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Fairfax County School Board Meeting, Thursday, November 14, 2024

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- Official meeting video (YouTube): https://www.youtube.com/watch?v=wQFj90uIzDM
- Official School Board page (FCPS): https://www.fcps.edu/about-fcps/leadership/school-board

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[00:05:24] Board members please take your seats this November 14th 2024 regular meeting of the Fairfax County School Board will now come to order please stand for the

[00:06:01] presentation of colors by the Chantilly Academy Air Force Junior ROTC color guard the Pledge of Allegiance followed by a moment of silence and a performance of the National Anthem by the Sherman Elementary School Sixth Gate

[00:06:12] Choir under the direction of Diana Novellis. Pledge allegiance to the flag.

[00:08:50] While they can still hear us can we hear another round of applause for those

[00:09:25] amazingly talented students agenda item 2.02 announcements if you would like to review a copy of the meeting agenda please see the back of the auditorium to obtain copies of any items or supporting materials being presented tonight please reference the QR code on the agenda or visit www.fcps.edu/boarddocs tonight's meeting is being broadcast on Channel 99 and live streamed on YouTube and our website at www.fcps.edu/livestream.

[00:10:05] Agenda Item 2.03, Remarks by Dr. Patio, Virginia School Boards Association President. I call on Ms. Marin, our Virginia School Boards Association Representative and Vice Chair of the VSBA's Northeastern Region for an introduction.

[00:10:20] - Thank you, Chair Frisch. I did just want to check if you did want to welcome Mr. McDaniel in virtually, no? Sorry, my bad. Thank you. Good evening. Tonight, the Fairfax County School Board delighted to welcome our colleague from the Portsmouth City School Board, Dr.

[00:10:36] Cardell Patio, who serves as the president of the Virginia School Boards Association. Dr. Patio is visiting FCPS on his 25th and final stop of his VSBA's President's Roadshow over the past year across Virginia. Earlier this evening, Dr. Patio attended our Purple Star School's reception and celebrated our division's commitment to military-connected students and their families. Dr. Patio, thank you for your service and advocacy for public education our school board is looking forward to the VSBA convention next week and we appreciate VSBA support for school boards in Virginia I now invite

[00:11:10] Dr. Petillo to address the board from the podium I know that you all have a packed agenda on tonight so I won't be before you too long I promise to have you home in town for the 11 o'clock news but no you have great recognitions that are happening on tonight so as a great Elizabeth Taylor once told her fifth husband Mike Todd I won't keep you long to the members of the Fairfax

[00:11:43] County Public School Board, Chair Mr. Frisch, Vice Chair Dr. Anderson, Superintendent Dr. Reed. Thank you for welcoming me to your board meeting tonight. I'm Dr. Cardale Petillo, President of Virginia School Boards Association and Chair of the Portsmouth City School Board. It's a genuine honor to be here with all of you leaders who give so much of yourselves to ensure the best for all of our students. As stated, this is my 25th and final stop across the Commonwealth on the President's Roadshow. On behalf of the VSBA Board of Directors, I want to take a moment to

[00:12:20] sincerely thank you for being a valued member of our association. Your commitment to the students here in Fairfax County and throughout the Commonwealth is deeply appreciated. The work you do is not easy but is incredibly important and we are grateful for your dedication and your leadership.

[00:12:38] I'm especially thankful to be present for tonight's special recognition. Your commitment to supporting military connected students and their families is inspiring and a reminder of the lasting impact that our schools have on our children and families. At the VSBA we were founded on the principle of local control, believing that decisions about education are best made by those who know their communities and students the best. You, the local school board, please know that we are here for you, standing beside you as partners in this essential work. We are proud to support you and to continue advocating for the

[00:13:17] success of public education alongside such committed and passionate board members. Your tireless efforts to provide the resources, opportunities, and environments our students need to thrive are making a real difference. I want you to know that your hard work does not go unnoticed and we at VSBA appreciate everything that you do here in Fairfax every day for the future of public education. Thank you again for your service, your membership, and your commitment to our shared mission. We are here for you and we deeply appreciate your ongoing

[00:13:53] dedication. Thank you so much. Thank you Dr. Patio for your remarks and emphasizing the importance of public education across the Commonwealth. I'd like to welcome Dr. Patio

[00:14:10] to join the board for a photo in front of the dais. Agenda item 2.04 I call on Mr. McElveen

[00:16:15] for a proclamation. Veterans Day proclamation. Whereas Veterans Day observed annually on November 11th in the United States is a time to honor and recognize the selfless service and sacrifices of

all those past and present who served with the U.S. Armed Forces to defend the freedoms and rights that are so important to our nation's democracy. And whereas Veterans Day, formerly known as Armistice Day, is the anniversary of the signing of the Armistice by the Allies and Germans in 1918 ending World War I. Armistice Day officially received its name in the United States in 1926 and became an official national holiday in 1938 through congressional resolutions.

[00:16:53] In 1954, President Eisenhower signed a congressional bill that changed the holiday's name to Veterans Day. And whereas Americans owe a great debt to the soldiers, sailors, airmen, and marines who serve and defend our freedom in war and peace, and their families and communities that support them.

[00:17:09] And whereas Fairfax County Public Schools has strong ties to our veterans, as our division proudly employs many veterans who now serve as teachers, administrators, and support staff in our schools and division departments. Also, FCPS serves over 14,000 military-connected students and their families. And whereas Fairfax County Public Schools acknowledges the profound impact that military service has not only on those who serve, but also on their families, particularly the children of service members, who often face unique challenges due to the demands placed on military families, including frequent relocations and deployments. And whereas FCPS is committed to providing military-connected students with

[00:17:47] the best possible education and an inclusive and supportive educational environment that fosters stability and community, FCPS seeks to earn the Purple Star School designation for every one of our schools as a symbol of that commitment. Now, therefore, be it resolved that the Fairfax County School Board does hereby proclaim November 11, 2024, as Veterans Day.

[00:18:09] we urge all students employees and community members to join in appropriate activities to pay tribute to the members of our military and stress the importance of service to our country as a core value in our democracy therefore be it resolved be it further resolved the Fairfax County School Board reaffirms our commitment that military connected students and their families are welcome supported and valued in our schools. Thank you Mr. McIlvine is there a second I second Ms. Anderson. I'll call for the vote. All those in favor Ms. Marin, Ms. Dixit, Mr. McIlvain, Dr.

[00:18:42] Anderson, Ms. Anderson, Ms. Seismarheiser, Mr. Moon, Ms. Lady, Ms. St. John Cunning, and myself. That is unanimous for board members present. The motion passes. You can applaud. Can we take a brief moment to have anybody who is a veteran or serving in the armed forces to please rise for

[00:19:05] appreciation? Thank you for your service. Agenda item 2.05, counselors, social workers, nurses and psychologists I call on Miss Marin for a proclamation whereas the celebration of school

[00:19:40] counselors social workers nurses and psychologists month honors the dedicated professional services staff in elementary middle and high schools who ensure the physical mental and emotional health needs of our students are met both in and out of school and whereas Fairfax County Public Schools employs nearly 700 school counseling professionals including school counselors directors of student services and college and career specialists who are committed to preparing students to become lifelong learners and productive members of a global society with a focus on social emotional wellness academic success and college and career readiness and whereas school social workers

[00:20:15] maintain expertise in many areas such as mental health human development behavior trauma and family systems scps social workers use their training experience and skills to provide vital services to

children families and school staff helping to remove personal and environmental barriers to support student academic achievement and whereas school nurses create safe and supportive learning environments as the first responders in schools promoting wellness and improving health outcomes for students they collaborate with school staff families communities and health care providers to ensure the safety and well-being of students and whereas school

[00:20:51] psychologists are key members of the school team who assess individual strengths against students and school barriers to learning and apply their expertise and training in mental health learning and behavior and research driven prevention and intervention strategies to help students develop and nurture the social emotional and life skills necessary to achieve personal growth build resilience and foster a sense of belonging and whereas these school counselors social workers nurses and psychologists are highly skilled professionals who are committed to helping every child succeed by ensuring equitable access to opportunities building relationships that strengthen student and family engagement and supporting mental wellness to help students

[00:21:29] thrive academically socially and emotionally now therefore be it resolved that the fairfax county school board recognizes november 2024 as school counselors school social workers school nurses and school psychologists month and expresses its highest commendation and deep gratitude for the critical role these professionals play in supporting our students emotional social and physical well-being helping them to thrive in school at home and in life. Thank you Ms. Marin is there a second? I second. Thank you Ms. Dixit I'll call for the vote all those in favor Ms. Marin, Ms. Dixit, Mr. McElveen, Dr. Anderson, Ms. Anderson, Ms. Sizemore-Hyzer, Mr. Dunn, Mr. Moon, Ms. Lady, Ms.

[00:22:09] St. John Cunning and myself that is unanimous for all board members present the proclamation carries. congratulations section 2.06 jackson middle school 70th anniversary i call on mr frisch for a proclamation thank you luther whereas luther jackson middle school originally opened in september 1954 as luther jackson high school serving as the first high school for black students in fairfax county virginia was named after dr luther porter jackson a distinguished

[00:22:44] historian educator and civil rights leader and a significant contributor to the understanding of black history and the advancement of voting rights in virginia and whereas before the opening of luther jackson high school a newly designated county historical site black students in fairfax county were forced to travel to manassas virginia or washington dc and pay tuition for secondary education and whereas in september 1965 luther jackson high school was converted into an integrated intermediate school when fairfax county finally initiated desegregation efforts

[00:23:19] after a decade of resistance from local leaders who fought to maintain segregation following Brown versus the Board of Education decision in 1954, which declared racial segregation in public schools unconstitutional. And whereas Luther Jackson Middle School, one of the most racially and ethnically diverse schools in Fairfax County, upslifts students and the community through initiatives like the Family Literacy Program and on-site food pantry, sustained in part by an innovative student-led vertical farming operation and robust after-school programming which offers opportunities to develop STEM literacy and whereas Luther Jackson Middle School has been recognized for its many

[00:23:58] achievements including the National School of Excellence Award in 1997, the 2024 Virginia Music Educators Association Blue Ribbon Award for outstanding performance in music education, 2024 Battle of the Books County Champions demonstrating exceptional skills in the 2024 technology student

association technosphere state competition and its current principal named the fairfax county public schools 2024 outstanding new principal and whereas luther jackson middle school has become an integral part of fairfax county community hosting a televised educational

[00:24:32] innovation and community engagement forum chaired by former first lady hillary rodham clinton in 1996 and serving as the venue for fairfax county school board meetings since february 1981 and whereas through its dedicated faculty staff and administrators Luther Jackson Middle School recognizes that diversity is its strength and continues to uphold the legacy of its namesake by inspiring students to become engaged citizens and leaders equipped with the knowledge empathy and critical thinking skills needed to succeed in a dynamic world now therefore be it resolved

[00:25:08] that the Fairfax County School Board honors Luther Jackson Middle School on its 70th anniversary for its remarkable history its contributions to promoting educational opportunity and community engagement and its unwavering dedication to fostering a vibrant and inclusive inclusive learning environment for future generations is there a second second thank you dr anderson i will call for a vote all those in favor miss marron miss dixit mr mckelveen dr anderson Mr. Frisch, Ms. Sizemore-Hyser, Mr. Dunn, Mr. Moon, Ms. Lady, and Ms. St. John Cunning, and myself,

[00:25:46] and that's unanimous for all at the table. Agenda Item 2.07, Patrick Bain Recognition. I call on Ms.

[00:26:02] Marin for a proclamation. Whereas Fairfax County Public Schools is committed to accessibility in all aspects of programs and facilities for students while learning, for employees while working, and for community members engaging in school-related matters or while visiting FCPS facilities for a range of community and athletic activities. And whereas specifically FCPS is committed to full compliance with the Americans with Disability Act, the ADA, and whereas accessibility to FCPS facilities, programs, and services largely begins upon arrival at FCPS parking lots, and whereas the Reston Accessibility Committee, the RAC, which was established

[00:26:40] by the Reston Citizens Association in 2008, promotes barrier-free access for people with mobility disability throughout Reston, whereby volunteers use information from the ADA to work with property managers and owners to remove external barriers, particularly those found in parking lots.

[00:26:56] And whereas since 2017, RAC has provided to FCPS input and assessments on the accessibility of parking lots at FCPS facilities in Reston, which has allowed FCPS to more swiftly and effectively remedy accessibility barriers.

[00:27:11] And whereas Patrick Bain, the FCPS Manager of ADA Infrastructure Projects, has welcomed these findings and upholds the commitment to provide accessible and disability-friendly environments at school buildings, who is reliable for swiftly addressing needs, not only with a "can-do" attitude, but with a "will-do" attitude.

[00:27:29] And whereas the Fairfax County School Board values community partners like the Ruston Accessibility Committee, that in addition to supporting FCPS, further recognize the hard work of fcps staff to fulfill the mission of our public schools as community investments now therefore be it resolved that the fairfax county school board recognize fcps employee patrick bain as the recipient of the resin accessibility committee's community partner award of 2024. thank you miss marron is there a second second mr

mckelveen i'll call for the vote all those in favor miss marron miss dixit mr mckelveen dr anderson miss anderson miss

[00:28:06] Sizemore Heiser, Mr. Dunn, Mr. Moon, Ms. Lady, Ms. St. John Cunning, and myself. That is unanimous. The proclamation passes. Congratulations. Agenda item 2.08, Purple Star Schools Recognition. I call on Mr. Dunn for the recognition. Virginia is home to over 75,000 military-connected school-age students, more than any other state in the nation. All our FCPS schools proudly welcome and support the over 13,500 military-connected youth and their families who are part of our school communities.

[00:28:45] Tonight, we are honoring 38 of our schools who have been awarded the Purple Star designation for the 2024-2025 school year. At this time, I would like to recognize the Fort Belvoir Garrison Commander, Colonel David J. Stewart. In 2018, the Virginia Department of Education established the Purple Star designation to be awarded to military-friendly schools that have demonstrated a major commitment to students and families connected to our nation's

[00:29:20] military. Criteria established for the award were designed to increase educator awareness of military-connected youth and help schools structure their support to and for military-connected youth and their families. In the inaugural year, 14 Fairfax County public schools received the Purple star recognition, FCPS now boasts 96 purple star schools.

[00:29:44] Schools that earned this prestigious designation received a special purple star recognition to display at their school. The purple star award serves to set each of these schools apart for the hard work of the faculty, students, parents, and community partners who stand together to ensure that our military-connected students are supported academically, behaviorally, and emotionally during their transitions.

[00:30:07] We thank the FCPS school staff and students from these 38 schools earning the recognition this year for the warm welcome to their military-connected students, and we thank our military families for keeping our nation strong and safe. Families, students, and community members in the audience are invited to stand in support of their school as their school is announced.

[00:30:27] Brenmar Park Elementary, Bryant High School, Bush Hill Elementary, Cameron Elementary,

[00:30:58] Chantilly High School, Cherry Run Elementary, Claremont Elementary, Columbia Elementary,

[00:31:24] Cooper Middle School, Deer Park Elementary, Drainsville Elementary, Fairfax High School,

[00:31:50] Fairview Elementary, Flint Hill Elementary, Forestdale Elementary, Fort Belvoir Primary

[00:32:12] School, Fort Belvoir Upper School, Great Falls Elementary, Haycock Elementary, Holland Meadows

[00:32:38] Elementary, Hunt Valley Elementary, Island Creek Elementary, John R. Lewis High School, Keen Mill

[00:33:03] Elementary, Little Run Elementary, Mount Eagle Elementary, Newington Forest Elementary, Oak View

[00:33:29] Elementary, Oakton High School, Old Creek Elementary, Pine Spring Elementary, Ravensworth Elementary,

[00:33:55] Riverside Elementary, Sangster Elementary, Union Mill Elementary, Waples Mill Elementary,

[00:34:21] Wainwood Elementary, White Oaks Elementary. Among the FCPS schools recognized this year, Cameron Elementary School, Island Creek Elementary School, and Ravensworth Elementary School have the unique distinction of being designated for a second time. Further, Claremont Elementary School, Fairview Elementary School, Flint Hill Elementary School, Fort Belvoir Primary School,

[00:34:57] Fort Belvoir Upper School, Hunt Valley Elementary School, Sangster Elementary School, and Wainwood elementary school have the unique distinction of being designated for a third time. These consecutive designations are in recognition of these schools' impressive ongoing commitment to welcoming military-connected students and families. I would like to invite Colonel David J. Stewart, Fort Belvoir Garrison Commander, to the podium to say a few words to our Purple Star schools. Hi, good evening. I'm Colonel David Stewart, Fort Belvoir Garrison Commander. I'm

[00:35:36] joined with me tonight with Command Sergeant Major Dan Hopkins. He's the Garrison Command sergeant major i'd just like to thank uh the fairfax county school board members for this opportunity tonight so i'm so thrilled to be here and still more schools have chosen chosen to participate in a purple stars uh school initiative this year which is which is absolutely outstanding so what started in virginia in 2018 has now grown into a major initiative and it is exciting to see Fairfax County Public Schools tonight is recognizing 38 new or renewing schools which brings the total to 96 district schools so the purple star schools

[00:36:16] program is more than just a set of policy and practices though is a commitment to excellence inclusivity support that aligns perfectly with our army values and the educational mission of Fairfax County by embracing this program we not only stand by our military families but also enrich the overall educational community. Let's let us continue to put people first and strive to help every student be all they can be. As military-connected families regularly move to a new duty station, the students face stresses and challenges in new towns, a new school, a new

[00:36:54] crowd of faces that can make it hard to fit in. But even before arriving, military families can set expectations of inclusion as every participating Purple Star School has a web page for military families. This page helps the family prepare for the move and highlights academic planning for military family and military family resources. When a military-connected student arrives in Fairfax County, they are immediately connected with one of the school's student ambassadors as part of the program, whether it's an Army Youth Sponsorship, Anchored for Life, or

[00:37:31] student-to-student. This immediately helps connect them with their peers and gain a fresh sense of belonging. The ambassadors invest their own time to give them a tour of the school, introduce them to other students, and also help them connect with student clubs and associations of interest. Each school being recognized tonight has its own ambassadors and I'd like to ask the student representatives here tonight to stand up and be recognized. Let's give

[00:38:00] them a round of applause. Okay, thank you for being that friendly face that I greet our new and arriving military-connected students.

[00:38:17] Your first impressions help incoming students increase resilience, reduce stress, and boost academic achievement. You are doing a greater service for your community than you may know. It may not feel like it, but you are all serving your nation. So thank you for your unwavering support to military families and for continuing to expand the reach of Purple Star schools within the district.

