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Fairfax County School Board Meeting, Thursday, October 22, 2026

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Place Fairfax County School Board, Virginia
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- Official meeting video (YouTube): <https://www.youtube.com/watch?v=a1NONiEYZv8>
- Official School Board page (FCPS): <https://www.fcps.edu/about-fcps/leadership/school-board>

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[00:02:44] Good evening, everyone. We will be delayed by 15 minutes. We will be delayed by 15 minutes. Thank you.

[00:17:06] This October 22, 2026 regular meeting of the Ferris County School Board will now come to order.

[00:26:41] Please stand for the Pledge of Allegiance, followed by a moment of silence and the performance of the National Anthem by Luther Jackson String Quintet under the direction of Michael Cochler. I pledge allegiance.

[00:28:03] We give another round of applause to the quintet from Luther Jackson. Thank you.

[00:29:17] I just can't get Microsoft to open.

[00:29:43] Okay, agenda item 3.02 announcements.

[00:30:04] If you would like to review a copy of the meeting agenda, please see the back of the auditorium. To obtain copies of any items or supporting materials being presented tonight, please reference the QR code on the agenda or visit www.fcps.edu backslash board docs. Tonight's meeting is being broadcast on Cox's channel 99, Verizon Fios channel 11, and live streamed on YouTube and on our website, www.fcps.edu backslash live stream.

[00:30:29] Visual participation. Mr. Frisch has submitted a request to attend this evening's meeting remotely due to a personal conflict as he has a family matter and is located in Los Angeles, California. I performed an initial review of Mr. Frisch's request and having found it to be in compliance with the school board's remote participation resolution, I've approved the request.

[00:30:45] Mr. Frisch, please check your audio and video. Good evening. Good evening. Thank you. I now ask board members who are physically present to vote on the following. All those in favor of confirming the approval of Mr. Frisch's request, Ms. Anderson, Ms. Marin, Mr. Moon, Mr. McDaniel, Mr. McElveen, Ms. Dixit, Mr. Dunn, Mr. Dannon, Ms. St. Grant-Cunningham, myself, all those opposed, Dr. Anderson.

[00:31:11] Will the clerk read the vote? 10-1, the motion carries. Thank you. General item 3.03, I call on Mr. McElveen for a proclamation. Oh, wait, I skipped something. I call on Dr. Reed for a few brief remarks.

[00:31:35] Thank you, Madam Chair. I almost forgot our wow facts for Thursday. So far this school year, we have already scheduled over 500 theater performances across Fairfax County Public Schools, which include our high school, middle school, and two elementary schools that have instructional theater programs, both Bailey's Upper Elementary and Crossfield Elementary.

[00:32:00] A little-known fact, November is the busiest month for Fairfax County Public School Theater Arts, and the most popular show to be produced this year in FCPS, wait, it's The Little Mermaid. I know, it's hard to believe, but four high schools, Madison, Marshall, Mount Vernon, and Westfield, will be performing this show as Will Holmes Middle School, which will be performing Little Mermaid Jr.

[00:32:26] And Bailey's Upper will be performing The Little Mermaids. So anyhow, it should be a banner year for The Little Mermaid. One of the newly released titles, Come From Away, is being produced at four of our high schools. And other popular titles, Our Town, Romeo and Juliet, Trap, Macbeth, and High School Musical.

[00:32:48] Langley High School will be one of the first high schools in the United States to produce Operation Mincemeat, the expanded cast. Our Fairfax County Public School Theater Arts Calendar includes a wide mix of full-length shows, junior and youth editions, one-act festivals, and showcases.

[00:33:05] We are so thrilled with the talent of our young actors and just really thank all the staff that helped make this possible. So thank you, Madam Chair. - Thank you. I now call Mr. McElveen for proclamation. - Whereas the observance of School Principals and Administrators Month honors the leadership of elementary, middle, and high school principals and administrators and recognizes that their work is essential to student success throughout pre-K-12 education and beyond.

[00:33:33] And whereas principals and administrators work diligently to create safe, inclusive, and productive learning environments that support the academic, social, and emotional growth of all students, while fostering positive school cultures and strong professional communities. And whereas principals fulfill multiple and complex roles, serving as instructional leaders, supervisors of teaching and learning, community partners, assessment and accountability experts, budget and resource managers, facility and operations leaders, public relations representatives, and stewards of legal, contractual, and policy requirements.

[00:34:07] And whereas, as the chief instructional leaders of their schools, principals set a clear academic vision by establishing ambitious goals, supporting high quality instruction, enforcing academic rigor, and

maintaining high standards and expectations for every student, while also prioritizing the social and emotional well-being of students and staff and building strong, trusting relationships with families, educators, and the broader school community.

[00:34:31] And whereas, through their commitment, perseverance, and passion for public education, these educational leaders ensure that Fairfax County Public Schools continues to prepare students to meet high academic standards, lead healthy and ethical lives, and become responsible, innovative global citizens.

[00:34:48] Now, therefore, be it resolved that the Fairfax County School Board hereby proclaims October 2026 as School Principals and Administrators Appreciation Month and recognizes the vital role of school leaders and support personnel in ensuring every child has access to a high-quality education. Is there a second? Mr. McDaniel. I will now call for the vote. All those in favor, Ms. Anderson, Ms. Marin, Mr. Moon, Mr. McElveen, Mr. McDaniel, Ms. Dixit, Mr. Dunn, Mr. Dannon, Dr. Anderson, Ms. St. John Cunningham, myself, and Mr. Frisch. It's unanimous for all board members

[00:35:23] present. If we have any principals in the audience, part of this proclamation, we want to stand. Okay, they're busy working.

[00:35:43] All right, I call on Mr. McDaniel from Proclamation. Thank you. Whereas the National Family Partnership, a national leader in drug prevention, education, and advocacy, sponsored the first Red Ribbon Week in 1988 in response to the murder of DEA agent Enrique Camarena, in which angered parents and youth and communities across the country began wearing red ribbons as a symbol of their commitment to raise awareness of the violence and destruction caused by drug abuse in America.

[00:36:10] And whereas the Red Ribbon Program is based on scientific and evidence-based principles for substance abuse prevention and incorporates the following six prevention strategies, information dissemination, prevention education, alternative activities, community-based processes, environmental approaches, and problem identification and referral.

[00:36:30] And whereas the 2026 theme for Red Ribbon Week, Make a Difference, Be a Hero, Stay Drug-Free, is a call to action to encourage young people to see that living a drug free lifestyle takes everyday courage, leadership, and positive influence on peers and family. And whereas Fairfax County Public Schools is committed to fostering a safe and supportive environment that empowers students to make healthy choices through offering activities and learning experiences which focus on the many ways cannabis, alcohol, tobacco, vaping, and other drug use can negatively impact student lives, including a substance abuse prevention program for students experiencing substance abuse.

[00:37:06] And whereas the efforts of FCPS educators, counselors, and support staff are instrumental in equipping students with the knowledge and skills necessary to resist peer pressure and lead fulfilling, drug-free lives, we especially commend our substance abuse program specialists and the role they play in reaffirming a culture of wellness and resilience in our schools.

[00:37:23] Now, therefore, be it resolved that the Fairfax County School Board is hereby proclaim October 23rd through 31st as Red Ribbon Week in recognition of the oldest and largest drug prevention program in the nation and encourages students, families, and the Fairfax County community to unite and take a personal and visible pledge to a drug-free lifestyle.

[00:37:41] Is there a second? I second. Ms. Marin, I will call for the vote. All those in favor, Ms. Anderson, Ms. Marin, Mr. Moon, Mr. McElveen, Mr. McDaniel, Ms. Dixit, Mr. Dunn, Mr. Dannon, Dr. Anderson, Ms. St. John Cunningham, Mr. Frisch and myself. That's unanimous for all board members.

[00:38:01] I now call Ms. Marin for a proclamation. Whereas National High School Activities Week was first proclaimed by Congress and President Ronald Reagan in October 1983 in recognition of the significant place extracurricular opportunities have in the growth of our high school students and how these programs and experience help students to learn and set and achieve goals to organize their time effectively and to enhance their social skills that are needed to enjoy and succeed in life.

[00:38:27] And whereas the National Federation of State High School Associations expanded this week to National Activities Month in 2012 to properly celebrate the contributions that benefit students experience by participating in athletics and activities such as speech, debate, music, drama, and other student groups. And whereas national studies indicate that students who participate in school athletics and activities have higher grade point averages and attendance than non-participants, and participation in school activities is one of the most accurate predictors of success after college. And whereas Fairfax County Public Schools offers a wealth of athletic opportunities, both Virginia High School League sanctioned and through club sports throughout the fall,

[00:39:06] winter and spring for high school students and cross-country track and field and coming this year volleyball for middle school students which encourage team building confidence and personal growth and whereas fairfax county public school stresses the importance of providing a well-balanced activities program to augment the learning activities in the classroom and provides opportunities for student growth and enrichment in a variety of extracurricular areas including student government safety patrols performing groups journalism drama general and special interest clubs and honor societies. Now, therefore, be it resolved that the Fairfax County School Board does hereby proclaim October 2026, a Student Athletics and Activities Month, in recognition of

[00:39:45] the many achievements by students participating in school athletic and activities and the generous contributions and efforts of the athletic coaches and trainers, club sponsors, student activities staff, parents, faculty, and school communities who support them. Is there a second? Mr. McElveen, All those in favor? Ms. Anderson, Ms. Marin, Mr. Moon, Mr. McElveen, Mr. McDaniel, Ms. Dixit, Mr. Dunn, Mr. Dannon, Dr. Anderson, Ms. St. John Cuning, Mr. Frisch, and myself.

[00:40:16] That's unanimous for all board members. I now call Ms. Dixit for a proclamation. Varus, November 8th is recognized annually as National STEM Day, celebrating the vital role of science, technology, engineering, and mathematics, and inspiring young people to explore and pursue STEM opportunities and whereas STEM education developed curiosity, creativity, critical thinking, problem solving, collaboration and innovation, skill that empowers students to understand and address the challenges of today and tomorrow.

[00:40:54] And whereas Fairfax County Public School recognizes the importance of STEM for every student from preschool through grade 12, supporting learning across content area, expanding access to rigorous academic opportunities, developing portrait of the graduate competencies, and prepare students for academic career and civic success.

[00:41:15] And whereas, FCPS strategic plan, excellence, equity, and opportunity, commits to ensuring every student receives a high-quality education and equitable access to the programs, resources, and

opportunities necessary to succeed.

[00:41:32] and whereas strategic plan goal four and five equitable access and opportunity and leading for tomorrow's innovation emphasizes access to steam technology career and technical education and other rigorous pathways while preparing students to navigate adapt and innovate for a sustainable future and whereas stem learning extends beyond the classroom with after-school community-based programs providing hands-on project-based experiences that connects learning to real world challenges emerging technologies and stem careers and whereas stem literate literate citizens are

[00:42:10] increasingly essential for our communities economy and democracy confront complex challenges involving technology environmental sustainability public health infrastructure cyber security artificial intelligence and other rapidly evolving fields. And whereas students are innovators, creators, researchers, engineers, programmers, designers, and problem solvers today capable of using their knowledge and imagination to improve their schools, communities, and world.

[00:42:41] And whereas educators, families, after-school providers, community organizations, higher education institutions, businesses, and other partners play an important role in creating meaningful STEM experiences and helping students see themselves as capable exceeding in STEM fields.

[00:42:59] Whereas the Fairfax County School Board recognizes the importance of removing barriers to STEM participation and ensuring students of every background, ability, and circumstances have access to high quality STEM learning, enrichment, mentorship, career exploration, and work-based learning opportunities. And whereas National STEM Day provides an opportunity to celebrate students and educator accomplishment, highlight STEM opportunities throughout FCPS and community, and encourage young people to ask questions, experiment, create, collaborate, and pursue

[00:43:34] their interests. Now, therefore, be it resolved that the Fairfax County School Board hereby recognizes November 8, 2026 as National STEM Day in Fairfax County Public School and encourages students, educators, families, and community partners to celebrate through hands-on STEM STEM activity, career and pathway exploration, and engagement with real-world challenges.

[00:43:57] Expresses appreciation to the educator, staff, family, community partners, after-school professionals, STEM professionals, and organizations who create meaningful opportunities for FCPS students and reaffirms its commitment to ensuring every FCPS student has equitable access to high-quality STEM education and the resources and experience needed to become a critical and creative thinker, lifelong learner, and innovative contributor to the future.

[00:44:23] Is there a second? Mr. McDaniel, I will now call for the vote. All those in favor, Ms. Anderson, Ms. Marin, Mr. Moon, Mr. McElveen, Mr. McDaniel, Ms. Dixon, Mr. Dunn, Mr. Dannon, Dr. Anderson, Ms. St. John Cuning, Mr. Frisch and myself.

[00:44:38] That's unanimous for all board members. All right, at this point, I would like to welcome all those here in support of the proclamation recognizing National STEM Day to please join the board for a photo at the front of the dais.

[00:45:38] I would like to welcome those here in support

[00:46:46] of the proclamation honoring student athletics and activities to please join

[00:46:49] the board for a photo in front of the dais praises don't go too far and now

[00:47:49] I'd like to welcome all those here in support of principals and administrators appreciation week proclamation to please join the board for a photo at the dais I would like to welcome those here in support of the principals and administrators appreciation month proclamation to please join the board for

[00:48:17] a photo in front of the dais madam chair that was our last proclamation

[00:49:20] photographs. I'd like to welcome those here in support of the Proclamation Honorary National Red Ribbon Week to please join the board for a photo in

[00:49:38] front of the dais. The agenda item 4.01, community participation. The next order of

[00:51:06] business is community participation. We welcome all community members who are here and those who signed up to speak this evening. Additional information about signing up to provide comments at school board regular business meetings and public hearings can be found on the school board's website at www.fcps.edu/schoolboard. During the signup process, community members acknowledged they were informed of the school board's expectations for proper decorum when providing comments. These expectations are also available online and with the printed agenda and meeting materials in the back of the room. We ask audience members to be respectful of one another. Shouting and outbursts will not be tolerated. Please hold your applause until the conclusion of a speaker's remarks.

