrollment as of June this June we have 127 students that were listed for Davis Center and 82 for

[01:49:48] pulley which is a total of 200 which is and it's a very low number for roughly 14% of 14,000 annually graduating thank you and I didn't mean to say a third of our graduates and third of our students in Fairfax County nearly have special needs but I I think that's the bulk of my questions thank you and I'm looking forward to see how we can continue to grow these programs the things that are working for our students it's no it's not by accident that we want more of them because we want to be able to provide more opportunity for our students

[01:50:24] who are clearly thriving in those environments so thank you for your work Miss Sizemore Heiser. All right I totally lied. There's a couple things I need to say more about this as you're looking if you're looking to go back and talk to Chad to answer my colleagues question as to why it's because we don't talk to parents about this in sixth and seventh and eighth grade. We talked about it in 12th grade. And by that point it's often too late because if you earn a standard diploma you cannot access Polly Davis instead which is the best kept secret in Fairfax County public schools.

[01:51:01] And so we have to, I just had a conversation with a parent who was fighting their school to hold their child back in middle school because they knew the child could be in school to 22, and nobody told them the reasons why they shouldn't because that would give them longer in Pauley-Davis and STEP.

[01:51:17] And I told them that, and they decided to move on, which was the school's recommendation. If we talked to parents in middle school and sat down with IEP teams and talked about a four- to eight-year plan that could include Pulley, Davis, or Step, or slowing things down so they could access Watt and have the belong in the school community, I think we would see much better outcomes, but we don't do that.

[01:51:39] And it's because our ETRs don't have the bandwidth to do that. We don't have the structures to do that. The IEP teams aren't really, I think, trained as much in middle school to do that. There's a lot of barriers, but we have to do that, and we have to look at the middle kids. can't just talk about 2e and intelligent disabled there's a continuum of disability there's a continuum services I will stop but please if you want to fix that you've got to start at middle school in terms of educating and family engagement yes ma'am thank you miss Sizemore heiser seeing no others thank you for this strategic plan update agenda item 6.02 academic matters I call

[01:52:18] on dr. Reed thank you chairman Frisch this evening I am excited to share information about the global classroom project and this is really an exciting opportunity that for our students that inspires and empower students to be responsible and innovative global citizens if you could go back please I'm sorry I'm still on the the goals of the classroom project are listed and I will share that the global classroom project is built around academic content which is the United Nations Sustainable Development Goals, or SDGs, which are on the screen if

[01:52:58] you're watching at home, and also the FCPS Portrait of a Graduate attributes. So the intersection of these three key foundation elements are what make the Global Classroom Project a unique and engaging experience for student learning, and if you're not really familiar yet with the United Nations Sustainable Development Goals, there are 17 of them representing current global challenges and I think it's fascinating because we really our students really focusing on reflecting on and learning about ways of problem solving in real global challenges I think is really a powerful learning

[01:53:37] model so as a result of this our students learn portrait of a graduate attributes and use portrait of a graduate skills in authentic ways there There are several examples that I want to share this evening. One we've talked about is the John R. Lewis High School Language Acquisition.

[01:53:57] So this one was at Lewis High School, Mrs. Kowalski's 9th and 10th grade class improved reading, writing, listening, and speaking skills through participation in hands-on learning activities. The students took collective action with their partner class in Poland on hunger issues in their respective communities and it was really I think a powerful learning opportunity not just to focus on food insecurity but to do so with a partner class on the other side of the world the other example would be fifth and sixth grade students at Kent Gardens Elementary as they raised awareness of

[01:54:33] the interconnectedness between the following sustainable development goals quality education clean and water and sanitation and in the steam class they created infographics about problems that impact our local water resources and constructed dioramas for public display through their classroom project again they developed collaboration skill communication skill and partnered with a partner class in Italy and I think for sure clean air and clean water are key to our future and just was a great example I want to share a minute the

[01:55:12] impact of our global classroom project and again just reaffirming the 17 goals and the global classroom project is in 73 FCPS schools and 48 countries so it's really a great deal of excitement I think on April 30th our global classroom project students join their teachers to present their ideas for collective action to impact the sustainable development goals at the 7th Annual Global Classroom Project Showcase. Again, really exciting work and our student presenters ranged in age from kindergarten through seniors in high

