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Fairfax County School Board Meeting, Thursday, June 25, 2026

Date Thursday, June 25, 2026
Place Fairfax County School Board, Virginia
Length 5h 15m (video)

- Official meeting video (YouTube): <https://www.youtube.com/watch?v=-hok5GRbz9E>
- Official School Board page (FCPS): <https://www.fcps.edu/about-fcps/leadership/school-board>

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Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-10-27. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:03:47] This June 2025, I'm sorry, this June 25th, 2026, regular meeting of the Fairfax County School Board will now come to order. Please stand for the Pledge of Allegiance, followed by a moment of silence and a performance of the national anthem by Antonia Simon, a soloist from Daniels Run Elementary School under the direction of Michelle McCartan.

[00:04:06] I pledge allegiance.

[00:06:08] A round of applause for our amazing student. Agenda item 3.02 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.

[00:06:27] Please reference the QR code on the agenda or visit www.fcps.edu/boarddocs. Tonight's meeting is being broadcast on Cox Channel 99, Verizon Fios Channel 11, and livestream on YouTube and on our website at www.fcps.edu/livestream.

[00:06:51] Agenda item 3.03, Introduction of Chief of Schools. We would like to take a moment during tonight's meeting to hear from our new Chief of Schools. I now call on Ms. Megan Vroman to provide brief remarks to the board.

[00:07:14] Good evening. Thank you, Dr. Reed and members of the Fairfax County School Board and this community for the trust you've placed in me. I am honored to serve as your next Chief of Schools, and I'm grateful to Dr. Ponce for his leadership and steadfast support of this division's work. I began my career as a special education teacher, and that experience continues to shape how I approach this work.

[00:07:37] It taught me the importance of knowing students as individuals, partnering closely with families, and recognizing that meaningful support often comes from the collective effort of dedicated educators working together. Most importantly, it reinforced for me that every decision we make should be made with a simple question: What will this mean for students?

[00:07:58] That perspective stayed with me throughout my years as a principal. I have the privilege of leading schools through periods of significant growth and change from improving student achievement in established school to opening a new middle school and building its culture from day one. Those experiences reinforce that lasting improvement is never the result of one leader.

[00:08:17] It comes from developing great people, earning the trust of families and staff, and keeping students at the center of every decision. That same belief has guided my four years in Fairfax County. Together with our principals, teachers, and central office teams, we've strengthened student outcomes across the region that I used to lead Region 2.

[00:08:36] We expanded access to Algebra 1 in middle school by nearly 22 percentage points creating more opportunities for students to accelerate their learning while also maintaining high pass rates. Through region-wide focus on multilingual learners the percentage of students meeting their WIDA growth goals increased by 11.4 points overall including a 19.6 increase at the secondary level.

[00:08:58] I'm proud of these results not because of the numbers themselves but because they represent more opportunities for students and reflect the dedication of educators across our schools. That is the commitment I bring to this role. Fairfax County is home to extraordinary students, families, educators, and leaders.

[00:09:16] I know this division has the talent, dedication, and capacity to continue achieving exceptional outcomes for our students. My responsibility is to create conditions for that work to flourish, to stay connected to our schools, support our principals and staff, and ensure that every decision we make at the central office remains grounded in the experiences of students in our classrooms.

[00:09:37] I take on this responsibility with humility, optimism, and a deep sense of purpose. I'm grateful for the opportunity to serve alongside you and I look forward to the work ahead on behalf of every student in Fairfax County Public Schools. Thank you. Ms. Groman on behalf of the school board I would like to thank you for your previous work as the Region 2 Assistant Superintendent and welcome you as the new Chief of Schools for FCPS.

[00:10:09] We look forward to working with you from the years to come. Agenda item 3.04, Immigrant Heritage Month Proclamation.

[00:10:25] I call on Dr. Anderson for a proclamation. Thank you. Whereas the United States promises to be a land in which all are created and treated fairly with equal access, opportunity, and America has long been a safe haven for those seeking refuge from economic and humanitarian crises, a better life, and a peaceful future.

[00:10:48] And whereas, generations of immigrants from every corner of the globe have built our country's economy and helped hold a unique character of our nation and county. The courage and entrepreneurial innovation of immigrants has generated millions of jobs across Virginia and led societal achievements across every major industry, including education, health care, public services, law, engineering, construction, caregiving, manufacturing, service, agriculture, and countless others.

[00:11:26] And whereas, immigrants have provided the United States with varied and unique social and cultural influences, fundamentally enriching the extraordinary fabric of our nation. And whereas, despite these countless contributions, The role of immigrants in building and developing our nation has frequently been overlooked and undervalued throughout our history and continuing to the present day.

[00:11:53] It is important to shed light on the valuable role generations of immigrants have had across our county and country. And whereas, immigrants have been tireless leaders, not only in securing their own rights and access to equal opportunity, but have also campaigned to create a fairer and more just society for all Americans.

[00:12:18] And whereas, Fairfax County Public Schools commemorates World Refugee Day on June 20, 2026, and recognizes the courage and humanity of the millions forced to flee violence, persecution, and war.

[00:12:35] We honor the generosity of our communities in welcoming refugees and the bravery and dedication of humanitarian workers who provide life-saving assistance, often in challenging and dangerous conditions. Now, therefore, be it resolved that the Fairfax County School Board does hereby proclaim June 2026 as Immigrant Heritage Month and encourages all community members to embrace the significant contributions of our immigrant population.

[00:13:05] Is there a second? Thank you, Ms. St. John Cuning. I will call for a vote. All those in favor, Mr. Frisch, Mr. McElveen, Ms. Marin, Mr. McDaniel, we're going to flip those two, Ms. St. John Cuning, Ms. Lady, Ms. Dixit, Mr. Dannen, Mr. Dunn, Mr. Moon, Dr. Anderson and myself. That is unanimous for all board members.

[00:13:33] Agenda Item 3.05, Proclamation Honoring Caribbean Heritage Month. I call on Ms. Dixit for a proclamation. Whereas June was designated as National Caribbean American Heritage Month in 2006 to promote the rich culture and heritage of the Caribbean American people and their contribution to the history and culture of the United States.

[00:13:54] And whereas, National Caribbean American Heritage Month, spearheaded and championed by Dr. Claire Nelson, the first Jamaican woman to earn a doctorate degree in an engineering discipline and a founding member of the Institute of Caribbean Studies, has been celebrated across the nation since 2000.

[00:14:12] And whereas Caribbean individuals are some of the most ethnically diverse in the world and are a fusion of indigenous, African, European and Asian descent, and the Caribbean also called the West Indies is made up of more than 700 islands, reefs and caves, which are organized into 30 territories, including 30 sovereign nations, Antigua and Bermuda, Bahamas, Barbados, Cuba, Dominica, Dominic Republic, Grenada, Haiti, Jamaica, St. Lucia, St. Kitts, and Nevis, St. Vincent, the Girondins, and Trinidad and Tobacco.

[00:14:52] And whereas the Caribbean diaspora in the United States is comprised of over 8.5 million individuals either born in the Caribbean or the Caribbean ancestry, with the majority of Caribbean

immigrants in the United States migrating primarily from five countries: Cuba, the Dominican Republic, public, Jamaica, Haiti, and Trinidad and Tobago, and whereas the Caribbean have been the center of heinous crime against humanity introduced with the transatlantic slave trade as approximately 40% of enslaved Africans were shipped to the Caribbean islands, which in the 17th century surpassed Brazil as the principal market for enslaved labor, and whereas Fairfax County

[00:15:32] Public Schools celebrate the rich diversity and honors the many contributions of immigrant and Caribbean heritage to our nation, from Jean-Baptiste Poin de Savalle from Haiti, who established what would have become Chicago, to U.S. Secretary of State General Colin Powell from Jamaica, and the Honorable Shirley Chizome of Guyanese and Bajan descent, the first black woman to run as a candidate for the President of the United States of America, and former Vice President Kamala Harris of Jamaican descent, among many others. Now, therefore, be in

[00:16:06] it resolved that the Fairfax County School Board does hereby proclaim June 2026 as Caribbean Heritage Month in celebration and recognition of the many contributions Caribbean Americans have made to our society. Is there a second second. Thank you, Mr.

[00:16:22] Dannon. I call for a vote. All those in favor, Mr. Frisch, Mr. McDaniel, Miss Marin, Mr. McElveen, Miss St. John Cuning, Miss Lady, Miss Dixit, Mr. Dannon, Mr. Dunn, Mr. Moon, Dr. Anderson and myself. That is unanimous for all board members.

[00:16:42] Agenda Item 3.06, Proclamation Honoring LGBTQIA Plus Pride Month. I call on Ms. St. John Cunningham for a motion. Whereas June marks the anniversary of the first LGBTQIA Plus Pride Parade over 50 years ago, which served as a call to collective action just one year after the 1969 Stonewall Riots, where LGBTQIA Plus people, especially queer youth and transgender women, resisted pervasive police harassment and violence during an early morning bar raid in New York

[00:17:18] City, and whereas the decades since have been one of struggle and triumph for the LGBTQIA plus community. Despite increased understanding and legal protections, LGBTQIA plus youth still face many challenges, including the threat of their legal rights and protections being revoked across the country. Without accepting families, schools, and communities, they are far more likely to attempt suicide or experience homelessness. Whereas recent studies show most LGBTQIA plus

[00:17:53] middle and high school students in Virginia say they have been verbally harassed because of their sexual orientation and often hear negative remarks about transgender people in school. Additionally, middle and high school students in Virginia report experiencing physical assaults because of their LGBTQIA plus status.

[00:18:14] Students of color are disproportionately impacted by anti-LGBTQIA plus hostility with large percentages of Latinx and black LGBTQIA plus middle and high school students experiencing bullying, bullying, and whereas now more than ever with LGBTQIA plus people, especially transgender and gender expansive youth are being attacked verbally and in lawmaking the Fairfax County School Board stands with and celebrates its LGBTQIA plus students families

[00:18:50] and staff the school board recognizes the urgency of its charge to foster a responsive caring and inclusive culture where LGBTQIA plus students are affirmed and see their identities reflected in instructional curriculum, school programs, and school library offerings.

[00:19:11] It further commits to advancing policies that protect LGBTQIA plus students and staffs and enhances their experiences in Fairfax County public schools. And whereas the Fairfax County School Board appreciates the many contributions made by its LGBTQIA plus students, families, and staff to the vibrancy of the broader school community,

[00:19:33] Fairfax County has a richly diverse LGBTQIA plus population that includes people from all walks of life who should be able to live without fear of prejudice, discrimination, harassment, or violence, physical or political.

[00:19:51] Now, therefore, be it resolved, the Fairfax County School Board, on behalf of the students, families, and staff of Fairfax County Public School, proclaims June 2026 as LGBTQIA plus Pride Month.

[00:20:06] In the spirit of one Fairfax, the Fairfax County School Board urges all to respect and honor our diverse LGBTQIA plus community and to build a culture of inclusivity and equity. not only during LGBTQIA plus Pride Month but every day throughout the entire year as well. Is there a second? Second. Thank you Dr. Anderson. All those in favor Mr. Frisch, Mr. McDaniel, Ms. Marin, Mr. McElveen, Ms. St. John Cunning, Ms. Lady, Ms. Dixit, Mr. Dannon, Mr. Dunn, Mr. Moon, Dr. Anderson and myself. That is

[00:20:42] unanimous for all board members. Call on Ms. Anderson for proclamation. agenda item 3.07. Whereas National Gun Violence Awareness Day or Wear Orange Day was observed on June 5th, 2026, launching Gun Violence Awareness Month in a nationwide effort to honor the lives of those lost to gun violence, support survivors, and promote safer communities. Whereas the Wear

[00:21:21] Orange movement was inspired by the life of Hadiyah Pendleton, a 15-year-old student whose tragic death galvanized young people across the nation to raise awareness about gun violence and advocate for a future free of its devastating impact. Whereas gun violence continues to affect individuals, families, schools, and communities throughout the United States, causing profound physical, emotional, and psychological harm. Whereas firearms remain the leading cause of death for children and teens in the United States, underscoring the importance of prevention, education, and community engagement to protect young people and promote their well-being.

[00:22:01] Whereas Fairfax County Public Schools is committed to providing safe, supportive, and secure learning environments where students and staff can learn and work free from fear of violence. Whereas Fairfax County Public Schools partners with families, community organizations, public safety agencies, and local leaders to promote awareness, prevention, and strategies to help keep students and communities safe.

[00:22:27] And whereas members of the Virginia General Assembly, including Delegate Laura Jane Cohen, State Senator Stella G. Pekarski, and other state legislators have advanced initiatives to promote secure firearm storage, increase public awareness of firearm safety practices, and strengthen efforts to prevent gun violence and protect children, families, and communities throughout the Commonwealth.

[00:22:50] Now, therefore, be it resolved that the Fairfax County School Board hereby recognizes June 2026 as Gun Violence Awareness Month and stands united with the Fairfax chapter of Moms Demand Action to recognize National Gun Violence Awareness Month.

[00:23:06] This recognition affirms the Fairfax County School Board's commitment to protecting students and staff, honoring victims and survivors of gun violence, and promoting safe, supportive learning environments and communities for all. Is there a second? Second. I will call for the vote. All those in favor.

Mr. Frisch, Mr. McDaniel, Ms. Marin, Mr. McElveen, Ms. St. John Cuning, Ms. Anderson, Ms. Dixit, Mr. Dannen, Mr. Dunn,

[00:23:35] Mr. Moon, Dr. Anderson, and myself. That's unanimous. Agenda item 3.08, proclamation honoring Mary Porter of Real Food for Kids. I call on Mr. McElveen for a proclamation. Whereas Mary Porter has dedicated more than 15 years of exceptional service to Real Food for Kids, bringing to that work the full breadth of her experience across for-profit, non-profit, and educational environments spanning more than 25 years, joining as a founding board

[00:24:11] member in 2010, deepening her expertise as an accredited health counselor through the Institute of Integrative Nutrition, and ascending to the role of director of programs in 2016, through which she has served as the organizational heart of RFFK's mission to advance healthy food access and nutrition education for the children of Fairfax County public schools.

[00:24:33] And whereas Ms. Porter has been the driving force behind landmark programs that have shaped the culture of food and nutrition in Fairfax County public schools, including Food Day, which has brought communities together each year in celebration of real healthy food, and the annual Culinary Challenge, which inspires students to discover the joy and creativity of cooking and opens a dialogue between the Food and Nutrition Services Department and students to advance real, whole foods and student cafeterias, programs that have engaged thousands of students and their families in meaningful, hands-on learning and planted seeds of lifelong, healthy habits.

[00:25:09] And whereas when the COVID-19 pandemic threatened to deepen hunger and food insecurity among Fairfax County's most vulnerable students and families, Ms. Porter responded with urgency and determination, leading RFFK's efforts to mobilize resources, strengthen community partnerships and ensure that children who depended on school meals and other nutrition supports were not left without, a testament to her belief that a community's commitment to its children must hold firm even in the most difficult of times.

[00:25:38] And whereas Ms. Porter has championed the expansion of SNAP enrollment access among FCPS students and families, recognizing that federal nutrition benefits only fulfill their promise when the families who need them most are empowered to access them, working to reduce barriers, connect families with resources, and ensure that no child goes without nourishing food due to lack of information or support, reflecting her enduring conviction that food security is a matter of dignity and justice. And whereas Ms. Porter exemplifies the spirit of civic engagement and community leadership that strengthens the fabric of Fairfax County, having served with

[00:26:13] distinction on the FCPS School Health Advisory Committee, or SHAC, the CTE Advisory Committee, and the Superintendent's Budget Task Force, bringing her expertise in nutrition and public health to bear on decisions that affect all students and shaping pathways that prepare students for meaningful careers, having served as PTA President at Holland Meadows Elementary School, a Title I school where her commitment to equity was put in practice daily, and having been honored as Lady Fairfax for the Mount Vernon District in 2014 in recognition of her extraordinary contributions to the community, a record of service that reflects not only professional dedication, but a genuine and abiding love for the children, families, and

[00:26:52] communities she serves. Now, therefore, be it resolved that the Fairfax County School Board hereby celebrates and honors Mary Porter for her 15-plus years of transformative service to RFFK and the

broader Fairfax County community, expresses its deep gratitude for her tireless advocacy on behalf of students' health, well-being, and food security, and recognizes her as an exemplary leader whose dedication, compassion, and vision have made Fairfax County a healthier and more equitable place for all of its children. Is there a second? Second. Thank you, Mr. Dunn. I will call for a vote. All those in favor, Mr. Frisch, Mr. McDaniel, Ms. Marin, Mr. McElveen, Ms. St. John

[00:27:31] Cunning, Ms. Lady, Ms. Dixit, Mr. Dannon, Mr. Dunn, Mr. Moon, Dr. Anderson, and myself. That is unanimous for all board members. Agenda item 3.09, honoring Bush Hill Elementary School, I call on Mr. Dannon for a proclamation.

[00:27:54] - Whereas Bush Hill Elementary School strives to establish a culture where students of all abilities learn, lead, and thrive together through its Special Olympics programming, and. - Whereas since 2017, Bush Hill has actively participated in Special Olympics programming, including in the annual Unified Basketball Tournament and Little Feet Meet, bringing together students with and without disabilities through sports, teamwork, and shared experiences.

[00:28:22] And whereas Bush Hill's commitment to this inclusion has earned recognition at the highest levels. The school has twice been designated a Special Olympics Unified Champion School, one of the nation's most prestigious honors for inclusive schools.

[00:28:39] And in 2025, Bush Hill was named to the ESPN Honor Rule, becoming one of only 45 schools nationwide to receive the distinction for exemplary inclusive programming. And whereas in 2026, Bush Hill was selected as one of only three schools in the nation to receive an in-person celebration recognizing both its ESPN Honor Roll designation and its second National Unified Champion school banner.

[00:29:07] Now, therefore, be it resolved that the Fairfax County School Board honors Bush Hill Elementary as a national model for inclusive Special Olympics programming. Through its commitment to Special Olympics programming, Bush Hill demonstrates that every student belongs, participates, and succeeds, and that inclusion is a defining value and practice that strengthens the entire school community.

[00:29:30] Is there a second? I second. Thank you, Ms. St. John Cunningham. I will call for a vote. All those in favor, that is Mr. Frisch, Mr. McDaniel, Ms. Marin, Mr. McElveen, Ms. St. John Cunningham, Ms. Lady, Ms. Dixit, Mr. Dannon, Mr. Dunn, Mr. Moon, Dr. Anderson, and myself.

[00:29:45] That is unanimous for all board members. I would like to welcome those that are here in support of the Honoring Bush Hill Proclamation to please join the board for a picture in front of the dais.

[00:30:04] I would like to welcome all those here in support of the proclamation honoring Mary Porter of Real Food for Kids to please join the board for a photo at the front of the dais.

[00:31:46] I would like to welcome all those here in support of the proclamation honoring gun violence awareness wear orange day to please join the board for a photo at the front of the dais.

[00:32:14] I would like to welcome all those here in support of the proclamation honoring LGBTQIA plus Pride Month to please join the board for a photo at the front of the dais.

[00:34:29] I would like to welcome all those here in support of the proclamation honoring Caribbean Heritage Month to please join the board for a photo at the front of the dais.

[00:35:36] I would like to welcome all those here in support of the Immigrant Heritage Month proclamation to please join the board for a photo at the front of the dais.

[00:37:06] Chair Anderson, that was our last photo.

[00:37:08] Okay. Agenda item 3.10, Virginia High School League and Academic Teams slash FCPS Middle School Sports slash FCPS Sponsored Club Sports Recognitions.

[00:37:59] The school board is pleased to recognize the recipients of the Spring 2026 FCPS VHSL State and Regional Championships, FCPS Sponsored Club Athletics, and FCPS Middle School Sports Awards tonight.

[00:38:17] We will also be recognizing one team from Winter Athletics. After recognitions are complete, individual teams will be invited to have a photo with the board. Hold on. Apologies.

[00:38:34] The board would like to recognize the Oakton High School girls wrestling team for achieving the highest team score at the VHSL Girls Wrestling State Championship. The board would also like to recognize Principal Mary Landis, director of student activities, Patrick Full, and coach Jeff Lewis for their contributions to the team. Where are you? Please stand. Thank you. And we should have said this, when we call your team,

[00:39:10] please stand so that we can clap at you. The board would like to recognize the James Madison High School girls lacrosse team for winning the VHSL Class 6 state girls lacrosse championship.

[00:39:28] The board would also like to recognize principal Liz Calvert, director of student activities, Andrew Beard, and Coach Gene Counts for their contributions to the team. The board would also like to recognize the James Madison High School Boys Tennis Team for winning the VHSL Class 6 State Boys Tennis Championship. The board would like to recognize Principal Liz Calvert again, Director of Student Activities Andrew Beard again, and Coach Tom Herman for

[00:40:01] their contributions to the team. The board would like to recognize the Langley Girls High School Girls Tennis Team for winning the VHSL Class 6 State Girls Tennis Championship.

[00:40:18] The board would also like to recognize Principal Lawrence Stroud, Director of Student Activities Jeff Noto, and Coach Stephan Henryson for their contributions to the team. The board would like to recognize the Westfield High School boys soccer team for winning the VHSL Class 6 State Boys Soccer Championship.

[00:40:45] The board would like to recognize Principal Meredith Norris and Coach Isaac Baumgartner for their contribution to the team. The board would like to recognize the Robinson Secondary Girls Outdoor Track and Field Team for winning the VHSL Class 6 State Girls Outdoor Track and Field Championship.

[00:41:08] The board would also like to recognize Principal Tracy Phillips, Director of Student Activities Andrew Jimmo, and Head Coach Lucas Chowett for their contributions to the team. The board would like to recognize the Langley High School Debate Team for winning VHSL Class 6 State Debate Championship.

[00:41:29] The board would also like to recognize Principal Lawrence Rout, Director of Student Activities J.M. Noro, and Head Coach Giphor Krivak for their contributions to the team. The board would like to recognize the McLean High School Film Festival team for winning VHSL Class 6 State Film Festival Championship Public Service Announcement category.

[00:41:58] The board would also like to recognize Principal Raven Jones, Director of Student Activities Greg Miller, and Coach Lindsey Benedict for their contributions to the team. The board would like to recognize Robinson's Secondary School Women's Crew team for winning as a BASRA Division II Points Trophy Champion.

[00:42:22] The board would also like to recognize Principal Tracy Phillips, Director of Student Activities Andrew Jimmo, and Coach Phil Vargas for their contributions to the team. The board would like to recognize the South County Men's Crew Team for winning as VASRA Division II Points Trophy Champion.

[00:42:46] The board would also like to recognize Principal Samuel Cushaba, Director of Student Activities Brian Harris, coaches Ben Bradford for their contributions to the team. The board would like to recognize the Twain Middle School Boys Outdoor Track and Field Team for winning the FCPS Middle School Boys Outdoor Track and Field Championship. The board would also like to recognize Principal Matthew

[00:43:15] Ma and the head coach Jacob Marsh for their contributions to the team. The board would like to recognize the Frost Middle School Girls Outdoor Track and Field Team for winning the FCPS Middle School Girls Outdoor Track and Field Championship. The board would also like to recognize principal Anthony Harris and head coach Craig Davis for their contributions to the team.