[00:51:44] 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 Deputy Clerk, please call the first speaker. Nirana Mehmet. Dear FCPS school board members, Superintendent Reed, and community

[00:52:23] leaders. My name is Nirana Mehmet and I'm a seventh grader at Rocky Run Middle School. I finished sixth grade at Poplar Tree Elementary School in June of this year. I'm speaking to respectfully ask Fairfax County public schools to Consider adding the Uyghur language to the list of world languages offered in FCPS.

[00:52:43] Uyghurs are a native people from East Turkestan in Central Asia. Our culture and history are closely connected to the Silk Road. For me, Uyghur is not just a language. It is the bridge connecting me to my grandparents, my family stories, my heritage, and my own identity.

[00:53:01] I want to speak with my relatives and pass my language to my future children. I attend Uyghur school on Sundays and practice at home, but it's difficult to learn a language that's not taught in school consistently. There are many Uyghur kids in Fairfax County who face the same challenge.

[00:53:18] Adding Uyghur would help us preserve our language, strengthen our identity, and feel included in schools. It would also give other students an opportunity to learn about the Uyghur people, Central Asia, and Silk Road history, along with the importance of protecting endangered languages and cultures.

[00:53:39] When my friends talk about taking language exams in their native languages, I hope one day I can proudly say I'll also be taking my native language. FCPS has the opportunity to help protect a language that is at risk and show that every single student and every single culture matters.

[00:53:59] Thank you for listening to my voice. Lucy Kim. Good evening, board and Dr. Reed. My name is Lucy Kim, and I am currently a senior at Oakton High School.

[00:54:24] I am here tonight to talk about the gaps in the history curriculum regarding Asian history, specifically the exclusion of Imperial Japan's colonization and World War II war crimes. From 1894 to 1945, Imperial Japan invaded and colonized the Asia Pacific region, resulting in approximately 19 to 30 million deaths through multiple massacres, forced labor, starvation, military campaigns, and more.

[00:54:48] These events affected multiple nations all over Asia, including China, Korea, Taiwan, the Philippines, Singapore, Vietnam, Thailand, and many, many more. The Rape of Nanking is one of these events in which over only six weeks Japan killed approximately 300,000 Chinese civilians and committed mass torture and destruction.

[00:55:09] My own grandparents experienced these intense, forceful cultural suppression when Japan colonized Korea and saw their relatives and friends be sent off to war labor camps. Currently, the FCPS High School History course, World History and Geography II, has no formal criteria for teaching these events.

[00:55:29] There are requirements to teach World War II events like D-Day, which are absolutely important to teach, but the events in Asia that affected people on a very similar scale are omitted. Asian American students make up about 19% of all FCPS students, and our history deserves to be valued.

[00:55:45] History is about belonging. The lack of representation of this history that has such a massive impact on Asian students, countries, cultures, and families creates the opportunity to dismiss us as important and perpetuate stereotypes that Asians are outsiders whose struggles aren't worth being recognized.

[00:56:03] In conclusion, I encourage the board to consider my proposal of the formal inclusion of these events in the history curriculum and to submit a formal request to the Virginia Department of Education in order to create a more inclusive and enriched history learning experience that makes FCPS students of all backgrounds feel seen and appreciated.

[00:56:29] - Gayla Baumgartner. - Good evening. I am the FCPS parent of a sixth and 10th grader, a proud FCPS employee, homeowner in Fairfax County, and a member of FCFT.

[00:56:47] It is important to me, and I know this is also important to each of you, that our children are educated in welcoming environments and our staff have working conditions that support FCPS having the best teachers and staff who want to work for and stay with FCPS.

[00:57:03] Telework options were established in FCPS for over a decade, and the removal of this important working condition was not a decision that was made collaboratively. It has led to more traffic, more use of FCPS rented facilities for staff, more cost to FCPS, and more unhappy staff.

[00:57:21] Our union submitted a request to bargain over telework, and we asked that the board urged the superintendent to honor that request. I would also like to speak in solidarity with my fellow FCPS staff who are required to serve as the first line of defense during weapons detection duty.

[00:57:36] I join my colleagues in urging the school board to accept this grievance and make the common sense decision to staff all weapons detection checkpoints with trained security personnel. My son is in high school and obviously it is not a good idea for his counselor and his English teacher to be out there on weapons duty as the first encounter he has with them each morning.

[00:57:55] it's just common sense that this is a security personnel job function as elected officials you can choose to protect the safety of students and staff in our secondary schools or you can leave this problem in place and keep our school communities at risk thank you for listening

[00:58:20] i'm sorry ken reed ken reed first sorry thank you very much members of the school board my name is ken reed live in the drainsville district and i am the leader of the dc area chapter of njewhatred.com. We have some folks in the audience. And before I talk about the failure to teach anti-Zionism as a form of anti-Semitism, I'm shocked at what I just heard from that young lady that you don't teach about Japanese atrocities in World War II.

[00:58:55] I can't believe that. I hope that's not true. But I want to publicly thank Ms. Lady, Chairman lady and Miss Marin for responding to our emails and having your staff speak with us we have very limited time so I'm just going to go right ahead and say we should watch you to withdraw that 9/11 25th observance teaching plan which was developed in-house here it plays down the role of radical Islam it was a punch in the stomach to everybody around here who lost someone in 9/11 and it is really ridiculous and dr. Reed said it's within the teaching guidelines and I don't understand why that is but yet teaching that anti-Zionism is not

[00:59:34] anti-Semitism is not because Dr. Presidio told us that that he wasn't going to use a lesson plan that the Virginia Attorney General offered. We also want you to teach kids not to take out their anger and their frustration about the Middle East on Jewish students like what happened in Thoreau Middle School. We want you to not settle with the Council of American Islamic Relations.

[00:59:56] you did sign a temporary settlement, that's a dangerous precedent to withhold information from colleges and universities because somebody litigated, even if our group litigated, would be a problem. But we think the 9/11 guide and these other problems seem to emanate from that October 20, 22nd school board meeting where you adopted the inclusive instruction guide, and that is a problem and we are going to request that the board revisit that.

[01:00:21] It's been four years, there's been a lot of anti-Semitism. world has changed and that guidance doesn't even mention anti-semitism doesn't mention islamophobia either so we thank you we'll also get sorry now zelala good evening my name is zalala mamat and i serve as the vice president of the uger american association i'm a former

[01:00:57] graduate of chantilly high school i'm here to ask fcps to recognize uger as a world language and create a pathway for students to institutionalize their learning beginning beginning with elementary FLES instruction and continuing into secondary world language programs. The state of Virginia hosts over 200 Uyghur speaking students, with FCPS itself hosting over 100, according to the FOIA. These are students already in our schools and already in our systems. For these students, learning Uyghur is simply not just language, but connecting with their heritage, communicating across generations,

[01:01:35] and seeing their identity treated as something worth studying. This is especially significant amid the ongoing persecution of Uyghurs when preserving language takes an even greater importance. FCPS already offers World Languages credit by exam for a broad range of less commonly taught languages. An Uyghur language proficiency exam also exists through the International Communication Association Language Services, giving FCPS an existing assessment to evaluate. We ask the division to determine whether this exam meets the requirements for academic credit and the Virginia Seal of Biliteracy. VDOE has also clarified that the

[01:02:11] process begins here. When a school division decides it wants to offer a language, FCPS can initiate a course code request and a VDOE will review. The state has also confirmed that students may earn the seal of biliteracy in Uyghur if an approved proficiency assessment is available. We are asking FCPS to take that first step, clarify the necessary requirements and establish a concrete pathway forward. FCPS has already demonstrated its commitment to a broad and dynamic world language curriculum. We ask that we will be given the same serious consideration and a clear opportunity to move forward. Thank you.

[01:02:45] Emily Tavalarios. Good evening. Thank you for the opportunity to speak with you tonight. My name is Emily Tavalarios and I'm a parent here in the county. I'm also a technologist professor and independent researcher and I'm here to support the effort to keep screens out of K through second grade classrooms. To put it bluntly, there is absolutely no reason that five to eight-year-old kids need screens in their classrooms. The argument we hear for screens is about innovation and preparing kids for the future.

[01:03:24] But learning how to use technology and using technology to learn are completely separate things. No one is saying we shouldn't teach kids how to use technology, but how exactly is a five-year-old sounding out words on an iPad instead of a book preparing them for the future? These products do teach kids about technology in any meaningful or critical way. What they do is teach kids how to be consumers of it, and the metrics that these apps produce are more a measure of how well kids use the app than of what they have actually learned. Learning requires friction, especially at this young age. Screens

[01:04:01] are designed to remove that friction, so why are they there? If there is a benefit to screens for kids this young, explain it to us. Show us the evidence. And company promises and statistics absolutely do not count as evidence that is marketing right now parents and educators are scrambling to make the case against screens in the classroom and we have to ask ourselves why why is the burden of proof on us to show that these products are not working while companies can say whatever they want and win multi-million dollar contracts without any verifiable evidence that their products do what they claim the burden of proof is in the wrong

[01:04:40] place. Put the burden of proof where it belongs. Do not blindly accept what companies are telling you is good for kids and what the future could or should look like. That trust should be placed in parents and educators, those whose motivation is education, not profit. Thank you.

[01:04:57] Misha Chernov. Good evening. My name is Misha Chernov. I'm an FCPS employee and county resident. I am asking the school board to end the practice where administrators can force staff to work weapons detection duty. After Uvalde, Dr.

[01:05:29] Braebrand emailed staff saying, "The safety of our schools and the children and staff within them is our highest priority." After Bend, Oregon, Dr. Reed emailed staff saying, "The safety and well-being of every student and staff member remains one of our highest priorities." In four years, student and staff safety went from being the highest priority to being just one among others.

[01:05:55] Forcing staff to work weapons detection duty does not reflect that employee safety is even one of the district's priorities. This practice should concern every stakeholder in our schools who expect trained qualified weapons screening. Police and SROs are highly trained and qualified security personnel.

[01:06:17] School staff are not. Yet, both can be required to perform weapons detection duty. Tonight, security officers worked weapons screening before entering this meeting. The leadership team and the school board members did not, because they are not trained nor required to do so.

[01:06:38] FCPS student and staff safety needs to be the highest priority. What will you tell bereaved families if their worst nightmares happen because FCPS forced unqualified school staff to perform security? Thoughts and prayers won't change this policy. Your action will.

[01:06:58] This board can help keep our schools safe by ending the current practice where administrators can force teachers, counselors, and school staff to work weapons detection duty. Thank you. Vinita Kataria.

[01:07:28] Good evening. My name is Vinita Kataria, and I'm a Hunter Mill District parent of an FCPS kindergartner and another young child whose eventual FCPS enrollment would depend on removal of school-issued devices in elementary school, all of elementary school.

[01:07:48] I second everything what Emily said earlier, and I speak for hundreds of parents who feel the same way but can't be here tonight because they're doing bedtime routines for their littles. I say this plainly. We made these kids in the thick of COVID without much support, without the promised village.

[01:08:06] We have been intentional with delaying screen exposure and reliance. We are not about to lose them to tech and gamified apps. I'm here to ask for two things. Absolutely no school-issued individual devices in all elementary schools.

[01:08:21] No iPads, no Chromebooks. We cannot trust the tech bros at Apple or Google or Meta, etc. Young children don't need to learn technology yet. They will pick it up quickly later. What they need now is to hold a pencil, read a real book, and talk with their teacher and each other.

[01:08:43] In your own portrait of a graduate, the communicator listens to understand, speaks to inform, influence, motivate, and entertain others. For most, tech is easy to learn at 12. Very easy. I learned it at 17. Attention, patience, curiosity, and emotional quotient are much harder to build, and they get built now.

[01:09:06] Second, it appears tech and gamified apps are leading pedagogy instead of supporting it. We must first determine what is effective and not just add tech everywhere. It seems to me that FCPS has some vested interest in furthering tech that is owned by private equity or Silicon Valley instead of paying qualified humans within Fairfax County.

[01:09:28] I ask for clarity to all parents and communication regarding why. Suriya Kashkari. Good evening, Chair and members of the board.

[01:09:52] My name is Suriya Kashkari, and I am honored to serve as the principal of the Anakir and Education Uyghur Language School. I'm here tonight for the Uyghur students, families of our county. Language is the foundation of the child's identity, self-worth, and cultural heritage.

[01:10:10] For more than nine years, our teachers have worked hard to pass on our history, traditions, and mother tongue to the next generation. Over 400 local families and residents have signed a petition asking for two steps.

[01:10:28] First, adding Uyghur to the Fairfax County Public School word language credit by exam. Some of our students have studied Uyghur every weekend for 10 years. They deserve recognition to that work.

[01:10:44] We have done the research. Fairfax County Public School testing partners do not offer a Uyghur exam for students. There is national speaking test in Uyghur, but it is not accepted for credit. Our community has trained professional and exams ready to support Fairfax County Public School.

[01:11:05] So we ask, how can we work together to give the students a fair path to credit? Second, adding Uyghurs to the Fairfax County Public School word language curriculum as an elective source.

[01:11:21] This is about equity, inclusion, and validating who our students are. Uyghurs is also a major Turkish language, which opens doors to Uzbek, Turkish, linguistic, and global history.

[01:11:37] I strongly argue the board to support this initiative and help our Uyghurs students keep their identity and heritage alive. Thank you for your commitment to every student in Fairfax County. Thank you.

[01:12:05] Ahern. Good evening. My name is Tim Ahern, and I'm a father of three children at Flores Elementary in Herndon, Virginia. I come here tonight to speak to you as a concerned parent of a child who had to bear witness to cruel and humiliating disciplinary measures used by a teacher in her class on Friday, October 16th.

[01:12:30] In line with the guidelines of speaking in front of you tonight, I will refrain from providing any specific details. Those have already been provided to Dr. Reed, as well as several of you on the board. I want to start by commending Flores Elementary's administrative team for its prompt response and the care and support it has provided families following this incident.

[01:12:49] I am grateful that the administration took our concerns seriously and has acted to support those affected. However, the teacher in question is a member of FCPS's teacher ambassador program that is operated by third-party contractor participant learning. It is evident that the training and oversight provided to these international teachers is insufficient in maintaining the standards and guidelines around classroom discipline that are expected in an FCPS classroom.