[00:38:40] Together we can make a difference in the lives of those who serve their families. thank you for letting me address the board tonight and thank you for everything you do for our young ones. Thank you Colonel Stewart. We would also like to recognize members of the FCPS military connected youth process action team. This team's charge is to identify unique academic behavioral and social emotional needs of military connected youth and their families and ensure faculty and

[00:39:17] staff are informed and prepared to meet the identified needs partnering with stakeholders as appropriate. At this time I would also like to ask my colleagues Colonel Stewart, our Superintendent, Dr. Reed, our Chief of Schools, Dr. Ponce, members of the Military Connected Youth Process Action Team and Fort Belvoir School Liaison Officers Marie Bailey and Aisha Mahaffey to make their way to the dais to recognize these schools and be part of the group photos. Mr. Deputy Clerk, please call up each school by region to join us at the dais with their region leadership staff

[00:39:51] to receive their recognition and to take a group photo once we do the purple star photos we will do the proclamation photos region one region one cooper middle school drainsville elementary school flint hill elementary school great falls elementary school oakton high school and

[00:40:10] weples mill elementary region two haycock elementary school and pine spring elementary

[00:41:50] school since region three has ten schools we'll call up five schools at a time so we can fit

[00:42:43] everyone in the photo for the first region three group photo with the following schools please come to the dais to be recognized and take a group photo bryant high school bush hill elementary school

[00:42:54] cameron elementary school claremont elementary school and hollands meadows elementary for the

[00:43:47] second region three group photo with the following schools please come up to the dais to be recognized and take a group photo fort belvar primary school fort belvar upper school mount eagle elementary

[00:43:57] school riverside elementary school and waynewood elementary school since region four has 10 schools

[00:45:07] will also call up five schools at a time for the first region four group photo with the following schools please come up to the dais to be recognized and take a group photo cherry run elementary school fairview elementary school hunt valley elementary school keen mill elementary school and newington

[00:45:23] forest elementary school for the second region four group photo with the following schools please

[00:46:28] come up to the dais oakview elementary school ravensworth elementary school sangster elementary

[00:46:34] School, Union Mill Elementary School, and White Oaks Elementary School. Region 5

[00:47:39] photos will also be taken in two groups. At this time we'd like to invite the following to the dais: City of Fairfax School Superintendent Mr. Plattenburg and

[00:47:47] the staff of Fairfax High School. For the second Region 5 group photo with

[00:48:44] staff from Chantilly High School, Deer Park Elementary School, Little Run Elementary School, and Old Creek Elementary School, please come to the dais.

[00:48:52] For Region 6, Bryn Mawr Park Elementary School, Columbia Elementary School, Forestdale Elementary School, Island Creek Elementary School, and John R. Lewis High School.

[00:50:41] Mr. Chair, that was the last of our Purple Star School's recognition.

[00:51:15] All right, so we'll now call those up for our proclamation photos. I would like to welcome all those here in support of the Veterans Day proclamation to please join the board for a photo at the front of the dais.

[00:51:26] I would like to welcome Patrick Bain and those here in support of the Patrick Bain recognition proclamation to please join the board for a photo at the front of the dais.

[00:53:49] I would like to welcome all those here in support of the Jackson Middle School 70th anniversary proclamation to please join the board for a photo at the front of the dais.

[00:54:30] This is the Jackson 70th anniversary proclamation.

[00:54:33] I would like to welcome all those here in support of the school counselors, social workers, nurses, and psychologists month proclamation to please join the board for a photo at the front of the dais.

[00:55:48] That was our last photo.

[01:00:00] Board members, please take your seats.

[01:00:40] Agenda item 3.01, community participation. The next order of business is community participation. 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 business meetings and public hearings can be found on the school board's website at www.fcps.edu slash school board.

[01:01:02] During the sign-up process, community members acknowledged they were informed of the school board's expectations for proper decorum when providing comments. These expectations are also available online and with the printed agenda and meeting materials in the back of the room. We ask audience members to be respectful of one another.

[01:01:19] 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. We are grateful to have you come and speak to us today, and thank you for your cooperation.

[01:01:37] School board members will be listening but not responding. Madam Deputy, Madam Clerk, are we doing, Mr. Deputy Clerk? Ms. Deputy Clerk. I didn't see you back there. Hello, I didn't see you there.

[01:01:54] Madam Deputy Clerk, please call the first speaker. Zubha Srinivasaragavan, Zubha Srinivasaragavan, Victor Hall, Victor Hall.

[01:02:12] Chair Frisch, that was our last speaker. Thank you very much. Agenda Item 4.01, Student Representative Matters, I call on Ms. Sawant. Hello.

[01:02:29] Thank you, Mr. Chair. Good evening, everyone. I'd like to take a minute to thank the teachers, staff, and parents in our FCPS community who have served our country, defending the rights and freedoms that are fundamental to our democracy. Veterans Day honors the selfless service of these men and women.

[01:02:44] And I'd first like to thank all of our Purple Star schools for supporting military-connected students and their families. Thank you to the FCPS students who we saw earlier who are in JROTC or others who are aspiring to pursue service and continue that on in our country. Next, I also want to express student gratitude as I've heard from our SAC and Student Advisory Committees to our school counselors, social workers, nurses, and psychologists.

[01:03:08] Every high school in FCPS has a school psychologist who supports the individual student needs. Thank you to our counselors for being someone that students can rely on, someone that students can go to with anything they need. Moving to updates, recently I met with a Fairfax City student representative to discuss how college and career resources are communicated across schools.

[01:03:28] We're fortunate to have an excellent team of college and career specialists who work hard to provide us with a wealth of opportunities and an array of resources available in the Northern Virginia region. However, it looks different at each school. Students from different schools receive varying updates and frequencies of emails from some that can be every few days to others that receive them weekly.

[01:03:47] One senior from Region 5 shared that it can be difficult to sort out the general resources from those that are specific to seniors, like scholarships or college opportunities. Newsletters are extremely helpful, but students wonder if there's a way to centralize this information even further. Adding more information to the FCPS Scholarships website, which I will be linking for students on board docs, which currently houses scholarships for seniors could be valuables. Things like opportunities for the government schools, student representative roles, NOVA dual enrollment courses, volunteer and research opportunities could not only be offered through newsletters and Naviance, but a site that every student can access easily for important updates. Between

[01:04:27] platforms like Naviance and a consolidated web presence, we can ensure that every student has equitable access to the opportunities that they need to succeed and has different ways in which they can access those resources. Lastly, I'd like to touch on the recent work session regarding how Portrait of a Graduate should be addressed in the grading policy from some of the initial feedback that I've received. Portrait of a Graduate is about equipping skills with the essential life skills that they need: communicator, ethical and global citizen, creative and critical thinker. Skills that are important in our strategic plan are important for students to carry out beyond high school. Of course, the county as a whole is currently addressing several academic priorities including literacy, making sure that every eighth grader is prepared for algebra, and

[01:05:06] addressing pandemic learning gaps. All are important along with Portrait of a Graduate. The question now is how do we expand Portrait of a Graduate across all schools and fully implement it into the curriculum while also focusing on the other priorities that we have. As I've mentioned before, there are already models like the Lewis Leaders and Madison Wings program which show how it can be done in other formats through initiatives that vary at each school. If we further integrate pog competencies with existing advisory lessons that talk about durable skills or the global classroom project or a universal design for learning strategies we can create a phased approach to implementation one that

[01:05:45] allows all students to benefit from these skills without overloading teachers or placing specific wording in the advisory policy just yet for students who want to have a voice in shaping these policies and giving feedback on portrait of a graduate as always I encourage you to join the secondary Advisory Committee and discuss these important issues with us. You can apply at tinyurl.com/fcpspogpoll and I'll have this linked on the social media and board docs as well. Thank you for your time and I wish all students a successful start to second quarter. This one goes by really really quick and I'd also like to acknowledge my physics teacher from last year who was here in

[01:06:20] the audience. So hi Ms. Levy. Thank you Ms. Sawant. Agenda item 5.01, action item certification of closed meeting compliance. In order to comply with section 2.2-3712 d of the code of Virginia it is necessary for the board to certify that since the Fairfax County School Board convened a closed meeting on November 14th 2024 to the best of each board member's knowledge only public business matters lawfully exempted from open meeting requirements and only such business matters as were identified in the motion convening the closed meeting were heard discussed or considered by the board during the closed meeting do I have

[01:06:56] a motion dr anderson do i have a second mr moon all those in favor miss marron miss dixit mr mckelveen dr anderson miss anderson miss sizemore heiser mr moon miss lady miss st john cunning and myself that is unanimous for board members at the table agenda item 5.02 action item confirmation of action taken in closed meeting there were no actions taken in closed meeting tonight agenda item 5.03 action item consideration of extension to this division superintendent contract I call

[01:07:32] on Miss Sizemore Heiser for a motion I move that the school board renews its contract with Dr. Michelle C. Reed as division superintendent and to authorize the chair to execute the amended contract as detailed in the agenda item is there a second second Miss Lady Miss Sizemore Heiser would you like to speak to your motion yes thank you first I'm very honored to move this motion to offer you an amended contract to extend your contract dr reed i had the honor of being the vice chair of the school board during our superintendent search when we hired you and i remember thinking then

[01:08:08] your vision for the future your keen intelligence and your warmth and your healing spirit was what we needed at the time here in fairfax county coming out of covid and i had the honor of being chair of the school board during your first year when we were figuring out sort of the new norms and processes. And I think what we have been able to accomplish and the goals you have set for the future. I remember when you started our first chairs meeting and you said we should get a strategic plan done by this year. And I said you want to do a brand new strategic plan in your first year while you're still figuring out everything. And you said yes and we did it. And now we have a

[01:08:46] new guiding document to take us to 2030 and I'm watching you implement very systematically, very thoughtfully very intelligently and sometimes having to tell me hold on we're gonna get there but we have to keep ourselves aligned and you've done so much work to have staff and principals and teachers and students and families aligned that it's been incredible you came in during a very tumultuous time and one of the things that i i really was hoping you would bring was that healing power to help bring our community together and when you came in we had hundreds of people to sign

[01:09:18] for community participation, we had a lot of people who were full of a lot of angst and slowly between your presence in the community and the work you've done behind the scenes to meet with

people from all different walks of life and viewpoints, tonight was a testament to that hard work of what you've done to heal our community that we had no public comment.

[01:09:38] I don't think in my five-year-old board I've ever seen that. And I welcome the public to come and speak to us, but I think it's a really strong testament to the work you've done. done and in addition to that we see the work on the academic side we see the English proficiency in our multilingual learners 11 percent increase which is just amazing inclusive preschool and I know I pushed you on a lot of these things but just starting that the executive functioning pilot and so much more algebra algebra for everybody by eighth grade not just accessing it but being successful in it and pushing advanced math and literacy and the list could go on and on the mental wellness of our students in the survey you can

[01:10:14] see is improving it's it's very hard to come in to lead a large school system right after covid and you've done it with grace you've done it where we're already seeing results you've taken on everything we've thrown at you with a couldn't not be better which sometimes i really wonder and and you've i cannot wait to see what you accomplish and so i'm really grateful that you're willing to stay i'm grateful that i got to be part of bringing you here and and working with you that first year and thank you for moving our system forward and thank you for all the work you will do with us thank you miss Sizemore heiser miss lady would you like to speak to your second yes

[01:10:52] i would i don't want to repeat my colleague but i certainly echo everything that she has just shared i would just say on a personal note as someone who worked in the system as long as i did i actually watched observe when you came in to be our superintendent i was often my wife shared with me things that were shared by you and the first thing I noticed was the interest in transparency, the interest in being team FCPS, your commitment to understanding and supporting public education, to addressing issues where we had fallen short as a system and that we needed to improve.

[01:11:30] I will say that upon being elected and being able to share space with you, I think you are among the most talented educators I've ever shared space with, and also one of the most caring and compassionate. Your temperament, your disposition, your ability to see the good in everything, and recognize that we will be that beacon on the hill.

[01:11:52] We will be the Fairfax County Public Schools that we were at one point. We will be the model for the nation. And just everywhere that you're able to give your detailed attention, everything matters, whether it's infrastructure, whether it's inclusive preschool, whether it's course-taking patterns, whether it's ensuring we expand our academy offerings.

[01:12:18] But at the end of the day, you're about reading and writing and teaching and making sure that all of our kids are reading by third grade. I'm so excited. in all my years of working in Fairfax never did we have the same goal two years in a row with every elementary school every middle school and every high school we have a strategic plan in place because of your vision and I couldn't be more proud to be part of this team that gets to work with you and gets to renew this contract thank you for all you do every single day and for being present and just really recognizing the potential each and every student that walks into our building and also recognizing and uplifting all the staff to do the work from bus drivers to custodial staff to food service to your L team and everyone in between.

[01:12:57] Just thank you. It's an honor to work with you. Thank you, Miss Lady. Ms. Marin. Fairfax will be forever better because Michelle Reed is the superintendent of Fairfax County Public Schools, which she

has built to date and continues to build through amassing a team of professionals in every sector who expand and strengthen a collective vision is a marvel and a gift.

[01:13:18] I'm grateful every day for Michelle Reed. She brings educational expertise, organizational and moral leadership, humility, and integrity to everything she does. I continuously learn from Dr. Reed about education, about rising above diversity, and about putting the adult drama aside for the best interests of kids.

[01:13:36] She is achieving great gains for our students, and she is making us see a grander vision than we could possibly have seen before. So I thoroughly endorse the extension of her contract. we continue Mr. McDaniel has joined us so I will recognize Ms. Anderson for a motion. Mr. McDaniel has submitted a written request to attend. I move to lay the pending motion on the table so that we can vote to allow Kyle McDaniel to attend the meeting virtually. Because you can't have two

[01:14:14] motions at the same time so we're putting this aside for a second to allow Mr. McDaniel to come in. Is there a second? Is there a second? Mr. Dunn. It has been moved and seconded to lay the pending motion on the table without objection the motion has been laid on the table seeing no objection i moved to take up the motion that was previously hang on one second one second i need to get the other part back up yep all right mr mcdaniel has submitted a written request to attend tonight's

[01:14:51] meeting virtually due to a personal conflict and is located in teeterborough new jersey all those in favor of mr mcdaniel's request miss marron miss dixit mr mckelveen dr anderson miss anderson Ms. Sizemoreheiser, Mr. Dunn, Mr. Moon, Ms. Lady, Ms. St. John Cunning, myself, that is unanimous for board members present. Mr. McDaniel, will you check your microphone? I'm here, thank you. Thank you very much. I move to take up the motion that was previously laid on the table. Is there a second?

[01:15:24] Ms. Sizemoreheiser. It has been moved and seconded to take the motion that had been previously laid on the table. Without objection, we will do that. The motion is taken back up. All right, Ms. Dixit.

[01:15:36] I fullheartedly support this motion and as a new board member when I walked in first time in Dr. Reed's office and I saw all the very nicely organized office and pictures of kids all over her wall and we were talking and Dr. Reed asked me what are your you know what is your passion what do you want goals for school board and we started talking and one thing stood out from the first minute that she's here for the kids.

[01:16:13] She's here for all our 182,000 or plus school students or for the staff. And I admire the passion because I'm a very passionate person in the causes I believe in. And I felt like you are doing this for the kids.

[01:16:29] There is no, I think, a bigger joy for giving a gift of best education. And also your comments about innovations and taking the school system to the next level to be prepared for the tomorrow you know the with all the changes happening in the world and I think you are the right fit and the best fit we could ever have so thank you so much Dr. Reed. Thank You Miss Dixit. Miss Anderson. So when I first met Dr. Reed I told her that my number one goal in Fairfax County was teacher retention and I told her that she was at the top of my list that I wanted to

[01:17:08] retain. So I could not be happier to support this. I believe that she is part of the guiding light that is and I appreciate the fact that she encourages us to always stay in the light as we're doing things that

are hard. So I have often said I have a sign over my front door that says effort not perfection and what I love and what I tell people all the time is that every single time we find a problem, we figure out how to fix it. And it's not perfect. And we weren't perfect to start with. And we're going to keep going and actually do the best we can for the

[01:17:45] kids and the staff. And so I cannot say enough how grateful I am that we have you and how happy I am that we're going to keep you. Thank you, Ms. Anderson. Mr. Moon. Mr. Chairman, I'm happy to support this motion. Without repeating what has been already said by my colleagues, I just want add one note that over the course of last three decades from mid 1990s all the way to today I have worked with I guess seven different superintendents plus interim superintendents

[01:18:21] you know I don't want to disparage all those superintendents but but you know Dr. Reed Dr. Reed you know compared to all those superintendents you are the one who has been willing to spend most amount of time with individual school board members willing to work with each and every school board member you are the one who never wants to cancel any meeting with me at least if there's any cancellation it has to come from me rather than you so thank you so much working for SAR I look forward to

[01:18:59] continuing to work with you for the next four years thank you mr. moon miss St. John Cunning. So also not to repeat what a lot of people said a lot of my colleagues have heard me say the bench for superintendents is not deep and the bench is even shallower for excellent superintendents and I feel that we have the most excellent superintendent on that bench and I use that sports metaphor for you and all I want to say is that I appreciate all your work And I think all of us take to heart your parting words in every message.

[01:19:38] Together, all things are possible. Thank you, Ms. St. John Cunning. Mr. Dunn. I just, without adding too many words, what I admire most about Dr. Reed is the fact that she is tireless.

[01:19:56] She clearly derives much joy and energy from the work she does because I don't know of many human beings who can put in the hours she puts in, not just during the workday, but every evening, every weekend, driving herself all over the county, pushing herself constantly while keeping the system moving forward, taking on the challenges that have been left unaddressed sometimes for many years or decades, and doing it all at once. And somehow it's working, and it's working smoothly, and I have great admiration for Dr. Reed as a leader, both of our school

[01:20:35] and of our community, and appreciate the fact that she has dedicated her time and talents to improving outcomes not only for Fairfax County, but for all students, because this is a critical time in the history of public education. We face great challenges to date and going forward, and I have full confidence that we will navigate them successfully under her leadership. Thank you Mr. Dunn. Ms. Sawant. I'll speak really briefly to this but the first time that I met Dr. Richie doesn't know about this was through a YouTube video where she was talking with other students at the table in the midst of the pandemic

[01:21:13] just as we were coming out of it about what they valued in their schools and what they wanted to see and that's when I was really excited about our new superintendent and getting to work with students and now like getting to work with her on this dais is just so exciting and you know in my conversations with her it's always the questions turned around into like what do the students want to see or how do you think a student would address this and I really appreciate the student voice that you bring to this table and I know the previous student representatives can agree with me as well so thank you. Thank you Mr.