[00:43:43] The board would like to invite the members of the Twain Middle School Boys Outdoor Track and Field Team, school staff and supporters to please join the board for a photo and then I ask my

[00:44:00] colleagues to remain to go through the rest of the teams. Frost Middle School please do not depart

[00:44:40] yet. The board would like to invite the members of the Frost Middle School Girls Outdoor Track

[00:45:19] and Field Team, school staff and supporters to please join the board for a photo. The board would

[00:46:21] like to invite the South County High School men's crew team school staff and

[00:46:25] supporters to please join the board for a photo. The board would like to invite

[00:47:11] the members of the Robinson Secondary School women's crew team school staff

[00:47:15] and supporters to please join the board for a photo. The board would like to

[00:47:52] invite the McLean High School Film Festival team school staff and supporters to please join the board for a photo. The board would like to invite

[00:48:29] the Langley High School debate team school staff and supporters to please

[00:48:33] join the board for a photo the board would like to invite the robinson girls outdoor track and

[00:49:14] field team school staff and supporters to please join the board for a photo the board would like

[00:50:15] to invite the westfield high school boys soccer team school staff and supporters to please join

[00:50:19] the board for a photo the board would like to invite the langley high school girls tennis team

[00:51:16] school staff and supporters to please join the board for a photo the board would like to invite

[00:51:56] the james madison high school boys tennis team school staff and supporters to please join the

[00:52:01] the board for a photo. The board would like to invite the James Madison High School girls [00:53:50] lacrosse team, school staff, and supporters to please join the board for a photo. The board [00:54:49] would like to invite the Oakton High School girls wrestling team, school staff, and supporters to [00:54:54] please join the board for a photo. Chair Anderson, that was our final photo. Agenda item 4.01, [00:56:41] resolution on responsible instructional technology. I call on Mr. Dannen for a resolution. Whereas the Fairfax County School Board is committed to the academic success, well-being, and healthy development of every student as a constant in the face of a rapidly changing and uncertain future. And whereas education is and should remain a human-centered endeavor and the essential empathetic relationship between teacher and student remains the cornerstone of the educational experience.

[00:57:07] And whereas technology may be used in the service of human-centered education to augment and enhance the professional judgment, creativity, and instructional expertise of educators and allow students to learn at their highest capabilities, support differentiated instruction, expand access to resources, meet FCPS's Portrait of a Graduate attributes, and prepare all FCPS graduates for the future. And whereas new technologies, including artificial intelligence, carry both benefits and risks. And whereas intentional and developmentally appropriate technology used in schools can support students' cognitive, linguistic, and social and emotional development while ensuring responsible safeguards for student privacy and well-being. Whereas all

[00:57:46] use of instructional technology should be grounded in instructional goals, best practices, principles of child development, and evaluation of outcomes and implemented with input from educators, families, and students. And whereas, supporting all students includes ensuring equitable access to resources that enable participation, communication, health, safety, and self-regulation consistent with the Individuals with Disabilities Education Act and the Americans with Disabilities Act. And efforts to promote responsible technology use should distinguish between non-essential use and the use of technology as an accommodation or support and should be implemented in ways that

[00:58:21] foster inclusion and avoid stigmatizing students who rely on such tools. And whereas the rapidly evolving digital landscape requires ongoing monitoring and evaluation of the benefits and risks of all instructional technology. And whereas all students need age-appropriate instruction on digital citizenship and literacy. Now therefore be it resolved that the Fairfax County School Board supports the development of policies and regulations that meet the educational, social, and emotional needs of FCPS students and should include elements such as limitations on screen time and device access by grade level, opt-out options for families, and a digital citizenship

[00:58:55] and literacy plan. Is there a second? I second. Ms. Anderson. Mr. Dana, would you like to speak to your motion? Yes, I would. So when I first began the board, I really appreciate my colleague Ms. Marin helped remind me of the importance of the board speaking with one voice. And for those who followed the board's committee meetings and work sessions on this issue over the past year, I think that's something that's kind of been missing.

[00:59:22] If you've been following the news, there's another major school division just passed sweeping policies around instructional technology. And that work began with a board resolution laying out shared principles and areas of agreement. I want to be clear that the goal with this isn't to overstep the policy process. It's to help set the foundation for it.

[00:59:39] And when I had the idea of proposing a resolution, I chatted with another colleague on the board. And they suggested, they're like, look, find somebody on the board with whom you probably disagree the most on this and work out a statement with them. And it was a really illuminating process because in doing so, I recognize that there's a lot of shared agreement.

[00:59:57] We're just talking in different ways about it. And so, you know, again, the goal for resolution is to get that language down on one page. And I started with language that the governance committee, through the work, again, of Ms. Marin and my colleagues, have already put together and largely agreed upon. And then it was illuminating because, you know, I had had kind of loose language in some places, and I sent it to Ms. Anderson, and she's like, oh, we should, you know, make this a little more strict.

[01:00:21] I was like, oh, okay, I didn't think you felt that way. And I talked to another board member, no, I felt the same way. I was like, oh, gosh, okay, well, let's make it more strict. And so there's a lot of shared agreement. I know that, you know, this is a one step of many. It's not going to overstep the policy process, but hopefully it can help guide this important work and can serve as a statement by the board about, one, our core principles here.

[01:00:44] We respect educators at the foundation of education, and that will not change. And also, you know, send a statement to the community that we take this issue very seriously. We want to see action on it. I'm looking forward to seeing the work of the Educational Technology Review Committee, along with the policymaking work at the board.

[01:01:02] Last thing I'll say is that, you know, it's important that we get this right for our students, for our staff, our families, and for our educators. And I'm committed to learning from the community and from the research that's going to come forward and working hard to get the best policies we can now and into the future. So thank you.

[01:01:18] Thank you. Ms. Anderson, would you like to speak to your second? I would. In all honesty, this resolution is coming a little bit out of order in this process. Just the same as Mr. Dannen just said, I know that the division has been working forward on a path for about a year on different aspects of technology in our classrooms, particularly in relationship to AI, both as a full board and with our governance committee.

[01:01:43] And that process has been a little bit bumpy as we've gone along. However, I strongly support this resolution because it sends a clear, powerful message to our community. By passing this today, we show a unified consensus voice that this board is taking the future of technology in our schools with the utmost seriousness.

[01:02:00] Technology and education is evolving at a breathtaking pace. This resolution ensures that we aren't just reacting to trends, but we're actively building a thoughtful, robust policy. Through this action, our public will know that every decision we make regarding technology is driven by one single non-negotiable standard, doing what is best for our students, their safety, and their academic success.

[01:02:24] When we talk about innovative technology in the classroom, we aren't just talking about giving students new gadgets or following the latest digital trends. We are talking about preparing them for a future workplace that demands a high level of technical fluency skills. Our goal with this policy is to embrace technology as a powerful equalizer and an accelerator for learning, using it to spark creativity,

customize instruction, and open doors that traditional textbooks simply cannot. But let's be entirely honest. Navigating technology policies right now is incredibly difficult, and it's a constantly moving target.

[01:02:59] We are trying to balance a very delicate equation. On one hand, we want to cultivate a dynamic, cutting-edge learning environment, and on the other hand, we have a profound responsibility to protect students' data privacy, mitigate risks to the health of our students, and reduce classroom distractions. Finding the sweet spot where innovation meets student safety is a massive challenge, and I am looking forward to the work that will come from this resolution and the policies that arise to meet the needs of our students. Thank you. I will call for the vote, which is on the screen. Oh, sorry. I've been watching. Oh, I'm sorry. It says student

[01:03:38] representative. I got it. Yes. Dr. Anderson. I'm sorry. I thought it had been left on from

[01:03:48] previous meeting. Yes, I'm a high schooler. I'll take it. You've been promoted, Dr. Anderson. I would love for that to be the case, but we're so many decades removed from that that it's scary. So I'm going to turn this one off and be mindful to that. I appreciate what Mr. Dannett has just shared. You know, when I got on the board, one of the pieces of guidance that Ms. Denhard Koufax shared with me at the time is whatever it is that you're bringing forward, go have your most difficult conversation first because it helps to sharpen the rest of it it's not just going to those that are like-minded it's starting with the most challenging so

[01:04:28] I'm glad that I don't know if you knew that but that was the guidance that she's provided to me that I have tried to also use in my work with the board and there were a couple of things here that I want to highlight and for the very reason that just last Tuesday the board came together to speak about these policies regarding technology and instructional use and I think Ms. Marin facilitated in a way so that we're able to come to some agreements about certain things and I think a lot of progress had been made. I walked out of that meeting feeling

[01:05:04] satisfied that we were moving the ball forward so thank you for that. I raise this because if this passes I'd like for us to think that this can go forward and inform the policy now that is with the superintendent's team to just kind of craft all of the things that they've heard because this outlines many of the things we've spent the better part of the last year discussing when it comes to this work, which is the human-centered component, that technology includes risk, that best practices should be followed, and I want to put an asterisk next to that because best practices to me are not preferred practices.

[01:05:43] Best practices are research-based and data-driven and reviewed in a manner than just traditional or preferred practices. It also talks about ongoing monitoring and evaluation, age appropriateness, opting out options, which is something I've been talking about quite a bit from speaking with our parents.

[01:06:05] I think while this might seem out of order, and in a way I don't disagree with that, it's also very timely. Because we're at a point where we can use this as a template and embed that into the philosophy, into the purpose sections of our policy and really drive what the rest of it can articulate.

[01:06:27] We don't typically get that opportunity where we have a proclamation or a resolution that really can inform policy. Most are ceremonial. It's just to really highlight and to acknowledge something that is going on in our community or in our world.

[01:06:44] But I'm kind of excited to the fact that we can take this proclamation and embed it into our policy to really become action. And I'd like to see that happen, because if the void votes on this, that means we agree with this. So therefore, it shouldn't be a leap to add it to the policy work.

[01:07:01] So thank you for bringing this forward, and I'm happy to support, even though I'm the student rep today. Thank you. Ms. Marin. Yeah, thank you. I appreciate the Braddock member bringing this and the spirit with which it's brought. As I look at the language, indeed, I agree, there's language that we could put right into our philosophy.

[01:07:20] What I like about the resolution is that it does not presume use, which is a big centering topic. It says technology may be used. It also says straight out, whereas all students need age-appropriate instruction on digital citizenship and literacy. But this is where I get confused about how we do our work, because this is a statement that's important to make, but it doesn't have any teeth.

[01:07:44] And there was a motion to do exactly that. And I can't ignore what Los Angeles is doing right now. I mean, their board, their proclamation from April instituted change. They have a different format for what their proclamations do.

[01:08:00] And now they just passed the actual policy to be implemented in August for this school year. So I feel a tension of how fast we are moving. And though we did make progress this week, I think it's incumbent on us colleagues to look at how we're doing this work because the kids can't wait and nothing is going to change in the fall for them.

[01:08:24] So how do we work better to come to this kind of language sooner, to have difficult conversations sooner and not have everything go, you know, kind of at the last minute in some cases or not be finished this year. So I hope that we can reflect on that so that we can bring real policy change like the second largest school division in America.

[01:08:44] they are leading they've been quoted as pioneering that means we're not and i know how much we pride ourselves on being leaders so how are we going to do that in this space so i'm happy to support this but i'm even more eager to return to the policy work thank you mr dunn i i appreciate my colleagues bringing forward the resolution i think there's commendable language and i think it's a positive first step but i i also want to just i have a personal bias towards action and outcomes and i i think I'm concerned just that this is the second resolution that we've brought forward.

[01:09:22] We've established a committee which is positive, but I don't want it to become a blue ribbon commission that, you know, goes out and studies the subject like we don't already know the answers. I mean, we've known for years, for years. There have been books, studies, countless, written about the poison that is social media, that is screens, the impact on young children, the impact on teenagers in terms of mental health, anxiety, et cetera.

[01:09:46] So I think the answer is already out there. We just have to determine the actions to take. And I think the actions to take are also clearly defined by the actions that are being implemented in other school districts, in other states, in other countries. And so we have to be cognizant that every year we delay studying, passing resolutions, setting up commissions, that it's one more year that children are being harmed.

[01:10:10] And I do think we need to look to act swiftly and with the limited actions in the beginning that we know are definitely in the interest of the youngest and the most vulnerable, and then moving on to

assess the potential impacts, especially of new tools such as AI, which is a moving target in its power, in its risk, in its danger, and really understand how can we get there faster, sooner, to avoid continuing the negative impacts on children that have already affected at least the current generation.

[01:10:47] Thank you. Mr. McElveen. So I too want to thank the maker of the motion and his diametrically opposed seconder of the motion for their work on this.

[01:11:05] And I do think, you know, contrary to what Mr. Dunn says, I do think resolutions serve a purpose. They set a baseline, and I think this one does just that, in saying that technology and AI carries both benefits and risks.

[01:11:22] And it's a simple concept, but it needs to be stated, because to this point, I don't recall our division ever saying that technology has had risks associated with it. So this is one step. And to the advocates, I would just say that these things take time.

[01:11:40] It requires incremental change. It took us 10 years to get nine solar panels on schools. It took us 14 years to get salad bars in every school. That doesn't excuse this board for moving slowly.

[01:11:56] But I do think you will see that the progress we've made, even just in about the past six months, has been incredible. And we're going to get there. And then just to my dear colleague from the Hunter Mill I WOULD NOT NECESSARILY HOLD LA UP AS THE EXEMPLAR WHEN IT COMES TO TECH ADOPTION.

[01:12:15] THEY HAVE MADE MASSIVE MISTAKES IN THE PAST FIVE YEARS THAT HAVE COST THEIR RESIDENTS DEARLY. THAT'S NOT TO SAY THAT THEIR LATEST STEP TODAY IS NOT A STEP IN THE RIGHT DIRECTION. BUT I FOR ONE WOULD NOT NECESSARILY WANT TO EMULATE THEIR PATH. I THINK IN PERFECTS COUNTY WE CAN BE OUR OWN BEST NATIONAL BEST PRACTICE.

[01:12:32] THANK YOU. MR. FRISH. THANK YOU. first the perfunctory I appreciate the effort that went into this and the conversations that were had I certainly had conversations with the the motion makers and more than one with mr. with the representative from Braddock after he talked to other people and got other feedback and that's how this works and I appreciate that mr. McElveen reminded me of something about how long this stuff

[01:13:07] takes to happen it's pride month my partner has taught in the school system for 20 years and for half of that he did not enjoy employment protections as an lgbtq person but in 2015 the school board extended that to employees here and it took another six years before we extended the protections that we said we were giving to our lgbtq students to fully extend those protections to our

[01:13:40] LGBTQ plus students so comparatively pardon the pun we're moving at light speed but we can and we will do better and I think that the conversation at the work session that we had and thank you Miss Marin for facilitating what I thought was a much-needed conversation that found some similarities between board members I think that brought the temperature down a little bit to create

[01:14:15] space for good policy work and I'm confident that we will get there and I appreciate this as part of that step. Thank you. Ms. Marin for go back. Yeah thank you. You know I just wanted to add something that I found really interesting from what LA is doing is that it's opposing, it's prohibiting commercial advertisements to kids and you know I'm a parent of a 16 year old who just got her license so safety is like top of mind okay and I've got an eighth grader. For me I'm talking about real safety for kids like I am adopting the reality that is here that technology can

[01:14:52] be a resource that it's here to stay and be in our world generally and there are real true safety risks whether it's telling my son not to crane his neck when he's doing his iPad time with with friends or my daughter watching reel after reel of really interesting World Cup shorts of all the fans doing great things and unlike television and radio even microwave ovens technology is not regulated the apps are not regulated AI is not regulated and it's probably not be regulated anytime soon in this political environment so i like for me and when i look at the american academy of pediatrics they're not even talking about screen time which la does like it's moved beyond to any screen is going to impact a child and we were looking at this little newborn

[01:15:32] baby here tonight and you know i shared the other day i was at a party recently and someone gave their baby in arms a cell phone and like just like with poverty and with um malnutrition that's we're going to face it. And I really, we enjoyed the conversation on Tuesday at our work session.

[01:15:50] We made progress. So I really ask the chair and vice chair, and especially as we get new leadership in July as our annual practice, to help the board create a work agenda that makes room for this work. We need to include time. This is the biggest issue of our times. So I've said it before about budget, about facilities. If we make the time, we will do the work, but it cannot be this last minute if we really want to do what's best for kids in some kind of a cost prohibitive way I just want us to do all we can in a thoughtful way and not last

[01:16:24] minute thank you I will call for the vote which is on which needs to be on the screen put the vote on the screen the school board approved the resolution of responsible instructional technology all those in favor mr. Frisch mr.

[01:16:45] McDaniel miss Marin mr. McElveen miss st. John Cunning miss Anderson miss Dixit, Mr. Dannon, Mr. Dunn, Mr. Moon, Dr. Anderson, and myself. That's unanimous for board members. I would like to welcome those in support of the resolution for responsible instructional

[01:17:03] technology to please join the board for a photo at the front of the dais. Agenda item 5.01,

[01:19:52] 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 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/schoolboard.

[01:20:16] During the signup process, community members acknowledged that they were informed of the 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.

[01:20:32] 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 those who have come to speak to us today and thank you for your cooperation. School board members will be listening but not responding. Madam Clerk, please call the first speaker. Sophia Hatsiani. Good evening members of the school board. My name is Sophia Hatsiani and I'm a rising sophomore at Woodson High School.

[01:21:11] I'm here today to talk about the amount of technology and AI being used in schools. Technology became necessary during COVID, but now back in schools, I believe we should reconsider

how much schoolwork is being done online. Technology can be helpful, but when almost everything is digital, it can also create distractions and make cheating much easier.

[01:21:33] One of the biggest problems is the misuse of AI. Through Google, online tools, and chatbots, students can quickly write responses without actually learning the material. Even students who may not plan to cheat can be tempted when the tools are right in front of them. I am not saying all technology or AI is bad.

[01:21:51] AI can help students organize their work or study for tests. However, FCPS should carefully consider both the benefits and the harms. AI can give incorrect information, and it can raise privacy issues if student data is being entered into online tools.

[01:22:07] Most importantly, AI should not be used to write answers or replace students' own thinking. In order to help solve all these issues, FCPS should return to handwritten assignments and tests, eliminating the use of digital devices. When students complete work on paper, it is much harder to use AI or online tools dishonestly.

[01:22:27] Students could still use technology when it truly supports learning. Schoology can still be used for announcements and communication, but assignments and assessments should include safeguards, such as asking students to explain their reasoning or write responses by hand.

[01:22:43] technology should support learning, not replace it. I ask FCPS to reduce the amount of work being done online, use more paper-based work, and create stronger systems to make sure students are doing their own thinking. Thank you for your time. Student number one. Student number one. Good evening

[01:23:20] Superintendent Dr. Michelle Reed and Fairfax School Board. Tomorrow there is a change to the bus routes that was only heard on briefly with the public during February and yet will have major implications for many student non-driving riders. For example, on days when a parent ride is not available to me, it would increase my commute by 25 minutes. Many FCPS students and even faculty rely on Fairfax Connector for public transportation. While in recent years there has been an increase in the bus frequency and new route implementation, decisions have been made to eliminate routes and reduce schedules for budgeting reasons. While the routing and frequency of Fairfax County's public transportation is not exactly the jurisdiction

[01:23:56] of this board, I believe there is a greater awareness that this board can bring to the reliant and majorly uninformed students and many families of Fairfax County whose schedules, work, and even afterschool opportunities rely on public transportation. By encouraging middle and high school administrative staff, as well as the board and superintendent to use resources like weekly reflection, newsletters, or even morning announcements and many other resources, the Fairfax County school system aid its family and even encourage ridership and the voices of many, with which more participation and awareness can be brought.

[01:24:28] Thank you. - Juliana Chan Erickson. Hi, I'm a mother of three sons in FCPS, and unfortunately I am withdrawing my eldest because of one thing: technology.

[01:24:50] My 15-year-old spends 13 hours a day on his school-issued laptop. We used to think it was homework, but Lightspeed tells me he is visiting game sites, wikis, ESPN, anything but his homework.

You've all heard this before. This is why my husband and I have chosen a private school where students read physical books, write with pencil and paper, and touch grass.

[01:25:10] it is ironic that we have to pay for this privilege. I bring up the example of my ninth grader because while we are all concerned about technology for the younger grades, we should not forget that many of our middle and high school students still struggle to use technology appropriately.

[01:25:26] I still have two younger children in FCPS and I would like them to stay, but a few things need to happen. And these may sound extreme, but hear me out. Number one, I would like you to ban YouTube for all students. Number two, don't give laptops to elementary school students. Number three, take at least two years to study the effects of generative AI in classrooms.

[01:25:46] Finally, I'm glad that FCPS has encouraged parents to sign the pledge to wait until 8th to give kids a smartphone. I would ask that FCPS also take this pledge and wait until 8th grade to give kids a laptop. Thank you. Joy Giandandi.

[01:26:10] Good evening, school board members. As a special education teacher and a behavior specialist, I have sat at hundreds of IEP meetings advocating for AAC devices and technology-based accommodations.

[01:26:33] I understand the importance of technology and ensuring inclusivity. The board-certified behavior analyst in me also believes in the importance of social development, functional life skills, and the importance of play and learning. As a product of a Title I education, the term equity feels a little bit overused and misused in this room.

[01:26:49] How can we say what kind of access a child needs when we don't even have baseline data on how much technology access they're getting in school, especially in our Title I schools where academic excellence is paramount? I spoke with 12 parents from diverse backgrounds. Here are key trends that I heard.

[01:27:06] Repeated trends of overuse of technology, light speed reports averaging three to four hours of YouTube while in school, Four to six hours of computer-based assignments, repeated trends of working parents having to regulate usage of their school devices. Is that equity?

[01:27:21] Especially for working class and working co-families. Who then regulates the use of those computers if a parent is unable to do so? I grew up in a household with a mom who was undocumented for many years and had to work 60, 70 hours a week. No one was home to regulate technology.

[01:27:37] Equity is a multi-layered conversation. Equity means quality access and intentionality. Leaning on equity to deny or pass policy without actually understanding all sides of equity has been an ongoing concern of mine. I really want each board member to reflect on when was the last time all school board members worked in cohesion with fluidity and kindness to achieve a goal while demonstrating listening to the very voters that voted you in.

[01:28:01] This may be your opportunity to do just that and repair the fractured trust between the board and families. I urge the board to use concrete language with grade-based screen limits and no access for early childhood learners and a true opt-out form. Thank you. Katie O'Connor. Good evening.

[01:28:34] My name is Katie O'Connor. I have a child in the Montessori program at Bucknell Elementary at Title I school. I'd like to thank the board and especially board member Dunn for your support of that

program. It's truly been wonderful. I'm a full-time working parent with a two-year-old and a four-year-old so time is a precious resource in my home. I hope my presence here tonight reinforces the concern I and other parents feel. Over time, we've seen eras in which different technologies have been pushed on our students. One argument fueling the introduction of laptops was that kids would fall behind if they didn't have one, but the research tells us that's not true. Studies

[01:29:11] repeatedly show that the amount of time children spend on digital devices is negatively related to their reading comprehension scores. My son is a rising kindergartner, and he and his classmates deserve to have their reading skills nurtured, not to be distracted by a device. I implore you to eliminate devices in pre-K to second grade so we can give our youngest learners the strongest start.