[01:55:51] school representing schools from each of the six regions in Fairfax County Public Schools. So we'd like to play a video that captured some of the highlights of this year's showcase. Madam Clerk, would you please play that short video tonight educators and young people in our community are sharing their ideas for actions to impact global issues represented by the united nations sustainable development goals or sdgs these include challenges such as zero hunger quality education sustainable cities and communities

[01:56:30] and peace justice and strong institutions to name a few through their participation in the gcp Students authentically demonstrate their skills within "Portrait of a Graduate" attributes of collaborator, communicator, critical and creative thinker, ethical and global citizen, and goal-directed and resilient individual. Teachers provide opportunities for students at any grade level through any content area. As a result of participating in the GCP,

[01:57:05] students develop global competence while deepening their content knowledge and understanding. And if you had told me on August the 2nd, 2015, that there would be groups of kids in school working with their teachers to connect with communities in other schools and other teachers

around the world, I would have said, that's what next steps look like. What you are doing is driving change for your generation for my generation and for all of our generations if

[01:57:45] we were to start today we would call the next level of needed effort uniting communities and i deeply believe that's what the future of global cooperation looks like uniting communities and that's what I think you've been doing here. Uniting within your communities, uniting across your communities, and connecting with other communities to take next steps. I want to

[01:58:24] congratulate all of you for doing what the world really needs, which is to take next steps. Because if we are going to have any chance of achieving the ambitions that we all know need to be met for the world, so that no one's left behind, so that we reach the furthest behind first, and so that our planet sustains itself for the future, it will be billions of next steps, billions of next steps in communities around the world that get us to that

[01:59:03] change. So the final reason I'm so excited and so proud and honored to be with all of you is because each of you, especially the young students, you're not just thinking about change, you're not just creating the change you're actually being the change and i'm deeply convinced that by the time

[01:59:35] my generation starts to take notes it'll be because your hundreds and thousands and millions of next steps are the ones that generated sustainable development for all so thank Thank you for letting me be here today.

[01:59:52] Thanks for your time. - Eye-opening. - Awe-inspiring. - New. - Open-minded.

[02:00:08] - Reassuring. - Inclusive. - Unique. - Extraordinary. - Inspirational. - Connected. - Realization. - Collaborative. - Yippee! - Awesome. - That's GCP!

[02:00:29] - I think that when we think about the power of education, I think this program captures that. The connections this slide shares that four of our five goals, direct connections to the global classroom project and our last slide takes a look at the data and the progress that we continue to make I think in the last two years especially the 23 2023 2024 year we continue to increase our number of participants teachers and classrooms so I'd like to end tonight's presentation with a quote from Fernando Reimers the director of the

[02:01:08] the Global Education Initiative and Innovation Initiative at the Harvard Graduate School of Education, who once said, "As teachers provide students the opportunities to understand globalization, how it shapes their lives, to develop the capacity to collaborate across all lines of difference to advance worthwhile purposes and to improve the world, students will recognize education as relevant to their lives, as a way to help them make sense of the world in which they live and to find their voice in it."

[02:01:37] And I think there is a deep connection between instruction such as this and attendance issues. I think it's often mentioned that our attendance issues are actually engagement issues. And the more relevant what we do in the classroom is, the more likely it is that our attendance isn't something we have to worry about.

[02:01:57] So anyhow, thank you. That's academic matters for this evening. Thank you, Dr. Reed. Mr. McElveen. Well, thank you, Dr. Reed, for bringing this to us and highlighting this important work.

[02:02:12] You know, it's an understatement to say this is a one-of-a-kind program. This is the only program of its kind in the entire world, and we have created a global network in how many countries, in 48

countries.

[02:02:28] It's really incredible work. That being said, we have one staff member coordinating all this work. There is so much work involved in this program, and this is probably the only living vestige of what this board directed staff to do a decade ago, which was through our internationalization work creating these kind of networks, these kind of programs, world language opportunities, connections with embassies.

[02:02:56] This is essentially all that's left. The internationalization coordinator position that this board approved lays vacant. And again, we have one staff member doing this. I understand there was recently a reorganization and this program has been buried deeper into instructional services.

[02:03:16] So I don't know where the disconnect is. The fact that we are raising this up is such as it is deserved to be raised up as an important aspect of the system, but we continue to underfund it. We continue to bury it in the system.

[02:03:33] We task one person with doing all this work, 73 schools, 98 teachers, 48 countries, one person, thousands and thousands of kids around the world participating in this program. So my overarching question is, what can we do to better resource this program and lift it up so that it can really achieve what we see its potential to be?