McDaniel. Thank you and I just wanted to say well Mr. Dunn kind of stole my thunder I was going to say that the superintendent puts the

[01:21:52] energizer bunny to shame and she really does but I've also come to appreciate her no-nonsense approach and the way that she incorporates business rules and business processes into trying to run a large organization more efficiently so we can focus every spare penny that we have where it matters the most because in the classroom on our teachers and kids so thank you for that and i look forward to continuing to work with you thank you mr mcdaniel i'll take a turn um i will be supporting this contract extension which includes dr ray dr reed's

[01:22:29] current rate of pay with enhanced deferred compensation because I am incredibly thankful for the dynamic focused and thoughtful leadership that Superintendent Reed has demonstrated since joining Fairfax County Public Schools. Her work has elevated FCPS to new heights by forging stronger relationships with families, students, staff, and our community. There's not a day that goes by that you don't hear from somebody who has met Dr. Reed out in the community. Her laser-like focus finding and implementing innovative ways to enhance academic

[01:23:03] expectations and achievement is having a meaningful impact on the lives of our students. You can see it here on display every time we have a school board meeting. I look forward to our continued collaboration as our board continues to work with her to accomplish the student-centered goals of our 2023 to 2030 strategic plan. Many people may not know this, but the year before Dr. Reid joined FCPS she was named national superintendent of the year having watched her up close these last two years the exceptional work she does the great care that she takes in everything that she does

[01:23:40] to get it right or to get it better i have zero doubt that they made that right decision and only questioned how they couldn't be making it over and over again year after year so thank you dr reed for agreeing to stay on with us and to continue working together um everything is not perfect we've got our work cut out for us and i know you're up for it so thank you seeing no others we will go to the vote all those in favor of the motion on the screen please raise your hand

[01:24:13] miss marron miss dixit mr mckelveen dr anderson miss anderson miss sizemarheiser mr dunn mr moon miss lady miss st john cunning mr mcdaniel and myself that is unanimous moving right along i'm I'm just kidding. All right. Agenda item 5.04, action item, comprehensive facilities condition

[01:24:45] assessment. I call on Mr. Dunn for a motion. I move that the school board authorized $3 million in funding from the school board flexibility reserve to be combined with the $2 million previously allocated in fiscal year 2023 to complete the initial phases of a comprehensive of facility condition assessment of all FCPS-owned school buildings, facilities to include athletic facilities, and infrastructure to include tract and untracked. Any unspent funds at the conclusion

[01:25:22] of the facility condition assessment shall be transferred back to the school board flexibility reserve. Is there a second? I second. Mr. Dunn, would you like to speak to your motion? Yes, I would. Thank you. This is a motion that I am pleased to have Mr. Frisch seconding and I thank him for his support. It is based on motions that I have brought on two previous occasions.

[01:25:49] As the chair of the Comprehensive Planning and Development Committee and the liaison to the Facilities Planning Advisory Council, I am keenly aware of the many challenges that FCPS faces, and trying to ensure that every child has a safe, modern, and functional learning environment, and that all

schools have modern, updated, athletic, and other facilities and infrastructure. The data that we have available today is incomplete, but it generally shows that

[01:26:25] many of our school buildings are long overdue for renovations, and that is clear to our staff, clear to our students. The industry standard for school renovations is 20 to 25 years.

[01:26:41] We are nearly double that. At 42 years, we have a deferred maintenance backlog of $530 million dollars and an infrastructure backlog of $370 million. We need to be more focused. We need to have the data to enable us to prioritize how we spend our dollars. We have $230 million a year from school bonds, but we have capital assets of $7 billion and 28 million square feet of school

[01:27:15] building space. We have 199 schools and 224 school buildings. We just have a great need to modernize our school buildings and campuses. And so the question is, how do we do that? Do we have data to differentiate between the needs of different schools to enable an apples-to-apples comparison? And today we don't. And the best practice from a private sector and public sector is to conduct what's called a facilities condition assessment where you go out and you evaluate the physical condition of all your school buildings using consistent criteria so you know down to

[01:27:54] you know the systems electrical mechanical and all the way down to playgrounds roofs etc what is the condition of the buildings and how how can you improve them and then you can make apples to apples comparisons and prioritize your dollars to fix that which needs to be fixed and establish a new renovation queue, which historically has governed when schools are scheduled for renovations. This is a very important step, this motion, to establish additional funding

[01:28:30] on top of the $2 million previously funded by the prior board so that our facilities department, led by Janis Szymanski has the resources needed to collect that data which then can inform the development of a new renovation queue. Thank you. Mr. Frisch, would you like to speak to your second?

[01:28:49] Yes, thank you. While I always was supportive of the intent of the effort in previous iterations, I didn't want this work funded at the expense of another item in the superintendent's budget. so now I am supportive because it is being funded from the school board flexibility reserve which does not impact the operational budget and in my opinion and we'll talk about this a little bit later this evening that's these are the exact types of projects that the flexibility reserve should be used for things that impact the entire division and are not commitments over many you

[01:29:26] know commitments for you know annual renewal etc and this is an exceptional case this is something we've not done before and we've got important work around the development of the queue coming up so this assessment will provide us with invaluable data that can transform how we plan and prioritize renovations and construction projects in FCPS by anchoring our approach with a comprehensive facilities condition assessment we're not just planning for immediate needs but building on a solid foundation for the future where every school receives the attention it deserves

[01:30:02] with the completion date expected in mid-2026 the facility condition assessment will provide accurate consistent and objective data enabling the school division to prioritize investments in school construction and renovation projects consistent with the recommendations we've received from experts considering budget constraints fcps is pursuing this work in a phased manner the current renovation queue which we talk a lot about on this board is nearing its completion by 2030 the last school in the current renovation queue and the first

[01:30:38] school in the future renovation queue will be in design the useful life of school facilities and building assets requires renovation on a 25-year cycle when i joined the board i think we were at 37 years or 36 years because of the pandemic and the way that costs increase we're now in the 42 year range which you know has only been exacerbated by those increasing costs so the work we do here will enable us to be more thoughtful and more prescriptive about the queue that is ultimately established because we'll know more about the buildings that we're prioritizing

[01:31:14] thank you Dr. Anderson thank you I'm glad to support this motion I think I did in your previous attempts Mr. Dunn and I won't belabor the point I think both you and Mr. Frisch really articulated many of the reasons why this is a necessary piece of work but I also want to highlight the following when we started on the board I was always perplexed by how schools were identified for renovation or or additional

[01:31:51] construction it was always up to the school board member to push so we're at the table jockeying for why the schools that we represent should be the ones added to the queue. That is not a good way of doing business. That's not even an equitable way of doing business. It's certainly it's not an informed way of doing business. What I'm really looking forward to is the fact that this kind of data collection will allow us to have an objective set of criteria that will really bring an equitable lens to the work of renovation and to the work of expansion of our schools we always strive to be a data

[01:32:29] driven school division and this will exactly do that in the area facilities. So for those reasons I'm very happy to support. Miss Marin. Yes I'm happy to support this motion and thank you Mr. Dunn for your persistence and Mr.

[01:32:46] Frisch for joining. We need to talk about and work more on the upkeep of our long term plans for our school facilities we need the details about what the needs are you know the renovation weight has gotten way out of touch with reality and with the the needs of our students our staff in our community and we need to keep reminding the community that our buildings really are used pretty much seven days a week I mean I've been in schools I represent at 9:00 p.m. picking up my kid from basketball I voted on election day we've got churches you know in houses of worship that hold their services in our schools these are not like other county buildings that may have a nine-to-five

[01:33:25] workflow and we're using our facilities hard we've got kids we've got athletics i mean we've got sports fields that we want to be environmentally friendly and accessible there's just so many things but we've heard a lot of things uh tangentially and if we have a thorough report then we can really start to understand what the costs are and then we have to go and get that money and on that note you know we also tonight are approving by consent the bond program and I think that not enough of our public is yet aware that the enormous amount of the four billion dollars it takes to run our schools annually there's nothing in there for renovation and construction that's a

[01:34:02] whole other pot of money but it's not enough and so I would like to have our board discuss with our partners the County Board of Supervisors who manage the public bond process you know what are some options with the bond program Can we have high-impact public bonds that are dedicated to school facilities, including for modernization, for environmental sustainability, and for safety?

[01:34:24] We currently do not have a dedicated stream for safety upgrades in our schools. We know that our parents and staff and children want this. I'd like to understand how the county's capital improvement program, the CIP, accounts for our schools in that, because we are also trying to meet goals of environmental sustainability.

[01:34:42] So are those together or are they separate? You know, as the board hosts public meetings and public hearings about facilities through the annual work on our capital improvement program, so that's early this year, January, February, what questions can our board ask in those sessions of ourselves?

[01:34:58] Like, what's the information that we need to get from the superintendent to share with the board of supervisors so we can show the financial need and the impact on residents? It's not just students. It's not just our kids in our schools. It is our whole community.

[01:35:12] So thank you again for bringing this and I'm eager to vote for it. Dr. Anderson for a go back. Yes. Thank you. I had forgotten a couple of things that I wanted to make sure we clarified for the listening public. Mr. Metsky these evaluations will also not include just the school buildings themselves but the athletic fields and the facilities surrounding that. Is that correct. That's correct. Thank you. And what we're expecting to receive and well what we're hoping I know there's still a process left to come if this is successful. But the information we're expected to receive, will that

[01:35:51] be some sort of rating of the schools? If you could speak to that just a little bit, that would be helpful. Sure. And we're still developing what that scope is looking like. But what we would like to do is have some sort of report out where components of each building are ranked. And again, we're going to look at what makes sense and also relying on the vendor that we choose to kind of advise on what that looks like and then that will then inform and feed into a framework that we develop for that new renovation queue thank you well that also include information regarding renovation type for example you could have your

[01:36:31] renovation light where maybe it's just a few cosmetic changes or is it a complete gut job or is it just an extension or an addition will that be part of this work will we provide will we be will we be provided with those recommendations and guidance i definitely think that's something we're going to want to work out with that vendor that develops the framework of the queue and it's actually our intent to hire one company to do both because they're going to be learning about the facility assessing it and that information is going to feed you know our plan our pipeline that queue and that could definitely be part of

[01:37:08] that conversation for that piece because i also think that would be very useful data thank you seeing no other lights i will call for the vote on the motion which is on the screen all those in favor miss marron miss dixit mr mckelbein dr anderson mr frisch miss miss russia seismorheiser sorry mr dunn mr moon miss lady miss st john cunning and myself hold on hold on

[01:37:42] Any nays, abstentions, Mr. McDaniel, can the clerk please read the vote? Sorry, did you announce Mr. Frisch?

[01:37:58] Yes. All right, then we are at 11-01 with Mr. McDaniel abstaining. The motion passes. All right. You'd be surprised how hard it is to read a list of names, even though you do it over and over and over again.

[01:38:17] Yeah. Sorry, Ms. Anderson, we need to clarify for Mr. McDaniel if that was a yes or an abstention. It's an abstention. Okay. Thank you. All right. Agenda item 5.04.

[01:38:34] Nope. We just did that. Yes. Thank you. This is what happens when you skip an entire section. I call on Miss Anderson for a follow on motion. I move that the school board direct the current budget chair and vice chair to develop a process and criteria for encumbering the school board reserve fund to be brought for board discussion at a board work session in the spring of 2025.

[01:39:04] Is there a second? I second Miss St. John Cunning Miss Anderson would you like to speak to your motion follow-on motion as we move into a more tenuous budget situation. I think it's really important for the school board to set intention behind how we're going to use the school board reserve fund.

[01:39:20] I think that the model that was used this evening was appropriate in terms of the fact that it is identified for something that's going to impact a large number of schools. But I think that it's worth the conversation from the board to get the opportunity to actually discuss how those funds should be utilized, particularly since it's the pot of money that we have direct control over every year.

[01:39:41] Thank you, Ms. Anderson. Ms. St. John Cunningham, would you like to speak to your second? I concur, and I think it's definitely worth the conversation because I think I still have to understand how some of it works, and I think I'd like to do a deeper dive.

[01:39:59] Thank you, Ms. St. John Cunningham. Ms. Sizemore-Hyser. Thank you. And I really appreciate the makers of this motion, the making the seconder of this motion, because I think to your point of a tighter budget situation now, the last couple of years and going in the future, having that greater transparency and clarity for our public in terms of how we use our school board reserve fund, what's the criteria by which we encumber it, what's the process by which we encumber it, I really do believe in having greater transparency.

[01:40:29] We are entrusted with public funds and public dollars. And so having this process helps clarify to our public what that you know what we're doing with it and why and what the purpose of these funds are for. So I think I'm really excited about this because and it's all the motion is doing right now is just sending this to develop a process and criteria to bring it back to the board for further discussion.

[01:40:49] There's nothing actually being voted on that's going to change any action right now. But I think creating a process for greater clarity and transparency is always good. So thank you. Thank you Mrs. Sizemore. Yes, first may I just ask that the motion language be displayed, please.

[01:41:05] Thank you. So I agree with the spirit of this follow-on and, you know, I'm all for processes and being clear on what we're doing, especially when it comes to our money. I just think that it's -- I'd like to discuss it further.

[01:41:24] I would prefer to wait until our budget work starts, which is really just a matter of weeks. We just had our first meeting this week. So I'd like it to be more tied to that and not necessarily tied to this particular action. I think that sends some kind of a message that I'm just not-- I just would like it to be more tied to a budget.

[01:41:44] It's a budgetary aspect. And there might even be other things that the budget chair and vice chair might want to work on that will come up in the budget session. So I'm not going to be able to support it today, but I would love to revisit this even as soon as January and talk about other ways that our board can really focus on budget work and do it in a more fulsome way than just one-offs right now.

[01:42:07] Thank you. Thank you, Ms. Marin. I'll take a turn, you know, as the seconder of the previous motion. You know, one of the things that I think gets lost on a lot of people is how we have to do our work as board members with individual phone calls, you know, to try and move anything on this board.

[01:42:24] And as Mr. Dunn and I have been having conversations with colleagues about the motion we just passed one of the things that became clear is that there's a lot of thoughts about this aspect of the work and a lot of interest in it and I think that a you know it perfectly aligns with the timing of our budget conversations to say a work session in the spring Miss Anderson and I haven't talked about it but it would likely be at one of our budget work sessions based on that timing so I'm supportive of the motion because I think

[01:42:56] that kind of detail is helpful and can help with those conversations Mr. McDaniel so just to kind of address that point of timeline I as the budget chair I did speak with our finance staff yesterday or the day before about the potential of this motion passing the specific questions that I asked were about timing and we I'm confident that we have enough latitude between now and budget adoption

[01:43:30] to put something in place and align it with our budget deliberations and i i would anticipate that a motion if any to put in place a process would more than likely be in the form of a follow-on to the to the actual budget adoption itself so from a timing and workload perspective we can get this done thank you mr mcdaniel ms marin ms seismorheiser you have a go back all right ms marin for go back yeah thank you you know as i as i read it again and you know again this is why i would like to to have more time to reflect on it because it's a really meaty topic. You know, I don't see why

[01:44:06] the budget chair and vice chair can't just do this. I mean, if they think that the board needs to, they can. I know, you know, when I was vice chair, we worked on things. We're like, oh, the board can really use this. Let's talk to people and figure out, do they agree? Because I also am concerned that we're now, okay, we've got another assignment for a committee and they're going to have to do this work but it's also budget season and we've got a lot of work to do so like in just the totality of things you know and I just mentioned capital improvements like this is a super busy time of year for us so I'm happy if the chair and the vice chair want to go about the

[01:44:42] process of getting input from each of us in that two by two you know format you know developing a draft I'm putting it out I don't need to direct to do that that could just be part of what it is be the board chair and vice chair I mean I'm encouraged to hear that the board excuse me the budget chair thinks this is an okay thing but having gone through a full budget process myself one or one or two times or more it gets busy and we have a very tumultuous time period coming up so I'd rather not have us over promise and under deliver on this thank you Miss Marin Dr. Anderson

[01:45:19] yes I I'm glad to support this I just have a few questions and I'm not sure if the budget chair and vice chair have responses to it at this time but how do you anticipate gathering input from the rest of us to help inform what you bring forward is it going to be part of the two by two that's the typical part of the budget process or a separate conversation mr mcdaniel would you like to respond from dr anderson's time sure that that i i can certainly do that the short answer is i

[01:45:55] think all channels of outreach are on the table i don't have a plan in place this motion language just came 48 hours ago but whether it's a two by two or a survey or it could be a topic of conversation at a work session that then leads into further conversations um you know i would have to work with the vice chair the budget vice chair to come up with a working plan on it that would be my only ask if we could just get that i know it's been limited time as you mentioned this was only before us two days ago but I would be very much interested in terms of how the input

[01:46:31] will be gathered. Thank you Dr. Anderson. All right seeing no others we'll take a vote. All those in favor of the follow-on motion on the screen. Ms. Dixit, Mr. McElveen, Dr. Anderson, Ms. Anderson, Ms. Sizemore-Heiser, Mr. Dunn, Mr. Moon, Ms. Lady, Ms. St. John Cunning, Mr. McDaniel and myself opposed? Abstentions? Ms. Marin. Will the clerk read the vote? 11-01 the motion carries. Thank you.

[01:47:00] Agenda item 5.05 action item secondary course offerings. I call on Miss St. John Cunning for a motion. I move that the school board approve changes to the list of middle and high school course offerings for the 2025 2026 school year as recommended by the course review committee and detailed in the agenda item.

[01:47:25] Is there a second. I second Miss Marin Miss St. John Cunning would you like to speak to your motion. No thank you Miss Marin would you like to speak to your second. yes thank you I know this was intended to go through on consent initially but I did think it was an opportunity for us to talk about course offerings because that is such an often a topic that we hear and it really impacts just you know a large part of our population in the middle school and secondary grades so you know I've talked since with the superintendent and staff and colleagues and I understand there's a lot of differences in different schools but what

[01:48:01] What I'm trying to understand is how can we ensure the most access to what students are interested in and need in a time when we know there's a teacher shortage. Our funding is not what it should be. We know that moving children from school to school to get programming has its challenges.

[01:48:20] So I have a few questions that I wanted to ask the superintendent if she could share a bit more about how we make these decisions about what gets offered. So one of them was, Dr. Reed, what are the barriers in providing the selection of courses that the Instructional Services Department believes is needed and also desired by students and employees?

[01:48:40] So thank you, Ms. Mayor. And I think that what, I think the list before you this evening are courses that the staff or students have shared an interest in somewhere in the division.