[01:29:36] Now we are in the era of AI. Let me remind you, AI companies have invested billions of dollars into their programs. That means they need us to meet their profit goals, and mostly they need you because you are the gatekeepers against these companies which are preying on our kids' attention and critical thinking skills. AI companies want to be in schools not to improve learning, but for profit. If a second grader is taught how to use AI, they are a customer for life. We must do for our kids what our country is failing to do when it comes to AI. Be skeptical and slow. Please protect

[01:30:12] our kids by instituting a two-year moratorium that no generative AI be used in grades K-8 with a one-year moratorium for older students. Additionally, parents must be able to opt out of any generative ai use thank you justin moore good evening everyone i'm dr justin moore the father of

[01:30:47] one former and one current fcps student i have a phd in computer science and have been in the tech policy space for almost 25 years now i'm currently the head of infrastructure and security for a 200-person software company i am deeply concerned by the wave of legislation creating age verification mandates for websites phones and computers like at bars the only way to age verifying minors is to age verify everyone. The most common digital methods are either to upload a copy of a government ID or upload a video for an AI to guess your age. Since children don't have government IDs, these laws

[01:31:23] ultimately force children to take videos of themselves for random age verification services. These laws, which Facebook has spent tens of millions of dollars to support, have already passed in several countries and US states and as we speak a compromise bill is moving through Congress. They've been bad at protecting kids but very good at building databases of government IDs and biometric scans if these pass here fcps will be put in the position of forcing every student to take age verification videos for mark zuckerberg elon musk and others just to use their school devices a lab computer used by a 13 year old one period could be used by an 18 year old an hour later

[01:32:03] an ai is famously bad not only at age estimation but any facial recognition involving non-white people what happens when a class on a subject like the holocaust is delayed because students are blocked by age gates what happens when data on minors leaks like it already has in the uk and other places i urge fcps and everyone here to contact our senators and representatives and tell them to oppose any legislation which would encourage the use of age verification methods no matter how well intentioned or even if the law claims it does not require them they are bad for

[01:32:35] students, bad for schools, and bad for everyone. Thank you. Vanessa Hall. Hello, thank you for on a different subject. Thank you for always having our back on LGBTQIA civil rights. We appreciate you practicing what you preach to ensure that students and staff feel safe, welcomed, and ready to learn despite personal and legal attacks, and a federal government that seems to focus on eradicating

[01:33:13] rather than protecting civil rights. That is, when it's not busy gilding the White House or redecorating the National Mall. Of course, FCPS focuses on engaging students in learning every day and ensuring that they feel respected for their identity, no matter where they come from or who they love, safe in their schools, even from gun violence, welcome when they walk through the school doors.

[01:33:38] Although there will always be incidents, student rights and responsibilities cover our diverse population of students and attempts to offer appropriate consequences for harm. I'm having trouble talking, sorry. No matter how many lawsuits you get from the same Project 2025 law firm and their favorite plaintiff, please continue to stand up for our students, staff, and families.

[01:34:04] A handful of people, no matter how much money and power is given to them, should not be able to bully a school district into stripping civil and human rights from Fairfax County's LGBTQIA immigrant, disabled, and lower-income students.

[01:34:21] At the same time, don't let pressure from an unhinged and toothless U.S. Department of Education bully you into forsaking any of our students or their human rights. As I learned in PTA-sponsored training about the circle of bullying, there are the bullies and the bullied, but also many bystanders. Bystanders always have the choice whether to do nothing or be an upstander who stands up for the students being bullied. Please continue to be an upstander and ensure that civil rights and human dignity of each student,

[01:34:52] staff and family members. Santos Hernandez-Valazquez. Santos Hernandez-Valazquez. Brian Long.

[01:35:19] My name is Brian Long and I'm a primary care pediatrician with over 10 years of experience caring for kids in Northern Virginia. I meet more than 2,000 school-age children with their parents for checkups every year, and a ton of these parents, and increasingly kids as well, point to screen time and internet use as an obstacle to learning rather than an asset. The association between, oh sorry, clinically I focus much of my practice on mental health care, and I see more and more children with ADHD, mood disorders, and emotional dysregulation each year. These struggling kids are slowly becoming the norm rather than cautionary outliers, and internet and tech use is certainly a contributor. The association between internet usage and screen time with poor

[01:35:57] psychosocial health is seen in numerous research studies and is far closer to scientific consensus than it is to theory. Educational apps are often game-like by design and gear kids towards finishing to earn a goal rather than learning to integrate a concept. Social media contributes to the development of mood disorders and worsens their severity by increasing potential for exclusionary peer interactions and bullying. Our kids are increasingly tech savvy and they find ways around firewalls, filters, and blacklists. Some of my teenagers use social media and AI chatbots on FCPS devices in their classrooms, aggravating symptoms of mood disorders and in at least three

[01:36:33] cases leading to emergence of psychosis, hallucinations, and suicidal thoughts. I see many middle school students with ADHD whose medications work well with low-tech learning, but despite well-meaning supports, 504 plans, and IEPs, they routinely struggle because their computers are out in every class at school and they are constantly surfing the internet. Many of my parents are spending a fortune each year to ship their kids out of FCPS schools into low-tech private school classrooms. I don't expect FCPS to reinvent the wheel here and as we've heard we don't need to.

[01:37:05] Larger school districts elsewhere have recently taken real steps to curb these hazards and FCPS can do the same. I do expect FCPS to keep classrooms safe and students current access to technology is not. I assure you this is a crisis and you need to move faster than you think.

[01:37:20] Good evening. I know I speak up here a lot. I actually didn't prepare anything tonight. I'm just going to speak from the heart. Just as an individual tonight and as one of your career employees, thank you. Happy Pride. I appreciate the Pride proclamation. Also, all of the proclamations tonight, they really speak to all the community's desires for everyone wants the same things for their kids. They want their kids to be seen and safe at school, whether it's from gun violence or being safe to be themselves.

[01:38:08] and feeling included for the Caribbean and immigrant families to feel like they're included in part of the fabric of the community. So I'm grateful that the school board recognizes all these all these different proclamations each month.

[01:38:24] It really is a signal to the community, a slow and steady signal that we're going to be the adults in the room. We're going to stand up for our community. We're going to make sure that we make this a safe place for our kids and for the staff that work here.

[01:38:41] And, you know, it's done with not a whole lot of fanfare, and it's done with the support of your community behind you. And so I'm really glad that we could celebrate tonight. We had a lovely little rally outside with a few of the different groups that were recognized tonight. And so it's really nice to be able to come together with the community, celebrate that, you know, we're glad that with all the political things going on around us that this can be you know a

[01:39:06] place that's really going to stand up for our kids so thank you and happy pride Hannah Lee good evening my name is Hannah Lee my son starts kindergarten at Powell Elementary in August through the Korean immersion program but we live in Providence District I'm here to request that

[01:39:44] you completely eliminate the use of electronic devices in pre-k through second grade for the upcoming school year. I understand that school starts in two months and that's a nanosecond in bureaucracy. However, as a government worker, I know how quickly and decisively public servants can act to make things better or not act and let things get worse. Tonight's resolution is nowhere near enough in the face of overwhelming evidence that electronic devices harm our children and it does nothing to engender trust that the school board has our children's best interest at heart.

[01:40:24] I also want to address concerns about kids needing to learn how to use computers and inequity issues when students can't bring computers home. We don't need to worry about kids figuring out how to use computers. While families may not have computers or tablets, smartphones are ubiquitous in modern society. Functionally, there is no difference between tapping a phone and clicking a mouse. Device user interfaces are designed to be easy to use and keep people clicking.

[01:40:56] We need to focus on developing kids' abilities to think critically, read, and write, especially in kids from less advantaged backgrounds. The best way to develop these skills is with physical text and handwriting under the guidance of involved teachers. If we gamify schoolwork through technology and measure learning through clicks.

[01:41:19] We do not teach our kids to think deeply and communicate thoughtfully. We simply allow them to get plugged in. Again, please eliminate the use of electronic devices in pre-K through second grade for the upcoming school year. There is no time to waste.

[01:41:35] Thank you. - Alex Fetch.

[01:41:51] - My name is Alex Fetch. I have a PhD in linguistics with a concentration in interdisciplinary cognitive science. For months, parents, educators, and community members have asked the board to direct the superintendent to reduce screen time and screen-based learning in our schools.

[01:42:07] In response, we're asked to provide evidence that this would benefit children and improve learning. We've shared peer-reviewed research, expert consensus statements, investigative reporting, and testimony from parents, teachers, and students, yet parents raising these concerns are painted as uninformed about what happens in our classrooms or dismissed as being simply anti-technology.

[01:42:28] But recent discussions have made clear that many of those making decisions are the ones that don't know what's happening behind screens in our schools. Even after sharing all of this evidence and hearing all of these testimonies, you often say, "I haven't seen enough. I don't know enough." There's been progress, but only one small concrete change that will help our children this coming school year.

[01:42:48] The broader issue of screens in schools is left to be discussed, studied, decisions deferred. So I ask, what evidence did you demand before screens became entrenched in the daily learning of our students? What evidence demonstrated that this screen use would meaningfully improve learning outcomes?

[01:43:07] Does that evidence outweigh research showing the limited benefits? Does it outweigh the abundant growing evidence that it can be harmful to our students? As a scientist, I can tell you, it does not. To succeed, children need critical thinking, problem solving, resilience, and the ability to communicate face-to-face, not behind a screen.

[01:43:30] These skills don't come from screens, and a child with any of these skills can learn to use any technology that comes their way in the future. This board has the power to make FCPS a leader in reimagining future-ready education. The students who will thrive tomorrow are not those who spend the most time using technology, but those with the skills to learn, adapt, and lead in our rapidly changing world.

[01:44:01] Eli Bulletin. Good evening, everyone.

[01:44:16] I'm Eli Bulletin. I'm the parent of a student who gets support from the special education program. What I'm going to say tonight might not be popular. I apologize, everyone. I have a slightly different perspective. Reflecting on all the testimony that I've heard, I do share concerns about screen time. Unregulated YouTube use in schools sounds horrible. And the not exaggerated dangers of AI chatbots are really out there, so we too have intentional limits for our own child.

[01:44:42] But I also see glimmers of hope. My daughter doesn't talk about school much. She doesn't care a bit about grades or assignments, but when she comes home with her I'm Alexia Superstar Certificate, she is beaming. Every time she completes a level, we know about it. It's the one time I see her laid up coming home from school. We got some insight into Alexia when the Snow Creek Blizzard shut down school and we were finally allowed to open it up at home. Many of you have heard me describe my child as a joyful, snuggly, determined little first grader. She's also a perfectionist.

[01:45:22] So when she made a mistake in Lexia, she would X out of that exercise so she could start over and fix her mistake. We didn't realize the program was designed to respond to her mistakes with custom-

tailored exercises that she was keeping Lexia from doing its job. We caught on.

[01:45:37] We encouraged her to continue reminding her that mistakes are how we learn. We saw the program create engaging custom lessons for her in real time, and we watched her learn so much faster and more effectively than ever before. This tech might not work for everybody, but it works for my daughter.

[01:45:56] I've seen this value in the crowded kindergarten and first grade classrooms. We have problems with class sizes right now, and I don't know how she would be reached with that type of overcrowding were it not for this type of tech. Thank you for allowing me to share my perspective.

[01:46:25] Ms. Bankley was not able to submit her video by the deadline, so we do not have a video for her tonight. Please play the video testimony submitted by Julie Corril. Good evening.

[01:46:40] My name is Julie Corril. I'm an FCPS middle school teacher, the parent of a rising kindergartner, and an FCPS grad myself. I'm speaking tonight on behalf of the FCPS Parents for Intentional Technology group. I'm asking for three things tonight. One, an opt-out option for parents who do not want their students using computers or iPads during the school day in Tier 1 instruction in the classroom for the next school year.

[01:47:08] Two, removal of devices for preschool through second grade altogether. Our youngest learners do not need devices to learn well. And three, the return to the pre-COVID system where devices were not issued on a one-to-one basis in grades three through eight, but instead were either in computer labs or on carts.

[01:47:29] And the reason for this is because I think this is the best way to ensure that teachers are intentional with technology. We need to introduce some friction. I don't think screen time limits or generic guidance is going to be as effective as introducing the type of friction in the classroom where a teacher has to think maybe a few days ahead of time, maybe at the beginning of the unit, about when they want to reserve the cart or the computer lab. And that really is a beneficial check for teachers because right now the incentive structure for teachers is to put everything on Schoology, put everything online because you don't have to

[01:48:07] wait in the copy room. You don't have a mess to clean up. Students don't have to keep track of things. But a lot is lost in that and it's way too much screen time for a lot of our students. So I think the best way to keep teachers intentional about what's a really worthy use of technology versus what is just teacher convenience is to move back to a system where computers are kept at school. They're not used for homework. They're used intentionally with

[01:48:33] purpose during the school day and that is where they stay. Thank you. Please play the video testimony submitted by Robert Rigby Jr. Good evening. My name is Robert Rigby Jr. As one of your Latin teachers, I want to connect the Latin motto of Fairfax County with tonight's Pride

[01:49:10] Proclamation. Tonight you proclaimed, as you do every year, that June is LGBTQ plus Pride Month for Fairfax County Public Schools. The words of the proclamation tonight honored the LGBTQ plus community and FCPS in the way that every Heritage Month honors a community.

[01:49:31] They are also a recognition of the wider values of Fairfax County Public Schools, that we are an inclusive, welcoming, empowering school system in a diverse and thriving county. Tonight, you are

making this clear by what you are saying, which brings us to the Latin motto of Fairfax County.

[01:49:50] It has two parts, far-right and far, first speak, then do. That first part comes from the root fa, which gives us varied descendants in English, such as fate, famous, and defamation. All words that have to do with what is said about you.

[01:50:09] The word itself means to speak. The second part adds a c and gives us faq. English derivatives include perfection, confection, and factory. They all have to do with making something or doing something.

[01:50:25] So this motto means, essentially, first say it, then do it. That is how you roll. You honor the LGBT community tonight with your words, but you perfect those words by doing them, by valuing my community, keeping us safe, and respecting us.

[01:50:43] Each year you honor us, but I honor you with thanks that you live up to your words and support our community. Thank you for listening.

[01:51:03] Chair Anderson, that's our last public speaker. Thank you, Madam Clerk. Agenda item 6.01, Student Representative Matters. Ms. McConaughy was not able to join us this evening, and we would like to thank her for her service on the school board during the 2025-26 school year, and we wish her all the best next year at James Madison University.

[01:51:30] Agenda item 7.01, Action Item, Certification of Closed Meeting Compliance. In order to comply with section 2.2-3712 D of the Code of Virginia, it's necessary for the board certify that since the fairfax county school board convened a closed meeting on june 25th 2026 to the best of each member's knowledge only public business matters lawfully exempted from open meeting requirements and only such public business matters were identified as were identified in the motion convening the closed meeting were heard discussed or considered by the board during closed

[01:52:06] meeting do i have a motion mr frisch do i have a second dr anderson all those in favor mr frisch Mr. McDaniel, Ms. Marin, Mr. McElveen, Ms. St. John Cunning, Ms. Lady, Ms. Dixit, Mr. Dannon, Mr. Dunn, Mr. Moon, Dr. Anderson, and myself. That is unanimous.

[01:52:26] Agenda item 7.02, confirmation of action taking closed meeting. I call on Ms. Marin for a motion. I move that the school board approve the contract for supplemental literacy instruction with the primary contractor and authorize the division superintendent or the director of the Office of Procurement Services to execute deliver and administer the contract on behalf of the school board is there a second second thank you miss lady all those in favor mr frisch mr mcdaniel miss marron mr mckelveen

[01:53:01] miss st john cunning miss lady miss dixit mr dannin mr dunn mr moon dr anderson and myself that is unanimous for all board members i call on mr frisch for a motion i move that the school board approve the contract for supplemental literacy instruction pardon me with the secondary contractor and authorize the division superintendent or the director of the office of procurement services to execute deliver and administer the contract on behalf of the school board is there a second I second thank you missing John Cunning all those in favor mr. fresh mr. McDaniel miss Marin mr.

[01:53:38] McElveen missing John Cunning miss lady mr. miss Dixit mr. Dan and mr. Dunn mr. Moon dr. Anderson and myself that is unanimous for all board members I call and Mr. Frisch for a motion. I move that the school board authorize counsel to take the steps discussed in closed session. Is there a second?

Second. Thank you Mr. Dunn. All those in favor Mr. Frisch, Mr. McDaniel, Ms. Marin, Mr. McElveen, Ms. St. John Cuning, Ms. Lady, Ms. Dixit, Mr. Dannon, Mr. Dunn, Dr. Anderson and myself. All those opposed. All those abstaining. Mr. Moon,

[01:54:17] Mr. Moon, can you, okay, Mr. Moon is opposed, abstaining, and Ms. Dixit is abstaining. Will the clerk please read the vote? 10-1-1, the motion carries. Thank you. I call on Mr. Fresh for a motion.

[01:54:35] I move that the chair of the school board be authorized to execute on behalf of the board the contract for region assistant superintendent, region two. Is there a second? I second. Thank you, Ms. Dixit. All those in favor, Mr. Fresh, Mr. McDaniel, Ms. Marin, Mr. McElveen, Ms. St. John Cunningham, Ms. Lady, Ms. Dixit, Mr. Dannon, Mr. Dunn, Mr. Moon, and myself, all those opposed.

[01:55:01] Dr. Anderson, will the clerk please read the vote? 11-1, the motion carries. Thank you. Jen, item 7.03, action item, consideration of extension to the division superintendent contract. I call on Ms. Anderson for a motion.

[01:55:18] I move that the school board renew the division superintendent's employment contract. Is there a second? Second. Mr. Moon, Ms. Anderson, would you like to speak to your motion? I absolutely would. It is my privilege to bring forward this motion for the board to extend the superintendent's contract. I've worked closely with Dr. Reed for the last two years that I have been in board leadership, and in that time I have seen the diligence and care that she puts into everything she does. I have come to learn more about the way that she manages her staff, both holding them accountable and demanding the very best outcomes for our kids, while also providing what they need

[01:55:54] to be successful in the way that the very best leaders do. The way she maintains relationships across our country and our county that are beneficial for our division and the way she handles immediate crises that ensure that the show or the graduation can go on. Over the past few years, we have witnessed incredible growth and innovation across our schools. Under her leadership, our district has not just navigated challenges, we have truly thrived, achieving measurable milestones in student performance, fiscal responsibility, and strategic operational

[01:56:28] growth. From day one, she has shown an unwavering commitment to our students, our educators, and our community. Her vision, her tireless work ethic, and her amazing dedication has allowed her to navigate complex challenges with brilliant execution and unwavering composure. Dr. Reed, I would like to personally thank you for your exceptional leadership, your passion, and your partnership. We are incredibly fortunate that you have decided to stay here with us.

[01:56:55] Your willingness to continue this journey with FCPS ensures that our trajectory remains upward and we will continue to define excellence in education. Thank you. Mr. Mu, would you like to speak to your second? Absolutely. Thank you, Madam Vice Chair. Madam Chair has stolen a lot of thunders that I had on my mind.

[01:57:15] I don't want to repeat what she has already stated, but I want to add, I want to make a couple of points in support of this motion. As you all know, one of the most important things school board or school board members do is making hiring decisions on superintendents.

[01:57:38] Two points I want to make, first on the merit of the contract renewal, and secondly, the timing of it. First on the merit, over the last three decades, I have had the privilege to work with a number of different superintendents.

[01:57:55] You know, going back to Dr. Buzz Blaine, Dr. Dan Domenich, Dr. Jack Dayer, Dr. Karen Garja, Dr. Scott Brabandt, and a few interim superintendents, and of course, the current superintendent, Dr. Michelle Reed.

[01:58:13] Each has brought his, her own unique set of talents, work style, and ethics. But I have never seen anyone working so hard, dedicated to the success of our students and the school systems, Dr. Reed.

[01:58:29] her efforts to engage all stakeholders on important issues are tireless. I mean tireless. The school board's recent evaluation reflects Dr. Reed's strong leadership and commitment to the success of our school division. Her highly effective rating across all performance standards demonstrates meaningful progress in advancing board's priorities, supporting student achievement, engaging our community and responsibility managing the school division's resources.

[01:59:06] You know, beyond evaluation, I have personally observed a Dr. Reed's dedication and work ethic. She's often among the first to arrive at the gatehouse in the morning and regularly attends evening community meetings and school events. She sets aside time to meet with each school board member every week. That's every week. Yes, at least for 30 minutes for each board member every week. No other superintendent has ever done so in my three decades of experience. Second, on the timing of the contract renewal. One could certainly argue that it is too soon to extend the term of

[01:59:44] contract when there are still two years left on it. And it has always been my experience to give the superintendent, however, at least one year of advance notice whether to renew the contract or not. If the board does want to find another superintendent, that process, as some of you probably know, can take as much as one full year, if not longer. Therefore, if we wait for a year, because I have a little more minutes, a little more time, this is a very important decision we are making. Therefore, if we wait for another year to make that decision, June

[02:00:23] over next year, then the board, if the board decides not to renew, only has six months left for the term, for its term, to make the most important decision. So we cannot do that. We cannot wait until next year to do it. And board, with only six months left, perhaps should defer to the next board to make that important decision. That is why timing makes sense to make that decision today. I'm happy to support this. I'm happy to join many of my colleagues in supporting

[02:00:59] the contract renewal for Dr. Reed. You will be stuck with us for another four years. Good luck with you. Thank you. Thank you. Mr. Dunn. Under Dr. Reed's leadership, there was a very extensive effort for a year, year and a half to put together a strategic plan. I can't talk about how many hundreds and hundreds of hours were spent by hundreds and hundreds of people. It was a very

[02:01:33] comprehensive effort, to say the least. And her plan extends through 2030. And I think we've all said many times that she's the right leader for the right moment, and she's done an excellent job implementing the strategic plan to date. I think we're starting to see some incredible results out of the advanced math classes that have been instituted, for example, and I strongly believe that we need to see through the full execution of that strategic plan.

[02:02:09] It was under her vision that it was established, and I believe it has to be under her leadership to see it through because it's too hard to transition between leaders in a normal state of affairs, but to hand off such a major project where a different leader might have a different vision, different objectives when we've already gone through a comprehensive process to establish the objectives establish that vision and

then we've geared our entire school system to accomplish that so that every child receives a world-class education regardless of where they live what school they attend what language

[02:02:44] they speak at home etc I think it is consistency that is important to achieve the highest and best student outcomes for all students so that they can realize their potential and obtain the best education possible, especially during such challenging economic and technology times that we are in. So I am happy to support this proposal, this motion, to ensure that we have the continued benefit of Dr. Ree's leadership through the completion of the strategic plan.