[02:04:00] So great question. AND I'LL PROBABLY NEED TO GO BACK TO STAFF AND HAVE A CONVERSATION ABOUT WHO IS DEDICATED TO WHICH PROJECTS BECAUSE I THINK THAT CLEARLY RAISING AN ISSUE I DIDN'T KNOW WE HAD AN INTERNATIONALIZATION COORDINATOR TO BE HONEST SO I'LL GO BACK TO STAFF AND WE'LL TAKE A LOOK AT IT AND I'LL BE BACK TO YOU WITH A BIT OF A SOME THOUGHTS ABOUT HOW WE MIGHT BEST MOVE FORWARD.

[02:04:28] THANK YOU. Thank you Mr. McIlvain. Excuse me Dr. Anderson. Thank you. Can you speak a little bit as to how do schools and classrooms get involved with this project or with this initiative at this point how they get involved. I'll ask Miss Clamenco about how they get involved. Sure. So each year we put out an invitation. This is invitational. So schools really teachers teams come together or you know put in sort of the interest form and then you know we need to match them with a country so it's not something that

[02:05:07] we could just expand to everybody tomorrow we could certainly expand with ongoing effort but so each year we collect that and then we do everything we can to make the match and support them okay anything that requires kids to be this thoughtful to apply knowledge that they've learned to really engage in a deep way it would be something that i would want to see if there's opportunities to expand because you're definitely right when kids are not coming to classrooms when they're not coming to schools it is an engagement problem they don't see anything

[02:05:42] there for them that's going to capture their attention and interest and this would and so it just makes me wonder I know that from what Miss Kameka just said there are some limitations but I'm just wondering in terms of how can we expand as much as possible and maybe just continue to encourage the teams of teachers to participate because this is really good stuff thank you for sharing it thank you Dr. Anderson Ms. Dixit Dr. Reed thank you so much for this presentation this really is very important work especially now with the technology advancement

[02:06:20] the world market is like coming together it's basically we are raising global citizens and those students need to know what's going on in the world their perception of the world and i'm talking from the lens from asia and uh you know where i come from from india that americans don't know much about the world we live here in a silo sort of like and this is really heartwarming to see that effort to connect with the rest of the world we cannot go to every country possibly but the virtual

[02:06:56] INSTRUCTIONS AND SO MUCH OF NOW TECHNOLOGY IS THERE WITH THE VIDEO CALLS AND I THINK WE SHOULD BE IN MORE THAN 48 COUNTRIES. I DON'T KNOW IF YOU COULD TELL ME ARE WE DOING ANYTHING WITH INDIA RIGHT NOW? I DON'T KNOW THE SPECIFIC COUNTRY NAMES BUT I WILL FIND OUT AND MAKE SURE THAT WE'LL HAVE THAT IN AN UPCOMING FRIDAY LETTER.

[02:07:20] Okay, and secondly, I wanted to know what is the actually, you know, their 17 goals have not really gone into that, and is their instructional exchange happening, or is it more of a connection, bonding, and things like that, like these projects?

[02:07:41] So I know this, oh, thank you, but the Sustainable Development Goals are the 17 that, again, were the United Nations Sustainable Goals that were identified. And I think much as with the project that the class was doing with Poland, the 9th and 10th graders from Lewis High School, they will pick one of those 17 sustainable development goals to collaboratively work on what is one community doing and the other community and kind of the pros and cons in collaboration.

[02:08:12] So I think they're trying to, and Mr. McElmean probably has more information than I do, but I think they really want to look at those United Nations goals. And I don't know how dynamic those are. You know, I don't know if those 17 will just always be the same 17 or if they have a review process, but right now those are the 17.

[02:08:31] Yeah, I think a lot of other countries in the world have sustainability and environmental protection. They're quite advanced. I can see that could be a really good collaboration point here. But like my other colleague said, that one person is not enough if we are having one person managing this program.

[02:08:55] I think extra staffing and additional resources are really important to take this off to the next level. Right. I think one of the things we have to be really cognizant of as we think about resources is likely, you know, our budget moving into the biennium.

[02:09:11] So I think one of the challenges we continue to wrestle with is what things are we stopping to do to be able to do these things, right? So what I'll do is I'm going to go back with staff and have a conversation because if it's an unfilled position, that's a different position that's been budgeted.