[01:48:55] In other words, it's put into what we might characterize as a comprehensive division-wide course catalog. Most of these are high school courses that you see in front of you and what happens is those become courses that can now be placed on registration form for students to sign up for and what occurs is if there's not an adequate sign up for courses at a particular school it won't be able to be offered at that school. I think there are also possibilities for example the data science dual enrollment we know our dual enrollment

[01:49:32] classes have very strict guidelines around teacher certification and we've had some real challenges finding staff that have the certification to be dual enrollment staff so that's been certainly the you know a pinch point for offering those courses but essentially these the courses in front of you are to add to that course catalog we would not and I know we had this conversation we would not anticipate all of these courses being offered at every high school in the coming year they would simply be options for staff to put on

[01:50:12] registration forms to see what student interest is well thank you and I mean to the point about not that or the dual enrollment having some hoops to jump through I mean if the board understands where that is legislatively we can then go to our General Assembly and say this right here in the code is what prevents us so I would ask that we have that information you know but I wonder about something

that we used to call the Fairfax promise like what is the absolute basic you know level that every student is guaranteed for access and as things change like is it now coding and computer science is it music I mean you know is it world language like you know so these courses are being added but I

[01:50:49] think that sometimes I hear in the community that they feel like it's kind of a false advertisement because yeah it's kind of available but not if you have the staffing and people don't understand the whole staffing and all of that so you know how can we get more clear about what's really available to students in their school so thank you for that question miss mayor and I think that predominantly the courses in front of you this evening or we would be characterized as elective courses they wouldn't be courses that are core that we would expect to offer at every high school to perhaps Dr. Presidio do you

[01:51:26] want to take a moment and elaborate yeah I think between miss Clemenco and I we can probably try to help with some of this I think miss Mary I appreciate all your questions about this because having the the courses that our students need and want is one of the most important things that we can do to promote student engagement in the learning experience I think what we try to do and this is not just an FCPS but in most school divisions to have student interest really drive the elective choices that are going to be provided in the school so having that longer list of standard course offerings and then allowing students to make decisions about which courses they're most interested in and

[01:52:06] maximizing the enrollment in those courses is really the approach that we're taking here if we were to start to standardize required elective courses you could create more consistency from school to school but students in one school might not be able to get that course that they wanted to because they were required in a sense the school was required in a sense to offer another course so really through the electives we want students to have the opportunities to pursue their interests their passions possible future career interests and we really really try to let students you know selection drive that process there are other factors of course that are limiting sometimes certifications we

[01:52:44] already talked about certainly you know sometimes facilities issues as a challenge you can think about things like that but as much as possible we really want student interest to drive the elective offerings in our schools well thanks and you know I think that's fair and I don't want to standardize you know for the point of it but sometimes students don't know what they don't know I mean I don't know what I don't know sometimes so how can a student know that they're interested if they've never been exposed to it and I know I don't have a single student the last time I checked that goes down to the Edison location for their wonderful career programs and electrical and HVAC and there's not one student in all the schools I represent because it's too far it's on the other

[01:53:23] side of the county so what is the plan to expand that access so these are just kind of the questions that I've had and been talking with colleagues you know as we talk about coursework and access and equity how are these decisions being made so I appreciate the opportunity to talk a little bit about it tonight and I'm sure we'll continue it thank you miss Marin miss lady thank you I'm gonna make a few comments just because this sort of my wheelhouse you know I certainly as someone who built master schedules and and responded to student asks just as to help maybe my colleagues understand that optional course offerings anyone in

[01:54:01] the county can can offer if their instructional council agrees to do it and we did often add additional optionals to our course catalog because students heard about it being taught at a different

school and came to us and showed the interest so we put it on the menu of selections and then if you had enough people selected we taught it most of what's being approved here is not other than the DE is not an instructional license barrier for us to teach in any of our schools. So I want to uplift that as well. My question is in regard to guitar moving from optional to standard. Who's going to pay for guitar?

[01:54:37] And I'm going to give my example that when I was at Chantilly my choir, I mean my orchestra teacher was paid as an itinerant, paid from Central. he had enough students in his program to be full-time but he wanted his to have four ensembles instead of five because he wanted to also have room to teach guitar and we had to pay the guitar section every year so i did get a request from a direct actually a principal who wanted to know who's going to pay for guitar they expected to staff it themselves or is that going to come centrally so thank you miss lady i think that um we need to be clear that the courses offered

[01:55:13] at the schools and in particular some of the courses that are still rebounding from the pandemic we definitely want to be funding centrally so i i will have to talk to dr presidio and miss burden and miss burden's not here tonight so but i do want to say that we want some of our programs we've really provided support to have the student student enrollment return since the pandemic and also where we're starting programs that may be new to the county and i want to call out ballet as an example when we think about equitable moves and megan was there as we were talking

[01:55:53] with our student advisory council the cost for students to participate in dance in our community is really expensive and in many cases we haven't paid stipends for our dance advisors either so we need to recognize that our fine and performing arts are a cornerstone of an education and something we value significantly here in fairfax county there's tremendous research that talks about the value of our fine and performing arts so in this case ballet i've talked to high school principals and said this is a first foray into this and we're going to support that and fund

[01:56:31] that because we know that there are young people there are careers in the ballet that are available and we want to make sure that as we seed programs that we fund those centrally the guitar program is a program that's rebounding from the pandemic and again an important part of our fine and performing arts program but i appreciate the question and uh you know it's always a tension between the funding sources but we want to make sure that staff feel supported for these student opportunities uh thank you for that i also want to also mention teachers for for tomorrow. That's another one that I have talked to a number of principals, given the teacher

[01:57:09] shortage that we have in our country, certainly in our state and in our county, that those are also funded by the school. And too many of them were cut, at least from the perspective of folks I talked to. Meanwhile, they've got to maybe teach the third level of a language that might be enrolled at 17 students, but they've got 17 and teachers for tomorrow and they cut it. So I would like to figure out if we can support that from central funding as well no need to comment I just am sort of making that ask because I think our schools need to be teaching that and then the last thing is a little bit a tougher topic for me and you know the bottom line is we're adding these

[01:57:48] weights to a lot of courses I know before I left the county I was part of a committee that was looking at weights and I argued for the arts I said you're weighting all these CTE courses you're They're weighting all these other courses. They're cannibalizing the arts. So either stop weighting all these things or play fair, right?

[01:58:07] So now we're playing fair and we're weighting more things in the arts. But my concern is we can't be handing undergraduate medals to more than 50% of the people that walk across the stage. And right now, that regulation says a 4.0 or higher GPA, you're an honor grad.

[01:58:23] I know that the year I finished at Chantilly, I think we were 232 kids. And I believe last year they were up from that. If you continue to add these, it's just going to continue. I mean, the cost of those medals is astronomical to begin with. And so I just ask that you maybe revisit that regulation.

[01:58:40] And so that is truly an honor grad and not-- you know, it's some of our buildings. Yes, I'm sure that's a smaller number in some than others. But it's a little hard to manage in some of our buildings. But I'm excited about the new course offerings.

[01:58:55] think that it's great that we listen to our students when we build master kept schedules based on what they pick so just the last thing I'll say folks is just because something's on the menu if a lot of people don't want that then it doesn't make fiscal sense to offer it so there are some tough decisions we make every year we build a master schedule but I do believe that our directors of student services do an excellent job of building students that are masters thank you thank you miss lady mr. Dunn why I appreciate my colleagues emphasis on the importance of the performing arts I believe Miss Marin and I led a campaign back in FY17 to make sure that the performing arts programs were not

[01:59:32] eliminated under a previous superintendent so I I do want to differ though I I really value foreign language classes although they can get small sometimes oh I know so I one thing in looking at this being a new school board member I heard a statement that you know it's driven by student interest and I know that there's been previous discussions at school board meetings about trying to standardize the curriculum across high schools because there is a vast disparity and the availability and accessibility of

[02:00:09] programs as Miss Marin said you know there are concentrations in certain areas and other parts of the county they're almost deserts of you know career and technical education or other course offerings but I do want to urge you know to the well I can let me ask I don't get a sense that this course catalog that any strategic decisions are being made in this course catalog now maybe I'm wrong but it seems if it's being driven by student interest and we have this inequity then and and and given you know finite budget resources all these special electives and things cost money and and it's hard to do

[02:00:49] a million electives well. So I was wondering, is there any strategic effort or planning or thinking about going through this set of, you know, electives and printing it down to a more manageable number where we can be excellent at a smaller number and then ensure equitable access across the full geography of our county? I think that, thank you, Mr. Dunn, I think that with 25 comprehensive high schools and a variety of other high school programming we we have a lot of

[02:01:29] students with very unique hopes and dreams right and I think that our core curriculum is quite I think equitably distributed across the county our core math English writing science and so forth I think we're you know with the exceptions of IB versus AP versus dual enrollment and so forth I do think that there has to be a space for students to do that exploration to connect that passion with their purpose because that's going to become the stepping

[02:02:07] stone into life after Fairfax County Public Schools so I think that we can provide supports that are still fiscally responsible and meet the needs of a very diverse set of interests among our students, and that's requiring us to be strategic.

[02:02:28] I think some of the topics before you this evening are around granting extra credit and then also looking at AP Human Geography, for example, or AP Seminar. I think looking at the dual enrollment options in front of us this evening, there's been a high interest in data science as being a course that's more accessible across the county, and that's one that wouldn't require a lot of financial setup because, to your point, currently, we're not able to provide, for example, auto mechanics or welding everywhere because of the startup equipment costs, right, but for a data science course and a lot of

[02:03:07] our cybersecurity, our drone and aviation startups, those don't require quite as much financial startup. So I think we're going to always have a tension between the financial efficiency and nurturing the unique hopes and dreams of each and every one of our students.

[02:03:24] And hopefully we'll strike that balance better than we currently are, I guess. Thank you for your comments. I guess I'm not just thinking about the additions that are proposed in this motion, but the course catalog writ large because the course catalog and the locations of all these different programs reflects decades of kind of one-offs right we have three grades six through eight middle schools and Mason district and none elsewhere and that reflects an initiative that was started and then stopped I'd like to focus the conversation on the mission at hand as

[02:04:00] opposed to things that we might pick up in a work session this specific catalog Yes. So that was an analogy. So in the same sense, if we're adding things, then maybe we should also be subtracting things and looking at because, you know, someone who's enthusiastic about aviation might have access in Chantilly or somewhere else, but not the rest of the county.

[02:04:24] So is it worth investing in that one course for those local kids when we're not doing it universally? So I would just ask some thought be given going forward to what can we remove so that we can do a smaller number of things better? So, Mr. Dunn, I think that is an absolutely, I mean, that's the classic registration strategy, right?

[02:04:46] I think our Directors of Student Services and our counseling and academic advising staff know that if students are moving to take, for example, a data science course, then they're not in somebody else's course, right? So there's sort of a natural attrition that occurs school by school because we don't keep adding courses unless we're adding students, right?

[02:05:10] So it's a redistribution of students into different electives. So to your point, we would not continue to support or fund courses that students are not going to continue to be interested in. And those are such hard decisions, right? Because particularly in languages, we want to keep the ability to progress through AP or IB or a fourth year to have an opportunity to access the bi-literacy certificate as well.

[02:05:40] But you make a really good point. And I think every year, I think there students and families disappointed that we don't offer a particular course at a particular school because perhaps students have moved into a different space I think we have some thinking to do about how we deliver content as we move into our 2030 plan and I wonder about other modalities to deliver some content that enables it to be accessed across the county in different ways and I know our team is exploring a number of options thank you yes sir thank you

[02:06:14] Mr. Dunn. Mr. Moon. Thank you Mr. Chairman I want to start out by saying that I support a school system offering courses to meet the students needs and students needs may be different from one

school to another and you know individual schools will be in a best position to make those determinations for their students. Having said that let me also ask a clarifying questions

[02:06:42] The amount of resources, amount of staffing we provide to each school is determined by number of students and demographic of the student body as opposed to number of courses they offer, number of different electives they offer. Am I not correct?

[02:07:01] The resources provided to schools are directly related to the number of students enrolled. There are also many of our campuses that have special programs at their site, which also have differentiated resource allocation models.

[02:07:24] For example, a comprehensive services site that would be at a school would have a different resource allocation. A number of career and technical education courses may also have a different resource allocation, but in general, the overarching resource decision-making is around the enrollment or projected enrollment for that school site.

[02:07:46] Okay, thank you. I think I sent this question earlier today for you to be prepared. I was looking at a Regulation 3202.12, which generally governs the process of this, a course offer, the decision-making on the course offerings.

[02:08:08] And school boards, role of the school board seems to be coming at the very, very end. It's basically either you approve or you don't approve. Is there a way for the school board to be able to participate in an earlier phase than waiting until the very end of the process so and I appreciated you providing that question earlier I even in the state I came from there were finite like global responsibilities of the board but setting the course of studies was one of them right as it is in Virginia and so I think that

[02:08:47] approval is critically important because you set the North Star really curriculum wise course of studies wise for every student in the county I hear what you're saying and when I reviewed the regulation it's not clear to me where that could happen by policy I guess but certainly I think if a board member had ideas about a course they would like to see offered it it would seem appropriate to share that with me or with dr. Presidio or you know having a discussion about that because I know that we have a September there's a timeline for program review and

[02:09:26] implementation because I was really excited about ballet last spring and then I was told it was too late for this year so I had to come back around this year in September but I think we could contemplate what that could look like and I didn't have time today but I would with your indulgence perhaps sit down with Dr. Presidio and Dr. Ponce and Dr. King and the team and think about what a flowchart could look like so that as a board member you would know this is where we could enter that conversation or how to provide you know those ideas. So I think that's it's a fair question and I don't think it's clear today how that

[02:10:05] happens but we could get we could make that clear. Doctor, welcome the effort you will be making with Dr. Presidio and share with the rest of the board whole board what the timeline would like you know would look like and that we are a board members or board could participate in providing you know what input from all your stage and waiting on to the very last minute yes sir thank you mr. moon dr. Anderson thank you firstly I do

[02:10:39] want to thank whomever was responsible for moving this off of consent I wasn't sure if it was Ms. St. John Cunning, thank you for that, so that we can engage in this very helpful. I'm sorry, I don't know who moved it, whoever, or Ms. Marin, whoever pulled it, thank you, because I think this conversation is

very much worthwhile, because this is something that's also not as explicitly understandable by the public, so I think we're doing some education here, which is very helpful. But for my own edification, I wanted to follow up on something that Miss Lady had mentioned because it's one of my

[02:11:17] questions which is how do these courses become offered to the schools what I thought I heard you say is that the DSS decide which ones are offered in the menu or once it's here and the board has approved it will every high school then place it on their menu and it doesn't have to be you to answer it but I know you have the expertise so I'm looking at you so as a point of clarification is I I don't think this is university.

[02:11:45] - Ms. Lady, would you like to accept? - Yes, I would like to accept that. - You may use Dr. Anderson's time. - Wait, nope, don't use my time. - That's how it works. - Then staff can answer. Then staff can answer, because they don't use my time. - So, thank you, Dr. Anderson.

[02:12:00] Dr. Presidio, do you have, 'cause I heard the term instructional counsel, and I'm not entirely sure. So, do you have a? - Yes, I'll jump in here, if you don't mind. - Thank you, Ms. Komenko. - That's okay, good evening, everyone.

[02:12:15] Yes. Ms. Lady talked about the instructional council. So often what happens is schools go to their instructional council and they look at what's new to the offerings and they vote and then they put forward a form to instructional services saying we'd like to offer these additional offerings and for the most part we just approve but it just kind of lets us know which schools are adding these new courses and it could be one of the courses you're approving tonight or something.

[02:12:45] else from the catalogue that they want to add so they aren't required to add everything but they have to take into consideration like who would staff it if student interest is there all of the different things so no it is not a guarantee that all of these courses would be on in every catalogue this coming year and who comprises the instructional council so I you know I don't don't think that's in regulation but typically it would be department leads it would be administration I would guess there's likely students I'm looking for head

[02:13:19] shakes students that also would participate in that process because it's really looking you can look at things in you know isolation but they really have to look at the totality of the catalog to see what kind of offerings they have and how they could support future growth if it happens to be something that has multiple years to it sure and I could certainly the folks that you've named that comprise this decision-making body I certainly know they would have great input a great insight in terms of what they can support from an instructional perspective etc but I do worry about the student interest piece how is that gathered without actually some

[02:13:57] conversations with the students which brings us to the space where in the schools that I represent there is often the perception whether it be real or perceived it exists that there are better things going on elsewhere that are not offered at those schools that would be in a space that I would like to I'd like to remove that that narrative at least that perception which is why I'm leaning very much into some of the comments that mr. Dunn had made how do we ensure that that student voice is available and again if you have a few students on the panel how are they representing potentially 2,500 students

[02:14:35] to really bring something that could be of interest yeah and I can't speak to what each school does of course but I think it's I think that's a valid question what we're when we start to move into goal four

of the strategic plan access and opportunity is a is a main component of that and part of that is the elective coursework so I think it's going to bring up a lot of these questions as we look across the schools and how these decisions are being made and what this looks like from a student perspective not only from the adult perspective so I think there's a lot more to come on this as some of this work is not as structured I invite you to maybe have those conversations how

[02:15:11] can we structure this kind of opportunity so that the student voice is not lost because that's where we have the that's what we have the perception start to be built with the students and then their parents how do we invite them into these kinds of conversations because access is a real issue speaking of access one of the things you talked about when Miss lady had discussed guitar is that if we offer it, then we have to find a way to service it so it doesn't become a burden to our students. I also invite you to perhaps do an audit on this measure because we have schools

[02:15:47] where, you know, I have a school where there's three trombones between them, and I talk to you about that, and they're passing around the little mouthpiece because they don't have enough equipment. I know guitar here at Luther Jackson is also a problem, and I don't think what you are, what you've articulated here is necessarily what is taking place and before I leap into any other areas I would like to first of all find out what does exist rather than relying on anecdotal information. Thank you Dr. Anderson. May I be added to a go back because I have one more question.