[02:03:21] Thank you. Ms. Marin. I was part of the board who hired Dr. Reed in 2022, and I stand by my decision. You know, Dr. Reed is an ultimate operational expert. The investment of time and money in core academics, in the reading, in the writing, in the math, I mean, that's so exciting.

[02:03:45] This is life-changing work for children and impacting the trajectory of their lives, and the literacy work in particular has been so fulfilling to watch. You know, inherited situations coming out of COVID and did much reworking and cleaning up to get people and money in more effective places. I've learned much about best practices for running a school division and have been proud to be a partner particularly in the first years of her contract with us.

[02:04:08] I believe she has the safety of students and employees at top of mind and I think the school division and community has served best with the stable leadership of our superintendent for the next four years. I do want to speak to the salary amount of the superintendent because it will come up anyway in public as is typical in the field of education salaries are lower than in other fields and particularly for women so in the expectation that people will criticize the salary that the superintendent is being paid she is currently being paid almost to the dollar the exact same amount as the fairfax county executive brian hill it's a difference of 210 dollars for that amount

[02:04:47] Dr. Reid oversees 51.4 percent of our general fund in Fairfax, 2.93 billion dollars, compared to 48 percent of the county executive. Dr. Reid is responsible for 26,800 employees and the county has 13,300. So I do believe that the salary is commensurate with experience and with the local economy and this is what it takes to have an excellent leader in the ninth largest school Division of America. I think looking forward and tying in here the evaluation that we do annually for the superintendent, I think the board as a whole can improve how we determine directives to

[02:05:24] the superintendent and work to ensure there's a strong board and superintendent working relationship. The top area for improvement that I would love to see from the superintendent is to work on whole board relationships. It's true she offers a 30-minute phone call a week and at first I got a lot out of that. But as I reflected on this contract review and the annual evaluation, I realized that this is just 12 separate conversations that don't seem to have a purpose in unifying us to help all get the same arrows in the same direction, which is actually a visual that Dr. Reed referenced many times when we were working to develop the strategic plan in 2022, a plan that we're now just about

[02:06:01] halfway through. So during that time developing the strategic plan with the board, she presented compelling data several times about how when the board and superintendent work as a unit student success increases. We don't yet have a strong practice of a team of 13. I recall I think within the past year I said to her here at this day is I want to see FCPS through your eyes. Your instructional work in schools, the celebrations, the tough community conversations together as partners. So I'd really like to see Dr. Reed bring her attention to making this happen. Thank you.

[02:06:34] Mr. Dannon. Good evening. So I echo my elder and my constituents, my colleagues' sentiment about this is one of the most important things that we can do is hiring a superintendent. And I often joke that the superintendent is like our Uber driver, right?

[02:06:53] Like our job is to hire her, give her direction, and then based on her performance, give her a rating, right? But it's not our job to reach over and grab the wheel. It's not our job to demand we take a shortcut or a side quest, something like that. And so, you know, while I have individual preferences, and I certainly share them week to week, I recognize it's a very difficult job, right?

[02:07:13] You're managing a bus fleet that's bigger than Greyhounds. You're overseeing one of the largest employers in Virginia, and that's just a small part of what you do. So we appreciate the work that you do. You know, I know that there are certainly areas to work on, and the reason why I'm supportive of this is because I know you're committed to doing that work.

[02:07:30] And I'll say as a new person on the board, have we worked with you in public and behind the scenes um you know your commitment to doing this with fidelity to doing this right um is is unmatched in your professionalism as well so i appreciate all that um we'll certainly continue to collaborate and work with you to do what we can for our students and our communities um and i'm looking forward to doing that for the next uh four years thank you thank you miss st john cunning um so i really didn't have anything prepared so i took some of the things that i had written up in my evaluation because it's hard to encompass everything that Dr. Reed has done and the parts

[02:08:09] that I'm going to read go more to her character because you can have all the expertise in the world but if you're not able to execute it with moral clarity and integrity then it's for naught and so I'll just read some of what I said in the end a leader can only be as fact is as effective as those that are willing to follow them.

[02:08:33] That requires the ability to listen, connect, willingness to adjust and pivot, engender trust, support and encourage leadership from the bottom up, develop and implement plans, build relationships across the aisle, so to speak, without compromising personal character and integrity.

[02:08:52] Dr. Reed embodies these qualities and more. In one way or another, I have heard every board member on this board convey they don't know how she does at all. As every teacher knows, the most enduring instructional tool is modeling behavior. When it comes to professionalism, the superintendent models the highest form of professionalism I have ever witnessed.

[02:09:14] The breadth and depth of her knowledge and curiosity are astounding as evidenced by the many associations, councils, and organizations she is actively engaged in. It is evident she is respected by the many local and national recognitions and accolades she has achieved. However, for me, it is the quiet behind the scenes moments that I have come to admire and respect Dr. Reed.

[02:09:34] I have seen a level of patience and grace extended in instances that would have seen others be reactive or non-responsive. I have witnessed a depth of humanity and caring extended to individuals others would not have ever even noticed. Dr. Reed does not ask anything of anyone she is not willing to do herself.

[02:09:53] This is a hallmark of the servant leader leadership model, which in my opinion is the best leadership model to follow. Dr. Reed's ability to move deftly from interacting with the most powerful to the humblest amongst us with a demeanor that puts each one at ease is a rare attribute.

[02:10:12] Dr. Reed, you famously remind those around you to stay in the light. To stay in the light requires an individual to have a strong moral compass and impeccable integrity. They are qualities that go to the highest form of professional.

[02:10:29] Dr. Reed leads FCPS by staying in the light, and I, for one, really appreciate that. I know our students do, I know our families do, and I know the staff that you lead do too. So thank you for all you do, and I'm just happy you're here with us, and I hope you stay here for a long time.

[02:10:51] - Thank you, Mr. McElveen. - Well, thank you. And so, like another colleague at this table, I've worked with four superintendents plus many interim superintendents, And I was a student under two additional superintendents.

[02:11:06] And I can tell you that no one works harder than Dr. Reed. And I think we're all very grateful for that. And I think it goes without saying that there are very few people in this country-- maybe you could count them on one hand, two hands-- they could do this job.

[02:11:24] And so I do think we're very lucky to have Dr. Reed with us and look forward to her continued leadership of the division. One thing I would say, and I think this speaks to her reflective leadership is earlier tonight, she said she wanted to take some of us into the classrooms with her to see the work that's going on.

[02:11:44] And so that's been one of the, I wouldn't say concerns, but observations I've had over the years is that while we do have these fantastic opportunities to engage with you every week, we haven't necessarily seen you on the ground in action, and so I'd be grateful for that.

[02:12:04] And I would just say continue to do your best to bring us along with you. There's some things I can think about where I would say, I guess bringing the board along with you has not necessarily risen to the top.

[02:12:22] Things like middle school sports, Algebra I, Robotics, these I think are things that all of us can support, But just having the board in lockstep with you and leadership on those things would be great. And I think there are some things that, some nuts that haven't been cracked yet that I know we're all going to work toward, like middle school start times, and I won't list the rest of them.

[02:12:45] But it's only taken six superintendents to get us this far. So we can cross that finish line. But thank you again for your leadership and look forward to continue working together. Ms. Dixit. So I'm really happy to extend support this motion.

[02:13:08] Since I got on the board, I spent quite a bit of time just seeing your leadership style. And that is like lead with purpose and integrity. And that is how I lead my life as well. So I saw that in you basically a role model for seeing someone who is doing the work I want to do someday.

[02:13:30] And every day I see you, you know, I think you get up earliest in the morning and make work all day, and I think you never rest. So, and I just want to get the secret of your energy, because I really admire that.

[02:13:48] So, Dr. Reed, we are thankful for you to be a leader, and we'd love to continue this until you would like to be here. Thank you. Thank you. Dr. Anderson. Thank you. I'm happy to share that I will be supporting the motion.

[02:14:05] As you know, I offer you a lot of hard questions all the time, not just sometimes, but all of the time. But I do appreciate the fact that you do listen and you do try to move the needle on so many of them. Some are faster than others, you know, and I want to share one that I've been talking about since I've been on the board, which is how our employees' days off are calculated in terms of their pay if you take a day off during a shorter month it used to cost them more and I raged about that for a number of years but it's something that you've been able to fix and I

[02:14:44] know that's that's to their benefit and I do agree with what has been said in terms of your work ethic it is very strong you put in the time you are consistent you want to make a difference here in Fairfax County Public Schools and that I appreciate because I think that mirrors kind of

[02:14:59] my own hope for the Mason district do I think there's still work to be done absolutely but you read all of that in my evaluation so I won't belabor the point here but thank you for your devotion I think I want to say that and your commitment to this district Mr. Frisch so I had the pleasure recently of beginning a mentorship of a school board member in another state and they were talking about

[02:15:38] their relationship with the superintendent and their evaluation process, and I asked them about it. And the details, I think if they were here, they would admit were not very deep. And I pointed them to our strategic governance webpage on the FCPS website and started talking about executive limitations and strategic plan goals and how we do our evaluation. I think I sounded a little bit like a gospel, like somebody preaching the gospel. And I think that is the single biggest gift that Dr. Reed has given this board, along with all, from a governance perspective, all of the other

[02:16:16] great things happening in our schools. You know, you can go back and look at the body of work and improvement that has been done month after month after month, year after year after year, and the course corrections that we've made along the way for the work of the superintendent, the school board and the broader school division. Dr. Reed says that she wants to stay in the light. She says that frequently. I am surprised she doesn't have a third degree sunburn because you do stay in the light. It doesn't matter what you're hit with. And that's how it's been from day one. You did not

[02:16:54] enter the school division in the easiest of circumstances, but you were determined to win people over through hard work. And you did, and you have, and you are continuing to do so. And as a result, the needle is being moved.

[02:17:11] And I can think of a hundred million things that you could be doing with your time right now. In corporations big and small, in the foundation world, and you spend it with us. And we are so remarkably fortunate that you are with us.

[02:17:29] And more than that, our kids are fortunate that you are staying with us and that this work will continue. I also think of the benefits that we have from people that come here to work with you that are in the best in their field. And so there are so many, are there things that we want improved?

[02:17:48] Of course, we have those conversations every single week. And I have confidence they will be addressed because of your credibility that you've earned with me personally over the years and because of your character.

[02:18:04] When you tell me you're going to do something, you do it. And that speaks volumes to me. And I think it reflects well on the people that you work with in our school division and that count you as their direct report.

[02:18:21] So I'm grateful that my colleagues are in support of the motion, and I look forward to the next four years. Look at that timing. Mr. McDaniel. Thank you. Leading a school division of this size in a post-COVID environment, especially a politically salient environment, is an extraordinarily difficult thing to do.

[02:18:46] But I could rattle off all the accomplishments, you know, from the collective bargaining agreement to the boundary adjustments to getting us through very difficult budget cycles, to include the most recent. And, you know, it's kind of gotten to the point with the superintendent where I can come to her with my harebrained ideas, and I can tell just by the angle of the smile on her face whether or not it's going to go anywhere or not, as I think probably most of us know what I'm talking about.

[02:19:16] but what I really appreciate most is how the superintendent has raised the bar across the entire division and that is no small feat in an organization of 40,000 employees but most the key part of that isn't just raising the bar for 40,000 employees it's that she meets the bar that she expects everybody else to meet and speaking for myself I feel like you've set an expectation for me as a board member and I'm doing what I can to try and meet those expectations so thank you for

[02:19:48] leadership and I'll support the motion. Thank you. I'll take a turn. I have to confess that while working in the system for 27 years, I grossly underestimated all that is on the plate of a superintendent. You know, we get in our educational space and, you know, as a counselor and director, the things that matter to me, the things that were elevated, you know, I had a high expectation of a deep understanding throughout the system. But to be in this chair and work with you,

[02:20:25] the one thing I can say over and over again is you do hard things. You have brought a work ethic and an expectation, a high expectation of all learners. Your equity lens is like nothing I've ever seen in terms of the way in which you work with your regional superintendents and principals to set high goals, to set expectations. I mean, the strategic plan itself, when I first looked at it, I was like, what? And here we are incrementally inching our way, and we are going

[02:21:00] to get there. I hope to have the honor to work with you through 2030. And, you know, I just, I can't, and kids first, you know, we talk about lots of things, but the question always comes back to how is this going to impact kids? How is this going to uplift kids? And, you know, being the background that I came from, it resonates with me so well. And I will tell you this, I have shared with people, because a lot of people, boots on the ground, they just don't have a lens at all,

[02:21:39] just like i didn't of the volume and i hope people are paying attention and listening because from 45 000 bus stops to maintenance backlogs to which kids are on which bus to i mean the the in the macro to the tiny micro uh i'm just i'm just amazed at what you do um and i i have said this and i missed i mean no no disrespect to all the people i've met throughout my career in education But I think you are the most incredibly smartest educator I've ever shared space with.

[02:22:13] And I say this kind of facetiously, but I'm just sorry I didn't get to work for you. But just because I think that I would have loved to work in this time, when I was seeing things moving, when I saw equity actually happening, where kids were accessing coursework that they weren't able to access before.

[02:22:29] So I could go on and on and on. I really appreciate the comments of my colleagues here at the dais and am excited to support this renewed contract through 2030 and can't wait to see where our data points are in former year. So thank you. So I will call for the vote on the motion that the school will renew the division superintendent's employment contract. All those in favor, Mr. Frisch, Mr.

[02:22:59] McDaniel, Ms. Marin, Mr. McElveen, Ms. St. John Cunning, Ms. Anderson, Ms. Dixit, Mr. Dannen, Mr. Dunn, Mr. Moon, Dr. Anderson, and myself, that is unanimous. Congratulations. I just want to thank the board. It's an honor to work for you. I think we underestimate the challenges of being an elected official, and in particular, leading one of the largest, most complex school divisions in the nation. And I'm proud to serve you and our community. So thank

[02:23:38] you. Okay, we're going to take a 10-minute recess, and we'll be back for action item 7.04.

[02:30:51] Board members, please take your seats.

[02:36:31] Action 977.04, Centerville High School Lease and Renovation Assessment. I call Ms. Anderson for a motion. I move that the school board authorize the superintendent and negotiate a temporary lease agreement for a lease extension on the Fairfax County School Board's property at 4630 Stonecroft Boulevard, Chantilly, Virginia, 20151, and an area of land at Braddock Park, 13,000 Braddock Road, Clifton, Virginia, 2-0-1-2-4, sufficient to enable the school division to satisfy the Fairfax County's floor area ratio zoning

[02:37:10] requirements for Centerville High School, including FAR requirements associated with the school division's planned renovation and expansion of that facility. I further move that the school board direct the superintendent to evaluate through staff the planned renovation at Centerville high school including the projected program capacity of the renovated facility and planned construction of in the surround surrounding area and provide the school board with an update by august 28 2026 on any resulting impacts to the project scope timeline construction planning or capacity assumptions is there a second i second miss dixit miss anderson would you like to speak

[02:37:49] to your motion i would um i'm proud to put forward this motion tonight alongside my colleague miss Dixit. This is very similar to the motion that I brought forward six months ago at a board meeting where Ms. Dixit wasn't allowed to join us. As I said that evening, this is a vital step as we move forward with the anticipated renovation and expansion of Centerville High School. In December, the motion I brought forward was changed to be something that didn't specifically help the circumstances that we have at Centerville right now. Centerville High School sits in a resource conservation area in our county. When the school was built in 1988, in order to meet the floor area ratio, commonly known as FAR requirements, we lease density from the neighboring Braddock

[02:38:29] Park. I have learned a lot about this in the last two and a half years, but in order to bring the public along, FAR is a zoning measurement used to regulate building size and development intensity. It determines the total allowable square footage of a building relative to the size of the plot of land that it sits on. So in order to build the school the size that we needed in 1988, we leased two pieces of land to the county in exchange for the density that we needed from the neighboring park. This is not a lease of the land that the school sits on. This is just a density of

[02:39:02] the neighboring park of which we have no ability to use. That lease expired in 2018, and FCPS no longer owns the two pieces of land that were part of the original lease agreement. Those pieces of land were surplused back to the county before the end of the lease period. Therefore, there needs to be a new lease considered for us to have the FAR we need to maintain the existing high school and definitely to provide the expansion that's desperately needed under the current guidelines.

[02:39:31] Up to this point, the only option that we have been provided by the park authority is to do a one-to-one lease for the 22-acre FCPS property that sits under Cub Run Rec Center, a proposal that hasn't been deemed viable by our board. The suggestion to have the superintendent start the process of negotiating a temporary lease is meant to be the gift of time for both the schools and the park authority as we ask the third party involved here, the county, to help us consider a long-term solution like the one suggested in the motion that was passed in December of last year.

[02:40:03] Second, and just as important, this motion builds in a layer of accountability and foresight. A lot has changed in the surrounding area since our scope of renovation was completed before I came on the board. So with this motion, we would be directing the superintendent to have staff take a fresh look at the project's scope, our capacity assumptions, and the surrounding residential growth.

[02:40:23] We need to ensure that the facility we build today actually matches the student population of tomorrow, and this is about doing our due diligence for the Centerville community. It's a vote to help keep a major project on track while we ensure that we get the details right.

[02:40:39] Thank you. Ms. Dixon, would you like to speak to your second? I'm very happy to support this motion brought by my colleague, Ms. Anderson. Most of you know the school itself sits in Springfield district so I'm really happy to see Miss Anderson has been leading this charge for a long time and trying to work this. It's a complex matter the lease expired before we got on the board that was 2018 right so it is something we are trying to fix and working with the county and the Nova Parks we're trying to make this work. I do want to say that the Centerville community is very dear to me.

[02:41:18] I lived in Centerville for 22 years. My own child has graduated from Centerville High School. So I absolutely would love to see this school to be renovated and one day we'll walk into the new built school, renovated school.

[02:41:35] So that would be a dream come true. So thank you so much and request all my colleagues to support this motion so we can move forward in this. Thanks. Mr. Dunn. - I'd like to bring an amendment.

[02:41:52] - State your amendment. - I've circulated to the clerks. I'd like to add the following sentence to the end of the motion. I further move that the school board direct the superintendent to report quarterly on her efforts and progress to achieve the global resolution of floor area ratio FAR issues affecting any and all FCPS schools within land zoned residential conservation as directed by the school board in December 2025.

[02:42:23] Is there a second? Dr. Anderson, Mr. Dunwich, would you like to speak to your amendment? Yes, I would. I appreciate and support the motion brought forward by the chair. I believe that the issues affecting Centerville have been unacceptably delayed, and I hope that the motion is successful at achieving some resolution.

[02:42:49] This motion prioritizes the Centerville, but there are still 11 other schools across Fairfax County, including schools located in the Mount Vernon District, including South County Middle School, South County High School, Fort Belvoir, Elementary, Primary and Upper that are all on land zoned residential conservation.

[02:43:10] The issues affecting Centerville in this respect are similar or the same as issues affecting other schools zoned RC. And I believe it's necessary and important, given that the school board passed a motion December 2025 to achieve a global resolution that would resolve these zoning issues for all schools to have

you know them resolved part and parcel with Centerville or Centerville could be resolved on a more expeditious basis while keeping progress moving forward for all the schools. I understand from the superintendent that the county has designated this as a priority to initiative in terms of zoning efforts. I believe that the school board should

[02:43:50] speak with the unified voice through the superintendent um or in collaboration with the superintendent to ask the county to elevate it to priority one because there are many many issues affecting some of these schools for example Fort Belvoir has recently published a plan to add a lot of you know buildings for residential and um government use on Fort Belvoir north that will put more students in our schools on Fort Belvoir and neighboring schools outside So I think we need to act in a proactive, forward-looking manner to ensure that this

[02:44:26] issue is resolved once and for all rather than through a series of one-off negotiations. Thank you. Thank you. Dr. Anderson, would you like to speak to your second? Yes, thank you. And I think I'll just take this opportunity to speak to both the main motion and the amendment.

[02:44:42] One of the questions that I had as I reflected on the motion was how does this fit in with the motion that the board approved from last December, is it? Last December that spoke to this very same issue across the division. I believe at the time, Mr. Dunn had listed all of the schools which we approved. And so I was wrestling with the fact that Sennaville is part of that. But upon further reflection and discussions, especially with Ms. Anderson,

[02:45:16] what I came to realize is there is an urgency around Centerville because it's probably one of the only schools of that list that is in preparation for a renovation. I particularly want to speak to the second part of the original motion, which asks staff to...

[02:45:40] I think we need to stick to just the amended language right now. I just wasn't going to speak again, but okay. at any rate I think what this motion does it brings together into this motion that is being provided the amendment brings together some of the other outstanding work like the FAR it's not a single issue so I think adding it to here it makes sense and it doesn't deter I believe from the original motion in any way it just brings the others into the conversation so I appreciate mr.

[02:46:15] Dunn for bringing that forward and I'll guess I'll speak to the main motion at another point. So, Mr. Moon, did you want to speak to this amended language? I was going to speak on the main motion. Okay, I'll come back to you. If you're going to call me, I'm going to just, I want to know my support for this amendment. As I did the same, you know, back in December of 2025, I just wonder, it has been six months, six months have gone by pretty quickly, but we have not really gotten a progress report on the motion passed in December. And so, you know, I think

[02:46:51] what Mr. Dunn is trying to achieve is providing a time guideline to superintendents to keep us updated. Thank you. Mr. Frisch. Thank you. Pardon me. Dr. Reed, would it be an undue burden on your team to commission a quarterly report in our Friday letter or elsewhere that keeps the board apprised of the progress on this matter?

[02:47:23] No, sir. within the leadership team at least try to do mid-year updates and end of year updates as part of a leadership practice so I I think we could manage a quarterly update it's yes sir we could do that do you want to give us an update right now I think mr. Dunn I passed along our update mr. Dunn emailed me this morning and I mr. Gordon and the team were really thoughtful but I think you've illuminated that

that the fact that the Fairfax County land development services has included the topic in their adopted FY 2627 zoning ordinance work program but as a

[02:48:03] priority two initiative and that is challenging because the proposed effort will evaluate revisions to the residential conservation district regulations that could allow increased floor area ratio for public uses by and helping to address the operational and programmatic needs of Fairfax County public schools and potentially other public facilities, but it has not yet been scheduled for discussion as part of their work program.

[02:48:32] And the proposed motion presents an opportunity for us to keep the Centerville High School renovation project moving while we continue working with the county on the larger work. So that's the update. We have 12 schools in this category.

[02:48:49] And I appreciate our team's response, but we could establish a quarterly report. Thank you. I, in retrospect, wish that we had moved forward with the Centerville request earlier.