[01:13:14] Tonight, I'm asking of you the following. A full, independent review of participant learnings training for the Ambassador Program teachers and FCPS's oversight of that training. The review should examine program, oversight responsibility, credentialing, classroom discipline, student safeguarding, and how teachers demonstrate understanding of those policies before entering a classroom.

[01:13:33] I also require or request requiring immediate refresher training for participating teachers in this program across FCPS on appropriate discipline, the prohibition of corporal punishment in classrooms, and guidelines for reporting concerns. Accountability means more than the reassurances I've received from several of you over the past few days.

[01:13:54] It means independent scrutiny, clear answers, documented improvements. Every child deserves a classroom where they feel safe, nurtured, and treated with dignity. Families deserve confidence that every teacher has been prepared to meet that standard. I'm calling on all of you to ensure that standard is met.

[01:14:11] Thank you for your time tonight. Malika Noor. Can I start?

[01:14:33] Okay. Good evening, members of the Fairfax County School Board and Superintendent Reed with our fellow community leaders. My name is Malika Noor, and I'm here to ask you to consider adding the Uyghur language to the languages recognized by Fairfax County Public Schools, either through language courses or as a first step through the credit by exam program.

[01:14:54] I'm 13 years old and proud to be Uyghur. My language is more than just a way I communicate. It's a way that connects me to my family, my culture, and generations of people who have kept our languages alive. It's a part of who I am and who I will be in the future.

[01:15:09] And it's something I want future generations to be able to carry with them too. That's why I believe the Uyghur language deserves a place in our school system. SPS serves students from many different backgrounds and gives students opportunities to learn languages and receive recognition for their language skills.

[01:15:29] But for students who speak the Uyghur language, those same opportunities may not be available. Students should not have to choose between maintaining their heritage language and receiving recognition for their academic abilities. If a student works so hard to learn and preserve a language, shouldn't that effort count?

[01:15:47] Recognizing the Uyghur language also helps students maintain skills they might not otherwise have the opportunity to develop. I understand that introducing a new language requires planning, resources, and consideration, and I'm not asking FCPS to create a full course overnight.

[01:16:06] I'm asking the school system to take a practical first step. Explore adding the Uyghur language into the credit by exam program. This may seem like a small change to you guys, but as a student who speaks the Uyghur language it could mean something much bigger it could mean seeing our language recognized in our education it can mean having another reason to learn it and it could also mean knowing a part of our identity is valued by our community a

[01:16:32] language does not have to be widely spoken to be recognized George Becerra good evening dr. Reed chairman lady and school board members I'm here to talk about the goal one report you all will pass tonight if you are being honest with ourselves and assessment of the goal one report are we really making a dent in terms of closing the achievement gap or just making slow progress forward.

[01:17:11] In some metrics of this report, the gap is widening. Is it time to modify your strategic plan or its metrics or change your educational strategies? Wasn't this living and breathing plan supposed to be nimble and adjustable? That's what was promised. How will the strategic plan for this year address the gap in all the goal reports and what accountability measures have been put in place for this year?

[01:17:30] Your SIPP or your school improvement plan should also be involved in this process, like adding these measures now for at least this current school cycle. There must be accountability at each principal level. This is something the chief of schools and RASs must truly evaluate. How can your division plan to the state pass if there is no accountability from the SIP plans to the principal evaluations to the RASs' evaluations to the chief of schools and other LT evaluations and to find the superintendent evaluation?

[01:17:53] Don't get me wrong. I think the commitment, dedication, and effort of our educators and leaders are there, but the results are not panning out as expected. We are like halfway done with the strategic plan and the time is running out. I want to relay a note and another suggestion I've had for years is that each school's budgets should be posted on their website each year and historical compilations should be saved on that same website.

[01:18:14] Each community should know what budget decisions are made each year by their school principal and also have a historical perspective of how things came about in terms of personnel and programs. I would also like to re-advocate for former school board member Ms. Karen Keyes-Gamara's equity matrix idea and accountability of each budget decision the superintendent and the board make in regards to the equity policy.

[01:18:32] The shoot plan has been advertised as having equity in all aspects of the plan. We have to move on from having an equity lens to an equity matrix. The equity lens phrase is the thing of the past. That term only brought about the idea of questioning things in terms of equity. It did not evaluate equity actions in terms of budgeting. One area you can start with is an evaluation on how the closing achievement gap money of \$17 million is working.

[01:18:53] Where is that money going and if it is going to what it is meant for? Also seeing what the metrics are being utilized there to determine the... Good evening, members of the school board and the Fairfax County leadership.

[01:19:29] My name is Rayla Golobol. I am an Uyghur-American parent of two children who are both Fairfax County school students. As a parent, I have a thought to preserve my children's language and cultural heritage while helping them contribute to the rich diversity of American society.

[01:19:49] My children have grown up with painfully limited connections to their grandparents, relatives because of the circumstances beyond their control. Preserving their heritage language is not simply cultural preference, it's a way to maintain family connections, identity, and belonging.

[01:20:09] One day, my daughter came home emotional and said, "I wish I could take my language at school and take a language proficiency test like my friends." I asked my teacher if I could register for Uyghur, but she explained that other languages were part of the World Language Program and the Uyghur was not.

[01:20:28] That moment changed my perspective and it's why I am here today. Fairfax County Public Schools World Language Program promoted communication, culture, understanding and global citizenship. Why should Uyghur-speaking students like that same opportunity?

[01:20:46] Uyghur is modern Turkish language spoken by more than 35 million people. It has a rich literal heritage, and it's one of the ancient Turkish languages. It's taught at universities such as Harvard, Georgetown, Indiana, Kansas, and Washington University, as well as International Communication Association.

[01:21:08] Learning Uyghur also speaks open doors for all students. all students. We are not asking for special treatment. We are asking for the equal education opportunity. I respectfully urge Fairfax County Public School to take a concern. Please play the video testimony of Irina Hashmi.

[01:21:37] My name is Irina Hashmi. I'm a computer science professor where I teach and coordinate AI and programming courses and I'm an FCPS parent. A large percentage of FCPS graduates come straight to my university. Because of this I have a front row seat to what our schools produce. In recent years I have seen a very worrying trend in my freshman students. They are increasingly struggling with short attention spans, deep reading and basic problem solving. Most

[01:22:13] importantly they really struggle to take what they learn and actually apply it to real-world problems. This is not about smartphones or social media at home. This is a direct result of a tech dependent k-12 education that relies on cognitive offloading and unvetted software we are actively undermining the core pillars of fcps's own portrait of a graduate especially the goals of creating creative and critical thinkers right now fcps treats screens as mandatory we are using our students as test groups for software that nobody has proved

[01:22:51] works so here is what we need you to do first keep screens completely out of pre-k through second grade for grades three to six get rid of one-to-one laptops at every desk put them in carts and use them only when needed for a lesson second the district should provide a standard opt-out form at the start of the year schools must then supply offline alternatives like physical books and the paper buckets, with an exception made only for mandatory state testing. Other countries are

[01:23:26] already pulling screens out of the classrooms. Please look at what is happening to our students' foundational skills and protect our kids. Thank you. Please play the video testimony of Shoshana Crillo. Good evening. I'm the parent of two elementary school students and I'm asking FCPS to reconsider how routinely young children are expected to learn through devices, apps, and online platforms. I'm not opposed to technology. Children need digital literacy.

[01:24:02] They should learn to type, research responsibly, understand online safety, and use technology effectively. But learning technology skills is not the same thing as learning through technology every single day. If a nine-year-old can read something in a book, write it with a pencil, or learn it through a discussion, FCPS should be asking, what educational value does putting this activity on a Chromebook actually add? Digital literacy does not require digital saturation.

[01:24:27] There's another problem: access. A classroom bookshelf is finite and visible. An online platform puts thousands of materials at a child's fingertips. I learned that firsthand. My Jewish fourth grader was able to access books and articles about Kristallnacht and the Holocaust through Mayan, prior to having learned from us or her religious school.

[01:24:45] She learned of the most brutal crime against her ancestors from behind a screen. It traumatized her. FCPS subsequently told me that books and articles were supposed to be restricted to grades six through 12, But only after a lengthy series of emails with Sloan Presidio did I learn that FCPS's awareness of the appropriate grade level for Holocaust curriculum, it was still on my arm until I flagged it for them.

[01:25:05] When I showed him a propaganda video extolling the virtues of the Taliban that was available to my fourth grader, he simply reminded me about the, quote, sensitive material icon. This is patently absurd. A warning icon is not a substitute for adult judgment. My fourth grader should not be the quality control department for an online learning platform.

[01:25:23] I'm asking you to adopt a simple, offline-first standard for elementary school. Books, paper, teacher-led instruction, and hands-on learning should be the default. Text should be used when there is a specific pedagogical reason that technology improves the learning experience, not simply because it is available. The burden should be on the screen to prove its value, not on parents to prove its harm.

[01:25:43] Thank you. Please play the video testimony of Sonia Curry-Johnson. My name is Sonia Curry-Johnson.

[01:26:03] I am an English teacher at Lake Braddock Secondary School. I am not, as an administrator publicly asserted, the first layer of security in my building. Megan Lambert, a 25-year-old teaching specialist at Silver Rail Elementary School, was not supposed to be the first layer of security in her building this past Thursday.

[01:26:22] The first layer was a locked door a gunman easily broke through. Yet Ms. Lambert lost her life shielding her students in a classroom as the first layer of security. The second layer of security should not

have been Silver Rail's SRO.

[01:26:38] However, the SRO was at one of the six to eight other schools to which the officer was assigned. Becky Drury, a 54-year-old inclusionary teacher, served as the second layer of security, throwing a cell phone and trying to tackle the murderer in her bid to protect the school.

[01:26:55] She remains in the hospital, recovering from her injuries. Ms. Drury should not have been the second layer of security at Silver Rail. The third layer of security certainly should not have been Caleb Giammanco, a concerned parent who followed the shooter to the school and took the opportunity Ms. Drury allowed to shoot and stop the murderer.

[01:27:15] And yet, if not for him, the carnage would have been higher than the three souls who lost their lives at Silver Rail last Thursday. Ask any teacher you know, and we will tell you that we hope, if pressed, that we would act as Ms. Lambert and Ms. Drury did. This is in no way a cent to serve as the first line of security at our buildings.

[01:27:35] Had an SRO been on site last Thursday, it is not unfathomable that the SRO could have served as the first layer of security, and the Silver Rail community would not be mourning Ms. Lambert and the two children she tried to save, serving as the first layer of security. My name is Sonia Curry-Johnson, and I am not the first layer of security at Lake Braddock Secondary School.

[01:28:02] Madam Chair, that was our last public speaker. Thank you.

[01:28:20] Agenda Item 5.01, I call Mr. Shostick for Student Representative Matters. Thank you, Chair Lady. So before I get into what I want to speak about tonight, I did want to briefly mention that the Student Leadership Development Program applications are open.

[01:28:37] And if you're wondering what that is, as I was, too, about a year ago when this started going around, it is, I would say, the program that sort of served as the catalyst for the position I'm in today. I was not aware of it until near the very end of the application cycle for it when my teacher informed me that, you know, They had extended the application and that it's a program about, you know, students in the county that want to get involved in governance and working with the school board and making change.

[01:29:08] And all that stuff really appealed to me. And so I was, you know, it was a great experience being on that and learning about how, for one, things on the dais operate, how, you know, we interact with our peers and get stuff done.

[01:29:24] You'll be, if you're a student out there that's watching this and you think this appeals to you, I would implore you to try to apply. Worst that can happen is they say no, but the best that can happen is in a year's time, you'll be sitting in the same chair as I am. So I think it's a really, and, you know, for the teachers that are here tonight as well, because I was only informed of this program existing because of my APUSH teacher last year.

[01:29:48] So I would really encourage you if you are, you know, teaching on the high school side to make this as an opportunity where for your students. And that's my big take there. I'll leave it at that. For what I wanted to get into tonight, I want to talk about a couple things, actually.

[01:30:07] The first, I wanted to go back a bit on technology. I don't want to say this a bit. I don't want to sound like a broken record. I don't want to rehash things I've already said. But I recently, in one of my

classes in the library, one of the librarians at Hayfield came and, you know, completely unprompted said to me that she was like, Newt, we are struggling.

[01:30:30] And that is in the current state of the restrictions on our technology right now. Currently for teachers that want to go around the incredibly intrusive blocking system that Lightspeed has employed on our devices, teachers need to days in advance request their sites to be to be unblocked and that has to go through school administration, that has to work up to the county administration. It is a multi-day-long process that is essentially discouraging teachers from innovating and it is restricting the opportunities for students in the classroom. Technology, at least on the high school level, has a really great

[01:31:05] potential for both informing students on you know the the wider world of information as well as giving us the tools needed to uh develop beyond high school when we will have this same access to technology um i'll also say that um you know with and and that that with the proposed whitelist ideas that i know have not extended to the high school level yet um that i would really discourage these from being implemented at all and I know that I have said this already but I really cannot stress this enough how serious this is because we are talking

[01:31:41] about huge equity issues first of all as I have stated with students that if you have you know sites available for research and opportunity that are you know only available outside of the FCPS system you are now giving students have the means to possess their own device at home that advantage in using these sites and and I think that that's that's that we don't need to create a larger you know form of inequity in our schools. I'll also say that this is you know further restricting especially if we were to go ahead with a whitelist this is just discouraging student innovation and I and I've talked about how this could affect teachers but at the end of the day I'm a student representative.

[01:32:21] I have a very nerdy election website and I don't see how it would how a small technology team would would be able to capture every little detail for that to be something that's accessible to people. I also don't see how when you have just a multitude of sites that would continue to be created, legitimate organizations as well, that would just be completely inaccessible to a wide variety of students.

[01:32:45] We are already living in a county in which the intrusiveness of our system on students is so severe that there are so many things that students can just not access right now. I mean, I had an English assignment today where we had to use our word count and our analysis, and I couldn't access word count, that was blocked.

[01:33:04] So I think we have already gotten to a point where we have gone too far in this direction of restricting technology, at least at the level of high school for students. And if anything, we really need to be going in the other direction. So that's why I think it is, frankly, I think it is an overreaction that is occurring right now to the worries and fears of technology that we are going in this direction where we wanna further restrict what is already so restricted.