[02:16:23] Ms. Dixit. So I'm very pleased to see the data science DE course. This was I know it's high in demand in fact in the job market data is science is really in demand so hopefully that's going to be so my question was actually in the same line that how many schools in FCPS high schools will be offered this course the data science course specifically Dr. Presidio I'll jump in again at this point we don't know tonight you have to approve it and then schools will go through the process and they will submit forms to us to let them know let us know that they're going to be

[02:17:03] adding it to their course catalog so they they have not disclosed that information to us at this point okay so it's the first we have to find out if school select then find a teacher for that right and then students will sign up so yeah yes the data science class yes they will go through a consideration right they'll look at their whole all of their course offerings in mathematics and they'll determine if they're going to add if they don't add it this year because perhaps they're not prepared it will be there for them to add into the the future it's not a one-time opportunity so one the reason I'm asking

[02:17:41] is if this added to the academies it becomes harder than for access and reach but if they go to the base school it becomes easier for students to you know sign up so for my own son's experience I've seen the academies these they're really kind of have that you know sometimes offered not offered the class is canceled so anything offered in high school their base schools i think that'd be really really welcome offering i also wanted to comment on ap human geography which is now as in our

[02:18:18] students can take in ninth and tenth graders can take that as an ap course i think that's a huge for our higher achiever achieving students taking uh ap in ninth grade i think will be very welcoming I know there are a lot of students are ready for it I'm not saying all but there's a lot and they would benefit by getting started to the AP their journey a little bit earlier so yeah there's some really good good courses here so I think it was a very thoughtful uh analysis and decision thank you thank you miss Dixit and for those of you who are like I wonder if we'll

[02:18:57] get a lesson in parliamentary procedure tonight I've got one for you so I was incorrect I apologize dr anderson you are able to ask another board member a question but when the other board member responds they're not using your time they're using their own time so they would be taken off the queue and have to come back as a go back so i was mistaken in the order in which i was uh doing it so they're not taking um your time they're taking their own time i did and i apologize to miss lady

[02:19:30] as well um but uh miss dixit just spoke miss seismor heiser it's just a deliberately slow way of talking tonight there we go we knew what you were trying to say mr frisch um very mindful so dr reed thank you for this and um i really appreciate and you know i really appreciate what you've done here tonight um and i really appreciate what you talked about with the arts

[02:20:06] I keep sending you articles about the cognitive benefits, the social-emotional benefits, the teamwork collaboration benefits. I mean, I think I even sent you an article about arts versus math from MIT, right? So I'm really supportive, especially with, and I think I've talked to you also about the inequities it creates for students and how much it costs to access arts outside of school.

[02:20:29] So I appreciate that. I also really appreciate the folks on data science. Ms. Dixon and I have talked about that, and I actually met with the professor from George Mason several years ago about this. So as we see data science being embedded in more and more of our careers across a variety of disciplines, having that base knowledge has become more of a core knowledge, honestly.

[02:20:50] But one of the questions I wanted to ask of you, and in terms of hearing some of my colleagues talk about how can we give you input on this in an earlier way or in a way that's not at of the work session, which I appreciate. I wanted to remember, I remember that a few years ago, Dr. Procedo, I'm sure you remember, Ms. Tolan and I, who was on the board previously, brought a program review forum topic that was a four-part program review that had started with reviewing sort of what we have and where it's offered, and we'd had a couple work sessions on it.

[02:21:18] And then we paused that work 'cause we were in the process of hiring you, Dr. Reed, and the strategic plan, and thought it seemed silly to continue the work of looking at how to have more consistency programming until we had finished that work so i'm wondering if this is a good time to sort of restart that forum topic or embed this in perhaps some of the work you talk about in our goal report or on your strategic plan reports it feels like there's a place in a work session this could be embedded somewhere that we could sort of just hear i imagine as part of the work on course taking patterns and on some of the work in in achieving some of the goals of the strategic

[02:21:56] plan because i know there's equitable access to programming as part of our strategic plan goals that this is something you'd be looking at so i guess the question i'd have is do you think this is at this point a worthwhile to meet a bug our chair and vice chair about restarting that program review work a forum topic and tying it to sort of what you're thinking around the strategic plan is as a way to sort of get to some of my colleagues are asking for for more robust conversation about programming in general so thank you miss sizemore heiser and actually we have started working with our high school principals on this exact topic.

[02:22:29] We began the conversation really last spring. And then in earnest and actually in August, we began the conversation at the senior level in the spring and then with our high school principal association in August. And our high school principals have actually had a presentation in terms of doing

what we're referring to as looking at the academic intensity of our high school course taking patterns and my direction to the high school principals is that all schools need to be involved in that within two years.

[02:23:02] So schools could choose to start this year or start next year. But by next year, all 25 schools need to be involved in the project. And I believe we have 21 of the 25 involved in this year. So I'm very excited about that work.

[02:23:18] And I think we I would welcome the opportunity. know dr. Presidio dr. Ponce and dr. King are leading that work as a group of chiefs with Marcy Neal's department and I think it would be a great work session topic I know our high school principals have another session coming up here before the winter break but we're really hoping to impact registration in the schools in year one for this upcoming registration season so I think it's

[02:23:53] timely and I'm certainly willing to you know meet with the chair and vice chair to talk about when we might schedule that okay well thank you and I'll also talk to our chair and vice chair about whether we need to redo the forum topic or just pick up where we left off because the board had voted to pause it while we waited to onboard you and all the things so it may just be something that we could look at restarting and that would be a great venue and vehicle to have that conversation.

[02:24:17] So thank you for that, I appreciate it. Thank you for this and I really appreciate it more than you know. - Thank you, Ms. Sizemore-Heiser. Ms. Sawant. - So I got a little excited and got ahead of myself last board meeting, but I really do appreciate the weights that we're adding to courses as well, because the reality for students when they will be picking courses in just a couple months is, okay, I have to take all of these core classes, I have to take these graduation requirements, and I'm really interested in that class, but does it really fit in my schedule if I could fit in another AP or another honors course as compared to something they're interested in.

[02:24:49] So I appreciate, especially for Teachers for Tomorrow, because they do this whole presentation throughout the entire year of having that weightage of, you know, that matters, as well as pre-professional theater, ballet, things I've mentioned before. I also appreciate that it's added to some of, like, the cyber and the IT courses as well.

[02:25:05] You know, when we promote the course era IT courses and the extracurricular activities and everything else, having classes with extra honored wages on top of APCS and other things is important as well. I guess one question that I had was for the two things that are going to be additions to the graduation requirement, AP Human Geography and AP Seminar, I know that teachers, at least for the new courses, or schools will get to choose whether they add that course to the specific courses that they'll be adding for the students that year.

[02:25:36] But for the graduation requirements, is that each school will get to pick if they offer that course as a graduation requirement, or it'll just become a requirement like a standard diploma or an IB diploma or like what would the process be for that if the board were to approve it no great question Ms. Sawant and I'm going to lean on my ISD phone a friend here and I'm not going to name which ones no happy to address that one actually I'm glad you brought that up because this is a kind of a unique situation right it's two different courses one we're adding when we're adding is a ninth grade as was pointed I think by Ms. Dixit is is a kind

[02:26:14] of a new situation offering ninth grade and then one replacing english 10 potentially or substituting right so these are very significant changes to our course catalog we have expressed to our ap schools that it is expected for these to go into their catalog it is expected that now it doesn't mean they'll have enough class and and we said if they had any issues because these aren't we can't make these standard course offerings because of ib schools we get it it's very challenging in that way so they are optional but what we have expressed to um to the school leaders is that that we expect them so that would give the students all the students a chance to um to voice their their

[02:26:53] interest through that registration process so we are expecting them to go into the catalogs unless there's some unique circumstances and we'll work with those schools individually does that help yeah thank you miss clemenco i'm going to also add miss swan that another ap course that i think is very um appropriate for ninth grade is ap environmental science and i'll continue to advocate for that it's a it's a science course that i think is extraordinarily timely and also doesn't have a any type of a math prerequisite requirement and is really uh taken

[02:27:29] in the ninth grade in many high schools around the country so i know our instructional services department that's a topic that will be coming up next year but I think that the opportunity to try these courses in that ninth grade year which again occurs in many places around the country and around the world and schools will I think really enhance choices for our students yeah I agree I think it's really exciting to see these courses as well but as several board members have mentioned I think it'll be interesting to see like if we pass all these courses

[02:28:06] which schools will accept these courses, and then how much interest students will express in that to offer those courses. Thank you, Ms. Sawant. Ms. Lady Fergobak. Thank you. I just wanted to inform my colleagues, because I don't think it's been explicitly said, that we have a large, large number of standard course offerings that must be offered in every school. We have electives that are standard course offerings. Art 1, Art 2, Digital Art. There's a lot of what are electives that are standard that must be offered and then there are optional electives the optional electives

[02:28:44] are the ones that school by school they could submit a request to add to their catalog and for example most of us who are directors student services have a student advisory council student an advisory council to student services with students on them and that's often the place where we would say hey these are new optional courses that have just been approved by the school board what do you think the interest is of your student body and we might run it past leadership so there is student engagement around what we might add as optional but I just want people to understand that the majority of what we offer is standard which is what we're doing with guitar we're moving it from optional to standards every school must offer guitar next year it's a standard course offering it's

[02:29:24] not a choice it's standard I just want to make that and then I fully support AP environmental science for our ninth graders so I hope that does come to fruition a year from now and the only other question I have is the fact that I I get the AP seminar thing, but as somebody who came from a school with AP seminar, when it wasn't English 10 honors, it was not an English course.

[02:29:48] So I'm just, my question is, if a student takes AP seminar as a 10th grader, are they prepared for AP research? I think that's a great question, Miss Lady. ISD friends? I'm not sure.

[02:30:04] Are they prepared for what? I'm sorry, to do the research? To do the research portion because they normally spend all of AP research AP seminar learning how to write primary search It's it's very

different than English 10 honors. That's where I'm confused, right? So there's a couple things We are required to ensure that we are teaching all of the grade 10 Standards of learning so that needs to be clear that and we're working with three schools right now who are piloting so we can ensure what that looks like

[02:30:34] We do believe that the course is accessible by 10th graders and that we can, you know, create, I'll say that marriage between the seminar course and the 10th grade SOLs, English SOLs, and we're working with schools to finalize that this year.

[02:30:53] Yeah, I totally agree. Tenth graders can do it. I just want to make sure that those who want to go on to research will be prepared for that. Yes, I understand. You want to ensure that year two is a success. Thanks. Thank you, Miss Lady. Dr. Anderson. - Yes, thank you.

[02:31:09] My last question was regarding the weighting. Where can I find criteria that gives us the information in terms of how is it decided that certain courses will have the additional 0.5?

[02:31:25] - So there was an original process when grade weighting came in, and since that time in Regulation 3202, which was referred to earlier, states the process that we go through. So like schools or central office, or perhaps in the future school board members could put forward courses and put forward a case for why it deserves a .5 or 1.0 weight, which then comes through a process that comes through instructional services.

[02:31:54] And if it feels valid, then it goes to the committee that reviews all the new courses as well. So it's part of that same process that we use. And we have some rubrics that could certainly be shared. I can't remember if they're linked in the reg. I don't think they are, but we have some rubrics the committee uses to see if if they would qualify for example for a 1.0 weight a lot of times we're looking for an external exam so that we kind of keep it in with parity with ap and ib with honors you're looking for things that are above a standard level so we have a rubric i'd be happy to share

[02:32:30] with you thank you i would appreciate that thank you dr anderson seeing no others we will go to a vote if we could put the motion on the screen please all those in favor of the motion on the screen Ms. Marin, Ms. Dixit, Mr. McElveen, Dr. Anderson, Ms. Anderson, Ms. Sizemoreheiser, Mr. Dunn, Mr. Moon, Ms. Lady, Ms. St. John Cunning, Mr. McDaniel and myself that is unanimous the motion carries.

[02:33:02] All right agenda item 6.01 learning environment and relationships with students EL10 monitoring report each year the school board assesses the superintendent in part on the basis of the school division's reasonable progress towards achieving the 2023-2030 strategic plans goals and adherence to a set of 13 executive limitations found on pages 14 through 31 of the board's strategic governance manual the superintendent provides an annual monitoring report to the board for each executive limitation the board then votes on whether the provided report is in compliance or if corrective action is needed i call on dr reed for a monitoring report on executive

[02:33:41] limitation 10 learning environment and relationships with students good evening chairman frisch members of the board and the public and tonight I'll be presenting executive limitation number 10 the learning environment and relationships with students so this executive limitation I want to remind the board and those watching is really around a learning environment that's safe respectful non-discriminatory and conducive to high student achievement and well-being for each student. At the time of this report again I want to note that to the best of my knowledge

[02:34:18] information and belief we've gathered information and evidence that I believe supports compliance with the board's executive limitation associated with this topic and so I'd like to share some of the highlights. There are nine areas of executive limitation 10 and they're all shown on the slide here during tonight's presentation I'll be focusing on any new work updates or items newly added to this executive limitation since last we presented it also want to remind those watching from home that the full report is also posted

[02:34:56] to board docs so the first area of this executive limitation is focused on maintaining a climate that's characterized by support and encouragement for high student achievement across all demographic groups and to identify barriers and solutions to inclusion and participation and I want to highlight in this slide our work around the universal design for learning which we began last spring the spring of 2024 during last spring we had sessions that focused in specifically on our August staff development day as well as

[02:35:34] our leadership kickoff had multiple sessions it was designed around universal design for learning and the breakout sessions were in large part universal design for learning sessions we also held our first annual or not our first but I think it's actually the second Dr. King annual our second annual equity symposium last summer and the majority of this year's participants reported that the content from this summer equity symposium was relevant to their work and their role in FCPS and likely again to attend next year so a lot of excitement

[02:36:12] and I think those are really high data points anytime you have over 90% of staff who are coming to voluntarily attending a summer professional development program seeing those relevance I think that's very solid data and appreciate dr. King and her team next I'd like to talk a little bit about the least restrictive environment adjustments we've made to the IEP process I want to say that honestly we've started out and continued to refine this process as we

[02:36:46] rolled it out due to feedback from families and staff during the second semester of last year our LRE tool was launched IEP teams use this tool as they consider the appropriate setting for students to receive their services to To date, over 4,800 staff members have been trained on the use of this tool.

[02:37:09] Additionally, we've put together an LRE dashboard, which is being developed to monitor this data as we look at state indicators. This is going to provide important data to allow our central office and school-based leaders to understand data and make actionable change as we work to reach our VDOE targets.

[02:37:32] I want to mention closing out this particular area two items first during this school year and we've planned this for a number of years but during the school year we have pilots at all levels in k-12 to expand the development of executive functioning skills for our students by that I mean elementary middle and high finally we're working with a consultant to support our inclusion efforts this year and throughout this work we're planning a We're in the process of developing a three-year plan to improve our inclusive practices.

[02:38:07] We are creating a professional development plan that will continue for universal design for learning and inclusive practices. And the work with our consultant, Julie Koston, is providing guidance on revisions to our existing instructional framework that aligns with more inclusive practices.

[02:38:29] The second area of this EL focuses on implementing policies and procedures that promote a safe, welcoming, inclusive, accessible, and equitable learning environment for all students that promotes a respectful sense of belonging and well-being.

[02:38:47] Again, our chief equity office provides division-wide professional development that enhances knowledge and practices related to our educational equity policy. And one of the things that we really have spent a significant amount of time again under Dr. King's leadership is ensuring that each and every school has two certified restorative justice facilitators.

[02:39:12] That work is ongoing and that training enables us to provide that program division wide. And I think to Mr. Dunn's point earlier in the evening can we, I think the point was can we identify some practices that are research based that all students across the county can benefit from.

[02:39:28] really applaud Dr. King and the team and Dr. Ponce for working with our principals to make sure that this is an expectation in all of our schools and again as I mentioned last year one of the realities was when we had so few trained facilitators we occasionally would have a student that needed to wait six weeks by that time some of our elementary students didn't remember what they did you know last week much less six weeks ago so the practice really wasn't able to be as effective so it's really where I hope this you're going to see some strong data benefit to that work being rolled out next in this area

[02:40:05] of executive limitation 10 our social emotional learning team has developed a year's worth of content for responsive advisory meetings that were included in the advisory overview scope and sequence provided to all middle and high schools be curious miss someone what you think about those because I'm not sure I've I've had a chance to be in classes where those are discussed.

[02:40:29] Also, our Title IX office has established a procedure for working with school based administrators to report sex based misconduct cases into a collective and division wide database called Guardian. Previously, those reports went to the office, but weren't necessarily archived for allow to allow us to look at data patterns.

[02:40:51] And now with our new system, the guardian system, we're able to look at patterns and intervene. I think in real time for indicator three of this executive limitation, again, in summer of 2024, our chief equity office implemented mandatory training for school based administrators and introduced our new tool, which was the let's talk discrimination and harassment reporting tool.

[02:41:22] And for those of you who were on the prior board, this was an initiative Miss Zabraro-Mesh was very persistent about and really credit her for supporting this work. And I know that, again, Dr. King and her team, we spent a lot of time making this a tool that would be easily accessible for our students and to make sure that we were able to track these incidents where they occur across the county.

[02:41:49] and again, to be able to provide resources and support in areas where those patterns might be greater than others. Also in the summer of 2024, all school-based administrators were required to attend training to ensure consistency and fidelity of implementation and enforcement of the SR&R, hearings office procedures and the new Title IX federal regulation.

[02:42:14] A make-up session for new administrators and those who could not attend in the summer was held just last month. and I do need to say this was kind of a first we haven't required principals to do this in the past or actually required school-based administrators which be assistant principals as well but we really believe that one of the key roles of our central office team is to engineer success for school-based

staff and one way to do that is to make sure everyone has the requisite training so that we can best support each and every one of our students finally we have

[02:42:49] additional training to support positive behavior interventions and create inclusive classrooms throughout 24 25 school year including again courses for school-based administrators and teachers I'll also say that this power of inclusion is really important I had a chance to meet with administrators for our CSS programs and our focus on twice exceptional students and just making sure that we are cognizant that we have students that need to be able to access advanced programming at their at the school in which they're attending we're

[02:43:28] also going to be of course looking at other options on a continuum of services for our students the fourth area of this executive limitation is promoting structures to engage students in providing input into their learning experiences so again this year I want to highlight our student experience survey which we're launching I know we've sent out a pilot survey with questions and we're going to be reviewing that I believe that's Marcy Neal's office and our chief equity office has conducted a number of focus groups with students

[02:44:06] regarding the SR&R and our new cell phone policy so we're getting quite a lot of feedback from students additionally there are focus groups with staff students and families around this pilot and oh my goodness this 30 of our middle and high schools have already been part of this these focus groups and we'll be sharing that information with the board as well as the community we could have done a focus group of middle school students at the middle school cross-country meet because they had a lot to share about their cell phone

[02:44:41] experiences so next is about ensuring that each and every student and their family receive regular feedback on their progress and this is this feedback is appropriate and effective in communication as part of the Virginia Literacy Act beginning this year actually school students in grades kindergarten through three who are identified as high risk on the Virginia assessment of language and literacy skills screener or the vowels have to have a student reading plan and this is going to be I think really interesting

[02:45:14] as we roll that out and support our young readers we've also made changes in secondary grading practices and as the board knows certainly we're looking at some consistency across all schools on that topic the next topic is engaging with teachers administrators students and families in the development of administrative student discipline regulations that are clear consistent fair and developmentally appropriate we had a team that worked intentionally last year I think we're on the next slide thank you we had a team that worked

[02:45:51] intentionally last year to reduce discipline disproportionality there were data sets walkthroughs consults and I think this is a topic we're still working on our next goal report you'll see data where there's some mixed honestly mixed review on this but the work is going to continue because discipline disproportionality is something that's important for us to address schools received guidance and resources and again we're looking at evidence-based strategies to reduce these discipline disparities I will say

[02:46:26] when we do look at our next goal report the sheer number of suspensions are quite minimal for a division our size so I do want to say overall our students are I think very engaged in what they're doing with us each and every day we're now looking at ways that we can ensure all discipline policies and procedures are clearly communicated I think we're on the next slide thank you we've included updates to

language and regulations 2601 and 2602 which impact the SR&R and we continue our work to ensure that discipline policies are clearly

[02:47:04] communicated and enforced we've broadened our training materials offered ongoing office hours and made modifications to our student information systems next I just want to take a moment and talk a little bit about our multi-tiered systems of support work we had our very first summit on this topic this past summer and hosted close to a thousand employees over 890 it included an attendance panel to champion positive attendance practices we also looked at

[02:47:38] in-person flexible instruction time and a new early warning system to allow schools to identify students in need of intervention so we've really created a number of different data dashboards in fact our schools got them set these team has done a fabulous job of creating school principal bites so once a week they receive data that they have asked for and maybe a little data that I think might be helpful for them to look at that they receive weekly and it's based on their school context and I think that that's really exciting to have that at

[02:48:18] their fingertips the lastly I want to share that this is the first year where Our division-wide common assessments in mathematics, reading, and science will be used in all elementary grades at the unit level. At middle and high school levels, the division-wide common assessments are going to be used in select courses in reading, math, science at designated schools.