[02:09:28] So I will just go back and do a double check on what the situation is and how we can better support the project. Thank you so much. You bet. Yes, ma'am. Thank you, Ms. Dixit. Mr. Moon. I'm going to echo what has been already stated by Ms. Dixit and my colleague, Mr. McElbein, about how need to, I mean, you are going to do this.

[02:09:52] You promised to do this. So go back and take a look at the staffing situation because I've heard the same thing that Mr. McElbein has expressed. With that said, is it possible for you to tell me where I can go to find this information about names of schools participating and with what countries and what projects they are doing?

[02:10:16] I can't this evening, but I will be able to in an upcoming Friday newsletter. So you don't have to do it tomorrow morning, but if you could tell Ms. Summer where I can go. And also with Ms. Kleminka nodding her head whether your staff is willing to take some feedback from board members on some of the projects we are already doing.

[02:10:40] Thank you. Yes sir. Thank you. Thank you Mr. Moon. Ms. St. John Cunning. So I did have the pleasure to see this presentation and what was so exciting was to see the enthusiasm of the children and even some kids that to me was a little brother pulling me and saying come see what my brother did.

[02:11:01] Come see what my brother did. So that goes to the engagement piece. Again I would love to see this in all schools but I'm a realist realizing that we're limited in our capacity in terms of people that we have our staffing.

[02:11:17] And I can see where really this is a really good place for you know a private public partnership to help maybe bring other people in to help run this. But I think that as you even look at this dais and the people that are members of this dais, we represent part of a global community and our students do.

[02:11:35] And it's not just them interacting with other countries but recognizing the value of the country that maybe they came from, the country of origin they came from. So I too would like to see this expanded, but being very realistic with maybe some of our limited resources, trying to be creative in how we can do this because it's just amazing what these kids do. Thank you Ms. St. John Cunning. Ms. Kareem. Thank you for this presentation it was very informational I didn't know this was happening so thank you for sharing. So for the schools that do have the project do you know how

[02:12:13] they're choosing the students to participate in the program because I know it's focused around developing Pogpol skills and I feel like some students have already developed those skills more than others so is it like the leadership students the seals the SAC students ESL kids like who specifically is going into the program and how is the school choosing those students miss Komenko so when a teacher kind of puts their name forward they usually do it with their class right a lot of it is done through coursework some of it may be done through clubs or other ways but my understanding most of it is like this is the third grade class or this is my my English language

[02:12:52] development class so it's trying to get it's not something that students are like selected for if that makes sense so it's done during the school day during most of it I do believe yes would it be a possibility to like expand it for like a club like allow more students access it or can it only be done during the school day yeah I don't think I don't think we have the strict rules around around it usually it's though it hasn't been it has not been student-led you know We do a lot of student-led things here, but it has been a staff member who comes forward and wants to join the project.

[02:13:27] But I'll definitely take that suggestion back, and perhaps you might even be ahead of me on that. Got it. Thanks. Thank you, Ms. Kareem. That is it, Dr. Reed. Thank you. Thank you, Mr. Frisch. But don't go too far. Because it is now time for Agenda Item 6.03, Superintendent Matters.

[02:13:50] I call on Dr. Reed from a different place in the room. Thank you, Mr. Frisch. I want to start by adding my congratulations to all those honored by the board this evening and in particular, a special thank you to our student board rep, Ms. Rita Karim.

[02:14:09] I just, I think that your energy and thoughtfulness and it's just really been a great value to our board and to our staff. So thank you for your contributions this year. I want to mention that last week I had

an opportunity to make some welcome remarks at our FCPS equity symposium, which was hosted by Dr. Nardis King and her team from the equity office and just really proud of the presentations and the focus on the universal design for learning and how the breaking down of barriers provides opportunity, access and excellence for all students and want to congratulate Annandale high

[02:14:49] school assistant principal, Dr. Sarah Eacob for being the second ever recipient of the Dr. Lawrence Bussey Memorial Equity Award and just want to give a shout out to our Adams and our leadership staff. Also want to mention that this past weekend I attended the capital Emmy Awards to celebrate the nomination that our communications video producers Mark Jones and our video production specialist Andrew Vo who were both nominated for their video about the fentanyl crisis and in particular the story of Caden Foster as told by his

[02:15:26] parents Aphrodite and Shawn so again a big thank you to all involved in that project last since we met as well I had an opportunity to speak at the student ambassador convening for our military connected youth at George Mason University we had more than 75 student ambassadors represented representing 15 different schools and spent the day working on strategies and skills to be a warm and welcoming school for our military connected youth and then this week had an opportunity to attend the Northern Virginia Technology Council