[02:49:04] And I think that this bookend on the end of this motion is reasonable in terms of getting updates from the superintendent on a regular basis. at some point the board can decide when we've succeeded in our efforts that those things are no longer needed but the work at Centerville needs to move forward quickly and I appreciate Ms. Anderson and Ms. Dixit for bringing this forward again and I hope colleagues will support it. Thank you Ms. Marin. Thank you could the clerk please put the amended language on the screen

[02:49:41] that would be really helpful to me and perhaps others thank you okay great so to prepare for this I did go ahead and re-listen to the December 18th conversation that was recorded publicly the board moved then Mr. the Mount Vernon member had also at that time sought to expand it from just one school to multiple schools in many magisterial districts which I appreciate and I do support that in this amendment for december 18th though we had directed the superintendent to seek to achieve a

[02:50:19] global resolution of the floor area ratio affecting any and all fcps schools within land zone residential conservation now we did not put a date certain on reporting which i think is a detriment to us in other times when we've directed the superintendent we've had a date so it's been six months now so can someone explain to me what's happened in those six months regarding this and apologies if i missed it i'm trying real hard to track there are multiple motions and pages and um you know this was put i received information tuesday in the evening so i'm just trying to

[02:50:53] follow so again what what has happened regarding the motion that the board adopted on december 18th directing the superintendent to seek to achieve the global resolution affecting any and all schools within an RC. Yes ma'am. So since that time the county and FCPS staff within facilities have been in regular contact regarding the zoning amendment and we've tracked the county's schedule. The county has adopted their 2627 zoning ordinance work program but still listed this as a priority

[02:51:28] two initiative so in the as it is a priority two initiative it's not yet been scheduled for discussion as part of their work program so the proposed I don't know mr. Gordon do you want to add anything to that no ma'am you're right on track the staff you know I just would add the staff is coordinating back and forth on this and we do get regularly updates if not bi-weekly if monthly updates from the county on where we are with the progress? I think in summary it feels a little like we are getting monthly updates we are connecting regularly and there hasn't been a lot

[02:52:08] of movement so I think that having the priority being Centerville while we work to find a solution that is more global so we don't have to do this every time we have a bonded facility or site is a good plan I'll leave that there well thank you so it sounds like the motion that the board passed you know the superintendent has tried to fulfill it in good faith but she's just one part of the

[02:52:43] partnership with the county but it sounds like then what this is proposing is just to have another report to have a quarterly report which is fine but it's not proposing any further solution so I can support it and I'll speak to the main motion later but this is just telling us probably that there still isn't any motion until the county decides that they want to work with us on it.

[02:53:06] Ms. Anderson. I'm in support of the context here. The only question that I had is, do we have any other school in the list of RCs that we are leasing far for that school building?

[02:53:24] I believe that Centerville is the only one that we're actually leasing density. I believe that's correct, Ms. Anderson. I'm going to look at Mr. Gordon. I think that's correct. We think it's correct, and let me make sure tomorrow we'll confirm that. But just looking at the 12.

[02:53:40] Because I know that South County High School and Middle School have an extended amount of space, which would not mean that it's an issue. I had long discussions with Ms. Szymanski about this before she moved on to her other position. And so I know that Liberty Middle School has a ton of space, and so the density is not going to be as much of an issue there just because the land is more.

[02:54:03] The issue that happens with Centerville specifically is the fact that there's density across the street. It's like, and Mr. McDaniel can speak to this better than I can, exactly which density it is, but I believe it's like R8 or something like that, 5, excuse me, I told you he would know.

[02:54:20] But it's R5 across the street, so we have a significant amount of density, and I continue to remind people that the kids have to go to school somewhere. So it's just that the building itself is right across the street from a higher density area. So that's the issue, and this is, so I'm in support of this, but there is a specific reason why Centerville is different than those other school buildings.

[02:54:41] If it would be helpful, I can make sure that we do just a short summary of each of the 12 sites, and that way I think everyone can have a reset for where we sit about each of those, so we can get that done in the next week or so.

[02:55:01] Okay, at this point I'll call for the vote on the amendment, which is on the screen. All those in favor? Mr. Frisch, Mr. McDaniel, Ms. Marin, Mr. McElveen, Ms. St. John Cuning, Ms. Anderson, Ms. Dixit, Mr. Dannon, Mr. Dunn, Mr. Moon, Dr. Anderson and myself. That's unanimous for board members. Now we will go back to discuss the amended amendment, the amended motion. If people can turn lights off and we'll start over. Okay, Mr. Moon. Thank you, Madam Chair. You know,

[02:55:39] i want to thank uh chair anderson first for bringing up this motion uh that and also in honoring my request to move this from the consent agenda because i felt that this needed to have a little more a a exposure to the to the public because there are a lot of you know people in center not not just the center of your you know pyramid but other you know in the areas around because they are also affected by this.

[02:56:10] I've been wondering about what happened to Sanneville's renovation. When is that ever going to happen? And also with a purchase and setting up a new high school at the Skyview that whether this is going to be permanently forgotten.

[02:56:28] So we need to make sure that that's not the case. And also whether a scopable renovation is going to come out differently. I think your motion is just seeking that from, you know, superintendent and putting it back to us.

[02:56:43] So what I want to hear from the superintendent is, you know, motion, as you stated, is putting back to us an update by August 28th. What do you consider to be an update?

[02:57:01] You know, update could be, no progress could be an update. Is that? I don't think that would be well received. so i think what i would want to come back with um on august 28th maybe would be some scenarios that we think are viable based on conversations i think um and then our recommendation uh but august 28th is uh it's a fast turnaround but we know our partners that we've been working on this

[02:57:35] for some time so i think it's taking another run at the project but i think an update would be here here are some scenarios we think have viability or really here are these scenarios we floated that don't seem to be viable. But I think I would need to bring you more than just we're working on it.

[02:57:55] Okay. I appreciate that. And especially in light of that, that people have been waiting for this for many years, you know, one may argue that, you know, waiting for a few more, a few more months or another year, you know, wouldn't hurt because you've been waiting patient all these years.

[02:58:13] But I think for many people, their patience is running out. And also for this board, our term is going to be over in 18 months. And I don't want to just punt this to the next board. So we've got to make whatever the decision we need to make, we've got to make.

[02:58:29] It's incumbent upon this board to make that decision. And I also want to know how that purchase of that building at the Skyview High School, how people are concerned, whether that's going to impact upon the pace of the renovation, even if we got everything in line with park authorities' agreements to provide us with the necessity of AR, whether we have a capital fund to put in to start doing renovation.

[02:59:06] I mean, that's a big question out there. We do have the funds to begin that. Beginning is one thing, but whether we have a sufficient fund to actually do aggressively is another. Because of the type of phasing that we engage in when we do renovations, we do have the phased funding available.

[02:59:26] What we've been waiting on is some agreement on this floor area ratio topic. so I think that the community needs to know that we have set aside funding for the project over time and we're ready to go as soon as we can get this permit issue resolved okay thank you thank you I'm gonna have to count on that and one last thing is I'm forgetting it it's a senior moment I'm having I'm gonna have

[03:00:01] to come back okay dr. Anderson for go back it's not a go back this was her first correct my apologies actually mr. moon you want to finish your time because you remember yes okay let's do that you know for the members will probably know that a couple of days ago at the board of supervisors meeting a comprehensive plan was adopted you know affecting this area and I think I'm sure that your your staff is on top of this but you know both members may not be as

[03:00:36] much top of this your step is you know probably you uh i would like to request for you to a share a analysis of how this company you know adopted comprehensive plan is going to impact the renovation because obviously when you want to talk about the scope of a renovation we will need to know

the how the enrollment might change depending upon how you know area to develop the per duly adopted comprehensive plan yes sir well i know the team is looking at that and several did watch the

[03:01:18] the uh conversation so we'll have an analysis shortly so i appreciate that thank you dr henderson um thank you mr morgan i was just about to make the correction myself um since now i'm now i am now speaking to the amendment just to i'm sorry to the main motion just to clarify i i want to make sure i understand this because we're a little bit form removed from chantilly so it doesn't roll off the top of my head the original lease expired in 2018 and since then other efforts have not been successful to renegotiate that lease we were not

[03:01:58] notified until 2021 no i'm not giving her my time um so we were not successful until 20 i'm sorry we were not notified until 2021 and this is what i'm assuming that um supervisor herity has made mentioned to that we've been out of compliance. So if this is not taken care of, it is holding up all of the permitting for the renovation. Just shake your head if that's true. Okay, thank you.

[03:02:26] And so this is something that we must address. Having said that, I would imagine, and maybe this is something that staff that's been here for a while may be aware of, who can speak to the efforts that have occurred between 2021 and now to remedy this situation?

[03:02:46] I think that I'm not sure there's anyone here tonight that can speak to that in any detail or depth. What I can say is the records left or the crumbs to follow on this are that different attempts have been made across different possibilities. I think most recently Ms.

[03:03:12] Szymanski, who preceded Mr. Gordon, worked on, I believe, a narrow zoning exception, and that was something that I think may still have some play in terms of being considered. I think we've talked about lease length extensions, for example, connected to the Cub Run property, And I believe we've also talked about sort of a fair market value for one of the parks related, right?

[03:03:44] And there's been debate about whether that. So there are a number of different ideas that have been explored. None of them to date have resulted in an agreement between the bodies necessary to agree for us to move forward.

[03:04:00] So I think what we'll do is go back to the drawing board and look at all of those possibilities again and see if we can make some progress on one of those that everyone will find palatable because I believe this board and the county I mean we have the same goals and then we're serving the same people so I am hopeful that we can with a focused effort again I'm hopeful we can get there okay thank you I won't belabor the point too much regarding how this was connected to the work of

[03:04:35] Justice High School where the the solution there was to rezone so that that addition could be rebuilt so I'm also hearing here the rezoning has not moved in the way that we need to so just two quick more two more quick things one I hope that there's a path forward here that there's something that's going to be amenable to both parties but in speaking to the motion I want to make it clear that this is an ask for information this is not a negotiation This is the superintendent is going to go forth, have conversations and come back to the board so we can have some conversations in terms of is this the path that we want to proceed?

[03:05:13] Can you confirm that as your understanding? Yes, ma'am. What I'm confirming is that the ask is, and I don't have the motion in front of me, but I would definitely be following the motion. Having said that, I think it's more than just information.

[03:05:31] I think I would want to be able to meet with, or staff will be meeting with county staff to come back with, here are some, we might have called them a straw model, right? A straw model of we could go, if we went down this road, here are the options.

[03:05:48] And so to the degree that that's information, my hope would be, and I think the intent is to bring back information that could be actionable on the part of this board and on the part of the governing boards of the county. no absolutely I just want to make sure that there was clarity that approving this motion this evening does not necessarily set you to go enter into any agreements it's to evaluate what are the possibilities to bring that back to the board for a more fulsome conversation and again what I wanted

[03:06:21] to articulate earlier the second part of the original motion which speaks to the re-evaluation of um the spacing i think that's a very prudent um part of the motion because we need to speak as to whether or not this is still a necessary effort the renovation yes expansion may not necessarily be available but we don't know that unless we evaluate it because the whole idea behind skyview was to relieve some of the um enrollment issues from centerville so i do very much appreciate that

[03:06:55] eye toward efficiency and making sure that we are still needing to do this work thank you mr mcdaniel thank you um so i spoke with a colleague this morning about this motion and i said let me do my best to sum up 38 years of history in two minutes so i'm going to try really hard uh in 1988 before i was alive um uh point of order two two people by the name of jay lambert and I believe was Bud Spillane, entered into an agreement whereby the school division was given

[03:07:34] density rights for park authority land, and in exchange for that, the school division deeded over two parcels of land across the county. Unfortunately, the structure of that was such that the deeding over of the land was permanent, whereas the density rights only lasted for three years. So what we found is that, fast forward to 2018, the density rights expired. And now the logical question is, well, how come no one knew about that? And unfortunately, this is one of those Fairfax-isms that I hate to admit it, but it's not all that uncommon to happen because back in 1988, before we had digital files of things, these things were stuffed in file cabinets. In

[03:08:13] 2023, when our staff went to pull permits to renovate Centerville High School, that is when this was caught. So here we are today, and what we're trying to accomplish by this is to figure out a path forward. Unfortunately, I would love to have a vote of this board that just waves the magic wand and it's done but it takes three bodies to figure this out it takes this board it takes the board of supervisors and it takes the park authority board to all come to the table and come to an agreement and figure this out and as we've spoken tonight on technology the gears of government can grind slowly and they've been grinding way too slow in my opinion on this issue

[03:08:51] I agree with that but this effort tonight to renew those gear grindings is an important step And the second thrust of this motion is reevaluating whether or not the full scope of the Centerville renovation needs to occur, because when we started this conversation a couple of years ago, when I first got on the board, we didn't have Skyview High School, and now we do, and we all know that Skyview feeds into the Western Pyramids, just like Centerville High School feeds into the West.

[03:09:17] So I think we do owe it to the public and to ourselves to reevaluate whether or not we need the full scope of the expansion from about 2,000 seats to 3,000 seats. But as was alluded to, you know, development has occurred, significant development is occurring and has occurred in the western neighborhoods.

[03:09:34] The Board of Supervisors just approved the Centerville Comp Plan Amendment, which could dump up to, at some point, 5,000 housing units right in Centerville High School's boundary. so i i don't think it's a straight cut and dry will you've got skyview you don't need this maybe i don't know but i'm glad that the second half of this motion asked staff to evaluate that so i support the motion i'm hoping we can get this resolved quickly thank you i will call for the vote on the main motion as amended which is on the screen all those in favor mr frisch mr

[03:10:09] mcdaniel miss marron mr mckelveen miss st john cunning miss anderson miss dixit mr dannon mr

[03:10:15] Dunn, Mr. Moon, Dr. Anderson, and myself. That's unanimous for board members. Thank you. Agenda item 7.05, action item, amendment to sole source contract, Five Ponds Press Books, Inc. I call Ms. Marin for a motion. I move that the school board approve the amendment for social studies, fourth grade basal resources, authorize the division superintendent or the director of the Office of Procurement Services to execute, deliver, and administer the contract on behalf of the board. Is there a second? Second. Thank you, Mr. Dunn.

[03:10:58] Ms. Marion, would you like to speak to your motion? So I had read this when the board was given the contract notice as per our process, and I've always been interested in their social studies basal materials. And last year, after we suffered the painful cut of not purchasing new social studies materials after the whole basal process went through, I've been particularly eager to have new basal resources.

[03:11:22] So I decided not to bring it up, but then what changed my mind is listening to something else was also painful which was the testimony of the parents tonight and hearing a parent say that she is pulling her child out of fcps because the child is on a school-issued device for 13 hours a day reminded me that this contract is for a digital version of some of the um the content and so i'm trying to what i wanted to do was understand the depth to which this is a online resource

[03:11:56] knowing as well that the superintendent does want to have textbooks in hand as much as possible. So I'd like to understand that thinking. But I also just want to, like, I just can't sit here and do nothing.

[03:12:12] Like, I was going to just go through the proclamation tonight and just keep moving, but I just, I don't know how we can sit here and not do something about the technology. You know, I'm game for discussing the merits of Lexia and of ST Math. I mean, I sat with my dyslexic son for years watching him do those programs.

[03:12:31] I know that they have merit, but we're not even talking about that. I don't understand why we're not taking what we talked about in the proclamation tonight and putting it into action, and I do think we could still do it. We could still do something by July 9th and change things for these kids in the fall.

[03:12:49] So before we go ahead and approve more digital learning materials, which I would think actually the new Education Resource Committee, this would be something that they would weigh in on, you know. There would be some kind of way to analyze, have a rubric on when we purchase such materials, but I'd like to know from the superintendent why we're doing this, what the digital, you know, the landscape is, what's print, and I'd also like to hear the superintendent's response for the response to the questions one person asked what evidence

[03:13:27] was demanded when when this purchase was proposed but even more broadly the evidence about when screens became a daily use for students I'd like to hear more from the superintendent about that because if we approve this we are approving more digital learning for kids and I know I haven't gotten a big report about frog pond press a five pond five pond press so I'd love to hear from the superintendent please I guess after the seconder speaks right I don't know if that's well I'll leave it to the chair but I'd love to hear that from the

[03:14:01] superintendent dr. Reed thank you madam chair and miss Marin I I'm reading from notes and I understand dr. Presidio is online tonight so I'm hoping he will weigh in there he is I do want to indicate that this has been a resource since 2018 when it was originally approved and this is a one-year extension in the absence of basal textbook materials and unfortunately we still aren't able to purchase those at this time and I think it's more a stop

[03:14:40] gap for one year left but dr. Presidio if you want to amplify that please I would appreciate it no thank you and good evening everybody and thank you for the questions, Ms. Marin. So yes, this is a one-year renewal because we've deferred the social studies adoption actually for the second year due to fiscal constraints and limitations again. So we need to ensure that our students and teachers do have access to materials. This is the publisher that we use in our fourth grade social studies, which is an SOL area related to Virginia studies. So it is important to make sure that the schools do have the resources.

[03:15:20] This resource is a hybrid resource, as many of the materials and publishers that have put materials together really over the last decade or so. So there are electronic components, which in this case is it's really like an e-book that students have access to.

[03:15:37] So it's not passive consumption. It's not watching videos and things. It really is an e-book. And the publishers do that for a number of reasons. One, so that they can update the information on a more regular basis. and then also for the ability basically for you know students to have access to that information and materials that could be accessed in different locations and it and it does reduce the cost overall is typically what happens but it's a hybrid resource meaning that there are print materials with this as well so textbooks and workbooks so this contract renewal

[03:16:14] would be for one year would give us the ability to keep the electronic digital ebook versions and replace textbooks and workbooks as necessary. I believe, Dr. Presidio, this is also only the fourth grade, and there's a state requirement for fourth grade materials, and I believe the annual value of this contract, if I'm looking correctly, is \$175,000 for the fourth grade access. Is that correct? That's correct. Okay. Thank you. I understand it's a small contract. It's just for fourth graders who are 15,000 children in our school division I believe but

[03:16:53] without a policy colleagues our default is to allow digital learning and promote use of devices there's nothing directing the superintendent to check with us to check with a committee to check the worthiness of the material if we wait for a committee to tell us how to evaluate a resource we will continue with the default of presuming use and reinforcing use of devices.

[03:17:18] So when we don't take action, this is going to continue to be the norm. So whatever contract we keep getting, we're just going to keep it's just going to keep going like this without us knowing how effective it is. Is it needed? Again, I would love to hear from some colleagues as to how we can ignore the Council of Pediatricians and parents with doctorates and expertise related to children's success in school

and not take action and keep ceding our authority to just continue the default of giving children devices because we're going to do it tonight when we pass this and I'm going to

[03:17:57] vote for it because I know how important fourth grade social studies is but that is really crummy I would love to hear my colleagues talk about why they think we should continue this way with a default of allowing any electronic resource and continue to put devices in front of children without our approval or a policy in place first.

[03:18:27] I know you asked for a colleague conversation. I wonder if we can thread a middle ground for the current year since hopefully after this year we'll be able to provide some other resources. I will say that the Virginia Department of Education has listed approved textbooks, and these materials do fall under the approved list.

[03:18:50] But given that Dr. Presidio has indicated that they're hybrid, Perhaps we can work with staff to identify how the materials are delivered, even in the e-book status, so that there's careful monitoring of how that's delivered.

[03:19:08] I don't know what's possible, but I will ask staff to look at is there a way, given the hybrid materials, to prioritize the tactile use of materials. So I'm hoping we can find a bit of middle ground as we try to make the turn to more tactile text.

[03:19:29] Thank you. That sounds really encouraging. I'm going to call on Mr. Dunn to speak to a second. I do want to remind colleagues that we are here to talk about this. This motion is talking about this contract.

[03:19:45] So I would ask that you keep your comments focused on this particular contract. Mr. Dunn. May I ask about the e-books? Are these Kindles? Are these on iPads? What is the e-book technology that is being used here?

[03:20:04] Great question. Dr. Presidio, I don't have that level of detail. Sure. So basically, they could be accessed on a variety of different devices, but our students would access them on their laptops. Okay.

[03:20:21] I remember last year that there was a slide presented with multiple options for, you know, textbooks in the classroom, textbooks for each student. And I would just ask, if this passes, which I assume it will because we need it for a state mandate, that you build into next year's budget those options that you had previously presented because we need to be thinking, given the advocacy by parents, which seems to be accelerating nationwide and internationally, we need to be thinking about what a return to paper, books, textbooks looks like.

[03:21:00] I mean, I'll just mention one example, small. We've gotten rid of lockers at a lot of schools, but if you remember 20, 30 years ago, there was a concern that elementary school students had these oversized backpacks that were causing them to be deformed spines. And so that shifted to rolling suitcases in some cases.

[03:21:19] And if we get rid of lockers, even though they aren't being used by students today because I guess they don't have physical textbooks anymore, if we return to that in some form or fashion, we'll probably need those lockers again. So I might want to pause removal of lockers, Mr. Gordon.

[03:21:36] So I got a positive nod, thank you. So that's just one. But we might want to think broadly about what were we doing in the '90s that we're not doing today. So I'll support this motion, but with great

reluctance and hopefully with commitment to bring back and include in next year's proposed budget textbooks for this and for other areas as well.

[03:21:57] Because I think I'll just say my experience electronic textbooks is, they're not impressive at all in terms of content. I don't find them rigorous. Dr. Anderson. Thank you. And thank you to Ms. Marin for pulling this. I was thinking about doing the same. For other reasons, though, I had some questions regarding we paused the social studies adoption last year because of funding issues. We are only bringing back fourth grade. I don't know if I have that full understanding as to why only fourth grade is being

[03:22:30] brought here. Yes, ma'am. Dr. Presidio? Yeah, there will be some other grade levels that we're going to be looking to renew, but we're bringing this one today to, because it's ready for board approval, and if the board approves it, then we can move forward with purchasing and get the materials as quickly as possible. But we are looking at several other grade levels renewals as well. So we will have social studies texts that are essentially digital for other grade levels that will be brought? Are we talking about it before we go to recess or in the next year?

[03:23:05] What's the timeline for that? It really varies depending on the publisher and the grade level as we try to work on the contract extensions with the procurement office. Okay, thank you. But it could potentially be 11 other grades. That's what I think I'm hearing. No, there won't be 11 other grades. There's going to be a core number of grades. We're looking at additional options to mitigate wherever we can, but there will be several other grade levels that we're going to need to look at. Okay, thank you. And also, if you could articulate a little bit more, when you said hybrid, in my mind's eye, there will be some paper materials and some electronic materials.

[03:23:45] How is that divided? What's paper? There are textbooks and there are student workbooks. I don't have an inventory of those by school in terms of how many need to be replenished or replaced. And then there's the digital version, the electronic version, the e-book version, again, if you will, of the textbook. So with this \$175,000, we'll receive textbooks and student workbooks and a digital? No. This gives us the electronic access so that we have universal access for all students at a reasonable price because, again, we had to defer

[03:24:24] the full adoption for social studies for the second year due to budgetary limitations. So this allows us to have the universal access and then replace the materials that need to be replaced, which will be on a school-by-school basis in terms of what might need to be replaced this hard copy. So we already have the hard copy textbooks. It's just there will be a small replacement as needed, but the bulk of this is just for the digital resource. That's right. Okay, Thank you. And the workbooks, the student workbooks, are those consumables that this will replenish or are those not consumables?

[03:25:04] Well, that's a good question because there's a little bit of both. The things that are consumables actually are an electronic version in the teacher's edition, which is covered under this contract extension, that can be printed as needed.