[02:48:39] Again, Dr. Ponce, Dr. King, and Dr. Presidio in consult with Marcie's team are working on that and the data sets from that will enable us to intervene in real time to make those academic gains that we're committed to making in the final area of this executive limitation we have some evidence of how we ensure that all confidential student information is properly used and protected and as of November 6 we have had 96.7 percent of our full-time employees complete our cybersecurity awareness training which is new this year we haven't required

[02:49:16] cyber security training previously so at this time mr. chairman this concludes the summary of the monitoring report for executive limitation 10 learning environment and relationship with students thank you thank you dr. Reed at this time I now invite board members to ask any clarifying questions or provide their comments we'll get started with dr. Anderson thank you I'd like to start with the first indicator with some of the information regarding the the equity the equity symposium it's really good to see that the interest continues to

[02:49:54] increase and attendance continues to increase across the years and I think this is a very valuable tool. Can you speak a little bit more definitively what is it that we're looking to have happen from participation in that work? In the equity symposium work? I think what we really want our staff students and families to understand that equitable access and opportunity is critical for each and every one of our students and there are many ways that barriers manifest themselves to students and their ability to learn one of the

[02:50:33] barriers that we've not spent as much time on in the last several years here in Fairfax County is the barrier of program definition which is to say there in some ways students who are receiving special services have not we haven't had That is free of flow from self-contained classrooms into non-self-contained classrooms.

[02:50:58] And that work to support success for students in general education classes is really important. And for many of our students, it is an inequity to not have access to courses that they can be successful in and want that experience in that course.

[02:51:18] So I think that as we recognize that as a significant equity issue and having it be front and center in the equity symposium is to say that just as there are barriers for students perhaps who are still learning English as a language and as an academic language, so too there are barriers for students who have required special programming.

[02:51:46] And I think when you think about equity, we haven't always thought about all of the students and all of the possible barriers. So I think the work is really powerful. And we're excited that, you know, that staff are leaning into that at this time.

[02:52:03] Sure. So how are you evaluating the impact of this powerful work? Where are we seeing changes in activity, changes in student access that you can speak to for this indicator? So goal two that's coming up, and I'll pull up the report here. Goal two has where we are a graph on our, I think we linked to it, Marcy, but we have a graph in goal two that looks at the state targets for least restrictive environment, the percentage of students or the

[02:52:40] percentage of time students are, I'm trying to think here, it's the target, the percentage of students are able to be in general education courses and there I think four categories of a breakdown in that and we've yet to meet that target quite honestly we're closer this year you'll see in the goal to target than we were previously so we're making progress but we're not there yet I think with more staff being confident and comfortable with universal design for learning because that's really a general education initiative it's not a special

[02:53:14] education initiative that I think we're going to see more students able to access the general ed setting and therefore therefore we'll be able to hit those state targets for least restrictive environments that we have yet to hit quite honestly.

[02:53:31] Okay. Thank you. Another question that I have in this area where you started talking about the LRE tool which began in the last school year the number of staff who've completed the training went up to 46 43 as of July 2024 and again my question is since we've had such a high number of staff that have concluded it this work concluded the training of work that started last school year what are we seeing with the usage are we seeing increased access to not just the tool but also increase access to our students

[02:54:06] where is that information where can that information be found absolutely we've seen an increase I believe again it's connected in goal two where we have the charts for the increase in the LRE the least restrictive environment and I think if I pull up this particular report I'm trying to see where we might have linked to it miss Neal do you have a notion of which page we might have linked to that on dr. gold who report hasn't been posted yet publicly oh of - Of course not.

[02:54:40] So we didn't link to it. So we did not link to that data, so. - And that's kind of my struggle throughout the document because we have lots of activities that are laid out. Lots of professional development. And all of those are necessary activities.

[02:54:57] But PD is a means to an end. It's not the end itself. And I don't have that information here in order to evaluate the impact those activities on students because that's our bread and butter we could do a thousand things but what we're interested in is changing and moving the needle on the student outcome

and that seems to be largely missing here so what on page three of the actual report again we talked about data regarding the percent of students included in the general education setting for 80% or

[02:55:34] more of the school day will be monitored do you have the data from goal too that I could share this evening I do I can pull that up if you'd like okay let's go and pull that up right now so I can share that and again these are the there are four indicators 5a 5b 6a and 6b on the state reporting tool but we'll get those numbers here in a second sure but that that's just like one example of kind of what I find happening in this document it's not it's not inclusive of the data that we need to evaluate the progress and I know one of the things that was approved not too long ago by Mr.

[02:56:12] McElveen and Miss Marion is that we would have the data embedded in these reports because the purpose of these reports, as I understand it, and perhaps I need to clarify my own expectations is that one, we would be informed of the activities of the division. I think that's a splendid way to know what's going on.

[02:56:30] But secondly, and to me, most importantly, is to determine the progress of our student outcomes, because that serves AS THE EVALUATION FOR YOU CORRECT AND NOT HAVING THAT INFORMATION REALLY LEAVES ME AT A PLACE WHERE I'M NOT ABLE TO MAKE DETERMINATIONS AS TO WHETHER OR NOT YOU'RE MAKING THAT PROGRESS RIGHT FAIR POINT WE HAVE THE DATA HERE FOR NOW ALL RIGHT WHAT IS IT MISS NEAL SURE SO WHAT I'M GOING TO SHARE IS THE VIDEO WE DATA IS THE LAST TIME THEY MADE THIS REPORT PUBLIC FOR THE INDICATOR DATA IS WITH THE SCHOOL YEAR 2223

[02:57:07] AND SO WE'VE APPLYED THE VIDEO WE PROCESS TO to give an estimate of what our indicator data looks like for 23 24 so for indicator 5a that's looking at the extent to which our students in grades kindergarten through age 21 are included for 80 percent or more of the instructional day and in general education classroom and we are estimating that we'll be at 58.91 percent which is an increase from 22 23 from 56.94 again that the state target for the school year would be 73.1 so making progress for indicator 5b we've remained relatively flat this is a

[02:57:46] indicator that's looking at the extent to which students with an IEP in grades kindergarten through age 21 are included for less than 40 percent of the instructional day and then general education setting and so we are estimating to be at about 12 percent it was just under 12 percent the year prior so we're pretty flat for 5b for our 6c data this or sorry 6a data this is looking at inclusive pre-k um last year that was or sorry 22 23 school year the state reported we were just over 20 percent and we have gone up to 23.99 so we're just below um the state indicator

[02:58:25] there we've made significant progress and for 6b this is um again we've sort of stayed flat we're trying to get down below 38 percent we're at 57.92 but that was an improvement from the prior year I appreciate it, but I can't keep up with the rattling of all that data.

[02:58:41] And I just I can't keep up with that. I will continue to use the rest of my time because I did have another question. This is on page five of the report where we were talking about the trend facilitators that are available at the schools.

[02:58:57] And again, I appreciate that work. Can you speak to what you're seeing at the school? You talked a little bit earlier regarding the lag time for students that have access to RJ. What is it now. So I will

defer to Dr. King on the time. I know we've certainly increased the number of trainers that we have. So Dr. King. Yes. Thank you, Dr. Reed.

[02:59:24] So prior to this effort, we had five facilitators that took care of RJ for the entire county. Now that we have at least one with the goal with having two at all of our schools, It's in real time. So when there's conflict those facilitators can intervene with families who wish to participate in RJ in real time So we're seeing an increase in number of students and that will be part of you know our report that we give to the board each year to show you the data, but anecdotally and speaking with my team there's been an increase in Families choosing to use the RJ path when there's conflict in school. I think I heard the buzzer

[03:00:04] I think so. It's safe to say we went from perhaps months to real time. Absolutely. So we went from five facilitators to about. So we have 200 schools. So we have at least 200 facilitators and with the goal of having 400 and our central office facilitators take care of the larger grievances, ones that need, you know, more expertise.

[03:00:34] I've run out of time. Thank you, Dr. King and Dr. Anderson. Mr. McElveen. Thank you. I wanted to briefly discuss the cell phone policy, which was extolled in this as an example of engaging students.

[03:00:57] In my humble opinion, it's an example of actually not including student feedback, and I think that's both the fault of this board and the fault of staff. This board will remember that we began a pilot which was supposed to just be for a few schools in our budget process last year with really no community input whatsoever. It came at the last minute. We moved forward with it. I voted for it. And then later on that pilot was expanded pretty greatly, again without any student input.

[03:01:32] And I'd also add that it was expanded without any board member input. And as one board member, it's hard to contain my incredible frustration with the rollout of this policy. So I just have one question, and that is, when is the board going to actually have any input on this policy?

[03:01:54] Well, I think for sure when the new student's rights and responsibility process begins, I CAN'T RECALL WHEN THAT'S CALENDARED, BUT IT WOULD BE THIS SPRING, OR I WOULD ASSUME THERE COULD BE A REQUEST TO HAVE THE TOPIC BE ON A WORK SESSION AND HAVE MORE INPUT ON THE POLICY AT THAT POINT.

[03:02:15] OKAY. AS ONE BOARD MEMBER, I RAISE UP THE REQUEST RIGHT NOW AND I WILL CONTINUE TO RAISE IT UP THAT THIS BOARD BE ACTIVELY INVOLVED IN THE IMPLEMENTATION OF THIS POLICY. And I think just, again, speaking with students, this is one of their greatest frustrations.

[03:02:34] So I don't think it should really be reflected in this as an example of positive student engagement. Thanks. Thank you, Mr. McElveen. Ms. Sizemore-Hyser.

[03:02:50] Thank you. And I appreciate the report and I appreciate the additions to some of the information that's in there about UDL and about the LRE tool. I wanted to ask on the Indicator 5 and 6 data that I think I appreciate Ms. Neal you're reading out loud kind of changes but are is that data the same um are we collecting the same data report to the state in each year because I didn't know how the impact of the LRE tool is are we are we is the LRE tool in terms of it's a tool for IEP teams right to discuss LRE but is that

[03:03:25] data being used instead of what we used to report for Indicator 5 or is it still the same IEP data that was reported. So it's the same apples to apples is what I'm trying to get to. Okay, thank you. I

appreciate that. I'm just looking at the nodding head. So well, let me also clarify, because I appreciate you asking that. I think the tool, there's a reporting tool we have to report, you know, to VDOE, the actual LRE document that now is required as part of the IEP process. I don't believe we began that till last spring. So I don't know that we're going to, we haven't really seen the full impact of that.

[03:04:02] So I don't think and I don't think it'll be I don't think our current data that Ms. Neal shared is reflective of the impact of that. What we wanted to share in the report is that's a new development that we began and we refined it right because we had feedback that it was onerous and that it really wasn't maybe hitting the mark and we wanted to have that be a conversation in each and every IEP.

[03:04:25] But I don't think we're going to see that impact. But we the tool that we have to report is the same tool. But we're also assuming that we're following the state protocol because at the state. So we gave that our effort. Dr. Presidio, is there anything you want to add to the hat to see you're nodding?

[03:04:42] No, I mean, you've got it 100 percent correct. And I would just say we're still looking to even refine the tool to be totally honest with you. I mean, we're working with the consultants that we mentioned in this report. And that's one of the things that we're looking at. But I think Dr.

[03:04:57] Reed's point that the data don't reflect the use of the tool because we're looking a year behind with the data that we get from the state. It's always a year behind. So that's one of the reasons that we're trying to create our own dashboard so that we've got a better system to see the impact in real time of the changes that we're making.

[03:05:13] That makes sense. And I just wanted to bring this a cautionary tale because I was on the committee about ten years ago that revised IEPs. They've used -- I might be the date wrong and it changed what we used to report. And so I want to make sure if we're going to be -- and I didn't realize that part.

[03:05:30] happened after my input on the IEP so I wanted to make sure we continue in apples apples comparison because the tool from my understanding is just a tool for IEP teams to use to make it's almost like a checklist to make sure they're considering the least restrictive environment so it's almost like a reminder to say yes I've considered these it's not a reporting tool we're talking about two different LRE tool yeah the LRE tool that you're talking about the IEPs is more I mean and I can just read it from what it's it says here on the report the IEP teams use as they consider the appropriate setting for students like a checklist kind of tool which is appreciated but I'm just gonna lift my one point back up is that until we look at the settings that are

[03:06:09] available and the way that programs are and I know you're working on that with our consultant but like it's I don't anticipate you're gonna see a ton of impact from this because they're only considering the settings that have been in place for 30 something years so I just wanted to write it's great and I'm glad we have a checklist with something I asked for 10 years ago for IEP teams So it's great we have it, but just keep in mind that it may not be the panacea you consider it until we really look at that program delivery model.

[03:06:43] Well, for sure, and I agree because, I mean, the checklist is only as good as the environmental possibilities for a child's placement, right? Because if the checklist is there but there aren't options, then it's, right, yeah, yes, ma'am, I understand.

[03:06:58] So I just wanted to, you know, I appreciate you including it, it's a good development, and I really appreciate working on the inclusion. And that was what I was going to ask you about in slide six. You

mentioned working with Dr. Koston and Dr. Preddy Fonchak. And I'm butchering her last name. Are they looking at that program delivery models and they're looking at the inclusion work?

[03:07:16] Is that part of that inclusion work? The program models certainly are. And the allocation of resources, including staffing, are very much so part of that work. And the other thing that we want to make sure we're tying together is the enhancement plan.

[03:07:35] So they're reviewing the enhancement plan as well as our LRE goals to make sure that all of that is brought together and that they're not separate projects because really it's all one project. So the reason I ask that is because the enhancement plan came out of the AIL report and the AIL report was looking at how we could better do what we're already doing.

[03:07:56] Right. So the enhancement plan is a response to how can we do better what we're already doing. Important to the dress. Right. right and I looked at the bullets here about the inclusive work there was nothing here about actually looking at program delivery it talks about inclusive practices professional development and instructional framework and resources but so I that's why I wanted to I don't maybe that's embedded in there but it wasn't listed in the bullets and again if we don't change what the options are we're only able to fix what we're already doing and and I know people are working real hard teachers are working real hard but we've got to give them better environments to teach in

[03:08:34] yes ma'am and I think that your point is one is a compliance exercise and another is a vision exercise right so I think that's not lost on us and I think the ability to flesh out that vision it's not unlike we talked about in the strategic plan right we're gonna if we just go at that as a problem-solving exercise we'll never run out of problems and it's exhausting and if we come at it it as a future preferred state, I believe we're going to be able to hit the mark, so point taken.

[03:09:08] I'll take a go back. Thank you. Thank you, Ms. Sizemoreheiser. Mr. Dunn. I have a few questions. So there was a lot of effort given to training 1,000 people plus on UDL, but it isn't clear how that's aligned with the strategic plan.