[02:16:03] meeting and I'm now on their board of directors and we had an opportunity to listen to Senator Mark Warner talk about in particular AI and cyber topics so a lot of interesting conversations going on in our community at this time so thank you Mr. Frisch thank you thank you Dr. Reed agenda item nine consent agenda our adopted rules of parliamentary procedure Roberts rules provide for a consent agenda listing several items for approval of the board by a single motion many items listed have gone through board review and documentation has been provided to all

[02:16:40] board members in the public in advance items may be removed from the consent agenda at the request of any board member prior to the meeting the consent agenda items are on the screen is there an objection to approving the consent agenda seeing none the consent agenda is approved agenda item 10 new business the following are new business agenda items there will not be a vote on these items this evening but action is scheduled for a future meeting agenda item 11 board committee reports governance committee chair miss Sizemore hyzer do you have an update i do thank you i'm

[02:17:16] I'M VERY PROUD AND HAPPY TO ANNOUNCE THAT THE GOVERNANCE COMMITTEE HAS FINALIZED OUR DRAFT OF POLICY 8130, THE BOUNDARY POLICY, AND BROUGHT IT FORWARD TO A WORK SESSION THIS WEEK WITH THE BOARD. I JUST WANTED TO THANK MY COLLEAGUES ON THE GOVERNANCE COMMITTEE, MS.

[02:17:32] ANDERSON, MR. MOON, AND MR. MCDANIEL, FOR ALL OF YOUR HARD WORK, AS WELL AS ALL OF THE COLLEAGUES WHO CAME TO THE GOVERNANCE COMMITTEE MEETINGS AND PROVIDED THEIR INPUT AND THE ONES WHO PROVIDED INPUT ON ONE-ON-ONE CALLS IN BETWEEN. I think we have a strong policy and I think the policy, a couple of things that I'm particularly proud of with the policy is that we streamlined the criteria for which we use when determining boundaries.

[02:17:57] We added a cyclical review and we significantly strengthened both the board oversight by requiring a board vote for any permanent boundary changes and significantly strengthened the public engagement requirements before, during, and after any boundary changes are proposed.

[02:18:12] So I think we came out overall as a very strong policy and an improvement to what was there before and I look forward to the next steps. I want to thank the community who's been interested in what we've been doing and their feedback as well because we are here at the end of the day to represent the community and their voices are important to hear.

[02:18:29] So I appreciate their time and effort and I just want to thank my colleagues. The draft of what we have so far is on new business. Based on what we may get feedback coming out of the work session. WE MAY HAVE A FEW TWEAKS TO IT, BUT SO FAR I DON'T THINK THERE'S REALLY MANY TWEAKS THAT WILL HAPPEN AND THEY'LL BE POSTED AGAIN BEFORE WE GET TO THE BOARD VOTE, WHICH I KNOW WILL BE UP TO YOU, MR. CHAIR, TO SCHEDULE.

[02:18:51] BUT I DO WANT TO THANK MY COLLEAGUES FOR, ONE, ALLOWING FOR A CYCLICAL REVIEW THAT WILL MAKE SURE THAT WE ARE REALLY EFFICIENTLY AND EFFECTIVELY USING OUR RESOURCES AND STRENGTHEN PUBLIC ENGAGEMENT AND STRENGTHEN THE ROLE OF THE BOARD. SO THAT'S THE BIGGEST UPDATE. NOW WE'RE EXCITING TO MOVE ON.

[02:19:06] The next thing we're looking at is grading policy. Thank you so much. Public Engagement Committee Chair, Miss Anderson. Do you have anything to report? Well, we have big news tonight, but no, we are we are finished with most of what we've been working on this this spring. But the cool part is, is that now we get to talk more about how we're actually going to implement the operating manual and make sure that all of our committee members know.

[02:19:30] So that's what we've been working on since then. So we're excited to keep going. Thank you. Successful children and youth policy team liaisons, Dr. Anderson and Miss St. John Cunning. Do you have anything to report? Well, just to report that we had our final meeting. It feels like a thousand years ago, but I'm sure it was just probably two, three weeks ago, right before the graduation session.

[02:19:51] And there's some exciting work that will be coming out of SCIP in order to better arrange our work and the particularly in early childhood. I know that's a huge area of importance, but there's nothing current. We just wrapped up with the end of the year reports and looking forward to next year's work if she and I are still serving on this committee.