[03:25:21] I see. But because we have the digital access, that doesn't really happen a lot. No, it does. It does. So again, the students have a universal access to the e-book version, the digital version of the textbook. And that's what this contract provides. And then it allows us to repurchase hard copy materials as necessary. But given the electronic version at the teacher's edition level. There's additional materials that can be printed for students in hard copy

[03:25:58] that are not contained either in the hard copy textbook, student textbook, or in the e-book digital version of the student textbook. So there are maps, there are timelines, there's graphic organizers, there's different ancillary kind of handout materials like that that can be printed as well. Okay, thank you. I just, lastly, I just want to lend support to what two of my colleagues has talked about miss Marin because we kind of have to write the ship so we don't just continue to have these one-offs and as well as what mr. Moon shared earlier you know our time is limited are we going to try to resolve some of these

[03:26:34] issues or just pass them on to the next board it seems as if we have no choice in this so it's either that or our students don't have these materials because the textbooks are not available for each child to have one not for this kind of these dollars, but the only way for every child to get access is the electronic version.

[03:26:57] That's what I think I heard. That's correct. Okay. So the last thing, so the textbooks that we have in our schools that you said we will also replenish the few that need to be replaced, there's not one available for each child. No, and it really does vary by grade level again, but members who have been on the board for a number of years might recall that typically in these adoptions, we have fiscal constraints that we have to meet. So we typically have been

[03:27:33] purchasing limited numbers of licenses. So again, at this grade level, we did not purchase enough for every student to have a hard copy and digital version. We have hard copies that are available for students um but those have to be shared sure thank you and i'm also very encouraged by what dr reed shared which is let's find some way to mitigate this because this is not the direction where i think we're heading thank you thank you mr tannin good evening um i appreciate this discussion not least of which because um as the parent of a uh recently uh completed fourth grader

[03:28:12] spent a lot of time going through some of these printed out materials um and you know i know my My son enjoyed, for the most part, some of the content and so forth in them. Do you have a rough estimate of what it would cost, the hard copy alternatives to this purchase?

[03:28:29] Recognizing that that's not practical, I think, at this point. But do you have a rough estimate of what that would cost? I heard that the cost of digital materials is around \$100,000 and something. Yeah, we don't have that. We would have to negotiate that with the publisher. Sure. Do you have an order of magnitude, how much more it would be?

[03:28:46] Or is that, again, we'd have to? That, I don't know. The Procurement Office helps negotiate those contracts, so I don't have that off the top of mind. Do you have a sense of how much additional screen time this would entail, or this has entailed, I should say, since it's been in use?

[03:29:04] Yeah, I'd hesitate to quantify that this evening. I could get that information for you. Again, I would say, though, that the screen time related to this would be reading a digital textbook. So that might be a little bit different than more passive consumption of, you know, watching videos or something.

[03:29:23] No, it makes sense. And I also know about the research around, you know, the benefits, the emerging research around benefits of reading hard copies and so forth. So just trying to get a sense of that. I appreciate that very much, Dr. Sidhu. I'll just say, I had a good conversation a few weeks ago at my daughter's soccer game.

[03:29:44] There happened to be an FCPS middle school science teacher there. And it eventually brought up I was on the school board. And she's like, I got two things I want to tell you. And I forgot the first one.

But the second one was around textbooks. And it's funny because it comes up so much in these different conversations, you know, how much she's completely done away with screens.

[03:30:06] But she was able to go into her building somewhere and find old textbooks, please don't report her, that she was taught from and she's enjoyed it, which I think just speaks to, and I know we've had these conversations, I think we all agree textbooks are better, you know, by and large, you know, with the sections.

[03:30:22] We want to be smart and thoughtful about it, you know, and I go to the sentiments. I think a lot of us do, you know, as much as we can, prioritizing that, recognizing the fiscal constraints that we're in. I have not yet gone to stop by Willow Oaks yet to check out the new math textbooks that have been unboxed, but I'm excited to see those, and I appreciate all the work on this.

[03:30:41] Thank you. Mr. Frisch. Thank you, and thank you for joining us remotely, Dr. Presidio. This plan sounds disjointed and skeletal, almost like it's tailored for just getting us through the next year until we can buy textbooks for students.

[03:31:11] Is that why we're not having a conversation about providing this resource to every grade level? I think what I would say is, you know, deferring the adoption for two years has put us in a difficult situation, not having the resources to be able to proceed with the full adoption.

[03:31:34] And it's put us in a difficult position in terms of, you know, making sure that we have instructional materials for our students and our teachers and moving forward with what we can do in the short term to really keep costs as low as possible to procure those materials.

[03:31:52] Yeah. Well, and I say that because we've certainly bought learning materials for this program or that program that were smaller purchases. But as it goes to basal materials like this, I think this is the first time I've been on the board.

[03:32:09] We've bought like a very specific, very niche set of materials for a specific group of students that were not specialized.

[03:32:19] Right. And so, you know, I appreciate the focus that's gone into this so that we can conserve resources as we look towards next year, because a lot of work went into getting us to the point where we were ready to buy those textbooks from the advocacy at the state level by our board and by our friends in the legislature to make sure that our social studies and history standards reflected the complexity of Virginia's history and the country's history, especially in a climate where that is not always seen.

[03:32:50] as something that is valuable by our friends in Washington, to the parents and educators that we all appointed to the Basel Instructional Resources Review Committee to select these textbooks, to the public review of those textbooks, to our two budgets that have included those textbooks in back-to-back budgets. So I'm comfortable voting for this to get us by under the assumption that next year's budget will include uh these materials um and that we will have the adequate funding to

[03:33:27] make that a reality um because a lot of work has gotten us to this point so i appreciate the discussion and the answers and when i said it was um disjointed and skeletal i thought that was a compliment so uh thank you miss lady yeah so i have uh one question when let's say we were able to adopt the textbooks that we wanted to that we don't have the money for right now is there also a digital version of that that comes with the hard copy textbooks well we were looking

[03:34:05] at a number of different publishers and it kind of varies based on grade level so I off the top of mind I don't recall what was available at fourth grade so I'd have to get back to you on that. Okay. I mean, the reason I ask that question is I'm reminded all the time that I, you know, we were all in school at one point and we reflect on how we learned. I learned far better with hard

[03:34:34] text. However, when we introduced electronic text, we watched a lot of children find success differently because they could highlight the electronic text. They could do like a control find and see if they didn't understand a word is it used somewhere else in context that they could understand um instead of flipping back to the glossary i mean i i struggled to read as a child and i would make three by five cards of the entire glossary of any textbook i ever had and memorize them and then it would help me get through that's how i got through astronomy in college quite

[03:35:11] frankly um but you know we kids can't mark up textbooks so i just want to say i want both as an option. And I know that when we transitioned to a lot more electronic, that we definitely had students that wanted hard copy textbooks. And at the time, we still had them, right, you know, for a while. So I just want to make sure people, you know, I'm going to put that out there, that for some learners, just a textbook would set them back in how they learn. And for some learners, having a hard copy is going to propel them forward.

[03:35:48] So I just want to keep both understood around it. The only other thing I'll say is when it comes to supplemental materials, I mean, we did kill a lot fewer trees after one-to-one, because I can't tell you, every faculty advisory committee, every department was complaining about the copying machine.

[03:36:12] And I mean, I'm just putting that out there, because it was tragic. I mean, we almost had to, you know, we had codes we put in. There are all kinds of ways to control it, you know, and ugliness between departments. I don't want that ever to come back. But I just am saying I think that whatever we purchased, my preference would be that there was an electronic copy available as well for those kids who benefit from reading it that way.

[03:36:39] So I will support this for the reasons stated in terms of, you know, our kids need the materials. Thanks. Okay, so we're gonna go ahead and vote for the motion that is going to shortly be on the screen.

[03:36:55] All those in favor, Mr. Frisch, Mr. McDaniel, Ms. Marin, Mr. McElveen, Ms. St. John Cunning, Ms. Lady, Ms. Dixit, Mr. Dannon, Mr. Dunn, Mr. Moon, Dr. Anderson, and myself, that is unanimous for all board members. And now we are going to move over to agenda item 8.01, Skyview High School, student phasing and transportation.

[03:37:25] I call on Dr. Reed momentarily for a presentation. All right. Thank you, Madam Chair, and members of the board, and those community members watching.

[03:37:45] I want to begin tonight's, again, new business presentation with a reminder that while I'm doing the presentation this evening, it is new business, and the vote is not planned until July 16th.

[03:38:05] So the vote on this will be occurring on July 16th per the communications that we've put out to the community. So we're going to have a couple weeks to really have an opportunity to chew on this before July 16th.

[03:38:25] So I want to share that this presentation will provide recommendations relative to phasing and transportation because it's the phasing and transportation presentation. So these are good notes.

[03:38:41] I want to go to the next page process and timeline. This slide reviews the process and timeline which began in November with the school board approving the Western High School to be a comprehensive high school with traditional boundaries and a special programming pathway option as well as enrollment a phasing plan of 9th and 10th graders in its first year of implementation for the 26 27 school year so that was a decision made in

[03:39:15] November in February the school board voted to name the high school Skyview high school and in March the facilities team along with cross collaboration from the chief experience and engagement office communications division council and our fearless relentless boundary champion mr. Marty Smith began our community engagement for the Western high school boundaries there were six meetings in all that have been held in the community and several RAC advisory

[03:39:52] meetings as well. We're presenting this evening the phasing and transportation plan that again will be voted on July 16th and so the decisions are planned for next month. I do want to remind the community that in July on the 13th there will also be a public hearing on the boundaries.

[03:40:18] So the phasing recommendation is similar to the recommendation made earlier in the year. One of the things we want to remind those watching is that for year one, which is the upcoming year, ninth and tenth graders were allowed to opt in.

[03:40:36] And in year two, which will be the second year of a brand new high school, 27-28, we'll accept a new ninth grade cohort which will be added to the school from within the boundary that is voted on and approved on July 16th students may still opt out and go to their former high school if the configuration of the school does not meet their educational needs in other words we won't have a senior class yet in year two so there may be some courses that won't be

[03:41:12] available until we have a full senior class so at this point the school would contain three grades, 9, 10, and 11. Finally, in year three, which will be 28, 29, the school will finally contain all four grades, 9 through 12. This means that the ninth grade will be composed of students who live in the boundary with no more opt-out in effect, and those ninth graders are actually next year's seventh graders. So one of the things I want to remind folks is even though

[03:41:48] it's no opt-out in effect there are still options consistent with the regulation on school transfers as long as there is a school that is not completely closed to transfers those would still be considered but as a matter of course this would be a full boundary comprehensive high school by 2829 so I want to take a moment and walk back into history for a minute and And look at our prior or our precedent from South County High School.

[03:42:26] So in South County, which would have been 2005, about 21 years ago, was the last time the school board approved the opening of a brand new high school. So really, Skyview High School is the first new comprehensive high school in two decades.

[03:42:45] the expansion years there was an 11th grade addition contingent on a survey of those meeting the interest threshold and we're talking also about the phased addition of 11th grade in year two with a structured opt-out pathways based on educational needs for those two years I think that we have a unique situation because in purchasing a high school rather than building a high school not the whole facility is not yet complete which is why we went with the ninth and tenth grade but I really want to say that the board's vision and making the

[03:43:24] decision to purchase the high school we haven't really even owned it for a full year and we're already opening it for the fall with the team again led by mr. Smith and all of our departments working together I'm just really there's been a lot of work in this last year to get the school ready to open and just appreciate the board's leadership in and vision on that project I want to take a moment this evening next to talk about the VHSL phasing plan that's on the next

[03:44:01] slide I know this is garnered a lot of attention if we can go to the next slide please and mr. Horn who is our all things athletics and activities for Fairfax County Public Schools this lists the year one excuse me year two and year three plans I would want to say that there there's a lot here that's very in

[03:44:37] some ways technical I would say that when Skyview High School to kind of sum this up because in year one which is 2627 Skyview will not be a VHSL member school in this first year therefore those students who will be attending Skyview this fall have an option to participate in VHSL at their base school and this is a decision that mr. Horn has vetted with the principals as well as

[03:45:12] VHSL when Skyview does become a VHSL member school and currently that's the plan in year two students who attend Skyview High School are only eligible to participate in VHS out VHSL activities at Skyview High School students will no longer be eligible for a school they don't attend so in other words there's no more eligibility to travel back to the base school once skyview is a vhs school students who want to continue to participate in vhs activities in their former base school will

[03:45:48] need to opt out of skyview high school and attend that school which is only possible until the boundaries will be firm in 28 29 so i think that furthermore in 27 28 most of the outdoor athletic teams will require fields and facilities for practice and competition that are still off campus and we've had to do some of that for those of you on the board and the community that have dealt with renovations at high schools we've had falls church high school i know we've

[03:46:21] had to move fields and are still in that process justice high school that's part of our renovation model so our partnership with the fairfax county park authority will continue to be essential to locating off-site facilities suitable for high school competition by school board policy when establishing new boundaries students can be assigned eligibility at the school they are allowed to attend as long as it is not changed for example a student who is allowed by fcps policy

[03:46:55] to stay at uh westfield high school through our opt-out policy can be eligible at westfield high school but will never be eligible at skyview high school vhs and i'm reading through this but this is we're going to be posting this again to our website there is a frequently asked question section so if the community has more questions please continue to forward those and mr horn in his office will respond and add those to the FAQ. I will also add that VHSL academic programs

[03:47:32] include competitions for activities such as broadcasting, creative writing, debate, film festivals, speech, magazines, news magazines, online news, scholastic bowl, theater, yearbook, and multimedia, and the same rules that have applied to athletics will also apply to these activities. In year two, which is going to be 27-28, a new ninth grade cohort will be added with students from within the boundary. Again, students may opt out and go to their former high school if the configuration doesn't meet their needs, and then opt-in process would still be

[03:48:09] available on a limited basis. The school will contain three grades, 9, 10, and 11, and in year three the school will contain all four grades because at that point the ninth grade will be composed of

students who live in the boundary with no opt-out in effect so the phasing matrix trying to i think the presentation is trying to find a variety of ways to show the same information so again this is a different way of explaining the first two slides that i reviewed in other words

[03:48:44] grades each year the boundary rules opt-in formal boundary established with an opt-out and in year three a full boundary in effect with no opt-out having said that the vhs status then is listed in year one two and three below this might be the simplest chart to read but suffice it to say we're going from not being in vhs in year one to having in year three four grades of students and would expect to offer the full slate of VHS opportunities to our students.

[03:49:22] So one of the most consistent messages we've heard from families throughout the engagement process was the importance of transportation access. The recommendation before the board ensures that transportation will be available for students who are eligible to attend the high school.

[03:49:40] Students who live within the eventual attendance boundary will receive transportation through our traditional neighborhood bus stop model consistent with how transportation is provided across the school division for students attending skyview from outside during the phased implementation period only we are recommending a depot transportation model similar to what's occurring across the division with high school students this approach allows us to ride transportation while balancing efficiency travel time fleet resources and staffing requirements the initial depot network will be centered around

[03:50:20] the five designated feeder schools which are listed Centerville Chantilly Oakton South Lakes and Westfield students attending Skyview through this phased enrollment process only not after the phased enrollment process will continue to have transportation throughout their high school experience as they are across the division with the other division-wide moves at high school.

[03:50:46] Staff will continue evaluating enrollment patterns and may establish additional regional depot locations if the demand warrants it and operational conditions allow it. The recommendation reflects the commitment to providing equitable access to Skyview while maintaining a transportation system that is sustainable and reliable.

[03:51:07] So the next page, this really pretty much summarizes what I've just said again. For students who live in the areas where middle and high school boundaries change and are not assigned, we recommend, as per the February 26 vote, that non-boundary current students be provided transportation, again, consistent with board policy.

[03:51:31] This recommendation, excuse me, balances family choice, operational feasibility, and the board's continuing commitment to support students through the implementation of new attendance boundaries. So it's a finite time frame, just as it is for the rest of the division.

[03:51:50] Okay, so VHSL athletics transportation support, and this is very limited because it's only the 26-27 school year that this is planned. At this point, SkyView students who participate in VHSL at their feeder school will be provided transportation support to get back to their feeder school for practices and events.

[03:52:13] The evaluation of this shuttle service refers to the SkyView Director of Student Activities having the lead to coordinate these needs for students with the feeder school DSA or Director of Student Athletics and Activities.

[03:52:29] Transportation will be provided. The timing details are still being developed. But these are, again, back to those five original. And this is a one-year option, because by year two, VHSL will be operating at Skyview.

[03:52:47] So tonight, just want to remind folks-- if we can go to the timeline slide-- tonight, I'm simply providing the phasing and transportation recommendation. Again, it's the similar phasing recommendation as we've discussed earlier this year and the transportation phasing follows the division-wide decisions for other high school moves across the county.

[03:53:12] In July, there will be a public hearing on the boundaries on the 13th, and on the 16th of July, the board will take action on the phasing, transportation, and boundaries. So I believe that's it.

[03:53:28] That's the presentation this evening. We have several weeks yet to make sure we have information out on this and an FAQ that's clear, particularly on topics that are a bit confusing. So that's the presentation this evening, Madam Chair.

[03:53:46] Thank you, Dr. Reed. Mr. Dunn. Thank you for the presentation. It's a good thing I did well on the logic section of the GRE because I found it very difficult to map this out. I just hope this can be synthesized into an easy one-pager to hand out to parents or publish on the website.

[03:54:08] I have a few questions. So year one, 26-27, will all students in year one, regardless whether they're inside or outside the boundary, given the boundary has not been determined yet and will only be determined in the July time frame, will all students receive neighborhood bus stop to school bus transportation?

[03:54:29] all students will not receive neighborhood bus stops only the neighborhood bus stops will only be within the boundary that gets approved in July in July there will be depot bus stops and I think I think that's what we're calling them Mr. Muick that it's bus depoting which we agreed for the rest of the county as well and hubs thank you so there would be in some cases depoting to a particular school and then hub routes so it will not be neighborhood door to door unless students are not door to door but it won't be the traditional

[03:55:06] neighborhood bus stop unless you're in the boundary so students who have bravely volunteered opted in to attend Skyview and are determined by the boundary decision in July to be outside the boundary will be disadvantaged because they don't know right now whether they need a ride to school or not I mean They'll need, at a minimum, a ride to high school, I guess it's coming from the high school.

[03:55:33] Or will, you know, if I'm assigned to, you know, Smith High School, will I get a bus to Smith High School and then a separate bus to Skyview? They are currently, the leadership team at Skyview High School is working through those details right now because we're, you know, they're looking at where the students are coming from that are opting in that may not be in the boundary.

[03:55:57] And the commitment is to make sure we at least have efficient hub transportation. And that may look different depending on where in that region they're going to be. But the transportation is guaranteed. It just may not be the neighborhood.

[03:56:12] It may be a longer transportation route. Have you have you costed out at all what it would be to provide neighborhood bus transportation for all students who have opted into year one? And could that be

presented to the school board? We certainly could do that. I think that the within boundary would be not dissimilar than needing to bus the students to the schools they would be going to otherwise, right?

[03:56:39] In fact, we should see a little bit of efficiency there because in some cases, many cases, hopefully, we won't be busing them as far because they're actually within the boundary and closer to Skyview. There will be some extra expenses just like there are for the rest of the county for students who choose to stay at their base school where we're going to be hubbing or depoting them but because it's only two grades for this year it shouldn't be as significant but we can certainly we've run a series of numbers and feel like it's within budget to do that but we can certainly get you better information on

[03:57:14] that yeah I'd like to just be able to compare you know the depot for year one 26 27 just seems fundamentally unfair to students who have opted in which is in the interest of the school division and then we say oh you're gonna have to ride two buses rather than one that's a long bus ride and almost a penalty for that student I'm not saying you need to do that for every year going forward but just as a matter of fairness so I see that we have opt-out you know stretching all the way to 30 31 because you know you can opt out your your 9 or through

[03:57:51] 9th grade, at least through year 2, 27-28, and then that continues, that that group peters out 30-31, so it's really only 31-32 when you have no opt-out available. But I did see in slide 4 that you said you might have opt-in in year 2. Can you talk a little bit more about that?

[03:58:10] Well, only if there's going to be space available, right? So what we would look at is we're, because we haven't drawn the boundary yet completely we don't have a full we have a guess as to what we think the ninth grade class will look like but if the ninth grade class comes in shy of what that boundary might connote then we would want to make it optional again for one more year for students to to move into that area because there would still be a chance that ninth graders might opt out right if they are in a certain event or sport or activity at a base school and

[03:58:49] there may be other students that want to opt in which shouldn't add cost to transportation at that point because they're already hubbing anybody that's outside so and then by the third year there's no more opt out if you will the boundaries are drawn and tight so this is a five-year transition from 26, 27 to 30, 31. How does that compare with South County? Let's go back to that slide. And then perhaps, Mr. Smith, do you feel like you could share a little bit about that? I know you would have probably not been overseeing that particular move, but you certainly were on

[03:59:28] the leadership. And maybe Dr. King, I don't know if you were in that region at that time. Nope. okay oh that's true it's 2005 so this is 21 years ago all right yes i was five 21 years ago yeah and so again with the previous uh south county transition uh we had the board had to make some decisions about uh how many students were going to actually go to south county high school and so there was a survey done with the community and at that time the survey was to allow course 9th and 10th grade students to attend and then the survey was to

[04:00:07] whether or not they would allow 11th graders to attend based on input from the community and there was overwhelming input from the community to allow those students those 11th grade students to come so it was a phased initially planned as a phased enrollment or a phased opening with 9th and 10th graders then because of that survey 11th graders did eventually come to the school but it was it's not an opening where it was all four grades in the first year of the school and I think the other difference was the school campus was ready this was

[04:00:45] a fully new school new fields new everything I know that was one of the distinctions that Dave Mr. Jagles pretty much clarified because here we're opening the school but we still are working on those outbuildings to finish those and the fields still need to be revamped tennis courts that type of thing so it's a little bit different in terms of trying to add students because they're really given the renovations that need to be occurring may not be room for the juniors to start this year right we're starting with what we can fit at the moment by what year do you anticipate all the athletic facilities will

[04:01:24] be in place I believe there was a there was a note of this our plan is that by 2728 most of these um maybe not uh Mr. Gordon do you have an answer for that because it looks like 2728 we still need to work with the park authority hey yes ma'am so um looking at the estimates it's an iterative process so there's a staff estimate and once we fully on board the architect there'll be an architect estimate and once we get through the design process there will be a construction estimate after we successfully awarded project staff sees the uh estimate to be about 41 months long that

[04:02:00] covers the three lines of effort that's the main shell buildings the athletic fields and then the main building as well so we're looking at the fields being done on and about as initial staff estimate around May of 2028 and then the shell building is being done in March of 2028 and then the main part of the building being done you know the year following that so I hope that answers your question that's great so then by year three all the

[04:02:36] fields should be in place is that right so by May of 28 we believe what fields we're gonna be able to fit on site will be complete yes and your three is plan to be 2829 which is why we feel like we can with some confidence say that's when four grades are there boundaries are tight there's no opt-out unless there's a transfer vis-a-vis the transfer process which you know occurs everywhere and and long term do you see Skyview having a more generous transfer allowance than other high schools given the the special

[04:03:12] pathways that it to transfer into Skyview to transfer into Skyview I think that we're looking at a couple options I think those unique pathways should argue for that I think we're also looking at the ability to offer academy like courses so that even if a student isn't transferring to Skyview as a full-time student they could avail themselves of some of the benefits of these courses I think the first example is the water safety instruction program where you can get your lifeguard certification we've made that available I believe to schools within the western

[04:03:48] county the five pyramids and there is I think increasing interest in that right so that because of the pool and none of our other schools have access to that during the day so I think that we're looking at a combination of opt-in and the ability to do some of the courses as academy courses okay thank you Mr. Moon thank you Dr. Reed I still find this pretty confusing I know it is so I've

[04:04:22] I've been looking at this couple of slides multiple times, and I'm still fine looking at both VHSR phasing and just phasing and getting more and more confused.