[01:33:32] I'll also briefly touch up again on the metal detectors because they haven't gotten any better. And I will not waver on the fact that I think as a whole, fundamentally, they were a bad idea and they continue to be a bad idea.

[01:33:47] And I believe that the county had the best of intentions with protecting the safety of students and the same goes with technology. But at the end of the day, with both of these systems, I think what has inevitably resulted is the stripping away of dignities for our students. Because we are now in an

environment where every single day when we go to school, we're being screened to make sure we're not a threat.

[01:34:06] And I do not see how the minute level of potential risks we are averting with these, especially considering how easy they are to bypass, are somehow going to overshadow the limits to our academics as students are still being late to class with the long lines.

[01:34:22] The fact that our relationships with teachers are still being damaged because you have administrators and teachers that are serving. I mean, this has already been brought up tonight, but I do not think the solution to that is to employ a bunch of, you know, security officers, because I think at the end of the day, that's not feasible.

[01:34:40] And I don't want to live in a world in which, like, for example, I spoke to try to learn more about this with school divisions that have done this successfully. I spoke to a student rep that was formerly in the city of Alexandria, and he told me in their one high school, by the way, that they had, you know, triple the amount of SROs we have, triple the amount of SSOs, and they have a security officer guarding every exit at their school. I do not want to go to school in an environment where that is the case. School should be a welcoming environment for us. We should be able to go in and not have to prove that we are a threat to the people that we are, you know, being taught from, to our peers. That is not the

[01:35:16] environment I want to go in, and I do not see how that is actually keeping us safe at all. My peers do not see how that is keeping us safe at all and so I think frankly this the implementation of these and just them as a whole have just been a bit reckless and it's like we're scrambling to try to solve all these issues now and they just can't be solved because as you know as already mentioned we would be sinking how much like countless amount of money into these to try to just make them slightly less terrible when I think the much more feasible and reasonable and productive way that we could solve these is by getting rid of them.

[01:35:53] And I understand that that's politically a little bit of a difficult thing to do, but with the interests of students in mind, it is the best thing to do. I do not think these should be extended. I think the decision to extend them to middle schools was also not a great one. And I think that with how these metal detectors have tied into the other issues that have been pushed a lot by parents with when you talk about the whitelist concept the current technology restrictions we are i think what has happened right now is we are thinking too much about what parents want and not about what students want because students do not want this they want an environment that is safe that is welcoming and that is innovative thank you very

[01:36:33] much have a good night thank you i now call dr reed to give a presentation from the dais on academic matters yeah thank you madam chair this evening we're going to talk a little bit about the accountability outcomes and kind of where we're looking at the Virginia Department of Education's recent release of the school school accreditation and school performance and support framework so we're also going to look at our divisions annual statewide assessment outcomes as a backdrop for that so in

[01:37:12] September of 2024 the Virginia Board of Education adopted a revised state accountability system. This separated evaluation for school accreditation from school performance towards student outcomes. Results for the new system were reported for the first time last December, based on data from the 24-25 school year. The most recent accountability data we're reviewing tonight was released Wednesday, October 7th, and reflects data from last school year. So in terms of the school accreditation, I'm excited to start

[01:37:48] off the report by sharing that for the second year in a row 100% of Fairfax County schools are fully accredited and I will say it was quite exciting I know several of our staff are on the webinar with our I believe state superintendent and Fairfax County Public Schools did get a shout out for having a hundred percent of our schools fully accredited so that is a testament to the hard working students staff and families in our school division while the revised school accreditation system assesses compliance with specific operational requirements several of these requirements are closely connected to

[01:38:26] student success such as course offerings instructional programs and school improvement monitoring again I think this is a great data point I want to thank our principals our educators in the classroom our drivers and lunch folks custodians all of our staff our family liaisons everyone that's had a role in supporting our young people because this is a data point I think we can be proud of. A growing number of our schools have been recognized as distinguished, which is exciting. I think that at this point we have 75% of our

[01:39:03] schools in the top two categories, which are either distinguished or meets expectations, compared to just 70% statewide that are found to be distinguished or meeting expectations and our number of distinguished schools alone increased to 56 percent this year compared to 38 percent last year again this is due to the large to the hard work of our staff and our educators and again a data point we can be proud of in terms of looking at annual pass rates I'd like to briefly share some of the annual pass rate data from these

[01:39:39] assessments of course we're going to be digging into these much more deeply as part of strategic plan reports that are yet to occur. So let's take a look for a moment at our annual pass rates for two-year reading outcomes. Overall, the reading pass rates, we see that every grade or every group has made some slight improvements with the exception of our Asian students and white student population groups that have remained flat. These improvements have brought our reading pass rate to 80 percent, which is our highest rate as a division in six

[01:40:12] years. And that is good news, and it is an upward trend, and we still have work to do as we want to consider making sure that our reading continues to improve. When we look at the table and graph on this slide, this looks at our 2026 multilingual reading by level data. Overall performance in reading is 33% on the SOL rates, but they continue to rise as students gain English language

[01:40:46] proficiency. So our former students who are multilingual, as you know, as they gain English proficiency within the past four years, they tend to outperform our division overall rates. So this continues to underscore the importance of providing our students with the time to acquire English language proficiency. As we look at mathematics, I think it's important to note that every group, again, made slight improvements between 2025 and 2026, with the exception of two groups whose rates remain flat. Again, this resulted in an overall pass rate of 80% for

[01:41:24] the division, and honestly, this is an increase of 19 percentage points since 2021, which is exceptional progress. Again, data points we can be proud of. When we look at our annual pass rates for our 2026 multilingual math students, this is similar to the pattern from reading with former multilingual learners achieving at a pass rate of 84%, which surpasses the division average of 80. Again, it illustrates the importance of supporting students in attaining English language proficiency because the academic impacts live long beyond. Next, let's take a look

[01:42:01] at the annual pass rates for science, as we look at our science data, it's helpful to remember that unlike reading and math, these that are tested every year in grades three through eight, and typically once in high school, science tests are only given once in elementary school, once in middle school, and one or two times in high school. Every grade has made, or every group has made slight improvements, with the exception of several groups that have remained level. This again puts our division science rates at 76%, which is an 11% gain since 2021, and a fourth straight

[01:42:41] year of improvements. If you're noticing a pattern, each one of these, we are improving, and that is important. The trajectory is moving in the right direction, and I think as a flywheel, I think Jim Collins talked about, once that flywheel is catching, I think we're going to see the progress accelerate.

[01:42:58] Finally, as we look at our pattern in science for our multilingual learners, again, you're going to see progress and the importance of the goal of maintaining support for language learning support. Later in our Goal 1 report, you'll see more specific data around our multilingual students.

[01:43:18] So, Madam Chair, this concludes tonight's Academic Matters. Thank you. Call on Mr. Moon. Thank you. Thank you for the presentation, Dr. Lee.

[01:43:33] Just a couple of questions. First of all, related to Slides 7, 9, and 11 of our multilingual students, I understand the state does not have comparable statewide data.

[01:43:53] Is that something that we can request for state to start providing? I think we certainly can, yes, sir. And I think that we can drill down into our data. I didn't, I know the team had some preliminary comparable data, but we really will have to spend a little more time and probably, but we can, I think we can.

[01:44:15] The reason that I'm requesting for those data is going back many years, my recollection is that for lower level ELP multilingual students' performances were relatively lower than statewide.

[01:44:32] That's my recollection. I'm trying to see whether that is still the case, or we are just comparable compared to the statewide data. And if there is a discrepancy between statewide data and ours for any level, I want to see why that is the case and what we can do to help reduce the gap.

[01:44:56] So that is why I was requesting for the data. That is first. Second is, in as much as we applaud the fact that this goes to the slide number four, where our percentage is above statewide by 5%, 75% versus 70% on slide number four, I am still concerned about the 25% who are below meeting expectations and why that is the case, what we are doing for those 25%.

[01:45:32] that's my question to you yes sir and I think that we in terms of those schools that are requiring extra support this is by and large extra support for students with disabilities and supporting their academic achievement in some cases we've had students who've because of some shifts in expectations at the Commonwealth level have been moved into different into the SOL track too and I

[01:46:08] will also say and dr. Anderson mentioned this in our legislative platform the expectations around achievement scores in some cases particularly for our students with disabilities has really shifted and the targets haven't necessarily been clear at the beginning of the year and I could ask miss Huffman Vetras Huffman to comment further on that.

[01:46:32] Vetras, would you add anything to what I was sharing, please? Yes, those thresholds for identifying the schools for targeted assistance do shift every year. It's not a target that is communicated

ahead to schools, so there's not that opportunity to plan and be strategic in the supports that are offered.

[01:46:57] But they are really based on a norming process annually, and this year they increased substantially, up to more than 20 points for our high schools on average, and at varying levels for elementary and middle schools as well.

[01:47:16] Those impacted then the numbers of schools, both in Fairfax and across the state, that had that federal designation. In Fairfax, we had 31 schools that would have been Meets Expectations had they not had that federal identification because the federal identification lowers their rating by one level.

[01:47:37] So they moved from Meets Expectations to Approaching because of the federal identification. Thank you for providing that additional information. I think the same information, if you could somehow, at least as a part of a footnote somewhere, so the public could have a better understanding of what the data is really saying.

[01:47:59] Thank you. I appreciate that. Thank you. Dr. Anderson. Thank you. That was actually one of the points that I wanted to make, but before I get there on slide two, where we talked about the school accreditation, I do want to commend the fact that every single one of our schools is accredited, that is a huge lift, especially given some of the other components that we've talked about very recently. One of the things that I want to be clear is that I don't think we're afraid of accountability. I myself, I seek it of others, but the framework under which our schools are held accountable is just inherently unfair.

[01:48:37] And just to be clear, it's not just Fairfax County public schools, it's every single school district and the Commonwealth. So this is an opportunity for parents, teachers, families, students, oh he's gone, students to really make their voices be heard on this issue because in my mind's eye the way that this is being calculated not only is it not transparent it is not predictable as any measures should be but it also serves to always create an underclass. You can't grade on a curve. If everybody moves up everybody moves up and you have to celebrate that.

[01:49:10] It shouldn't be that even though you are all the 90-plus, those that are 90, you're still considered to be the run of the litter. For me, that is inherently a problem. But I do want to speak to some of the pass rates on these documents here.

[01:49:26] And, again, we're moving in the right direction. But I worry a little bit, not I worry, I wonder if we've plateaued a little because some of these moves are incremental. Granted, it's better than the other direction, but we're talking about one or two points, particularly in areas where I know we've put a lot of effort.

[01:49:45] Can you speak to that a little bit? So I think that one of the things we have to recognize is that a number of variables continue to shift, even as we do this work in an attempt to stay focused, disciplined, and moving forward linearly, which is to say, in the time of these last several years,

[01:50:08] The standards have shifted, we've had new curriculum, the test map has shifted, the cut scores are shifting, the criteria upon which we're being measured has shifted, our multilingual learners' time to assimilate and be able to utilize language and be assessed in language has shifted.

[01:50:30] So the fact that we continue to make incremental progress and move in the right direction with all of those changes at the same time, I think is really an exemplar and a heroic achievement by our staff and students. I think it would be fabulous if, as a commonwealth, we could keep something the same

around our reading, math, writing, science standards, our expectations, our test maps, our scores, So we could really be thoughtful and planful in a disciplined way year over year.

[01:51:07] Because that's what real improvement relies on, not so much, it relies on a solid foundation and not so much a constant shifting landscape. So I really applaud our staff for their discipline and their impact.

[01:51:24] And I think, as I mentioned earlier, there's a flywheel effect that as we begin to get traction on certain strategies, that we will accelerate the improvement. Thank you. I appreciate that. And, of course, you're not going to be surprised by my mentioning of my concerns regarding the achievement gaps across our subgroups.

[01:51:47] That continues to be a persistent and consistent data point. And so while we're, again, making some growth, but there are some groups that need to grow at a much more accelerated pace. Yes, ma'am. Thank you. Ms. Dixit.

[01:52:05] So I'll just pick up from where Dr. Anderson left off, is I do see that improvement, obviously, that is going in a good direction. But yes, definitely a pace has to be a little bit more than the other groups, especially with kids with economic disadvantaged families.

[01:52:24] We know that at home they're not going to get that support. Are we providing any intentional extra support to these students, especially from low-income families? Well, in particular, our schools that qualify for Title I resources do receive extra resources in that sense.

[01:52:44] I think we're working on a variety of strategies, but it has continued to be a persistent challenge in terms of moving student achievement for certain groups of children.

[01:53:01] But as I said, I think that we're on the right path. Recall that this is year three for benchmark, so if students started with us in kindergarten, they would be through second grade by now, not yet to third. So we're going to see the full impact, I think, of some of our initiatives over time.

[01:53:20] It doesn't happen in year one or two, and the fact that we have some of the highest data in five or six years, I think, speaks very well of the efforts and the theory of action. But, you know, even as Mr. Becerra said tonight, we're constantly evaluating that theory of action, and we need to adjust where necessary to get the outcomes we expect.

[01:53:42] Thank you, Dr. Reid. This is slide four, and everybody I know, my colleagues have talked about this, the school which needs intensive support. Are there any commonalities between the school in this category? And what support is being provided to these schools to improve?

[01:53:59] So I'm going to pivot to Ms. Huffman to talk about those similarities again. And then I think Ms. Roman can talk a little bit about what the Chief of Schools Office and the Regions are doing to support schools specifically.

[01:54:15] So, Ms. Huffman. Thank you. Yes, these schools that are in need intensive support for this year, All but three of those in that category were, again, initially placed in the approaching expectations category and were then lowered by one rating because of the federal identification for targeted support and improvement.

[01:54:41] The final three schools were identified last year at a more comprehensive support level, and they have maintained in that area those three schools are our alternative high schools who, as we know,

are serving a very unique and very specific population that requires additional supports.

[01:55:04] So the supports that those students are receiving are going to look a little different, and the performance that we're seeing at the moment under the current framework is reflecting as a needs-intensive support level. And I'll just add that our needs-intensive support schools this year was reduced by 36%, so we had 22 schools last year.