[02:20:18] Agenda item 12, board matters. Next on the agenda is board matters. I will call on each school board member to speak. I will take my time to just thank you, Ms. Kareem, for her, you know, all the time you have spent and taken from your schedule and work and being such an advocate for students and giving us information we didn't know or we had not thought about because obviously we are not students.

[02:20:49] And appreciate your tenacity and just keeping engaged throughout the year. And with that said, I'll let my other board members speak. Thank you. Thank you, Ms. Dixit. Ms. Anderson. Really fast.

[02:21:06] First, I missed the chance last time or at the last meeting to offer a huge congratulations to all of our graduates. It was really fun to participate in all of the graduations that I had a chance to go to. Nothing in comparison to my colleagues, but I had a good chunk. I'd like to extend my most heartfelt thanks to our teachers and staff, and I look forward to working together next year again.

[02:21:28] Thank you so much to Ms. Kareem for her insight this spring. It's been wonderful to get to know you better, and I hope I have the opportunity to work with you in the future. I hope you all have an amazing summer. I would also like to share a special call out to my buddy Connor from Texas A&M who

finished his college track and field career tonight by reaching the semifinals in the Olympic trials for the 110 meter hurdles in Eugene, Oregon.

[02:21:54] Your dedication to your craft is something that I am in awe of, so good job. That is awesome, particularly because I was just so excited because I record all of the track and field and so that's what I watch when I'm folding my laundry so I will be looking for Connor and Eugene Oregon it's a very exciting group I do want to say I thank you to miss Karim and all of her work this year she has been such a wonderful advocate for the student voice and while I know many of our previous student representatives have had this goal in mind at least on

[02:22:34] my time on the board you've been the only one who's been able to accomplish it which is to have those student town halls and so I'm very appreciative of your steadfastness and your tenacity to make sure that we raise the voice of our students and you do a very good job of that every year and I'm really I'm sorry every week and I'm looking forward since you're just a junior now you're a rising senior to continue to have your voice from the other side and to help to continue to guide the next representative so yay pretty much the The only other thing that I want to say is to thank the parents and the community members

[02:23:09] who came out for the early release conversations on Tuesday and Wednesday at Gatehouse. We know there are lots of concerns in terms of the organization of that plan, but I think additional information will be coming very soon so that we can allay some of the fears regarding it.

[02:23:31] So thank you and have a good night. Thank you, Dr. Anderson. Ms. St. Dawn Cunning I too would like to thank Ms. Corrine you're an inspiration to us and even though you're a student I think you've also been a teacher to us. So thank you for all your work. I'd like to congratulate Hayfield Secondary School's yearbook for their recognition as the trophy class winner for the VHSL media championships. And I'm wishing 24 Mark Twain middle school students the best of luck as they compete in Orlando this week at the National Technology Student Associations competition. Thank you to the TSA club sponsor miss Gadsden I was pleased to be joined by Dr.

[02:24:10] Ponce and assistant region 3 superintendent Ray Lynette at the Grovedon elementary school PTA meeting earlier this week the parents and principal swogler had a robust discussion. I was honored to attend Senator Warner's child care roundtable that includes that included FCPS supervisors and Alexandria council members in a discussion on how to provide robust early education programming to our youngest children.

[02:24:35] I'm also very pleased to raise one of our very own FCPS employees, Micheline Lavier, who is a family literacy specialist and has been for years in the Office of ESOL Services and will be presenting at the Smithsonian's National Education Summit this July.

[02:24:51] Her session is entitled Nurturing Multicultural Voices Through Art. Through a decades-long collaboration between the Fairfax County Public Schools Office for ESOL Services Family Literacy Program, National Portrait Gallery and Smithsonian Office of Educational Technology workshop participants of all ages have used museum objects, art making and storytelling to explore issues of migration, belonging and community building while developing empathy, confidence, self-expression and self-advocacy.

[02:25:21] Participants will learn about the research and results of these programs and will leave the Smithsonian Learning Lab toolkit of resources and activities designated to foster in multigenerational English language learners' important skills, including visual literacy, public speaking, creative writing, art appreciation, collaborative learning, and advocacy.

[02:25:41] Registration is free. The session will be online on July 17th from 11:30 to 12:50. So if you guys want to participate, I can provide more information, but just really proud of the work that Michelin has been doing for over the years with our families and our multicultural ESOL programs.