[04:04:40] So I'll go step by step. Phasing recommendation, I understand year one. Year two, I think one of the questions that I had has been asked by Mr. Dunn about opt-in process may still be available, but that is if seats are available.

[04:05:01] Right. That's okay. So if somebody opted in in year one as a ninth grader, year two, the student is a tenth grader, student can go back, opt out if the student wants.

[04:05:22] Is that correct? Even though we already, we have established a boundary, 10th grader, 10th and 11th graders in year two, can they opt out? If they've already been at Skyview.

[04:05:38] They're already at Skyview for one year. Right. And then they want to go back to other schools. Can they do that? Mr. Smith, I know we've talked about that. I think. We've talked about it. And so there are unique factors that may come into play.

[04:05:55] So if there are VHSL activities that come into play, then the VHSL rules kick in, which is why it wasn't— I mean, that's a different question. VHSL is a different—that's a different question I have. But just one further, I guess it says students may opt out and go to their former high school if it does not meet their educational needs.

[04:06:20] They can declare it does not meet my needs, so I'm going to go back. I believe that's going to be possible, and it may create -- there may be VHSL challenges to that, and that's why I think Mr. Smith was talking about that.

[04:06:36] But if a student doesn't participate in anything VHSL, I think we would allow that for that one year. Okay. I hope that gets clarified somewhere. Yeah, I like the idea of a one-pager. I'm going to challenge the team to come up with sort of an infographic that is clear and we'll keep running it by you until it's crystal clear because it's a lot of information to get through and try to put in one place.

[04:07:02] So year number three, now I'm going to go to year number three. The slide number four states that in the second sentence, ninth grade will be blah, blah, blah with no opt-out. Ninth grade, do I understand ninth grade cannot opt-out because they are inboundary, they are ninth.

[04:07:24] In year three. Year number three, does that mean 10, 10, 11, 10, 12 can opt out? So for this, we're looking at those students in ninth grade. If you are bounded by your address to a particular base school, we allow those students to attend that base school.

[04:07:49] And so we anticipate that students who are going to take advantage of Skyview and the curriculum will be so excited about that opportunity that of course they will not want to go back to their base school. We're really been focusing more on those 9th grade students, given that there is that full boundary in place.

[04:08:10] My question is 10, 10, 11, 10, 12, whether they can opt out. 9th grade, it says, no opt out. Does that mean, does that imply 10, 10, 11, 10, 12 can opt out? I think the implication is for 10, 11, 12 in year three, They likely could opt out, but the VHSL rule will be problematic.

[04:08:34] I think that has to be clarified. I'm setting that aside, VHSL questions, because I'm going to go to VHSL questions next. So first year, students want to participate in VHSL activities. They can do that at their base school.

[04:08:49] Yes, sir. They can do that at the base school while attending Skyview. Second year, school becomes a VHSL member, so you can no longer do at their base school, you have to do a sky view if you want to participate in vhs activities yes sir or can they okay going back to the my first set of questions since opt-out is available for 10th and 11th in the year number two they can go back to their base schools and participate in the vhs activities

[04:09:28] that's the question that i cannot answer tonight and that's a tom horn question because i think that gets more complicated i think before public hearing on july 13th i think those questions have to be

answered agreed okay thank you that's all i have for tonight dr anderson thank you before i start on my set of clarifying questions and thank you to both of you for raising those how many students do we have so far that have opted in by grade level 9 and 10 i don't know that i have by

[04:10:03] grade level but last time we looked it was 860 something I've lost track honestly I think we are at 720 okay okay okay 720 and is there a provision that if all of these things are answered and parents or students don't like them that they could withdraw I think what we've seen over the course of the spring is enroll in and then not be sure and roll out so it's it's been a fluid

[04:10:41] number so what's the timeline by which like if you're going to leave tell us right now i don't think we've set that hard and fast because you know we still have people moving right and so if uh you know generally our schools enroll through the summer all the way up until school starting so we establish the master schedule based on projections but I don't think they've set a hard and fast date to you have to decide by tomorrow for example if you're not going to stay or if you're going to go back or if you're I mean obviously if you're moving out of the area

[04:11:19] you know you're moving out of the area so a question about that is should we because at some point you're going to have to be able to count on these numbers which I think are way less than I was anticipating because when we talked about this originally it was that we were going to have to turn people away because we thought a thousand eleven hundred would be very easy to meet I think we were in the eight hundred so I think I'm gonna need to connect because but we also that doesn't count the kids that are going to be coming through for the academy the WSI course for example and you know making sure we have some space

[04:11:57] for those students as well sure yeah at 720 is far below what I think was being discussed but I'll stop there slide eight when you talked about that slide you mentioned operational what's the term if operational conditions operational conditions allow so does this mean that these hubs could potentially end at some point during

[04:12:31] a student's four-year period no but just like the rest of the county where if students have started we've committed at high school to let them stay at their base school we would expect that same hub process to continue through that student's high school experience okay it's just not for new people got it slide 10 I think I got confused here and I don't know if it's a matter of vernacular or whether or not this is what you mean non-feeder schools

[04:13:09] and feeder schools are we going to be transporting elementary and middle school students somewhere or are we not necessarily meeting feeder we're meeting the schools in which are available to attend Skyview because when

[04:13:26] I think feeder I'm thinking of the matriculation pattern. I'll need to get back to you on that this slide this the VHSL athletic transportation support is a it's a project that the team is still working on right because they don't know how many kids are going to participate and so I will need to get back to you with some further clarification. And I think I get the I think I get the not being able to pin down how many kids are going to participate. But when I think feeder schools I'm thinking you're going to be transporting middle school kids or elementary school kids in the feeder pattern.

[04:14:01] This is from the high schools only. Maybe we use another term besides feeder because I was thinking, why are we transporting elementary and middle school kids to the high school? So that clarifies

that. That's good feedback. Thank you. And my last comment is a question with slide nine, WHERE YOU'RE TALKING ABOUT THAT NON-BOUNDARY HIGH SCHOOL STUDENTS WILL BE PROVIDED TRANSPORTATION CONSISTENT WITH POLICY 8130.

[04:14:33] TEASE THAT OUT FOR ME A LITTLE BIT. I THINK THAT WHAT WE'RE TALKING ABOUT HERE IS THE STUDENTS WHO, UM, THE STUDENTS WHO LIVE IN BOUND IN AREAS, DO, DO, DO, DO, AND ARE NOT ASSIGNED. Oh, well, I think we're, as part of phasing, if the high school students choose to stay at Skyview but don't end up in the boundary for Skyview, we're going to let them stay because they've already said they were interested in enrolling, but they would be in the depot model.

[04:15:07] They're not going to be in the neighborhood bus stop model. Yes. I mean, that's kind of what I think Mr. Dunn was saying, that that may create an inequity in longer drives, but outside the boundary, that's where we are at this time.

[04:15:27] Okay. And I'll just lend my voice to the chorus of, we've got to make this a little bit easier to understand, and all of this should be available before the public hearing so that the full complement of decisions is in front of our community.

[04:15:44] right all of the um in fact the boundary my preliminary boundary presentation that i'll be providing on july 9th will be posted on july 2nd those materials and we will post a an up how do i say an upgraded more easy to understand presentation of this by the second as well sure and may i also offer a suggestion to perhaps alert the community that this is available because it's summer people are all over the place they may not know this is going on but I think in FCPS

[04:16:21] communication to the high schools that are impacted send it out so people know all of the information is listed whether or not they've opted in or out no one is left out of the the information loop. Yes ma'am. Miss Marin. Okay I'm also trying to follow along so I appreciate the information I want to clarify my understanding on a few things so one of them is that the presentation includes to two places where they're actually three places where there are recommendations.

[04:16:55] Slide four, which shows the phasing recommendation, because again, to be clear, the only thing that's confirmed is next school year. Correct. We have not confirmed the others. So that's the one set of recommendations. The other is on slide eight, which is the in boundary and out of boundary.

[04:17:12] And I have questions about that. And then slide nine. So those seem to be the recommendations. Is that yes. Okay so I my biggest concern is the consistency over the three year ramp up period and then a student's whole high school career over four years at the max.

[04:17:34] So as I think I understand it so let's say that a kiddo decides not to opt into Skyview but they're boundaried into Skyview so as the board voted on in December for the comprehensive review we did not provide transportation to that kiddo from the jumpstart your recommendation was to only do senior year and then we ended up going back to the full high school right so let's say and there was an example right of Westfield that someone I don't know I have a constituent email um I hope I'm fine I don't know if I'm conflating

[04:18:13] two things but like for instance I have an email from a constituent so the student would likely be boundaried into Skyview but the student wants to stay at Westfield for the programming the athletics, the music, all that stuff. So if that student opts out in year nine, in that student's freshman year, sophomore year, are they going to get a bus or right for those two years, for the three years, or for the whole four

years? So great question. We, for the rest of the division, have said they would get a bus for their four years, but it would be depot, right? In this case, this

[04:18:51] first year I don't know that we it wouldn't necessarily be depot for the first year because they're picking up seniors yeah to still go back and their juniors and seniors are not no junior and senior will be boundary to skyview in year one so those juniors and seniors the buses have to run to get them to their regular school so if you're a 9 or 10 that wants to just stay at the regular school the transportation is going to be there well actually no student will be boundaried so not only the seniors and juniors it's a fair point so and when you say

[04:19:25] depot are you saying the depot would be at the base high school it's going to look different depending on which region it could be a base middle school it could be a base elementary school depending on you know where that i don't want to say clump but that group of students might be because we're going to try to draw the most efficient line yes i'd hope so because certainly we have people now who are half hour between their high schools and to send them there and then they take the bus over to Skyview. So, okay, that's great. I wanted to ask, so wait, so back to my question about the depot. So what we're saying is, so in that Westfield example,

[04:20:04] the student stays at Westfield, their boundary to Skyview. So what happens in that student's sophomore, junior, senior year? Are they going to have a bus? The sophomore year, they would still have a bus because we still are transporting the seniors, right? In year one, juniors and seniors keep going to Westfield. Year two, the seniors keep going. But ninth and tenth graders are still going to Westfield. Right, but they can catch the bus that we're already running for the seniors in year two. Years three and four, they'll likely have to be hubbed to stay at Westfield, but they could still catch hub. The hub will work in reverse to stay at their base school.

[04:20:42] And then once that student, I think, has aged out, that group hits the senior year, hubs go away. So this sounds like it's different than where we ended up for the comprehensive which I felt like I had to advocate really hard for the kids who exercise their opt out right per the policy but then you had proposed that we not follow the policy. Right but we ended up back with the high school even if you started as a nine you could stay I believe is where we ended up. So I think that needs to be really clear okay to families please and even more so to us and I will take another turn please. Thank you.

[04:21:20] Mr. McElveen. So my question is actually hopefully a softball. When are we going to get to hear from Principal Jagels? We've gone through this whole process and we have not seen him once. That's a great idea.

[04:21:37] We can arrange that soon. Okay. I, for one, would be very eager just to hear his vision for the school. Some things have trickled up to us, like underwater robotics in partnership with TJ. you know it sounds like very interesting ideas you know what one frustration on my part and I don't I don't think there was really any way to control for it is the fact that we've really beyond kind of the pathway decision had had so little conversation about the curriculum at the

[04:22:13] school so that's anywhere from languages to a PIB all those decisions it feels like they were made

[04:22:22] without us. So anyway, that's that's one of my frustrations. But I do think it would be beneficial for us to hear from Dave. Absolutely. We'll put that on the chart. Dr. Anderson, did you want Miss Marin

for a go back? Dr. Anderson, did you want to go back? Okay, thank you. Okay, I think that at this point, we can have people touch base about specific questions. Yeah, we do have a couple weeks. Yeah. The other thing that I wanted to let everybody know is that we

[04:23:22] We have staff that has been extremely patient with us for two meetings now, and so we are flipping things in the script. So we are going to move to 8.03, which is the strategic plan update, so that way we can get them home. Thank you, Madam Chair, and I know that staff will appreciate it.

[04:23:40] This evening, I'm pleased to welcome Erin Stratton, who's a senior manager, too, for our fine arts K-12, and Susan Silva, our educational specialist for art. So we're excited that you both are here, and that's true. It's the second meeting in a row.

[04:23:56] So anyhow, I'm really excited to share our strategic plan update this evening. And if we can go to the next slide, please. This evening, I'm really excited to share our pyramid art shows, which showcase a curated selection of student-created artwork for our families in the community.

[04:24:17] And this is in alignment with Pillar B. So as we look at pyramid art shows-- on the next slide, please-- the annual art shows operate across every pyramid in Fairfax County Public Schools. So from an access and opportunity standpoint, each pyramid engages in this.

[04:24:37] The exhibitions demonstrate the creative growth of our student artists across grade levels and bring the community together to celebrate our students. These shows support a number of important goals that featured on the slide here and tonight i just want to highlight a few first there's a tremendous connection to family and community these are hosted at local school sites and community spaces and invite families and neighbors into our schools to build the vibrant partnerships necessary for student success next the elevation of student voice these opportunities center our student

[04:25:14] perspectives allowing them to lead the conversation about their experiences and identities and finally that sense of belonging seeing one's identity and work valued in a public space fosters a deep sense of belonging and reinforces that each and every student is a vital part of our schools I know I've seen many of you at pyramid art shows as I've had a chance to visit those and they really are exciting. It's an opportunity to just showcase so many skills. So let's take a look at this work

[04:25:47] in action. Madam Clerk, please play the video. So in Fairfax County, the Pyramid Art Shows are an amazing opportunity to celebrate the artwork that's happening all year long in our classrooms from pre-K all the way up to high school. It gives the younger students an opportunity to see what's

[04:26:25] possible in high school. And it also gives the high school students an opportunity to go back and reflect on their schooling and what they did all those years before they graduate. We invite the greater community usually between three and five hundred from our feeder schools for an opening reception and awards. The skills that we teach our students are transferable skills that will allow them to be successful in life. The pyramid show is really important for the elementary kids because they get to see and look forward to coming up to the high school the middle school and the high

[04:27:01] school and continuing in the art program the arts incorporates every subject so i always tell the kids we use science we use math every day we learn history through art we're exercising our brain in ways that i feel like only the art program can we essentially give students a problem every day and they have to solve it and there are infinite different possibilities on how they can solve this problem i feel sort of

accomplished in a way when i was a kid i've always wanted my art displayed to the public and i've always wanted to convey my message to people and so seeing my artwork

[04:27:38] displayed i don't know i feel really accomplished and i've always wanted to do this since i was a kid so i feel great honestly it's about her motivation our imagination and how confident she's expressing herself as parents we know about our kids potential it's just not about art it's recognizing people's talent in many ways if you want to be like a well-rounded person you need the arts you need like the arts and humanities to balance out like the science and the stem i think art is like it really makes me want to be a part of the student experience i've always

[04:28:12] kind of been like creative and into art but i suppose where i got into it was elementary school i've always been proud of my work but to have someone else hang it up in this gym full of amazing artwork it makes me so proud there's a lot of different kinds of kids with different interests and different talents and they need the opportunity to explore and find out you know who they are and who they want to be in life when i was like one years old i started my mom gave me a piece of paper and then i just started doodling on it and then it just it just inspired

[04:28:51] me for the rest of my life and and i practiced a lot and it got good it feels pretty good to have high school district or celebrate my art i think the value in an art show like this is the ability to bring together elementary middle school high school students and their artwork so that the community can really see what the students are working on what their thoughts are how they're feeling and and be able to provide the community with some form of art that they can continue to appreciate and bring the community together. Excellence. Equity. And opportunity.

[04:29:30] And so I'm gonna ask Aaron and Susan to come on up and just make a couple comments and then we'll take questions. I think the video spoke for itself so. Thank you all. Appreciate an opportunity to say a hello to you all and to say thank you for all the times that you all are coming out to support our young artists uh in all the art forms that they practice uh it means a lot uh to see our leadership out at

[04:30:07] the art shows whether it's the pyramid art shows or the other um art events that our schools are putting on so thank you very much i want to echo his sentiments it's so important that that the kids see you guys there it's important that our teachers see you and see that support um and it's - It's just a really great time.

[04:30:39] - Oh, there are quite a few. Unfortunately, I was looking that way when everyone turned their lights on. So I am going to be, I'm just gonna move through the dais. So we're gonna start with Mr. Frisch. - Thank you. This is one of the highlights every year is being able to go to these art shows.

[04:30:57] In fact, at the Falls Church Art Show, I grabbed a passport and worked my way around the gym getting stamped by various different schools, 'cause it was the whole pyramid.

[04:31:15] And when I tell you how inferior I feel as an artist, looking at what our children are turning out in sculpture, photography, painting, drawing, mediums that I've not even contemplated using. And one of the highlights of being chair of this board was being able to help pick artwork the VSBR contest and this year I was on hand when one of our middle school students won for our region and so such talented students and what a gift it is to have educators who are helping to

[04:31:52] guide these talents one of the things I started doing several years ago was you know congratulating every student who succeeds in an art competition and the number of students that we have

winning regional state national art competitions is just stunning every single year so kudos to you and to the educators you work with thank you miss marron yes i love to go to the shows as well and um something that just i see that i would love to see an area to improve is i have some schools where

[04:32:32] they're able to display their art for like an entire month in a community space and other schools where the staff put up everything in a night and have to take it all down in a night. And I just wonder if there's a way that our community partnership office could work to work with. I mean, I've seen some art, like sometimes in the post office, but like libraries, I see you nodding.

[04:32:51] Because it just, I want the community to see how amazing this all is. And if it can't all be together, then do we do little displays throughout the community? I, you know, in Reston, there's like a place where the community center is. In Madison, I know we have a community center, but anyway, there's a lot there.

[04:33:11] I also just want to mention, I mean, our South Lakes Art2 program, the IB program, and the STEAM team, which I saw people today on the slab in the middle of the lake getting ready to change out their annual project. And our amazing teacher, Mr. Rando, was heading to school on summer break to help those kiddos because they want to finish it.

[04:33:31] So this is just like another testament of, you know, our wonderful teachers. Can someone tell me, does every pyramid have an art show? Okay, that's wonderful. And then the last thing I'll say is... I want to make sure we get that on camera. Yes, ma'am, every pyramid does.

[04:33:47] Thank you. Okay, great. And, you know, my daughter, who will be a junior next year, she is an artist, but she had to drop art really when she got into eighth grade, which is so disappointing. It's come up again. She actually was taking sports medicine, and she was doing anatomical drawings, and she loves that.

[04:34:05] But it's so heartbreaking that kids have to choose the art, the music. If there's a way to reconfigure the schedule, I've talked about this before, but it's just so heartbreaking that once they're 12 years old, they don't get art instruction unless they choose it. So how can we do that better for the secondary, at least a little bit more into middle school?

[04:34:23] That would be my question. Mr. McElvey. Did you want to respond to that? Oh, I'm sorry. Very briefly, thank you for the interest. I think it's something that we wrestle with a lot in terms of where those opportunities can come.

[04:34:40] And it's a challenge of the wealth of opportunities that we have in our schools as well. We have a bunch of really amazing electives that students have to choose from. And unfortunately, that does even mean choosing between art and music sometimes for kids.

[04:35:01] something that you know it's definitely close to our hearts and we want to find ways to that well and then even it's like computer science gets mixed in or world language you know so it's it's really gets hard for a student to even keep any of the music or art and I will just make a plug for continuing the analog art and not just you know digital art taking over I've seen that in elementary schools where more and more I'm seeing things or it's digitally created, and let's, you know, especially elementary, keep them in the more analog.

[04:35:35] We find many of our fine arts classrooms places where we put those computers away for a while. Yes, excellent. Thank you. But this is more, I think, in the gen ed classroom, so it's not in the special. But when they have an opportunity to do artistic things in the classroom, they maybe are given that option, and so that is happening.

[04:35:52] So I just want to raise that. Thank you. Mr. McElvey. Well, first, Aaron and Susan, thank you for sitting through two very long board meetings. We learned so much. Oh, my goodness. probably too much, but so just to build on Miss Marin's questioning, do we have a sense of how art enrollment is doing? I know we've seen declines in theater and music and others. Yeah, actually I have to say thank you to Mr. Dunn who was really interested when we had a conversation a few months ago about

[04:36:26] theater enrollment and really, you know, drove me to pull together a bunch of of our enrollment data that we had access to and things looked really uh pretty solid um across all of the fine arts disciplines we saw these strange like ups and downs that strangely even started happening before covid and then covid made a mess of things and then things have kind of righted themselves again um to pre-covid um but you know i i shared i think we ended up with 20 years of data in terms of enrollment,

[04:37:06] and I'd be more than happy to share that to anyone who's interested in looking at that. - Thank you so much, I'd love to see that. I know you made Mr. Dunn very happy with 20 years worth of data. I will say you all very much made up for the omitted invitation to artifacts this year.

[04:37:24] My calendar exploded with all of the Pyramid Art Show invitations, and it was beautiful because it is correcting an inequity in our system. had some pyramids certainly oakton is one that that had a wonderful um fair for many years but um others had nothing so this has been fabulous um one kind of logistical question is um part of that explosion of our calendars was that we had the pyramid art shows in addition to the ap ib art shows is there any way to combine those where they aren't especially because that can be

[04:38:00] modeling for the younger kids and what what they can do i think that i mean yes and no because there is space issues for sure because they use you know lecture halls they use certain areas in the buildings and they only have so many display cases but then also with ib i know it's it's a very timely exit i mean it's part of their exam that they display their work and so that's set by a different calendar that doesn't always match up with the pyramid art shows.

[04:38:35] So, I mean, in some ways it's nice to have that variety too, because I do see community members at all the different shows, not just the pyramid art shows, but there's senior galas, there's IB art shows, there's, I mean, there's creatives nights where they mesh their get to green and their art, which is really cool.

[04:38:55] So in the spring it's just an explosion of fun and it's nice also to have those displays at the elementary school as well as the middle schools and the high schools and the pyramid shows are primarily at those secondary buildings. So yeah no I mean more art the better.