[01:55:27] We have 14 schools this year, so we did see a good reduction there. In terms of the support they get, many of these schools are identified for what we call project momentum supports so they do receive monthly visits from members of our school support teams regional leadership teams to provide support to the teachers and instructional leaders in the building thank you and and i will just say this um the growth of ml learners like from first to four and then the past ml learner learners is like the most uh a positive accomplishment I'm seeing in the slides.

[01:56:04] And I think if we can provide more material in the language of the MLL learners through technology. I know some people don't like the use of technology in education, but I think here it could be useful for them if they can get the programming in their language and do better.

[01:56:28] Thank you. Yes, ma'am. Thank you. Ms. St. John Cunning. Thank you. First of all, I want to say congratulations and lift everyone from our teachers to, you know, people in central office.

[01:56:48] To have all of our schools accredited is really something that everyone should be proud of. This involves a lot of hard work across the board. But one of the things that I want to lift up that one of my colleagues also lifted up is my concern with the state accountability requirements now for our multilingual learners.

[01:57:08] And I will be a broken record because the window used to be 11 semesters, which aligns with what time it takes for someone to actually acquire a language. Now our multilingual learners, their SOL scores will count after three semesters, which boils down to 450 days.

[01:57:29] And I would challenge anyone to learn a language in 450 days and then be able to express their content. So some kids may know the content, they may know the math, but they're going to be tested in English.

[01:57:46] And that's not going to demonstrate their knowledge. And the one thing that people don't understand, it's not even like 450 days of intensive language learning like you would do at a State Department. The kids have recess, they have music, they have art, they have PE, they have all the other things that go on in a day that make it a fulsome day for kids to be able to integrate and be able to practice those language skills.

[01:58:14] So that is something that I think we all have to go to our state legislators and say, let's be fair, because it's not going to reflect what our kids really know and the strides that they're making. So that's just one of those things that I will consistently talk about, because it's not fair to our students when they see scores that might indicate that they are failing when they really aren't, and it's not fair to our teachers. And I'll go back for a question. Do you want to go back? Ms. St. John Cunningham, would you like to go back?

[01:58:52] Go ahead. So she's saying it's 240 days. Either way. Either way. So, or 270 days. So, okay. So maybe, you know, regardless of whether I speak English or not, I have issues with math. So what I do want

to, what I do want to talk about is that as we're making these strides, I want to see how, particularly some of our groups that are maybe not making those strides,

[01:59:29] like what kind of benchmarks and what kind of supports do we have during mid-year where we can catch where the kids are and we have to add those extra supports to them? How does that work for our students? So, Ms. Broman? Well, we do have mid-year testing where it is kind of more of a formal time as a screener to identify growth and areas of opportunity.

[01:59:52] But in our schools, we do have more frequent assessments, in language acquisition as well as content and unit assessments and other smaller formative assessments so that we're able to diagnose more quickly what the academic need is and provide those supports. Thank you and again overall I just want to applaud everyone but I just want people to understand that how we're measuring our students is not fair and how we're measuring our teachers is not fair and so that does not reflect what really is happening and our accreditation is not really reflective of what's happening in our classes. All right, I'm

[02:00:31] going to take a quick turn. Dr. Reed, in Seattle, did they move the target on you? Did they change the rules on you? Not as frequently. No, ma'am. Okay. I just want to reiterate what my colleagues have said so well, which is that the framework is inherently unfair. It's not predictable. It's not transparent, and the variables continue to shift.

[02:01:00] I'm thinking of when I loved archery and health and PE. As an archer bends his bow with might, but if you move my target, I will never hit it. And the lack of transparency, I think, is the most challenging thing, in addition to what my colleague has uplifted about our multi-language learners not having the time to truly acquire language.

[02:01:24] And we will continue to advocate for them to take tests in their native language that are not English writing reading tests assessing their English but assessing their knowledge of chemistry and history and things like that. So I do see that Dr. Anderson just turned her line on for a go back.

[02:01:41] So Madam Chair, I just want to be really clear that the thresholds for school identification across levels increased an average of 9.5 points. With the average thresholds, as Ms. Huffman just shared, for high schools increasing an astounding 23 points.

[02:02:01] This is year over year. It's when, for you to talk about the archery, I think about aiming without having any idea where the target is, to be honest. - But you got it on the board. - Right. - I mean, I think that's an excellent point, is that with all of this adversity, with all of this lack of transparency, we are still doing extremely fantastic work, and not knowing what the assessment's gonna look like or the cut score, Our kids are learning enough to maintain, and that's a credit to ECRI, to Benchmark, to a lot of things that we're doing with our numeracy and literacy skills, and to our teaching core out there, who are amazing.

[02:02:41] We definitely have among the best teachers. But thank you for that. I neglected to uplift the fact that that part was wonderful. But great point. Dr. Anderson for a go back. Thank you. Just something came to me. A few years ago, I know the state had plans to implement a process by which student growth can be evaluated over time.

[02:03:02] Whatever happened with that? Is that shelved in process? - So they did implement a system of that sort into this current accountability system. There is a growth component that is included at the elementary and middle school level.

[02:03:21] It's looking at SOL scores for that student from one year to the next year. And looking at it in terms of the amount of progress that that student's score has changed from year to year. That's another area where we will be seeing a change in the system and a change in the rules for this upcoming school year.

[02:03:41] So we're looking forward to learning what that new system might look like as we go into the new year. - Okay, thank you. Second part I'm not super happy about, but the first part, can you speak a little bit to how did our schools perform or do we even slice the data in that way to be represented in the same subgroups when it is related to growth rather than just straight passing?

[02:04:10] So we do receive student group information by indicator. So we would be able to provide the student group data for those growth categories based on the SOL year over year. That's something that we could provide for your reference.

[02:04:26] That might be interesting, particularly As we see some of the, I'm just thinking some of our harder to move groups, I'd like to see if there's growth for them across the year. That can just offer a little bit more, not confidence, just a little bit more sunshine into what can often seem a very difficult situation.

[02:04:52] Dr. Anson, if you'd like to ask one more question, I'm happy to. one more. It was just a second part because I'm also wondering with the cut rates being changed in a year or two years? This year. This year. Oh wow okay. This year I thought we had a little bit more reprieve. Should we also be tracking student performance with the original cut scores just so we have that in the back of our minds? If we were to remain steady how would it look? What would be

[02:05:29] the landscape for our students versus what we know we're going to get with the new cut scores because that is so much more unpredictable because they're different with every grade level in every subject so it's really going to have to be a chasing game here for everybody who wants to understand these scores thank you I'll just weigh in dr. Anderson I think that's something that as we think about our strategic plan goal reports and tracking our progress over time that we're wrestling with how to articulate that clearly that that change in cut score is going to have an impact on our on where we land next year so yes I think we're going to need to think about reporting sort of two ways to the board and to the public

[02:06:07] I think it seems to staff at times that it's tantamount to running a 100 meter race and as we're running you know you start the sprint and you move and you train for a certain distance and then you never seem to get to the end of the race right because the the end line continues to move so thank you action item 7.01 certification of a closed meeting compliance in order to comply with section 2.2-3712d of the code of Virginia is necessary for the board to certify that since the Fairfax County School Board convened a closed meeting on October 22, 2026 to the best of each

[02:06:46] member's knowledge only public business matters lawfully exempted from open meeting requirements and other and only such public business matters as were identified in the motion convening the closed meeting were heard discussed or considered by the board during the closed meeting if a board member believes that there was a departure from the requirements of this code of Virginia section please describe generally the nature or type of procedural violation you allege without disclosing the confidential subsubstant content of the closed session discussed before the board takes a vote on the motion to certify closed meeting compliance miss Marin I

[02:07:23] will vote no okay miss Marin believes can you describe the nature of the type of procedural violation that you allege without disclosing the confidential substance? I believe that updates about project deliverables for operational initiatives can be discussed in public without incurring risk to the school divisions resources or reputation. Thank you. Do I have a motion to start if I close meeting compliance? Ms. Anderson, do I have a second? Mr. Dannon. All those in

[02:08:00] favor? Ms. Anderson, Mr. Moon, Mr. McElveen, Mr. McDaniel, Ms. Dixit, Mr. Dannon, Dr. Anderson, Ms. St. John Cuning. I don't see Mr. Frisch. Mr. Frisch is a yes. Mr. Frisch is a yes, as am I. All those opposed. Ms. Marin, I believe it passes. It's 10-1-0-1. Thank you.

[02:08:32] All right. 7.02, action time, confirmation of action taken in a closed meeting. Closed motion number one, I call Ms. St. John Cuning for a motion. I move to deny the school reassignment appeal of a student who was found responsible for a Title IX sexual harassment violation and to confirm the disciplinary decision of the division superintendent.

[02:08:54] Is there a second? I second. Ms. Anderson, all those in favor. Ms. Anderson, Mr. Moon, Mr. McElveen, Mr. McDaniel, Ms. Dixit, Mr. Dannon, Dr. Anderson, Ms. St. John Cuning, Mr. Frisch, and myself, all those opposed.

[02:09:12] Abstentions? Ms. Marin, clerk read the vote. 10-0-1-1. The motion carries. Thank you. I call Mr. McDaniel for a motion. I move to the school board authorized legal counsel to settle the matter discussed in closed session according to the terms and conditions discussed therein. Is there a second? I second. Ms. Anderson. All those in favor? Ms. Anderson. I'm so sorry. I just, I know. I'm trying to understand what I'm

[02:09:46] voting on. We had two legal issues and both of them carried a recommendation because I only see one here. Thank you. All those in favor, Ms. Anderson, Ms. Marin, Mr. Moon, Mr. McDaniel,

[02:10:22] Mr. McElveen, Ms. Dixit, Mr. Dunn, Dr. Anderson, Ms. St. John Cuning, Mr. Frisch, and myself. I believe that's unanimous for board members present. Madam Chair, may be recognized? Yes. Without objection, may I second it as was expected? Yes. Will we change the seconder, Madam Clerk, to Ms. Marin? And I want to clarify that was Mr. Dannon, not Mr. Dunn, correct?

[02:10:43] Mr. Dannon, correct. My apologies. Okay. 7.03 Action Item Strategic Plan Goal 1 Report. Strong start pre-K-12. I call on Dr. Reed for a presentation from the dais. Thank you, Madam Chair. And good evening, members of the board and the public who are watching.

[02:11:05] Again, we held a work session on October 6th where we had the opportunity to have a much lengthier conversation and discussion about our Goal 1 report. And tonight, I'll simply be sharing highlights from that report and the discussion we had. A reminder that we have five goals in our strategic plan.

[02:11:25] And goal one is our strong start, pre-K to grade 12. There are six measures for goal one. And tonight's presentations are going to highlight the pre-K experience and English language acquisition.

[02:11:41] So let's take a look at this pre-K experience first. On the key findings for 25-26, if we can go to slide five, please. Thank you. There are several positive data points to share tonight.

[02:11:57] We do see that we have more students entering kindergarten that have had some type of a pre-K experience. And note that the data point is increased by nine percentage points since our baseline. This is driven in large part by our pre-K expansion here in FCPS and the ongoing investments that the division

has made in pre-k we're also seeing greater levels of inclusion for pre-k students who have disabilities the importance of pre-k readiness was really discussed during our work session each fall we assess the readiness of our kindergartners in the areas of reading

[02:12:36] math and behavior and as you can see from the image on the screen students with a pre-k experience, our students in the yellow bar, are much more likely to demonstrate readiness in these three areas as compared to our students who did not have a pre-k experience, which in this case is the blue bar. It's almost half again difference or twice the likelihood of success. We have seen larger increases in the percent of our kindergartners entering.

[02:13:08] year, 83% entered with pre-K experience, which is, again, 9 percentage points increase since the baseline. There's been progress for all student groups with double-digit progress for some of our student groups. When we look at the slide 8, we note that the growth we're seeing in pre-K experience is really driven largely by more students accessing FCPS pre-K or our Fairfax County Virginia Preschool Initiative sites. Since 2021-22, the percent of kindergartners who had a

[02:13:43] pre-K experience with us or VPI has grown by 10 points. And again, this is a reflection of the board's investments in pre-K. As we increase pre-K access, we are also resolutely committed to providing more inclusive settings. We track our pre-K inclusion data using targets established by the Virginia Department of Education as a part of our special education performance report.

[02:14:11] For the 25-26 school year, we anticipate we will meet the state target with a pre-K inclusion rate of just under 37%. This is significant progress in this area over the past few years as we've never met this target before. And, you know, when I think about our schools fully being accredited, meeting targets we've never met before in our pre-K inclusion, Again, I just want to share how grateful I am to the hard work of our educators, our pre-K educators in these areas.

[02:14:43] It really has been a lift, and they've been up to the task. So reasons that families have given for not accessing pre-K in the past year, we ask families during kindergarten registration why perhaps they might not have had a pre-K experience.

[02:15:01] Last year, just over 1,000 kindergartners lived in our county prior to kindergarten and didn't have a pre-K experience. About half reported this was their preference as a family. About a quarter reported a logistical barrier that might include cost, location, transportation, or the hours of the program.

[02:15:20] And another quarter did not provide a reason for their student who didn't. So this helps us understand a bit that the unmet need in our community last year was estimated to be between 260 to 500 students.

[02:15:38] So there is a note that indicates also that 900 families didn't live within our county a year ago to have participated in pre-K with us. So, in slide 11, we focused on four strategies to strengthen these experiences of our pre-K learners, and you can see the four strategies on the slide.

[02:16:01] We continue this theory of action through this year. Now as we move to our English language acquisition aspect of our goal one, we're going to discuss our multilingual learner progress, and as a reminder, just to those watching, Fairfax county public schools educate approximately one in four or one-fourth of all the multilingual learners in the Commonwealth of Virginia.

[02:16:28] So as we look at slide 13, one of the things that we can see is that our former multilingual learners or those students who have actually had time to gain English language skills continue to outperform the division on standardized assessments.

[02:16:45] We have made substantial growth in our multilingual learners meeting state standards for language acquisition. This rate has increased by 15 percentage points from baseline. And we're also seeing gains in our students reaching full proficiency and exiting services. Our next chart reinforces why we have prioritized English language acquisition for Goal 1 and shows the percent of students who pass both reading and math SOLs in 3rd and 8th grade by their English language proficiency level. And as you can see on the chart, students

[02:17:20] with a higher level of language proficiency are much more likely to pass the assessments because they have a better grasp of the English language and the assessments are in English. So as we look at the next slide, how we measure the progress each year, the English language skills are assessed through the WIDA assessment.