[02:26:00] I spoke last time and people were unhappy so I'll be short but I just want to also send my deepest gratitude and congratulations to Rita on completing your term just echoing what others have said you are probably the biggest doer we have had in this role in a long time actually trying to get things done and so that's much appreciated and inspiring And I'll leave it there.

[02:26:31] Thank you, Mr. McIlveen. Mr. McDaniel. All right. Ms. Sizemore-Heiser. I just wanted to say that thank you to all my colleagues again for all your hard work on governance. And Rita, thank you for all your thoughtful conversations.

[02:26:48] And I really have appreciated not just your remarks that you've made but that you've shared them with us so we can sort of sit and think about it and read it again and really take it in. So that has been really, really helpful. And I know it must take a long time not just to speak them but to write them all out the you do and you put links in them and they're just been very very helpful so i wanted to say thank you you've got a really bright future i'm proud to have you at one of my schools and so um i hope you'll stay in touch as you continue into your senior year and as you think of other ways that we can improve and support our new student representatives so i just want to take this opportunity to say thank you very much for your time and service this year and i know you've got

[02:27:24] an incredibly bright future ahead of you thank you thank you miss sizemore heiser miss marron yes i feel like i don't have much to share because we've had two other public meetings this week so it's all out there already um it's been a super productive week and i've also been in our schools not really with my official hat but with my parent hat as my son's been playing summer basketball in our schools so just that constant community use that our schools are used you know 24 not 24 hours a day but seven days a week uh year round i also really want to say thank you

[02:28:03] for your energy and curiosity and i know that we are going to keep in touch because we are going to keep trying to get that money together and i'm so eager for your work with your peers and so and and it's also great to have a student board rep who is not graduating just yet and you'll be with us for another year and we'll keep working on your initiative to bring an alternative to the board and you know just even this week we're doing more to engage our students in the board's work which i'm just thrilled about i really want to show people what it's like to be engaged and take ownership of you know your public education so um with that i'll i'll leave at that and uh i hope

[02:28:42] everyone has a nice july 4th holiday weekend next week thank you miss mayor and mr moon thank you mr chung i want to thank you for for allowing me to sit right next to rita right here i've enjoyed being here for the last six months you know usually the oldest board member get to see get to sit right next to the youngest the brightest you know board member with that said i think you are 22nd school board representative that i had worked with and and all these all these

[02:29:17] student representatives they they work hard they do as best each one of them does do as best as possible uh however however you've been very you know compared to others you've been more consistent and and your attendance at these meetings even surpassing most of the school board members I haven't I don't even remember a single meeting you ever missed and you are you are welcome to come back you know that every time you return to us you will be recognized as a former school board

[02:29:53] representative and I wish you the best I know that you'll be coming back at the next meeting so this is not really goodbye but I'll see you next in two weeks from now thank you Mr. Moon i will take my turn as pride month comes to a close i want to wish everybody a happy pride of what remains it's been great to see so many members of our staff and families and students at pride events all over the county and at capital pride i was able to go to the white house's pride celebration yesterday with robert rigby one of the co-founders of fcps pride and a long-time

[02:30:28] teacher in FCPS also since our last meeting was able to attend the summer to equity conference which was fantastic and now miss Karim let me tell you that exactly the kind of email you want to get from the student representative short it's to the point and it says mr. Frisch I'd like to talk about J Lark with you let me tell you how exciting it is when a student is saying I want to talk about how I can get five hundred and sixty eight point seven million dollars more for the schools in Fairfax County because Ms. Karim's interest is not just in what's

[02:31:03] right in front of her with the tasks of the student representative she's looking ahead and thinking how can I play a part in this struggle to get Fairfax County public schools just to get the average amount that other schools get from their their state governments and so I can't wait to see all you do to, as Miss Marin says, help get the money and continue your advocacy. You've talked about working with people across the Commonwealth and I think that is just so exciting and you know it's hard to remind myself that you

[02:31:39] are not leaving us to go to college because of how composed and professional you are. I can only imagine how much more composed and professionally you'll be when you get there so thank you very much we expect to see here you hear from time to time um you are always welcome and as mr moon said we will be sure to say hello from the dais when you do come um we're counting on you and your your fellow students for the future so with that we are in recess and we will be returning to close meeting i promise briefly it is 9 31 we'll be back

[02:32:16] We'll be back soon. Can we leave our stop?