[03:09:27] I was looking at the strategic plan, as I mentioned, universal design for learning, and then you know you train a thousand people but that's a process right and I'm just wondering is there an outcome like like some measurable efficacy that we've achieved through that training because one day for a thousand plus employees there's a lot of staff time and there's a cost involved in that so I'm wondering if you could just provide additional information. Sure I think the universal design for learning is a general education program that's a best practice that's

[03:09:59] used many in many many places probably almost all places and let me just sort of summarize it for also for folks at home who may not be familiar with what that means and as we move into winter and think about if we think about a building that's had a massive snowstorm i'm not suggesting we're going to have snow this winter but let's say there is snow there's a difference between whether we choose to shovel the steps going into the building first or the ramp going into the building first you've got to shovel one or the other anyhow and universal design

[03:10:35] for learning says you shovel the ramp and then everyone can get in often we start shoveling the steps and then anyone who's not ambulatory in terms of the ability to use the steps has to wait until we get to shovel the ramp right so it's really important that we think about what are our teaching practices that

enable students whether they have an IEP a 504 plan a language challenge how do we make sure that our practices enable and nurture success for each and every student in a classroom it could be

[03:11:11] questioning strategies it could be how we scaffold the work it's really important to think about how we see children how I mean there's some really practical strategies exit tickets entrance tickets right that are not significantly more work but they're how we do the work and so there's huge research that talks about when you utilize a universal design which has accessibility for all students that indeed student achievement rises for all students it's also really important and I think miss Clemenco

[03:11:47] could share when we look at rolling out our literacy curriculum we've you know we've drawn a line in the sand that says every child deserves instruction at grade level then there's time for intervention or enrichment but we often have pulled children out for self-contained support at the very time that grade level contents being delivered and what we potentially create then as a curriculum disability right because students haven't had access to conversations or material or that experience that would be at grade level

[03:12:23] so i think that as we come around these topics as a school division we're going to see more and more support for our students and an understanding a deeper understanding of their each and every one of their capacity and so i'm excited about that i don't think it happens overnight since we just started it last spring and summer but as that culture builds i think we're going to see you know student achievement rise because there are fewer barriers for many of our students are there any other major school systems for the ninth largest any any of our peer large school systems

[03:13:01] that have successfully implemented udl at scale i can't think of one off the top of my head but i think that um i can get that information for you it's such a standard best practice that it's hard to imagine someone not um but i i will make sure i get that data for you is there a plan to successfully implement beyond the one day of training that was done? Is there a plan to, I mean, we have 40,000 employees, right? There are 30,000, 40,000 employees. I mean, to successfully deploy it to our entire teacher workforce? I believe that is the plan. I think, I apologize if I only

[03:13:38] acknowledge one day for a thousand people. Our entire leadership kickoff, which had more than a thousand people, was focused on universal design for learning. Every new staff member to the school division every new educator had universal design for learning so it has to be more than a thousand people we've trained by now in fact i think the august day was for all teaching staff had universal design so i apologize that the data maybe i wasn't as accurate as i should have had it but dr presidio i think every teacher has had the opportunity already and instructional assistant so forth that's correct and we're going to continue to build on that one of the things that we tried to

[03:14:17] mention in this presentation is that we're working with our consultants around our inclusive practices work and UDL is just really the foundation of that work and that work that we're doing is really going to be mapped over a three-year period of time so we're going to continue to embed UDL principles and as we work towards inclusion over the next three years so what we did with all staff in August on that staff development day was really just the first step in that process once they get trained are they then left to figure it out on their own or are there continuing resources or is it is embedded within instructional coaches

[03:14:54] for example that they can offer udl training you know on a kind of a one-on-one basis or a small group basis yeah there will be support from coaches and in ongoing professional development as i mentioned but i think miss sizemore heisman was mentioning earlier like we need to really re-imagine

and redesign our service delivery model for how we're supporting not just with our students with disabilities but our multilingual learners as well so all the work that we're doing around udl is setting the foundation for that so we're going to continue to change our service delivery models and as we do that then teachers in the classroom obviously are going to be using

[03:15:32] these practices and they're going to need ongoing coaching and support to you know increase their efficacy in the use of those practices um thank you um i also noted that the the expansion of restorative justice the folks who are trained to deliver that but is is there any data available because it's not in this report about the efficacy of restorative justice practices as as deployed within FCPS I mean does FCPS track whether students are happier with outcomes when you have restorative justice employed or whether it's more successful at a view avoiding future

[03:16:08] fights or incidents so what I would say is part of the reason we really doubled down on the expansion of restorative justice was due to really I I can think of two seminal moments one we had several elementary assistant principals come and visit and say we love this we see such powerful outcomes for our young children right our elementary children but if the gap in time is too long so that was one conversation that led dr. King and I to sit down and say look if

[03:16:47] our administrative staff who are imposing discipline consequences and working with our young children see this huge value that they're willing to say let's make sure that we have somewhere in every school we want to really pay attention to that we want to listen to our staff when they're telling us something works. And secondly, the second seminal moment was, Ms. Sawant, I had several students come from TJ and say that this was something very important to them, that they actually had a club that did restorative justice almost students to student, and they felt like

[03:17:21] this was such a powerful way to build culture and climate and understand empathy, even not for all situations but for many situations and they really encouraged us to make this a broader structure for secondary students so again we talked to went with dr. King's office of student conduct and visited with the students and tried to design something that would better support discipline outcomes so I think we those are examples of both student voice and staff voice that again perhaps

[03:17:55] anecdotal but I think we've seen I hope we've seen some benefit dr. King do you feel like you have any kind of anything to add to that the restorative justice department sends a report to the board and it will have data that shows what's been happening in our schools and I expect that we're going to see an increase in numbers based on last year and this year because of the number of facilitators that we have in schools but anecdotally again we're hearing positive feedback from the facilitators that they've been able to intervene in many instances

[03:18:32] particularly at the elementary school level to change student behavior and how they disagree with one another i think you know with students coming back from covid and now we're back a few years right i think some of those early conflict resolution skills the self-regulation skills how to talk about things that are upsetting all of those we hope will build those rich a rich foundation in the elementary before our students get to secondary thank you um i wanted to emphasize

[03:19:08] the seventh criterion says that ensure all discipline policies and procedures are clearly communicated and enforced fairly consistently and so on and and it seems the report focuses on disproportionality. But I mean, the words are enforced consistently. And I can only speak from what my constituents bring to me, which is that they still feel like there's too many fights, too much bad stuff

happening in the hallways, and too much violence. And so people are concerned, especially at the middle and high school levels. And so we do want to reduce disproportionality,

[03:19:44] but we also need to make sure that there's consistent enforcement of the rules. And so I I just ask that there be quantitative data developed so that, you know, we can share with our constituents showing, you know, a decline in incidence of violence or bullying or other things because anecdotal is not as persuasive as, you know, we have great quantitative data in so many respects.

[03:20:08] I would love to have that as well. So, Mr. Dunn, I appreciate that because we have to have discipline, right? There's no morale without discipline. You can't teach a child whose attention you don't have, guaranteed. If you recall our Healthy Youth Survey, we actually had a decrease in a number of those risky behaviors with the exception, as you recall, of the sixth grade, right?

[03:20:33] But other, the bullying and the other behaviors, we saw a decrease in year over year with that one grade exception. So perhaps that would be something, what I'll do is I'll put that back in the Friday letter this week to redraw us back to that. Secondly, part of this report is we've worked very hard with our, remember I said it's the first year we've required school-based administrators to attend a training around consistent enforcement of the SR&R across the school division, as well as hearing office protocols.

[03:21:05] And I would, but we have not had student discipline hearing to the board in a while, right? SO I THINK THAT'S BOTH ANECDOTAL AND I THINK QUANTITATIVE BECAUSE I FEEL LIKE OUR STAFF ACROSS THE BOARD ARE PROVIDING A MUCH MORE CONSISTENT ENFORCEMENT AND UNDERSTANDING OF OUR POLICY DIRECTION.

[03:21:30] SO I REALLY I REALLY BELIEVE THAT STAFF ARE WORKING HARD FOR THAT CONSISTENCY IN WAYS WE HAVEN'T PREVIOUSLY. I'LL TAKE A GO BACK. THANK YOU, MR. DUNN. MS. DIXETT. I FORGOT ABOUT MY TURN. I was like it's not coming all right so my only point here is I was going to say is one of the number five point is the criteria I guess it's ensure all the family gets their regular feedback on student progress through appropriate effective communication that really happens in elementary

[03:22:08] school level and with my own experience with two children in FCPS at middle school it starts to kind of slow down and then high school like they're pretty much on their own yes we have access to sis we can get scores but that's pretty much it so um and and i feel like we become an outsider in some capacity even though i was on a pta board and and both middle school i live at high school just to stay involved i was like how do i get to school and you know we do my part so pta was a

[03:22:39] good option. But I really feel there is a room of improvement there. So your thoughts. Yes ma'am I agree. I feel like you know some of that is I know children that come home at seventh and eighth grade seem to be less communicative sometimes about how their grades are coming. And high school students it just depends you know where their interests are. But I know parent view is used

[03:23:11] heavily but that's different right than seeing student work so you know I I think that we can take a look at what that might what that might look like to have a more transparent feedback at middle and high school I think it's easier at elementary because often there's one teacher right who generally is able to and you're bringing home snail mail packets yeah Friday packets And maybe we need to institute that at middle and high school, but once you have multiple

[03:23:49] teachers with different content and expectations, I think it is difficult if a student isn't bringing something home to say, look, you know, here's what we did. So it's something to think about. I will make a

note and see what we can do. So one of the, some teachers give, there's a note section in the grade book, and they would write student participating in the classroom or they will say supporting their peers and helping with their you know in in some kind of notes are there I think that's one section where

[03:24:24] it's not extra whole process to set up but then some teachers do it and seriously I would look forward to seeing those remarks in my son's grade book because those were like little personal touches I would say somehow the teacher is giving me that feedback it would feel much better than just getting that the scores are you talking about in parent view or insist the same thing so it says after the gradebook there's a comment section there too okay the other thing I want to say about number

[03:25:01] three point a lot of this harassment bullying unsafe condition is happening in our hallways like my colleagues also suggested and one of the requests from an elementary school principal was like we are seeing that especially with our sixth graders discipline issues are happening more. I think we really need to think about putting cameras in hallways in elementary school level and use our one-time funding for that or any way we could do that. I think that's going to support a lot of those concerns because that last time you made the presentation there

[03:25:37] was uptick in the bullying harassment in the sixth graders. That's correct. So I just I'm just correlating that and that's request came coming from elementary school principal it kind of kind of makes sense. Yes ma'am we'll add I know we've had that conversation so I'll add that to our planning list and ask Mr. Lambert and the team to think about adding that to our safety cue.

[03:26:07] Thank you, Dr. Lee. Thank you, Ms. Dixit. Ms. Marin. Yes, I think that some of these items about what you're not failing to do are really timely, especially number five, which is about access to feedback on student progress through appropriate and effective communication, which would be our reporting and our grading policy.

[03:26:28] So I look forward to looking at that one with the following year's work underway by that point next year, but just reiterating that it is so important to get that right, to get the technology piece right, and I know we've been talking about that.

[03:26:43] The number four, promoting structures to engage students in providing input into their learning experience. So last night I was at our Advanced Academic Programs Advisory Committee, and one of the topics was how do we collect feedback from students about why they choose the courses they do, and do we have some kind of feedback mechanism?

[03:26:59] So that is something important, I think, and would also blend into the conversation about high school courses and the selection. So regarding number two, implementing policies and procedures that promote a safe, welcoming, inclusive, accessible, and equitable learning environment for all students that promotes respect, belonging, and well-being.

[03:27:21] So we are going to have what many of us expect to be a turbulent time in our country. I mean, this has been widely talked about, and I know that we have talked about how we're going to go forward, and I think we do need to talk publicly about the temperature in our country.

[03:27:41] we have a trust policy that says that we will keep the confidence and safety of our students who are documented or and help them i've already been asked by constituents what happens if a student's family is deported do staff know what to do what are the steps and i do ask that we get really clear about

what happens if a child is in crisis because their family has been you know taken away due to immigration issues um what do teachers know how to do how do we talk to

[03:28:15] students about this and we're going to need to talk about the tensions here that um it's unchartered territory in some ways but um we at least know when regarding this policy we have a responsibility and we're going to need some tactical um work here to make sure we can do everything we can for our students and their families yes ma'am thank you miss marron mr moon thank you mr chairman given the hour and also many of my questions have been already asked by my

[03:28:49] colleagues I'm gonna leave me to just a couple of questions this is so this is something actually miss Marilyn has already asked but I'm gonna add my voice to that about grading practices I know this is work in progress and since a I I see from one of the slides, slide number 11, that changes in the practices were adopted to increase the consistency.

[03:29:21] Is that the only purpose behind changing grading policies to provide the consistencies? No. Okay. Is there an academic increase, improvement in academic achievement behind grading policy changes as well and if so I want to see how that's going to be measured whether it's whether

[03:29:57] it's just consistency alone or it has more than consistency I want to see when do you think we could be provided with the ultimate outcome whether we are achieving that we want to achieve through these policies and also a along the way whether we are going to be instituting any mechanism to collect the feedback from not only just the teachers but also

[03:30:31] families and students so I to think about grading practices I think the fundamental purpose of grading is to accurately reflect what students no one are able to do right I think the grading changes for this year that are one year only that were provided to staff and again a year I would say two years ago it was the mandate like this was a year ago last year the mandate to have one grading scale right so that is to make it consistent and that was important

[03:31:07] because we had concerns about multiple grading scales across the county I think the other clear direction that I provided was that if a student did no work they need to there is a zero that is posted right that we it is okay to give a zero when there's nothing done I think it's I don't think it makes sense to give a 50% when a student has made no effort on an assignment so we were very clear about that that assignment could be made up and continue to work to

[03:31:43] improve the zero if they so chose I would say that we would hope that that many staff I think and also students said that that goes to motivation right like if you don't have to do anything to get a 50% that it's not as motivating and therefore less work was being done theoretically right I think based on student and staff feedback so I think that's not about consistency but about providing the motivation to actually do the work I think as we look at the distinction between formative and summative it's been very inconsistent so

[03:32:18] So this year, for one year, it's 70% summative, 30% formative, and which I think is more of a balance than the 90/10 or 80/20 or the different modalities out there.

[03:32:35] I also think that, in my opinion, and I don't know where the committee will end up, I happen to believe homework's important. And I happen to believe that if it's important, we have to provide some percentage of a grade connected to homework. Dweck talks about a growth mindset which is persistence and resilient we want to develop study skills in our students because you have to have those skills in post-

secondary or honestly any position you take after you know your educational experience so I think that there are pieces of consistency that are important

[03:33:12] and then there's just fundamentally how do we reinforce study skills learning behaviors critical thinking problem-solving collaboration and so forth so hopefully we'll strike the right balance and I also hear you very clearly about how do we gather that feedback from staff and students and families and I think Dr. Presidio and his team have some have done some of that work and obviously the board is going to be establishing a new policy which then we'll take back to the committee to flesh out by May 1. I don't want to belabor on this issue too long but

[03:33:51] However, this seems to be the issue that concerns probably at this point in time, the largest number of people out there we are serving, both students and teachers and parents.

[03:34:08] With that in mind, I want to find a way, I want to make sure, I want to reassure the public that we are doing our best to collect the data and also provide the mechanism through which they can provide their input so that I do not know whether we can ever achieve a perfect grading policy.

[03:34:37] but as we try to perfect our policy that score with that in mind that we are not going to a cause this turmoil to a continue to forever so it's gonna we because at it right now again again everybody everyone seems to be in somewhat of a turmoil they are feeling that way and for students

[03:35:13] rightfully or wrongfully you know grades are very especially for high school kids high school students and families they take grades very sensitively and and we need to find the way to be fair to all parties concerned with this process so I know your report is about the past but I am trying to address in your next report will bring all those information to us yes sir no that makes sense I do think there's an undo I mean there is turmoil because it creates a record

[03:35:53] right and in particular credit bearing courses they form a transcript which then becomes a significant document I want to clarify to homework for all those watching or listening homework effectively done is practice of previously taught material it's not new material for homework it's practice so and often collaborative teams regularly study teams and so forth so you know doctor just one comment is if mr. chairman if I still have a time that you know when I was growing up homework also included preview it's not

[03:36:33] just a review but also preview and our teachers used to tell us to be you know the back to your I would agree with that the reading advance but it wasn't be necessarily a an assignment per se on material you hadn't had an opportunity to be instructed on thank you mr. moon I'll take a turn so I'll be voting in compliance I think there's a lot of good in here I do have one concern that I want to address and then work in the

[03:37:07] months ahead to to help resolve on page six of the monitoring report regulation 2603 is cited as an example of evidence supporting compliance with the second provision of el-10 which states the superintendent shall not fail to implement policies and procedures that promote a safe welcoming inclusive accessible and equitable learning environment for all students that promotes respect belonging and well-being as you mentioned in your response to another board member at last week's meeting we heard about the 2023-24 fairfax county youth survey though there were many examples of clear successes there were a few troubling findings

[03:37:46] 20 of lesbian and gay students have experienced bullying that's more than double their heterosexual peers in fact this number has sadly increased the past two years after going down every year at least going back to 2015. 52 of lesbian and gay students have experienced two weeks or more of feeling sad or hopeless in a row compared to 20 of their heterosexual peers meanwhile 26 percent of trans students have experienced bullying again more than double compared to non-trans students 63 of trans students have experienced two or more weeks of feeling sad

[03:38:23] or hopeless in a row compared to 23 percent of non-trans students in the cited regulation 2603 we have among the strongest protections and supports for transgender and gender non-conforming students in the country and yet what i hear time and again when i speak to trans students and their families is that they don't know about this regulation or the supports that we offer as a superintendent in Washington state you helped lead the state's work to address bullying in schools I want to use this EL monitoring report to ask that you use the same creativity and focus you displayed

[03:38:57] there to work your help on behalf of the LGBTQ students who attend Fairfax County Public Schools because we have great policies and great regulations but what are we going to do to make them work for the students they are intended to help it was kind of a rhetorical question but I'm interested in your no it's it's critical and I I think you know I've met with our our pride group and just it's heartbreaking when our students are not able to feel safe in learning spaces because

[03:39:33] it's going to impact learning as well as the mental health and the overall sense of well-being and that's not who we are here in Fairfax County so there is definitely work to be done and bidding to make sure we do that work I and the data in those specific data points that you mentioned the data is not going in the correct direction for sure so I think that as we think about that just being clear with our students staff and families about our commitment to that work is going to be vital in the coming weeks and months and I think key among that is ensuring that all students

[03:40:11] know about these protections and the supports that we have for them and their families know as well because many simply do not no matter what the conversation is outside of these buildings many people don't know they exist so I look forward to working with you to make that happen and I hope you'll take some time in your school visits to meet with GSAs and talk to students directly about what they're experiencing in schools because frighteningly a lot of it when I talk to them sounds a lot like what I experienced in high school only a few years ago so right the laugh okay that was a bit much but I appreciate it all right we'll take some go

[03:40:50] actually we'll go to Ms. Sawant thank you I just wanted to circle back to slide eight about the advisory lessons and kind of give the student feedback that I've gotten from kind of more of the regional groups overall it looks different in classrooms because of what teachers pull from the sequence and what they teach but kind of the main lessons that we get is like setting smart goals habitats for success student advocacy SRNR and then for seniors and juniors specific piece at prep and then college prep but I guess my question is what is different about like this year's advisory meetings or changes that we've made as compared to what we've had in previous years because these kind of

[03:41:30] general trends students have seen for a couple years I wanted to know like what was new or different this year so great question so dr. Presidio do you want to clarify um the new uh year's worth of content for responsive yeah i think i think that's a great question um i think the biggest difference is that we created a curriculum that we expect to be delivered consistently in all of the advisory classes across the

school division when we started the advisory program a number of years ago schools were creating a lot of their own curriculum and it would look different from school to school or even from classroom to classroom

[03:42:07] within the schools so we've really tried to provide a viable curriculum that touches on the social emotional learning components as well as the academic preparedness components that you mentioned and the college and career planning components that you mentioned as well so those are like the three big buckets of what we want to see happening in the advisory program and I'd be happy to share more information with you about it and certainly would enjoy getting more student feedback about what that experience looks like because this is our first year of kind of having that expectation that the curriculum would be used consistently from from school to school yeah that makes sense I'd love to talk more about that because I think when we all talk about these goals it's

[03:42:46] probably that the curriculums that the schools are setting are similar in that we have all of these different goals but I'd love to look at some more of the specific things that FCPS is pushing and that kind of how that looks down the chain thank you miss want we'll go to go backs dr. Anderson thank you I do have one question and then I'll just make some comments on page nine we talked about the discipline there this is number six of the indicators we talked about the discipline disproportionality the cohort training with the intention of reducing the discipline disproportionality this work started

[03:43:25] last year what can you give us regarding the progress of this work on that measure and I apologize are you on page page nine of the full report it's at the bottom there number six got it so um we'll be providing some evidence but i i think that uh dr king do you have any kind of early data on um our disproportionality work i believe we've actually structured teams around that work in the last year so do we have any data to report

[03:44:05] on that we don't have any data to report tonight but we can get some data and you know we have new leadership in that office we're restructuring the support that we're giving based on feedback that we receive from principals so our team is working uh currently to provide new strategies for the support that we're giving schools thank you um i i know i'm a broken record on this i have been a broken record on this and today is no different i i struggle to evaluate the progress because we don't have the information again there's lots of activity that's been identified but what would be

[03:44:44] so helpful for me is for those activities to be connected to the desired outcome and then for that to be supported by where are we now where were we last year I've seen glimpses of this throughout these reports but they are not here consistently enough for me to be able to support compliance and progress and and I struggle with that because I know it has to exist but if it's not provided here I believe that I am at a disadvantage to evaluate your

[03:45:17] work the last thing that I do want to share is with indicator one that talks about maintaining the climate for high achievement across all demographics that's also a space where I know there's a lot of work to be done even in the assessment documents that were shared that was shared earlier this year. Our achievement gaps across our groups have not closed at all. So we're not seeing I think that climate as meaningfully as I would like to see. And the other thing that I also wanted to raise regarding the youth survey data what I

[03:45:56] appreciate whatever what it has to offer. I also want to couch it to the fact that we are administering it to students in grades six eight ten and twelve. So it's not necessarily indicative of the

entirety of our student voice. Similarly to the comment that you made regarding the us not seeing any appeals come to us but that's just the appeal. I think a better data point a better indicator would be how many kids are at the hearings office because the appeal we know takes a certain resource in order for parents to even access it let alone do it.