[02:17:41] This evaluates skills in reading, writing, listening, and speaking. The state sets expectations for our multilingual learners to make regular progress toward English proficiency each year with the ultimate goal for students to successfully exit services in the next slide we do continue to see strong gains overall and across student groups on this measure all student groups have improved from the baseline with most groups making double-digit progress I mean these are data slides that are pretty solid when every group is making progress so I just

[02:18:17] really again big props. I know Rich Polio, Dr. Polio is here from our ESOL office and I will say that one of the strongest partnerships over the past year has been with our region staff and chief of schools office and our ESOL office and instructional services and when our teams work together with a common goal and work with our school-based educators that's when the magic happens. And so really props to those teams. Very proud of their work. So the next slide demonstrates

[02:18:50] that last year 17% of our multilingual learners demonstrated proficiency and exited the multilingual learning services. That rate has increased by 7 points since the baseline. And it's not a data point we'd ever really probably expect to see close to 100% as we don't expect students to exit when And they're really just beginning to acquire English skills.

[02:19:14] At the work session, we looked at the data for the 24-25 year, and this slide shows newly released data on progress and proficiency for FCPS, the state average, and other large divisions in Northern Virginia. Our rate of progress continues to exceed the state average and is within range of other divisions in Northern Virginia.

[02:19:36] Our rate of proficiency continues to show a similar pattern. So as we look at the next slide, we also talked about the four strategies that the division is using to support language acquisition.

[02:19:52] And you can see these on the slide, and again, they continue to be strategies we use today. So Madam Chair, this concludes our presentation of the highlights from our much more in-depth discussion that we had at our recent work session.

[02:20:08] So thank you and I'm happy to take questions and so is the team that's here. Thank you. I call on Dr. Anderson for a motion.

[02:20:25] I move that the school board accepts the goal one strategic plan report for school year 2026-2027. Is there a second?

[02:20:42] I second. Ms. St. John Cunning. Dr. Anderson, would you like to speak to your motion? Yes, briefly, because I think we've had many bites at this apple from being meeting managers WHEN WE DUG INTO IT INITIALLY, AS WELL AS THE VERY EXTENSIVE WORK SESSION, AND I LOVE THIS DATA A LOT, SO IT'S SOMETHING I GET INTO.

[02:21:03] I DO ACCEPT THIS REPORT, BUT IT IS CHALLENGING TO ACCEPT THE DATA THAT IS REPRESENTED IN THESE REPORTS, BECAUSE THE THINGS THAT ARE THE MOST IMPORTANT TO ME, AND OF COURSE OTHERS AS WELL, BUT THE THINGS THAT I ALWAYS LOOK AT CONTINUE TO PERSIST, WHICH IS THE -- which are the persistent and consistent achievement gaps of some of our groups.

[02:21:29] I appreciate the progress that has been made in a lot of areas, particularly our multilingual students. That is great. But I am concerned because as we look at data set after data set generally, the achievement gap is not closing. And the growth that is being made, I get a little concerned because now we've just rounded the third set of reports, also counting the baseline, and we only have three more years to go.

[02:21:59] And so I really am concerned as to whether or not we are going to achieve what was set out at the onset of this strategic plan, because in three years, some of these data are really, really, really concerning. And so those are the things that just keep me awake because I know none of these kids have two years at that level because we know their performance opens doors.

[02:22:24] We know what it means for our schools when they are rated in the way that we just discussed a little while ago. We know what the great school's comparisons are. So the burden is heavy. The sense of urgency for me is high.

[02:22:40] I do want to say regarding pre-K kindergarten experience, I want to end on this note, which is we have taken a burden, I think, in FCPS that is not mandated. It's the right work to be done because we know the impact that is had when students have pre-K experience, but there's not the funding for that.

[02:23:04] So we are literally trying to scrounge up pennies in order to fill the gaps. And even then, we talked about the wait lists. There are many people that we have not-- many students-- that we have not been able to serve for a number of reasons. So essentially, what this last piece is a plea for the state and other powers that be to create universal pre-K and to fund it, because the Fairfax model is always going to be insufficient, because there's no dollars for it.

[02:23:32] Again, while I accept this report, there are some highlights, but some parts really just continue to break my heart. Thank you. Ms. St. John Cunningham, would you like to speak to your second? I will, and we'll echo what my colleague echoed.

[02:23:47] I mean, I know that there was a lot of hard work that went into this report, and Dr. Reed only highlighted a small portion. But the work, the data, everything that's in here is just really remarkable. And this talks about overall the positive gains for our students from pre-K through 12th grade, by comparison how we are our metrics are higher than anybody else in the state and that's something that we can all be proud of the 17 the 15 percent point increase from baseline for our multilingual learners in terms of how

[02:24:24] they're doing is remarkable but I too am concerned about the achievement gaps that we have for certain groups and we really have to be intentional about how we can support our students. I know that the will is there. I know that we have teachers that can help our students and just trying to identify what the barriers are, what's happening that is creating that gap for our students. And as a former family liaison, I can probably point to some that are not necessarily situations that are occurring in our schools and that we have to

[02:25:01] address other situations that some of our families face but i think that with it's our responsibility to identify that maybe partner with community organizations partner with parents to see how we can support those students so that they too can thrive as i know so many of them eventually do so i'm glad to see the progress that we're making but i really want us to focus on those achievement gaps because our every every single student deserves to reach their full potential and I and I know that they can and I know that we have the

[02:25:35] will to let's just work on identifying how we can help them thank you mr. moon thank you madam sure I just want to point out one important fact that just for the public I think we board members will understand this but public could get confused when we vote on this motion that does not necessarily mean that we happy with everything that has happened or not happened. It is, as the agenda item stated, the purpose of annual goal reporting is to provide an up on the

[02:26:15] progress towards the goals. It is whether we believe the report provides those updates or not, that is what you are voting on. Not necessarily we are all happy with in every you know every possible areas so I'm supporting this you know I'm voting for this the report approve this report because it does provide necessary information for the board to take a further actions thank

[02:26:47] you mr. Dannon good evening yeah it's really great a lot of good stuff in here but I want to lift up the the students that are not meeting some of the metrics right because yeah it's easy to look at numbers and say yeah we've had certain successes and so forth but we're recognizing in some cases we're talking about thousands of students that aren't quite meeting the targets and so I recognize you and your team are working very hard to help bridge those gaps and obviously we're committed to doing what we can for that. I also want to talk about the inclusion as well because looking at the numbers is pretty stark to see where we were a

[02:27:24] a couple years ago and in pre-k and this is one of those things that you know we're if we had trillions of dollars we would solve everything but we don't and so i think making this a priority has really um will pay off down the road making sure that we're inclusive in our pre-k setting so appreciate that i hope also that we can work with our local and state partners to continue continue to expand access um and same thing for the english language acquisition work i really really empathize with these kids that are dealing with so much and then on top of that the language barriers and so forth so are there additional resources

[02:28:02] that we haven't yet discussed that could help us meet these targets or other places where they're doing it really well that we could help support these multilingual learners thank you I think that's a good question I know that we've partnered with a number of other divisions we've taken a look we've done visits we've done study groups and I think that one of the things that I think we're seeing is as you recall this is the first time we've purchased reading and writing materials for our multilingual learners the benchmark

[02:28:42] Express and as our staff have become more comfortable with those materials I think those are making a difference as well as our GLAAD strategies they're the professional development for educators has been extraordinary. And so many educators have taken their time to participate in those sessions. And that work really is transformative for our multilingual learners. So those are just a few examples. I don't know if you want to, Dr. Polio, do you have anything? Yeah, sure. Do you want to find a microphone or pop up quick?

[02:29:19] you have to sprint. While Dr. Polo is talking again, I just want to thank him, his department, and his collaborative work with Ms. Verlman. So, Rich? I don't want to repeat exactly what you said, but I'll just highlight what you said again. So, three things I would say. Number one is that we have introduced, through K through 12, we've introduced new basal resources for English language development and we started two years ago with three years ago really with Benchmark Express and now the last two years with middle school and high

[02:29:56] school and those are reaping I think tremendous rewards and our students are making we're really making sure we're focusing on reading writing listening and speaking it's not as much we focused I think in the past so much on reading and now we're really getting into that language development side of literacy growth secondly as dr. Reid mentioned we have much more training and whether it's project glad or psyop but we're also training our classroom and content teachers so we have we've trained hundreds of teachers almost over a thousand teachers and project glad strategies really strategies that

[02:30:31] enhance language throughout the content mathematics social studies science so students are not only getting English language development during ELD time but also during content time and then third I'll just say the collaboration with our office office of school support and the regions has been tremendous so that and that with our principals so our principals have become really super leaders of multilingual learners they're learning the strategies themselves they're doing a great job of supporting their teachers giving all teachers what they need to provide help to both the students and to our multilingual learner families so I think that's also also last thing I'll say is that we've

[02:31:11] We've increased the number of ways that we can reach our multilingual learner families, both with talking points, with Propio, which is another system where our schools can speak with multilingual learner families right after school if they need to, on the phone, with a translator.

[02:31:29] And then talking points, of course, sends text messages back and forth between families. So those are the areas that we're really working on. Yeah, the talking points functionality was really interesting when I heard about it earlier this year. A little bit of a segue to that, you mentioned principals and with it officially being Principal Appreciation Month.

[02:31:46] I know early in your time you spent a lot of work improving our principal evaluation system. I also recognize principals are the quintessential middle managers of our schools and maybe our society and appreciate all the work they do. Can you talk a little bit about how you're holding principals accountable for meeting some of these goals?

[02:32:06] Yes, sir, and thank you, Dr. Polio. Ms. Roman, do you want to talk a little about our region offices and the initiative to work with our principals? Yeah, absolutely. So our regions really spend a majority of their time in schools supporting principals, checking in on their goals.

[02:32:21] Many of our schools do have SIP goals in relation to many of the metrics we saw today, but also goals specifically set for a multilingual learner. So they'll have periodic meetings to look at data and progress. When we're not seeing the progress, we're hoping to see coming up with new strategies and revising kind of what those actions look like.

[02:32:40] But a lot of that accountability, and I would say coaching and support, happens through regions, through ongoing school visits. I appreciate that. And I'll just add briefly, so goal 1F talks about transition points, and so I'll save these for, I think, February's discussion.

[02:32:57] But I'm curious to know what we're doing specifically at grade 3, grade 8, Make sure kids have all the resources they have at those transition points so that we're not just pushing kids further down the line without having accountability and so forth. So thank you. Thank you.

[02:33:12] Ms. Dixit. Thank you, Dr. Reed, for the presentation. It was very elaborate, and I know many discussions have happened. But I will just touch on one thing, I think. The reason for not accessing pre-K 2526, that's slide 10 number 10, and you mentioned 1060, kindergarten residing in Fairfax County did not have experience, and 52% of these family reported preferring home care, and 25% of their family had some other barriers, and others did

[02:33:47] not say. So I was, I know this is the exact thing we discussed last year in this presentation was there, and you had shared some ideas how we can reach out to these families. Did anything happen to reach and give them some materials or home visit, anything for that sort?

[02:34:08] So I know that there were a lot of efforts around kindergarten registration, which I believe we start very early now in particular. Ms. Hall, do you have any input on what the Family Resource Center did in terms of outreach? Thank you.

[02:34:25] The Family Resource Center sends out information in terms of outreach for kindergarten registration. It's also, pardon me, and preschool. I will double check on the preschool, but, you know, I think through communications, we also share information on enrollment and registration.

[02:34:51] Also through the Family and School Partnerships Family Academy page, it's done. So it's on multiple levels that that happens, but we can get more detail to you. Thank you, Ms. Hall. I know Ms. Neal also has several strategies that we collected.

[02:35:07] Ms. Neal? I think I would just add that we do offer several programs for families who are not necessarily accessing pre-K, but have other programs such as HIPPY and the like. and so we do have families who are connected to those types of programs when there may be a preference they may not make our income eligibility requirements there may be other circumstances for families not accessing pre-k and i i ask this because i think those are the families who can't i won't say all of them somehow they can't afford pre-k outside uh you know this public school system and maybe there's a wait list in our not everybody could get to our pre-k as

[02:35:45] well so um you know i don't know if we can work with county or any program because i think pre-k still sort of comes into like a combined um fairfax county and fcps uh initiative because i i know those kids coming in early or if they can't they can't right like but if if we provide some material for them to work in in the school and some home visit bring them for some work summer camp like you said, I think it'll be a great difference when they come to kindergarten, so otherwise I'm really

[02:36:21] pleased with the numbers, but I will say like obviously there are ways to improve, there always is, but that's what we are doing here in FCPS. Thank you. Thank you. I'll just take a quick turn and uplift that as well. I am very proud of the work we've done to create access for pre-k because we're waiting on the state and the fed to do the right thing and pay for universal pre-k so i still have that dream um a girl can dream so hopefully that'll come all right i will call for the vote uh for the motion on the screen all those in favor

[02:36:55] miss anderson mr moon mr mcdaniel miss dixit mr dannon miss st john cunning mr frisch dr Anderson, Mr. McIlvain, Ms. Marin, and myself. I think that's unanimous. Thank you. 7.04, action item award of contract, synthetic turf field replacements at Anandale High School and South

[02:37:22] County Middle School. I call on Dr. Anderson for a motion. I move that the school board award a contract for the synthetic turf field replacement at Anandale High School and South County Middle

[02:37:46] school to Field Turf USA Incorporated in the total amount of \$580,385.97 and \$1,337,257.60 respectively and authorize the division superintendent or the chief operating officer to execute, deliver, and administer both contracts on behalf of the school board.

[02:38:16] Is there a second? I second. - Ms. Anderson. Dr. Anderson, would you like to speak to your motion? - I would not. - Ms. Anderson, would you like to speak to your motion? - I would. This has come a long way in terms of we've been working hard to try to get to a place where we could work through some issues with the county, with the park authority specifically, to make sure that we could replace these fields up to the standards that we're trying to hold for a number of different reasons.