[04:39:14] Mine is a self-interested question and that I want to get to as many things as possible. We'll make sure we continue to populate your calendars with all those dates so that you can attend when you're available and we'll see you there. Okay thank you. Miss St. John Cunningham. wonderful problem to have you have so much of art and you don't have enough time in the calendar to look at it all so I first of all I really want to commend you for all your work and thank you for being here for a long time as someone

that has been to a lot of the creative nights and has helped hang and pull down art you know my good friend cozy this is the first year I didn't do

[04:39:51] it because I had to go to a daughter's wedding it's just amazing and I just want to commend you for that i also want to throw out a shout out for for the lorton art show where we have the teacher's artwork art which is just so amazing and i i want to tell you that this happened i had seen an incredible exhibit by one of the teachers at crossfield um you know that i thought would be really interested but did you see the lewis connection when she came and did what she what she did with her art program and came and did the program at

[04:40:28] Lewis and now the kids at Lewis are doing have taken not that to a social justice place and a teacher from region 1 elementary to come all the way to Lewis and what ended up happening there was just magical and I just want to commend the collaboration that happens within our school with with our art teachers which is obviously inspired by your office and how that can happen and how you can get students interested in art and how it can even move into the

[04:41:06] issues that were exported Lewis as a social justice and of course my computer just went down and I wanted to quickly say what one of the I didn't write it down but what one of the students said about her project because they did their project on that threaded up about mental health and she was so proud of her project and said I hope that this inspires other people to understand what mental health is about and to see that art is beautiful and art is inspiring and art you know you look at visual art in certain ways but to see that it can

[04:41:43] inspire kids to bring it into the social justice realm and to talk about how it can inform about topics that are important to them is just what we talk about when we talk about portrait of a graduate and critical thinking skills so I commend you for that and I'm glad that you knew about that I didn't know that you knew about it but I'm just saying that came from that art show when I saw that and I'm like oh my gosh I can see this happening that Lewis and it was celebrated that a lot we were very excited she needs to go on tour thank Thank you so much.

[04:42:19] I have seen this art show in person as well, and it's mind-blowing actually. I was at Westfield High School, and I think some of the pictures were there from there too.

[04:42:34] And it was one of the kind of experience. I had never seen that before. And it just kind of shows how creative our students can be, and I saw some of them were had their own like um page like a you know website or instagram cage and like they were actually thinking about going in business with their art and i was like oh more power to you and the girls were very excited so i think um i saw the younger ones coming and the parents community this is such a great way to bring the community together um and i just want to provide the full support of the

[04:43:13] you know myself and i'm sure the entire board for keep this going in a great county thank you mr dannon good evening thank you again for for joining um uh it's it's you know we spent a lot of time and effort here uh focusing on on problems and things we want to continue to make better and so it's really nice to be able to take time and appreciate all the amazing work and i think back to um when i was in school um you know we had to i didn't go to school around here we had to recycle clay I couldn't take it home because there wasn't enough clay I couldn't afford it and so um I don't I remember anything is really I don't remember art shows at all I mean this is phenomenal

[04:43:52] so I really appreciate it um you know I've talked to a lot of um art teachers uh talked to one this week and it was um amazing just how passionate he was for working with the kids and I happen to think that my own kids art teacher shout out to Ms. Bowersfield um it's just phenomenal I've worked with her as PTA president she spent so much time um and effort um you know working with different age groups and so forth and i kind of want to echo what miss dix had said um one of maybe the understated parts about this is that and not quite intergenerational but the inter mixing of kids throughout the whole pyramid right um my kids do swim team and um they it's endearing to seeing the older kids helping out the younger kids and i had not even thought about it until

[04:44:32] watching the video um that impact that that has and so again happy to support that any way we can and just thank you all for the work that you do um this is one of the coolest things that we do and appreciate all the work you put into it. So thank you. Dr. Anderson. Thank you. I didn't have any questions. I was just as I was watching the video. I also just pull up my phone and I started looking through all the photos that I took during the art shows that I attended and they were just so packed and people were just so excited. I just want to say great job for making that happen and to lend

[04:45:12] support to what Ms. Marin shared. If there's any way of keeping that up for more than one day if space allows I think it's a great opportunity to bring the community and community and when I went to the Addendale show I couldn't even find parking because I came in just right after they started there was the goal it's the goal and it's happening it is it is a good problem to have and of course the one here it was this room was filled with people and they were in the cafeteria there was food the the gym had all of the things it's just such a a fabulous opportunity for our kids and so just to see themselves being you know celebrated and

[04:45:51] hanging on a wall in the same way we honor when they're published when they have their writing you know that they do by hand just seeing them being you know celebrated in that way I think it's just such a fabulous thing and I would love to see how we can kind of provide a longer opportunity for community that just can't make it on that night but just kudos all the way around on this thank you miss lady thank you um obviously enjoyed going to dulles airport for that particular special event too there was some amazing art that was there um obviously i celebrate the arts uh

[04:46:31] certainly enjoyed working with susan when she was an instructor and speaking of instructors that's what i want to elevate right now um our teachers of art are amazing um and you know you You know, one thing that as a director was incredibly important to me was making sure every student got the classes they asked for, which meant that I was often asking my art teachers to stack classes.

[04:46:57] Take an AP art kid in your level two, because they've got five other APs. It's the only place it works. When we talk about differentiated instruction, we talk about basic universal design of learning.

[04:47:14] mean y'all invented it in many many ways just because you have all levels in your in your class it's also a space of safety for students it's a space of encouragement for students because people come in at varying levels you know and to see some kids persist who actually don't have the same talent as many others but the kids encourage that it's a community you know just like the arts community in general uh is strong so i just wanted to talk about that i think we talk a lot about the successes and the students and the products um but the hours of prep um i know

[04:47:52] whenever i you know was late at school i could often find our teachers in their room um you know preparing lessons and doing all the things uh there was seldom were they leaving at the end of the

day so i just wanted to elevate all of our instructors and thank them for being so agreeable because they want to keep as many students in their program as they can, that when directors or APs come to them and say, please, can you make this happen, that you, I've never heard anyone say no.

[04:48:19] So thank you for that hard work. Mr. Dunn. Well, first of all, thank you for 20 years of data. That was, I'm sure, arduous to collect. But, you know, understanding the trajectory of middle school and high school participation in theater and the arts is important to understand because it's important to know, do we have a problem?

[04:48:42] And I think one of the things I see-- I love this, first of all, the pyramid art shows. I'll echo all my colleagues' comments. That was wonderful to be able to attend one a year or two ago. But I think we need to do more in our elementary schools to kind of feed the pipeline.

[04:48:59] What we see with younger folks who are coming out of high school and college now is that they're going into the trades more because they want to work with their hands. This is a generation that grew up digital devices only, not learning cursive, not-- having textbooks necessarily and I'm sure the same will be true for the current generation and we need to give them outlets outside of a screen, outside of you know Microsoft Paint if that still exists or AI to actually use critical thinking and their creativity as individuals to express their humanness, their humanity and you know one thing I'm a huge

[04:49:35] fan of but haven't had time to pursue is taking the arts integration curriculum that is in place at Hunter Woods and at Bailey's Upper, which was the product of the Kennedy Center's Changing Arts Through Education, Education Through the Arts program, which I think Kennedy Center is now eliminated, unfortunately, and expanding that, because it can be packaged up, and there are teachers, I mean, they don't even require financial support or relationship with the Kennedy Center, Hunter Woods just has institutional memory built into its model.

[04:50:12] There's even a company, I think it's Focus 5, with former FCPS teachers who sell it to schools across the country how to implement that and at fairly low cost. So enabling arts to be integrated into learning a foreign language or learning math or literacy I think would be amazing.

[04:50:30] And having more of these magnet schools, not just kind of remote from most of the county, but one in each pyramid or one in each region would be amazing to enable more students to benefit from the arts and then see the amazing things that come out of those students as you're encouraging and nurturing that creativity on a school wide basis love to get your your thoughts on that thank you for the comments really appreciate it and we really do see great power as your your naming at our arts magnet schools in using the arts in the classroom and I think this is one of the things that's kind of a fascinating connection as we've

[04:51:06] been doing so much work with universal design for learning and finding ways to reach all kids in the classroom this is one of the tools that teachers are really finding valuable realizing that using arts to to enhance instruction can really help students find stronger understanding so I appreciate naming that thank you so much and thank you for everything you do every day for our students. I really appreciate it. Ms. St. John Cunningham for a go back. I promised I would make it quick. I just wanted the exact words of the student which said, I hope this t-shirt makes

[04:51:45] people feel seen and understood and to have a connection with other people. That's the power. Thank you so much. Okay, without objection, I would like to go back and allow Ms. Marron to have her go

back because she was away from the dais when we moved on to the next topic and then we will move on to the last item. Thank you. I so appreciate that consideration about the Skyview proposal. I just I wanted to ask about the VHSL. It's clearer than ever so that's great. I think

[04:52:24] though it's important to ensure people understand that while it hopefully on the timeline VHSL membership will be in year two and year three, it doesn't mean that you'll have a whole suite like you might not have varsity players or you might not have upperclassmen to be competitive and so i think that that's something that could be better um communicated with families i also um want to ask don't we have to provide the same programs at every high school though like if we have you know um a golf team well golf's a bad example but like a baseball team at every high

[04:53:00] school sorry well well it's not out of school though but um you know like if there's a baseball team does every high school need a baseball team do they need a JV and a varsity so I I know there's a core set of sports that each high school is funded for and generally provides I do know that there are a number of club activities and that are not necessarily I think of crew right we don't have crew at every single high school but generally we should offer similar athletics I would

[04:53:39] want to talk to mr. horn about whether that deviates at all I know that some schools aren't offering JV teams for example because maybe they don't have the numbers that are coming out or more of their students do travel teams for a different sport but in general I believe that schools are to offer the same sports okay I just think you know for the public I just get those questions still about and this is far more information than we've had so that's great in when we you present to us about the plan for the comprehensive review you included budget information why isn't there budget information in this

[04:54:14] proposal about the busing well I think the busing I don't know I think that was one more set of details I think the busing for Skyview itself is budgeted sure the hubbing we're still toggling numbers of kids so I can we can get you a range in the next couple probably next week well and you know the timeline as I've shared with you I'm not thrilled about it given that it's over the summer July 9th is the recommendation so I will just ask that please you present the

[04:54:52] presentation you gave tonight when we vote on July 16th I know sometimes it seems we have a presentation or we don't but given the timeline and how important this is, I would expect to see a presentation on July 16th when we vote, and then as well the budget information, if not even on the July 9th time, so thank you.

[04:55:14] Thank you. Thank you, Dr. Reed. Now we're going to move on to the last item, or the last major item, academic matters. Okay. Thank you, Madam Chair. And this is, we're going from pyramid art shows to science and engineering fairs, and It's amazing how similar science and engineering is to art, or art to art, right?

[04:55:35] It's about patterns and curiosity and creativity and critical thinking, and how exciting is all of that? So tonight, I'm going to share some highlights from the Fairfax County Regional Science and Engineering Fair. This work is critically important because it reflects what we want for every student.

[04:55:55] The opportunity to ask meaningful questions, stay curious, investigate real-world problems, communicate evidence-based conclusions, and see themselves as contributors to our community. So our Fairfax County Regional Science and Engineering Fair has been honestly a long-standing tradition for high school students.

[04:56:18] Students earn entry into this fair through science fairs that are held at their local schools. And this structure helps ensure that the regional fair is not a stand-alone event, but rather the culmination of much larger student research experiences that begin in our schools.

[04:56:36] Approximately 40 to 60 STEM-related organizations support this fair each year through special awards, sponsorships, and judging. These partners help our students see the relevance of their work beyond the classroom and connect their research to professional fields and real world applications we're also grateful for the support of key sponsors which are listed there on the slide when we look at curriculum connections the fair is closely connected to the instructional goals of our science program at its core the fair provides students with a rigorous hands-on

[04:57:16] application of the science scientific and engineering practices embedded in standard one of Virginia's high school science standards the students are not simply learning about science they are doing science and I appreciate that so many of our board members have taken the time to attend the event and it's really it's a lot of fun when the kids explain their projects and they're thinking it's pretty incredible they also work on their Virginia profile of a graduate and the FCPS portrait of a graduate they also learn that research

[04:57:52] is iterative. I want to share that this year marked the 71st annual Fairfax County Regional Science and Engineering Fair that was held in March. You can see the data. If we can go back a slide, there we go. More than 400 high school projects, more than 600 students, representing a wide range of topics and disciplines. We also had more than 300 professional judges, including representatives from stem organizations businesses universities and community partners students competed across 15 categories and these are represented on

[04:58:32] the slide from this competition there were 19 grand prize nominees 10 grand prize projects qualified for the International Science and Engineering Fair and six additional projects were named grand prize alternates it's a strong representation of the success of this work the regional fair is often an important gateway to state national and international recognition as students began at their school level these projects then move through the fair and lead to other you know really high-profile opportunities at the

[04:59:11] Virginia State Science and Engineering Fair in April we had 57 students that participated among the approximately 250 total so doing the math it's about one One-fifth of our students, 22 of them, received awards and two received grand prize, qualifying them for international competition.

[04:59:31] You can see more of the data on the slide, but suffice it to say that our outcomes demonstrate that FCPS students are not only participating at a high level, they're competing successfully on the international stage. So to close, I want to bring us back to our students.

[04:59:48] The numbers and awards certainly are impressive, but the real story and the student experience behind them is even more important. So, Madam Chair, if we can play the video, let's see what's happening at the science fair. Fairfax County Regional Science and Engineering Fair is the largest state-affiliated fair to ISEF. ISEF stands for the International Science and Engineering

[05:00:25] Fair, and that is the international fair that invites 1,600 students from across the world to showcase their science and engineering skills. We have approximately 650 students participating here at our Fairfax County Fair, representing 400 plus projects.

[05:00:44] This event aligns beautifully with our K-12 science curriculum being inquiry based. It is all about the student interests and exploration into the world of science. What is it that they want to learn about, know about, and what is its impact in the world.

[05:01:00] Both of our grandparents have had a lot of struggles. They're both farmers in rural China, so they've had a lot of struggles with using pesticides. Nearly 40% of global crops are lost due to pests each year. Pesticides are very dangerous, so we wanted to help them with that problem and solve that by creating a safer alternative and reducing the labor burden.

[05:01:18] So our project was mainly focused on developing a sustainable alternative to pesticides, and we used a plant hormone called methyl jasmonate, and we removed their growth-suppressing enzymes to make sure that when you use methylgasmonate, it doesn't stunt plant growth. Our second phase of our project is developing an autonomous vehicle to efficiently deploy the solution.

[05:01:36] So this is actually our fourth prototype of the vehicle. And our vehicle has many different functions. It can raise and lower its height. It has obstacle avoidance. It has precision spraying. We focus more on the vehicle building portions, and I focus more on the biology portions. So actually combining that was very powerful. Competing in science fair is such an important opportunity for our students in Fairfax County Public Schools.

[05:01:55] It gives them the chance to answer questions, explore, and discover solutions that are novel, that are innovative. They're asking questions, they're collaborating, and they're sharing their voices about real-world issues. They're going beyond what they're learning in the classroom, and they're applying that learning to situations that will shape the future.

[05:02:17] There's a certain type of treatment for liver cancer where it requires a catheter to go all the way up from the femoral artery. but because it's a catheter, it can't really get as close to the tumor as you want, which leads to excess liver death and a lot more damage than you need to. So what my project was is using a Millie robot to be untethered and practically navigate it to it automatically, kind of like an Uber service, right?

[05:02:38] You take the shortest path through the body. I've been volunteering in science fairs for nearly 50 years now, and I just couldn't miss it. It just rejuvenates, literally. My belief that the kids today are coming along, great. doing very special things. Traumatic brain injuries impact millions of people every year and the treatments for them are variable in success and so I wanted to use an organism to model the human central nervous system and test a compound called resveratrol which is in grapes, peanuts, and berries to see how it helps to reconnect neural circuits after trauma has occurred. I'm a

[05:03:15] scientist by training. I've been doing this for over 15 years now and every year, I just continue to be amazed at these kids. Science Fair is a great opportunity because you're not only conducting like very in-depth research and trying to get that impact, but also you get to talk with a lot of people. You get to learn how to present your project to judges. I think that's very important for all like skills in life, including like when you're like in an interview or something like that. Yeah. We have over 300 community members coming in as category judges, special awards judges and grand prize judges.

[05:03:48] Our students have the opportunity to meet with professionals who are doing real work to impact issues that are happening, environmental, scientific, engineering. - Having judges and having

people come up to you and ask you about your research, it makes you feel like what you did matters and being able to tell people about all that hard work you've done is even more rewarding.

[05:04:09] - The kids learn a lot from the science fair. It's not just doing the experiments, it's not just planning and everything and organizing, of course they learn that part of it. But it's engaging with other scientists, engaging with people to talk to other scientists. They're gonna have to give presentations and it's a really good opportunity for them to be in this environment and have this experience.

[05:04:29] And it's like no other experience that I see these kids that are science-oriented get to have on this scale. And this gives them a platform to really, really test themselves and grow themselves. - Doing science is such a give and get thing.

[05:04:47] What you can give to the world and give to other people is the best part. Without being able to go to a science fair and actually being able to do my project, I really don't think I would have ever found that new passion of mine, especially with electrical engineering. - I think it's very important to learn that mindset of science, which is like trying to solve something and if it doesn't work, trying to solve it again using a better approach.

[05:05:07] I think that skill translates to every aspect of it. And so that is academic matters for this evening, Madam Chair.

[05:05:23] Mr. McElhaney. Well, thank you for these two presentations tonight. It's the first time we've ever had a presentation on Science Fair and on Pyramid Art Fair, so very exciting to see new content. As a proud participant in the 48th and 49th Science Fair, I make an effort to be there every year, as I know Mr. Moon and other colleagues do.

[05:05:48] And I would say that I recall that this year in particular, you were blown away by the tornado forecasting project, which came on the eve of our tornado day announcement. - Very timely.

[05:06:04] - Our students are doing very applicable work. So one thing I would just raise for the board's attention is that in PEC, we have now added science fair, ISEF grand prize winners, or people that advance to ISEF, as part of our annual recognition.

[05:06:24] So I believe that comes in July. So look forward to being able to recognize them here at the board table each year. The one question I have, which you may not be able to answer, it's probably for our, for Ann or someone else, is on the sponsorship for this.

[05:06:42] So for many years, I know it was sponsored by Lockheed, and that partnership, it seems, fallen off and this year it was I-66 mobility partners and we're grateful for their support but just given all the defense contractors and science corporations in our area I'm surprised we don't have more support coming in for for this so you probably can't answer that tonight but I'd be eager to hear the amount of support we're getting for the program currently and kind of what's what's going on with the sponsorship. Absolutely. I do know slide 7 takes a

[05:07:21] stab at it but we can certainly take a look at that and see what's possible. I would just say this kind of goes back to Mr. Dunn's broader question about our continuing reliance on one to two people in the system to bring in business partnerships. So look forward to further conversation. Thanks. Mr. Dunn. I just wanted to say this is an amazing event and I hope that we can broaden opportunities and maybe expand it to you know younger people because I did a

[05:07:58] science fair when I was in third grade and it was very impactful on me so we need to feed that pipeline as well as the arts pipeline thank you mr. moon thank you madam chair you know each year I get blown away by a kinds of projects that you know students present at the fair I thought I was pretty good in science but you know half you know more than half the projects I don't have no clue whatsoever what they were doing but with that with that said I concur with Mr. McElveen that we used to have

[05:08:32] many more larger corporations you know supporting our students efforts with a substantial amount of scholarships provided to that's been missing for the last few years I don't know the pandemic had do anything with that but you know if possibly we may want to go back you know go back to the our archives and see who used to participate as a corporate donor sponsors and see whether we can contact them again and with that said i a one question that i had was whether i all of our

[05:09:10] high schools are participating whether there's any school missing and whether there is a discrepancy amongst schools in the number of students participating in the science. I mean, you don't have to answer tonight, but that's kind of information that I wanted to have. I also noticed that we allow, I mean, this is Fairfax County, so I noticed that some private schools also participate in the engineering fair and wanted to know our relationship with the private

[05:09:47] schools whether they contribute financially in any manner in running these science fair thank you yes sir mr. Dannon again I never got the chance as a kid to do science fair and so it's one of those really cool things that we get to do here and obviously very happy to support also just trying to thank all the community members and who came out to judge and support this I know a lot of time goes into it and I just last thing is I think it's really great that the kids are able to get a chance to work on a longer sustained project like this and then get actual

[05:10:26] feedback from that. I mean, it's so applicable. And hearing one of the last kids talk about how this taught her a lot about herself, that was awesome. So just, again, kudos to all the folks that helped put this together. And they picked a really beautiful location at Robinson Secondary School. Ms. Dixon. Dr. Reed, this is one of the most, you know, I find interesting things in our schools is our kids doing such amazing science experiments and participating in this competition one of the things I went and miss Anderson I were at the GMU

[05:11:02] panel we were talking about similar competitions and the high schoolers were almost like saying that we need to give back to our middle schoolers how to do this come prepare for this competition to to go forward so the you know I mean I I know there are some very passionate students who want to give back.

[05:11:22] In fact, it's a cohort who, as they're preparing, maybe they can go back to their middle school, elementary school, and just tell them how they were successful in some of these experiments. And one of the things that one student mentioned that, keep at it.

[05:11:38] Whichever experiment or research you're doing, you have to keep working on that. Just don't keep changing it every year. So that's how you build on it and you get better. So I know they have really good ideas, and I believe I had connected one of the students with you as well from Oakton High School.

[05:11:57] And I really want that collaboration to keep going, continue and keep going. Yeah, thank you. Mr. McDaniel. Well, when I did my third grade science fair back in 1998. Stop. No, but what I want to mention was, I didn't know if Mr. McDaniel was going to mention it or not, But ironically, because of that

tornadic activity in the area, the kid that won the grand prize, if I recall correctly, ironically, had developed a better model for predicting tornadoes.

[05:12:26] So our kids are doing well. Thank you. Thank you. 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.

[05:12:47] Many items listed have gone through board review and documentation has been provided to all board members and 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 is on the screen. Are there any objections to approving the consent agenda?

[05:13:05] Hearing and seeing no objection, the consent agenda is approved. Agenda item 10, new business. The following new business agenda items, there will not be a vote on these. this are the following our new business agenda items there will be no vote on these items this evening but action is is scheduled for a future meeting agenda item 11 board committee reports i call on mr mckelveen for a report from the audit committee we ended the year by going over some school-based audits and the audit plan which we also shared at our last board work session so thank you to audit committee members for a very productive and efficient year

[05:13:43] I call on Ms. Marron for a report on the Governance Committee. The Governance Committee held its final meeting on June 16th where we focused on the education technology policy which was then brought to full board discussion on June 23rd.

[05:13:58] So in review of this year the committee reviewed and updated 25 policies and that includes the calendar policy and work on that is continuing so not part of that 25 yet but the tech policy so So a total of 25 policies were acted on and updated.

[05:14:18] - Agenda item 12, superintendent matters. Dr. Reed? - Given that we're into tomorrow, I'm gonna pass this evening, so thank you. - Thank you, Dr. Reed. Agenda item 13, board matters.

[05:14:34] In accordance with the board consensus due to the late hour, we are going to be skipping board matters this evening. So we are adjourned at 12:14 a.m.



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