[03:46:31] Yep. Thank you. Thank you so I wanted to just mention the Varsity Tutors program the data in the report shows it's not being utilized as much as as it probably could be so I was wondering if the assistant superintendents could be directed to reach out to principals to make an aggressive marketing push of this program because there are students who need it we have it we just need to get kids to use it and a lot of it is probably just publicizing it right marketing and um and and that's just something that could be done um without too much effort um I'm interested

[03:47:11] in learning more there's there's discussion in the report about trauma-informed schools but there's not data on like how many schools have trauma-informed staff I think it tends you know there's certain communities that really need that um and in a Friday letter you could provide more data on which schools have, you know, most or all of their staff trained in trauma-informed education, and if it's being expanded or just kind of like, you know, there's discussion of it but not like data about it. So I'd like to get that data. And finally, I just wanted to offer kudos because the

[03:47:50] SRNR, I think, on the website is so much better than the handbook that we saw last year. It looks really good so I just want to compliment you on doing a really good job working must be the new website designers and but the content is just amazing it's like night and day different and so thank you very much for your hard work on that I really appreciate it. Thank you Mr. Dunn. Thank you Mr. Dunn. I now call on Ms. Dixit for a motion. I move that the school board finds that the superintendent is in compliance with executive limitation number 10 learning environment and relationship with students. I further move that the school board approves the monitoring report

[03:48:29] based on the superintendent's reasonable interpretation of executive limitation number 10 learning environment and relationship with student as outlined in the strategy governance manual. Is there a second Mr. McElveen mistakes that would you like to speak to your motion.

[03:48:49] No Mr. McElveen would you like to speak to your second. No thanks. Thank you. All right seeing no others we will take a vote. The motion is on the screen. All those in favor Miss Marin mystics it Mr. McElveen - Ms. Anderson, Ms. Sizemore-Heiser, Mr. Dunn, Mr. Moon, Ms. Lady, Ms. St. John Cunning, and myself with Mr. McDaniel away from the table.

[03:49:12] All those opposed? Dr. Anderson, abstentions? Will the clerk read the vote? - 10-1. The motion carries. - Thank you, the motion carries. All right.

[03:49:30] At this time, the board will take a few moments to document their individual feedback on the monitoring report. School board members may complete the hard copy found at the dais or the online form linked in the meeting script. If you have any issues accessing the form, please contact the clerks.

[03:49:45] We will take about five to seven minutes.

[03:59:17] Board members, please return to your seats.

[04:02:07] Agenda item 7.01, policy review, learning environment and relationships with students, EL-10. The next order of business is the policy review for executive limitation 10, learning environment and

relationships with students, EL-10. Annually, the board will review each executive limitation at the time the monitoring report is provided to determine if revisions are needed.

[04:02:27] Board members may offer amendments to executive limitations at any regular meeting provided they send final amendment language to the board and clerk at least 48 hours in advance of the meeting at which it is to be considered. At this time, no amendments have been submitted in advance of this meeting, but board members may provide comments on executive limitation 10, learning environment and relationships with students before we vote on maintaining the current language for the year ahead.

[04:02:53] If there are no further comments or questions or discussion, I will call on Ms. Dixit for the motion. - I move that the school board maintain executive limitation 10, learning environment in relationship with student as it is currently detailed in the strategic government manual.

[04:03:11] - Is there a second? - Second. - Mr. McElveen. Ms. Dixit, would you like to speak to your motion? - No. - Mr. McElveen, would you like to speak to your motion? - No. - All right. Seeing no others with their lights on, we will move to a vote. All those in favor of the motion on the screen, Ms. Marin, Ms. Dixit, Dr. Anderson,

[04:03:30] Mr McIlveen Miss Anderson Mr Dunn Mr Moon Miss St John Cunning and myself with Miss Sizemore Heiser and Mr McDaniel and Miss Lady away from the table the motion carries agenda item number 8.01 academic matters I call on Dr.

[04:03:54] Reed for academic matters thank you chairman Frisch and it's so exciting this evening to present academic matters we're going to talk a little bit about attendance tonight. and just how important that is and the progress that we're making and our strategies that we're utilizing here in fairfax county and there on the slide the first slide that you'll see i think there's some really compelling data points several of these data points i think are most critical

[04:04:28] for example when only 17 percent of students who are chronically absent in both kindergarten and first grade we're reading proficiently by grade 3 compared to 64% of those with good attendance and when you think about that something that's not an instructional strategy it's not a program delivery model it's just attending school and I think that as it's one of the most significant ways we can partner with our families because the difference between 17% and 64% of our students that are reading proficiently is significant so again this

[04:05:07] and the importance of attendance cannot be overstated as something that matters with academics another data point that I think is most compelling is that students who fail to read at grade level by the end of third grade are four times more likely than students who achieve proficiency to drop out of high school and I think that's another compelling data point so as we think about attendance and the importance of being a reader in third grade it's not just really about that third grade performance it's about the trajectory of their educational journey and often economic earning capacity in later life

[04:05:46] so attendance is again just so very critical I want to remind those at home and the board about what is chronic absenteeism and as we look at the definitions for chronic absenteeism want to say that it's defined as missing 10% or more of the school year for any reason and interestingly this includes excused absences so that's really just two days a month and so when you think of chronic absenteeism you don't often think of just two days a month but that

[04:06:22] actually is what it could end up being and so I think that one of the things that we look at is we've had actually a lot of excused absences as well and I want to make sure that our families watching who have children who are medically fragile understand that we want to make sure that families make choices about their children's health and their health care and we recognize that some children do require absences because of chronic medical conditions or

[04:06:53] concerned so we understand that although there's not really we do understand that and the data that you're able to look at at this point really talks about from the school years prior to the pandemic and then of course school years after the pandemic so our peak absenteeism data really was occurring right as we came back from covid in the 21 22 school year although i am proud to say that in

[04:07:24] each year fairfax county public schools which is the dark blue bar graph is continuing to be lower than the commonwealth and we finally are back down to 12.8 percent and we're hopeful in the coming year to even go lower but we've made significant progress and are again significantly below commonwealth data so we're very proud of the work that our staff and students and families were engaged in over the last year in thinking about we talked about in the last executive

[04:08:00] limitation this multi-tiered system of support for academics and this also exists for attendance so what we want to think about is this pyramid where tier one which is where most of our students sit often that's referred to almost 80 percent of our students those are strategies that encourage good attendance and then when you have tier two which often is determined at roughly 15 percent those students may need more help and more support and then tier three which is often five percent

[04:08:35] would be those students who require really intensive supports maybe that have interagency case management plans learning and success plans and so forth so the definitions for where those sit between 10 and 19 and 20 percent or more of absences really are ways to define and identify where and how we're supporting students ideally we want all students in tier one if it's at all possible as we think about our in-person flexible instruction time this brings to mind our program

[04:09:14] last year that was so successful our spring sprouts program and as we think about what's possible we don't want to wait till spring break this year so we're looking at a variety of models that we hope will generate make up time and be able to recover lost instructional time i will say that last year we had a significant impact from spring sprouts i know the number of schools high LaValley, London Town, Mount Vernon Woods, Washington Mill, Woodlawn all saw significant

[04:09:48] improvement as a result of the program and had a lot of positive feedback from staff and families. So we've got a lot of work to do and we want to make sure we utilize this option at all grade levels.

[04:10:04] So in thinking about academic matters and attendance, we wanted to share some strategies that families could participate in with regard to student attendance we know that our families are critical partners to promote good attendance and it's really important that children learn these habits as they're young and in particular our very young children are quite dependent on parents to get them to school so our parent partnership here is very important but these These are some ideas that are research-based and trauma-informed, as well as best practice

[04:10:42] for family support around student attendance. So Chairman Frisch, that is academic matters for this evening, and we want to just promote strong attendance because of the solid impact on academic achievement. Thank you.

[04:10:58] Thank you, Dr. Reed. Mr. Dunn. Thank you. Slide number two that displays the data on how we're doing versus Virginia, I would love in a Friday letter to get a sense of what the data is for maybe the surrounding jurisdictions, the Wavy jurisdictions, and kind of our peer school systems that are in maybe the top ten of the country if that data is available because just to get a sense of, you know, FCPS is normally ahead of the rest of Virginia and I'm glad to see it still is here but

[04:11:35] how we're doing to our you know DMV compatriots and and nationally with peer school systems would be useful to see I assume that the data that shows the reduction from 17.1% and 22 23 to 23 24 is is the result of the efforts that you're leading and the you know positive measures you're putting in place is that Yes, sir, the staff has worked tremendously hard, and we've allocated resources to go from 17.1 to 12.8.

[04:12:05] I mean, we're a good way into the school year now. Do you think that that trend will continue downward? We expect that trend to continue downward. The slide that I referenced around the make-up time, the in-person flexible instruction, is going to be more utilized earlier in the year.

[04:12:27] the year but it is our expectation because we believe the board expects us to continue doing everything we can to lower that we'd like to get below ten percent great I I wanted to mention that slide five and and that first bullet in the box IP fit in action it may just be the way it's written but I really hate it the fact that it says important opportunity for schools to recover lost time due to student absences it implies that the benefit is to this to the

[04:13:04] schools but not necessarily to the student and maybe that again that's just the way it was phrased and it wasn't meant that way but you know for the public watching or reading at a later point you know I I would ask if you could address is there data showing that this program spring sprouts and similar programs actually benefits the students like this recovers for schools and schools are being held accountable by the state for chronic absenteeism but are the students actually catching up if they're only getting you know two hours

[04:13:42] of instruction does that equal one full school day for those students and if that is true I wonder how come our school days aren't shorter right I mean And there's a little bit of a confusing element to this slide. Yes, sir. I understand that.

[04:13:58] And I don't think we can equate a day of instruction with two hours of instruction. I think that the Commonwealth has placed a significant focus on attendance, particularly in recent years, for obvious reasons, right?

[04:14:13] Our attendance is not where it should be. But your point's taken, and I'll see what we can do to identify the impact on our children. Thank you. I mean I guess just more broadly if we do have children who are chronically absent are we catching them up to grade level and literacy I mean do we do we have data on that are we gathering data or is that something that needs to to commence I would I would say that since I would say that we need to collect data on the impact academically of spring sprouts I think we collected data

[04:14:50] behaviorally because students didn't have that week some students who had significant chronic absenteeism once we can get them in that pattern they seem to continue that behavior right so I think to answer your question about the academic benefits of this program let me go back to the team and see what we can come up with for a Friday letter okay that'd be helpful thank you yes sir

[04:15:16] Thank you. Mr. Dunn. Dr. Anderson. Thank you. I I did too have a question regarding some of the efforts. I think it's worth noting what some of those activities have been outside of the recovery just to really show the impact that well the work that's going on in the division to ensure that kids are coming to school. So can you give us a few more examples of what has taken place to impact the chronic absenteeism over the past year. Yes ma'am.

[04:15:49] i i would say two of our chief officers that have done the most work on that would be miss hall and dr ponce and miss hall do you want to share a couple of the strategies that we've employed to improve attendance and dr ponce if you could elaborate on that thank you yes our community relations team is working directly with with dr presidio's team to communicate with our families about the importance of attendance and the benefits of attendance.

[04:16:25] In addition, they are using targeted communications through intercultural engagement to our multilingual families. In addition, there is the work on the website leading and through Family Academy, which talked about before educating families on the importance of attendance and the benefits of attendance and I mentioned before there will be work going out into the community at every turn sharing that information at every community

[04:17:01] engagement that dr. Reed goes to there's information on attendance in addition to that we are monitoring and we have a list of the students that are chronic absent and talking with the principals and at the same time we are assigning them to after-school tutorials or hours that they can serve and I agree it's not that we are going to say hey you can be two hours three hours but this is the

[04:17:36] solution that we have for now thank you the other thing that I wanted to talk regarding the the you know I fit time the spring sprouts and I agree with mr. Dunn it's not ideal we all know it's not ideal otherwise we would just shorten school and call it a day but it is an opportunity to have something rather than nothing but it has to be clear to parents it is a very distant second to being at the schools each and every day it's like the lottery you can't win it if you don't play you have to be at school in order to engage in the learning that you need

[04:18:13] another piece that I know has been a little bit of a a change in habit particularly for our elementary parents is how to treat the symptoms of sickness I know during COVID it was if there's anything happening you do not come to school you stay home and we've since relaxed some of those mandates but I think we need to have continuing education regarding you know when to really keep your child at home and when can they come to school even though they're not at their you know at a hundred percent like my colleague here no that's correct and I do think we have tried to

[04:18:48] put out guidance you know not having a fever and so forth but the degree to which students are not contagious perhaps a sniffle is okay whereas previously sniffling was not as you know okay Right. And just kind of the last piece, I know very often we have families who are on vacations and visits to other countries for extended periods of time.

[04:19:16] I would also love to hear how are we continuing that dialogue with families who who have those kinds of commitments and how it can be so harmful to their own children's education. Yes, ma'am. I think that's important.

[04:19:31] I'm also will just mention here I know Mr. Frisch raised this as a concern but our LGBTQIA plus community given the disproportionate feeling of sadness the bullying the anxiety that also affects

attendance and the American Pediatric Society is often talked about bullying as a public health concern so those nonspecific symptoms that families sometimes hear about my stomach hurts I don't feel good our school avoidance because of those feelings of a lack of

[04:20:07] safety in the school learning space so I think to your point again mr. Frisch it's a topic we have to absolutely be addressing it and I actually one more thing just came to mind when you shared when you shared this how much of our disciplinary how much of the chronic absenteeism is impacted by our own disciplinary measures for example if a student is suspended for 10 days that does go into this calculus correct so what is the impact of that well I would who would like to tag that miss Neal yeah we are pulling some of that data for

[04:20:44] our goal to work session thank you thank you dr. Anderson missing done cunning so really I just want to compliment the work that's been done on this I was working in the schools during COVID and right after COVID and doing some of this work of trying to get families back in particularly in some areas where there was loss

[04:21:16] of life the fear of sickness and keeping kids home I know has an impact or even kids not wanting to be in school because their parent was sick and they were scared something was going to happen to their to their parent so I think that that we still see remnants of that and that's contributing into that. In terms of Spring Sprouts, I have spoken to parents. They loved it. The kids loved it. They got a lot out of it. And I know the equation of two hours in-person flexible or three hours in-person flexible doesn't look like if it equates. But we have to remember that in a school

[04:21:53] day, the kids are also going to PE. They're going to music. They're going to art. So when they're in there for those two hours they're not doing they're doing they're doing numeracy or they're doing literacy so I think that that slide doesn't kind of really give the full picture of what that time commitment is because a full day is not just you know pure literacy and numeracy there's other things going on so I have every confidence that things are going to improve but I really want to

[04:22:30] lift the work that I know people have done from going to people's homes the late school buses just extraordinary extraordinary efforts from everyone in those school buildings and not just counselors not just principals not just assistant principals like everyone.

[04:22:50] Yeah thank you Miss St. John Connie and I also think the number of excused absences we also still have a number of family members parents and caregivers who are still working remotely right and so I think that's a phenomenon that didn't exist in the numbers prior to kovat and does exist today and I think it makes families more mobile in terms of being able to pick up and perhaps go somewhere for a week or two and take the family and as educators we're all in school right like

[04:23:26] we're we're in the classroom we're in the schoolhouse or you know so I think there's some interesting adult dynamics that are connected to this attendance work because I know we all lamented the significant number of excused absences it's not that children are more truant than they were before it's that in many cases parents are taking children somewhere so anyhow if you're listening parents it's important they're in school so uh very important thank you miss st john cunning

[04:24:03] hopefully they're asleep all right mr dunn for a go back um i was just wondering if in a friday letter you could provide um chronic absenteeism data by high school pyramid for those of us so we can understand for our districts um you know where there might be peaks and valleys thank you thank you yes

we will do that thank you mr dunn seeing the others we'll move along agenda item excuse me agenda item 8.02 superintendent matters i will slowly call

[04:24:42] on dr michelle reid for superintendent matters dr reid thank you chairman frisch i think in the interest of time i will just limit my remarks to a heartfelt thank you to the board to each of you and your confidence in my leadership and the leadership of our team and the work of our educators in this division so i thank you for your vision your support your guidance

[04:25:17] and just appreciate it so thank you thank you dr reed agenda item nine consent agenda our adopted rules of parliamentary procedure robert's 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 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 any objection to approving the consent agenda hearing and seeing no objection the consent agenda is approved agenda item number 10

[04:25:53] new business the following are new business items there will not be a vote on these items this evening but action is scheduled at a future meeting board committee reports i call on agenda item 11 board committee reports I call on Mr. McIlvain for a report from the audit committee audit committee continues to work through its annual audit plan we will be meeting again this this coming week and we'll have another update for you at the next meeting thank you I call on we're off to agenda item 12 this is

[04:26:29] our last meeting before Thanksgiving and as a demonstration of our gratitude to the incredible staff and our superintendent who have stayed with us all night without objection I would like to skip AGENDA ITEM 12 BOARD MATTERS SEEING AND HEARING NONE AT 11:26 PM THIS MEETING IS ADJOURNED HAPPY THANKSGIVING