[02:38:45] Safety for kids is obviously the highest. And we haven't quite gotten there yet, but we do need to make these replacements. So I guess the question that I would ask Dr. Reed is, what are our next steps here? Well, thank you, Mrs. Anderson.

[02:39:02] I have been in communication with the county about the practice fields and the turf replacement for our practice fields. And I know that Mr. Gordon has been clear that we've got to make a decision to get these fields, the turf replaced for the fields to be safe enough to be used for the coming year because they've really reached their end life.

[02:39:29] And I do think that we will continue to work collaboratively with the county, with our park authority, the athletic council, in looking at surfaces that are safe and an optimal temperature for example in our hotter and hotter summers and the ability to lose use less resources less water those types of things to keep with our green goals so we I think we'll continue to collaborate to see what's possible for future surfaces moving forward. Dr. Reed if the county

[02:40:03] decides to not adopt the same procedures that we have including for their own fields is there a possibility that we could kind of like the dentist how they really just cover the expense of a filling up to the silver amalgam rather than having it be the nice porcelain fillings that we're all older you know most of us don't have silver left in our mouths however I'm just wondering whether or not we can have them provide and then because there are fields that we could potentially kick in the extra amount that it would take to get to the infill that we're trying to use

[02:40:39] I think that's an interesting question. And I think I still have silver fillings, but I may be a different generation. I think it's an interesting question. I know that our fields are on a fairly tight

replacement cycle. Some of the new surfaces and new infill that we're using actually extend the life of the field.

[02:41:00] So I think as we collaborate further, we may find that the cost differential is really negligible given the extended life of the fields. And I think when those costs are really negligible based on maintenance, support, and length of time, I think we may actually get to a place where it's really an equivalent cost over time.

[02:41:24] Okay, and that's where I'd hope we would get to. I guess my other question, being that I am a parent who actually has students that are on these fields all the time, or this particular field all the time, I'm kind of wondering whether or not, is there ever the possibility if we get to a certain point that we're able to actually change the infill even though we haven't changed the turf?

[02:41:50] And so is there an infill replacement if we could ever get to a place that we weren't just using rubber? I will defer to Mr. Gordon in general, but what I will also say, our most recent major competition field at West Springfield High School is actually a turf with no infill.

[02:42:10] I know. I'm very excited to get out there and see it. It's a tremendous field, and it has tremendous possibility in that the grooming is not as onerous because there's not continuous infill that needs to be turned around. The watering is negligible.

[02:42:26] The temperature is optimal. And with the e-layer, it really provides a very close to true turf field. So I think ideally we're moving towards even artificial turf with no infill.

[02:42:45] And I know that in particular our very youngest turf runners, I know our families would prefer no infill given the amount of infill that comes home in little cleats and little shin guards and so forth. And backpacks and purses.

[02:43:02] You would not imagine the places that I've found it in my house. So I am supportive of this. Although I would like us to, as we move towards the next set of fields that we're looking at, I would like us to continue our conversations with the county to determine whether or not there's a path forward that at least can get it to the standard for ours.

[02:43:22] We don't have to dictate, obviously, what they're doing on their fields, but I would like to see what we can do about planning out how we can make sure that it works for us. Thank you. I'll take a quick turn. I, too, am going to support this, but with an asterisk, because I think that we need to do better by our kids and make these the safest as possible.

[02:43:43] So I will now call for the vote on the main motion, which is on the screen. All those in favor, Ms. Anderson, Ms. Marin, Mr. Moon, Mr. McElvey, Mr. McDaniel, Ms. Dixit, Mr. Dannon, Dr. Anderson, Ms. Sejan Cuning, Mr. Frisch, and myself. It's unanimous for board members present.

[02:44:02] Agenda item 8, consent agenda are adopted rules of parliamentary procedure. Robert's rules provide for a consent agenda listing several items for approval of the board by a single motion. Many items listed have gone through board review and documentation has been provided to all board members of the public in advance. Items may be removed from the consent agenda at the request of any board member prior to the meeting. The consent agenda items on the screen.

[02:44:25] Is there any objection to approving the consent agenda? Seeing and hearing none, objection, the consent agenda is approved. Nine, agenda item nine, new business, the following are new business

agenda items. there will not be a vote on these items this evening, but action is scheduled at a future meeting.

[02:44:42] 10, board committee reports. I call Mr. McElveen for a report on the audit committee. - As always, the audit committee had a robust meeting where we discussed aspects of the annual audit plan and other issues that have still yet to come to the board.

[02:45:02] I look forward to bringing them forward at a later date. - Thank you, I call on Dr. Anderson for an update on the legislative committee. Yes, just very quickly, I want to share that the legislative committee has met twice very recently. Most notably, on October 15th, we held our legislative agenda, our legislative briefing, at which part we invited lawmakers to come and speak to us about their priorities so we can be more constructive to them in the formation of their bills.

[02:45:30] And I just want to say a big thank you to the very many lawmakers from the General Assembly and from Congress who joined us on that meeting. and we continue to have those meetings for those who were not able to make it on the 15th. We held two today.

[02:45:45] And so I'm very grateful for their time and energy. And the board will be receiving a summary of all of that feedback in order for us to meet our goal and purpose, which is to provide information instead of chasing them after things have been set in Richmond in order to make our voices be heard.

[02:46:07] And I think we are also more intentional as a board to involve-- and that came from Ms. Dixit during last week's meeting, work session-- to ensure that we are involving our PTAs, our parents, because we need the collective voice in order to really be heard in Richmond to impact the things that influence the experiences of our students and our schools.

[02:46:31] Thank you. Thank you, Dr. Anderson. Agenda item 12, board matters. Next, the agenda, Ms. Board Matters. I'm sorry, I will go back to agenda item 11, Superintendent Matters. I call on Dr. Reed for Superintendent Matters. Thank you, Madam Chair.

[02:46:47] I want to apologize to Lisa Pilsen. I did not see her earlier this evening, but she was here. She just left, but she leads our early childhood work. And I really want to thank her for her support of our inclusion initiative.

[02:47:04] Ms. Pilsen has worked tirelessly as we've added preschool classrooms, coordinated with principals, coordinated with various offices, and really appreciate all her work this year. So I'll make sure I connect with her tomorrow. The biggest news I feel like I want to share is that we have officially been designated a Purple Star School Division.

[02:47:25] This is huge as a school division. And in the last several years, we made a commitment to achieving 100% Purple Star status by this year, and we've done it. And again, I want to thank our principals. I want to thank Ms. Youngblood-Hall and her team, and Ms. Broman and the team in the region offices, all our principals and staff that worked so very hard to make this a reality.

[02:47:52] And we really treasure our relationship with our military-connected families and our military-connected youth. I also want to give a big shout out to our finance office led by the intrepid chief finance officer, Lee Burden, and her staff for again earning the meritorious budget award from the American Association of School Business Officials International for its 26-27 budget.

[02:48:19] Again, this recognition, it's a national recognition, celebrates our commitment to a clear, transparent, and high-quality financial reporting and dedication to responsible stewardship of taxpayer dollars. So very excited about that.

[02:48:36] A number of school visits, like many of you, and activities. And I will tell you that the middle school runners have had a great fall. The golfers at Langley and Robinson have had some tremendous success.

[02:48:52] The volleyball teams that have had the pink outs to support breast cancer research and awareness has been very poignant, honestly, and just really appreciate the care our young people have for so many initiatives in such a thoughtful way.

[02:49:07] Also, last week, I had a chance, as we've been working more closely with different embassies, to meet with a group of young diplomats from Israel who are here visiting the United States, both in D.C. and New York. And they shared a number of ideas and thoughts and had questions about our educational system.

[02:49:27] And so just really have a lot of high hopes for our future. So thank you, Madam Chair. Those are topics for this afternoon or this evening. Thank you. All right. I call on each board member to speak about board matters, starting with Mr. Frisch. Thank you. One of the benefits of being away is that you get to go first for board matters.

[02:49:51] I don't think we've had board matters in months, but I appreciate my colleagues for getting a meeting done so quickly. But it's been a busy few weeks. I recently had an opportunity to attend Providence Fall Fest, Supervisor Palczyk's big event with hundreds of community members and other local leaders connecting with constituents. That same day, I was able to go to the McLean Firehouse to open house. So it's great to see the push in for the new fire truck there and see all the kids really excited, not only about that, but about face painting and everything

[02:50:29] else. And it's been a busy football season, going to homecoming games at McLean and Marshall and Falls Church and others. Nearly rained out of Marshall's homecoming, but grateful that the weather eventually let the team play. And of course, the state's been won. So very excited about that. And I also recently had an opportunity to attend the Green Fairfax Environmental Summit, which was very informative, and it was great to see such a great turnout.

[02:51:01] Looking forward to big homecoming games this weekend for Oakton and Woodson, and I will leave it there. Have a good one. Thank you. Safe travels home, Mr. Krish. All right, next for board matters is Ms. Mairn. Yes, I've been enjoying the fall, especially this week of activities, but last week I was able to visit Aldrin Elementary and attend the applesauce-making effort by our 36-year veteran teacher, Ms. Kaiser.

[02:51:35] And last night, Langston Hughes had their trunk retreat, which was the most attended I've ever seen including my kiddo who gave me a wave as he continued onward to other trunks. There was a big line dancing effort and a big costume contest. Tomorrow morning, I appreciate us ending early because tomorrow morning bright and early Senator Saddam Saleem is hosting a town hall meeting for area elected so I look forward to attending that to foster collaboration among we all trying to represent the people. And then I'm hosting some residents connected with Hunter Mill Schools on their work in the upcoming weeks. So next week, it's the Dads for All DMV, calling all dadvocatees,

[02:52:11] that is really intended for dads who are involved or want to get involved and know more how to help their kids and advocate at school. So my staff director is actually helping with this, and that should be a lot of fun. That's on Thursday. Oh, no, it's next week. Look at my newsletter for we're into. And then also Sophie's Light. This is an organization with the genesis being by a FCPS teacher whose niece was abducted years ago and believed to be trapped in human trafficking, beginning with online encounters. So Sophie's Light has emerged as an educational approach to

[02:52:50] educate kids and adults in age-appropriate ways about safety online. So we're hosting a workshop up Thursday, October 29th, 5:30 at Thoreau Middle School in Vienna, so that will be an interesting and new event. And then there's the Halloween parade in Vienna, never to be missed, and I'm looking forward to having some more joyful experiences to finish off the first quarter.

[02:53:13] It has been pretty rough hearing about the stories of classes not having their teachers in place, and I know it weighs a lot on some people worried about their jobs, worried about their kids' teachers. So I'm glad to have some other things to look forward to as the first quarter wraps up. Thank you. Thank you. Mr. McElveen. It's been so long since we've done board matters. I don't know what. So I want to thank my dear colleague, Dr. Anderson, for all the work that she's been doing on the legislative program this year. Truly transformative. And it

[02:53:52] Having done this work for many years, it's definitely the best I've seen, and we had the opportunity last week, I believe, to meet with all of our legislators, really in a tour de force of conversations, which was, again, nothing like I've ever seen before.

[02:54:11] I was also happy to join Chair Lady at the Skyview Aquatics kickoff, which was really a powerful event. And kudos to Dr. Reed and Dr. Ivy and the team for all the work they've done to pull that program together and look forward to seeing students around the county learn to swim.

[02:54:35] And finally, I'll just mention last Friday, Mr. Dannon and I had the opportunity to ride in the Lake Braddock Secondary School Homecoming Parade, Mr. Moon this year. Last year, Mr. Moon drove the golf cart with me in it.

[02:54:52] They forgot to make him a banner, so he was just my driver last year. So anyway, but it was a lovely experience as always. And we got to also inaugurate the new Lake Braddock Bears in front of the school. So if you haven't seen them, fully restored, fully repainted, beautiful, beautiful work.

[02:55:11] Thank you. Great. Mr. Gizit. So, yeah, I'm a little out of practice with board matters. But, you know, I also was in the community and school. And one other thing I celebrated last weekend was Centerville Day, which is an annual event.

[02:55:30] And all the community from Centerville come together and just celebrate the history, the culture, and just network with each other. and i was part of the parade as well um i went to stem fest which is was an event um and uh with my friend who's uh shika dikshit who was here today for stem from stemology and the wonderful event hosted uh in south county high school and brings a lot of students together to explore robotics coding engineering a lot of hand-on activity so it was well attended and hopefully you know we'll

[02:56:05] to it in other schools as well. I was part of the the impact awards to celebrate FCPS employees who exceptional contribution towards the division's strategic goals so congratulations to everyone who was who got the award that that night. We I was also at the aquatic program at the skyview high school and

it was a great initiative and it just helps to get kids get acclimated with water especially if they don't have the experience and how to be how to be safe and there was different

[02:56:40] stations going on it was really good to see that event with miss lady and um nfc pistine i think i i think mr mcleeven i think i missed you there i came maybe later yeah and i was at some ptsa meetings um met with the parents of intentional tech and other other parents as well i wanted to congratulate the popular tree elementary band teacher kelsey seep on receiving the june 2026 and quarter summer 2026 fcps case award missy was nominated for creating inclusive welcoming

[02:57:17] environment for all students in her bland band classroom her compassion dedication and heart provides a safe space where students are all of all abilities are valued and belong and i would continue, but I just want to say, I wanted to congratulate to everybody who has, I have acknowledged some people that have a whole list of go, but I'll put that in my newsletter.

[02:57:45] And have a good night, and see you again. Bye-bye. Thank you. Mr. Moon. Thank you, Madam Chair. Mr. McElveen, you remember last year I was happy to be your driver at the parade, and then I would have been happy again this year, except that I was traveling out of country i was visiting as you remember that my native country of korea it was a short trip but still 13 hours of difference i'm somewhat gel-legged whenever i travel to my native land i pack so much into my schedule that that there's just so much that i could share with you but i'm

[02:58:25] only given three minutes so i'm gonna share with you just a couple of things and one of the things that I did was visiting a top-notch high school in Sejong City. The name of the school is Sejong Academy of Science and Arts. It's a magnet school drawing students from entire nation.

[02:58:48] In high school in Korea, it's only three grades, 10, 11, and 12, and each grade has only 90 students, even though it's a public school, it's a residential school, they draw top students from the country. And out of 90 students, 60 of them go to the top school known as Seoul National University. And I had a conversation with the principal, Kim, and the principal was very much interested in exploring opportunities to collaborate with some of our high schools.

[02:59:26] and I will share that information with you when I meet with you tomorrow. Another thing that is another exciting thing that I did was to support one of our students who participated in an Korean speech contest is a second year Korean language student, non-native speaker, attending Robinson Secondary School as a junior, but he takes a Korean language class at Fairfax Academy. And he joined other speakers of all different ages from 26 other countries,

[03:00:05] including about 100 from Korea and participated and did a great job. And, you know, non-native speaker just participating in a speech contest like that in and of itself is a great accomplishment.

[03:00:22] but he received an outstanding speaker award. I'm happy to report to Dr. Reed and Madam Chill that I have worked with this young man over seven months, meeting every two, three weeks, and just going over his denunciation, pronunciation, and sometimes working on the text of the speeches, but I really enjoyed supporting him.

[03:00:48] Thank you, Mr. Manon. I'm sure that young man is very pleased and proud to have done so well giving your tutelage. So I appreciate that. Mr. Dannon. Good evening. Yeah, I want to start off and just recognize the amazing, I'm biased, but the amazing Braddock District principals.

[03:01:13] I am biased. I have yet to meet one who wasn't outstanding. I mean, my gosh, some of the things that these folks do and the hours that they work. I said before, their principals are the quintessential middle managers and help everything run in our school division.

[03:01:29] And I really love getting input from them. And I find that it's often very direct and honest, which is extremely helpful for our work. So we had a great ACSD meeting last week. Gosh, it's all running together.

[03:01:44] But moving forward to take some really actionable steps. I want to thank first the folks who have signed up to volunteer this year, especially the new folks, as well as Chair Carolyn Hayden for all of her work to make an impact with ACSD.

[03:02:01] I really enjoyed my first homecoming parade. We never had homecoming where I was growing up, so I got to ride in the back of a truck with my daughter and throw candy out, and it was awesome. It was the highlight of my week to get to do that, especially with her. I hope she's asleep by now. also had a pta pto roundtable and got to go to bonnie bray yesterday and talked to some members there and kudos to them for really increasing the membership this year um i also want to shout out after that i got to go to the um cheerleading competition at lake braddock and we had multiple

[03:02:36] braddock district and braddock district adjacent schools competing and kudos to the robinson team for winning the patriot district good luck to the other teams for the rest of the year And this coming Sunday, I'm holding a virtual, ironically, so EdTech Town Hall as we work towards our reviewing those policies and governance next week.

[03:02:57] So with that, I will end and maybe we get back home in record time tonight. All right. Thank you. Dr. Anderson. What is this? Academic matters? What? We're doing board matters. Okay. I do want to start by thanking the members of MSAOC with the last two meetings have been very informative. They shared a very terrific, terrific article regarding academic redlining, and it's one that I will be forwarding to the board because it's a great opportunity for reflection. And most impactfully is the last meeting we had Judy

[03:03:36] Howard, who had been a member of MSAOC for decades, and she was part of the inaugural group. 33 years ago, MSAOC has been an advisory committee to the school board. And just hearing the history upon which that entire association was founded has been fascinating. But the most poignant component of her presentation to us is that the same issues that were being raised 33 years ago continue to be the same issues that stand today. So to me, that's

[03:04:11] little bit of heartbreaking and it just continues to fuel the urgency around the work that we must do to close those achievement gaps. We can't chase that for 33 years and not see tangible results. So thank you for Judy and thank you for MSAOC for all of your hard work. I have been very impressed with the committee thus far and I'm glad to be your liaison. I do want to spend a little little bit of time highlighting um the principals because it is principals month um and i'm sorry that we didn't have many here but nevertheless i want to lift some of your work um as mr dannon

[03:04:50] said the mason district principals are the best ones so i do agree with that 100 and i want to highlight some of the things that have happened with them in the past few weeks i was at glasgow yesterday with principal barrow as well as supervisor jimenez doing some planting of milkweed and irises really getting dirty because it was quite wet and but i really also had the opportunity to hear some of her

work and some of her vision for the school those are just some really hard working folks i also met with principal lee oh the newest principal i believe to the mason district

[03:05:27] at Braddock Elementary. Again, when I walked into her office and she had all of her data charted on the wall, I was in hog heaven because that is my thing. So right away, I know that we're going to be really in San Compatico in terms of where we want our kids to be. I also had the opportunity to visit with Principal Badia at Addendale Terrace. And wow, the work that they're doing in reading. Dr. Reid, I had the chance to see the ECRI work in play. I just implore all of

[03:06:01] you to go speak to their team. Nina Bloom, the reading specialist, they are doing such great work. And I do want to say this because there was the pause on Lexia for pre-K to K. They have substituted it with such wonderful activities that I've asked Principal Badia to please share those activities with the other elementary schools. And if I may, I do want to just highlight one last thing regarding principals. Last Friday, I was with Mr. McElveen, as well as many other

[03:06:36] folks here at the staff recognition and just kind of memory, just coming together to memorialize Principal Lyre. Her family was there. Many, many, many principals were there to speak how much she touched their lives and such pointed comments that were made, including from Mrs. Vroman, who worked with hers and known her for a long while. And just the message was that she was that fierce advocate for kids, quite in her own way, depending on who you ask. But nevertheless,

[03:07:10] just a fierce advocate for all kids. And I just wanted to end on that note, as well as say happy nuptials to Ms. Froman. Yes, okay, we'll celebrate that. It's worth celebrating. Okay, thank you. Ms. St. John Cunning. Thank you. Well, I really have to say that Franconia has the most fantastic, fabulous principals, and I really want to acknowledge them for Principal Appreciation Month and thank them for everything that they do. Their leadership really does shape the daily experiences for our students, families, and staff in every school and I am so

[03:07:49] proud to work alongside with them and to help them support their students. I want to recognize Nathan Sorensen for being named September Cares of the Month employee. He's a music teacher at Bush Hill who was reassigned, which left a vacancy in Bush Hill, but during his lunch hour he has been going to Bush Hill on his own volition to make sure that instruments are ordered and and that student questions are answered and filling out all the administration paperwork.

[03:08:19] So those students are not missing a beat until the new teacher comes on board. I had several school visits and meetings with principals, including Principal Giron at Lewis last week, where I also attended the student-led Hispanic Heritage Celebration, which was amazing.

[03:08:35] And yesterday, I introduced Supervisor Lust to our new Edison principal, Simmons. We had a very productive meeting. In the afternoon, I paid a short visit to Jessica Statz at West Potomac. And then at Mount Vernon Woods, I met two Olympic swimmers who taught the third graders about water safety.

[03:08:55] Principal O'Neill missed the lesson because this week she rewarded the kids for having good attendance and let them all bombard her with water balloons. So she ended up drenched, but very happy. Last week, I attended the When We All Do Better Economic Mobility Convening with my colleague, Sandy Anderson, which focused on supporting families in Fairfax County.

[03:09:22] And the percentage of families in Fairfax County that would be devastated with an extra bill of \$400 is amazing. But all the research and all the work that they did, one of the things that they highlighted

was the importance of the partnership with schools, the importance of family liaisons to provide resources to those families.

[03:09:43] I look forward to working with the community organizations and the county so that we can strengthen those relationships. In terms of our upcoming events, on Saturday, Groveton is celebrating 150 years of being a school, one of our oldest schools, so I invite everybody to come out and celebrate.

[03:10:02] It's from 10 a.m., and there will be a whole day of PTA-sponsored fun, including family soccer games, face painting, food stands, and crafts. The staff there has worked really hard to make this fun. I'm really looking forward to going to see Seussical tomorrow at Edison Theater.

[03:10:19] I've heard that the kids have had a lot of fun putting this together, and I'm going to take my mom to watch this. And at the very end of the day, I'm really enjoying these crisp days. This girl from El Paso, Texas never had a fall, and seeing the fall colors is just amazing to me.

[03:10:36] so enjoy following you all. Thank you. Ms. Anderson. It's been a busy couple of months, so much so that you guys keep talking about what you've been doing, and I was like, oh wait, I did that too. So just a few things though. I've been able to visit a bunch of schools, Sangster, White Oaks, Orange Hunt, just to name a few that are my elementary schools, and check in with principals about what's going on in their communities. As everyone has said, I believe that Springfield principals are amazing. I'm not going to say that they're the best, I'm just going to say they are part of the fabric that makes all of our principals so amazing across the county. I look forward to all of the school visits I have planned for

[03:11:15] the next month during Take Your Legislator to School Month, so we have a bunch of cool stuff planned. I joined several of my colleagues, as Ms. Dixit mentioned, this weekend including Supervisor Stork and Dr. Reed at the STEAM Fest, STEAMology event at South County High School this last weekend. It gets all my ideas running about things that we can do to get more STEAM opportunities in the hands of our kids.

[03:11:42] I had the opportunity to join two community participation meetings, both at Key Middle School and Franklin Middle School, regarding the academic advanced program expansion that we're working on. Staff did an amazing job of walking through what that's going to look like and gave the community a chance to share some of their concerns and excitements about the expansion possibilities. A huge congratulations to all the recipients of the FCPS Impact Awards. Springfield staff was out in force from Centerville Elementary School, Burke School, Lake Braddock Secondary, Rocky Run Middle School, Irving Middle School, South County High School, Union Mill Elementary

[03:12:22] School, Waples Mill Elementary School, Willow Springs, and Woodson. There are a lot of Springfield schools. I am super excited about my own family's plans for our How to Train Your Dragon Trunk next week in Silverbrook's Storybook Block Party. It's their first trunk retreat, and I'm super excited. I'm dressing up as toothless, and my husband is going as stoic, so it's going to be awesome. I'm looking forward to the first meeting tomorrow with Mr. McDaniel of the joint school

[03:12:58] board and board of supervisors pedestrian or traffic and pedestrian task force. And last but not least, a huge shout out to the Robinson Secondary Schools golf team for winning the region six golf title. Go Rams. But I will have to explain or I will have to have chair lady explain to me why this is significant but I know that it is but the team scored 297 with six players which is sounds impressive but I'll get some updates about why that's

[03:13:32] cool later so thanks so much mr. mcdaniel thank you and not to weigh into the competition between the magisterial representatives but as an at-large member I will say I believe all of our principals across Fairfax County are the best. It has been a very busy start to school in the last few weeks from Centerville days to PTAs to other PTAs. As Ms. Anderson mentioned we're starting our work on the Joint Pedestrian Safety Task Force tomorrow and I will be at Senator Saleem's local officials Town Hall as well and Herndon Homecoming this

[03:14:11] Saturday. Two items of note: this morning I had the unique opportunity of taking advantage of one of the perhaps lesser known things that our schools offer, which is you can donate a car to our auto tech program. So I donated my old, somewhat reliable, somewhat not BMW to the South Lakes High School auto tech program. And when I walked in the classroom, I said to the teacher, Dave Turley, who's a really, a very good auto tech teacher, said I donated a car. And the kids got really excited. And he said it was a BMW. And they said, Oh, never mind, that was a joke.

[03:14:49] But apparently they're hard to work on, who knew? But anyway, so great opportunity, you can donate a car, and then I learned if they can't fix your car and make money off of it, which because it's an old BMW, that's highly likely, it'll end up at the Fire Department Fire and Rescue Academy where the Fire Department will set it on fire and practice the jaws of life on it.

[03:15:09] So hopefully I'll be able to go see that and knowing this car, it's a high likelihood. In conclusion, I set a goal to visit all 199 schools by the end of my first term. I have only 63 left to go. So making great progress. So with that, good night. All right, thank you.

[03:15:24] Ms. Anderson, that means that your Robinson Rams averaged a 74 because of six golfers, four count, divided by 18. But I will also say congratulations to the Langley Saxons, because they won the state championship in golf.

[03:15:40] I don't know what they scored, but I guess it was better. I also want to highlight the WaterSafe program at Skyview, the kickoff, and thank Dr. Miriam Lynch, who's doing amazing work leading that.

[03:15:56] You know, when I first heard about it, I'm thinking swim lessons. But you get there, it's not swim lessons. It's how to appropriately be prepared for where life was for a boat. It's also the idea that once you can swim, you can do things like play water polo. There was CPR, there was throw, reach, but don't jump if you're trying to help someone who's struggling.

[03:16:18] So it was just fantastic, and I think it's amazing that Fairfax County is going to find a way to run all our third graders through this course. So thank you, Dr. Reed, for your leadership on that, and Dr. Ivy for the great work you've been doing with Skyview. Also want to thank our committees and our committee chairs on this board.

[03:16:38] I will tell you, we're not that far into the year, but there is a lot of work that has taken place, and I really appreciate the leadership of all of our different committees and the members of this board for the hard work they're doing. And saving the best for last, I'm incredibly grateful to the Drainsville principals because they actually are the best in the entire county.

[03:16:59] Just kidding, but you know what I think is fantastic is that we all spend a lot of time with our principals asking very tough questions, drilling down on data, responding to inquiries that we get. And we walk away this impressed with our leadership in this county.

[03:17:18] It's a testament to leadership of Dr. Reed, our Razzes, and the folks who find, recruit, and hire, and train, and support these principals who do amazing work. And our chief of schools, yes, Miss Roman.

[03:17:38] I was very excited to read yesterday at Forestville Elementary. I always had fifth grade. Dr. Reed was with the third graders, but we were kicking off their read-a-thon. I think that's just fantastic. I also had fun this past Friday night celebrating Marshall High School's Class of '96 reunion as I was their counselor.

[03:18:02] And it was fantastic because they were my first seniors to graduate. So that was a lot of fun. I also want to talk about the impact awards really quickly, and I've only got 25 seconds, so Haycock's third grade team that won an impact award. I want to give congratulations to Chief Appleby at Marshall Academy, culinary arts teacher and alum. I may have had him as a student. I have to look back. Chief Appleby is the Virginia's 2026 CTE Teacher of the Year, and congrats to Colvin-Run Elementary School's Patrick Knoll, named PE Teacher of the by the Virginia Association for Health, Physical Education, Recreation, and Dance.

[03:18:35] And once again congratulations to the Langley High School Golf Team for winning the 2026 Virginia High School Class 6 State Golf Championship. Go Saxons! All right, at 10:18 p.m. we are adjourned.



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