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# Fairfax County School Board Meeting, Thursday, May 7, 2026

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- Official meeting video (YouTube): <https://www.youtube.com/watch?v= 39P6EperTo>
  - Official School Board page (FCPS): <https://www.fcps.edu/about-fcps/leadership/school-board>
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Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-10-27. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

**[00:00:23]** The time is 7:03 p.m., and this May 7, 2026 regular meeting of the Fairfax County School Board will come to order.

**[00:03:55]** Please stand for the Pledge of Allegiance, followed by a moment of silence and a performance of the national anthem by the Liberty Middle School Jazz Band under the direction of Joseph Labrie. Pledge of Allegiance to the flag.

**[00:05:20]** One more round of applause for our amazing students.

**[00:06:27]** Clerk, has Mr. McDaniel joined us? Okay, if you guys can let me know when he arrives, then we will go ahead and...

**[00:06:47]** I would like to welcome Nadia Mayers, the Providence District Representative in the Student Leadership Program.

**[00:07:06]** If you would like 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/slash/boarddocs](http://www.fcps.edu/slash/boarddocs).

**[00:07:26]** tonight's meeting is being broadcast on cox channel 99 verizon fios channel 11 and live streamed on youtube and on our website at [www.fcps.edu/slash/live-stream](http://www.fcps.edu/slash/live-stream) tonight's meeting is also being

broadcast in spanish on youtube at youtube.com slash at fcps and espanol agenda item 3.03 educator appreciation week proclamation i call on miss lady for a proclamation Whereas the National Parent Teacher Association established Teacher Appreciation Week to strengthen respect for educators and recognize the essential role they play in shaping our future, and whereas

[00:08:06] the 2026 theme, Teachers Create Magic, celebrates how teachers transform ordinary moments into extraordinary discoveries, turn curiosity into confidence, challenges into triumphs, and classrooms into launch pads for dreams, highlighting the vital contributions educators make each day to support inspire and empower our students and whereas every member of our community can recall an educator who made a lasting difference in their life or the life of a loved one and we honor those individuals not only during this week but throughout the year and whereas high quality public education is fundamental to thriving to a thriving informed engaged society and Fairfax

[00:08:44] County Public Schools remains committed to supporting the successes of every student and whereas Fairfax County Public Schools is committed to recruiting, supporting, and retaining a highly qualified and diverse educator workforce, and whereas teachers and school staff serve as the foundation of our educational system, providing instruction, guidance, and care while fostering safe, inclusive, and engaging learning environments, and whereas educators, including teachers, paraprofessionals, after-school professionals, and related service providers, demonstrate extraordinary dedication as they meet the diverse academic, social, and emotional needs of students,

[00:09:21] and whereas Fairfax County Public Schools educators continue to adapt to evolving challenges, including supporting student well-being, addressing learning needs, and integrating innovative instructional practices to prepare students for the future, and whereas these professionals inspire curiosity, nurture creativity, encourage resilience, and instill a lifelong love of learning in every student they serve, and whereas the devotion, the expertise, and compassion demonstrated by more than 16,000 teachers and thousands of support staff across Fairfax County Public Schools reflect a deep commitment to excellence in education, and whereas the Fairfax County School Board

[00:10:00] recognizes and deeply values the skill, professionalism, and unwavering dedication of all educators and school staff. Now, therefore, be it resolved that the Fairfax County Board proclaims May 4-8, 2026 as Educator Appreciation Week in Fairfax County Public Schools and extends its highest commendation to teachers, paraprofessionals, after-school professionals, and related service providers for their outstanding contributions.

[00:10:25] Therefore, be it further resolved that the Fairfax County School Board encourages all members of the community to recognize, celebrate, and express their appreciation for the educators who make a lasting impact on the lives of the students each and every day. Second.

[00:10:43] Thank you, Mr. Frisch. I will call for the vote. All those in favor, Mr. Frisch, Ms. Marin, Mr. McElveen, Ms. St. John Cuning, Ms. Lady, Ms. Dixit, Mr. Dannon, Mr. Dunn, Mr. Moon, Dr. Anderson, and myself, that is unanimous for all board members present. Agenda item 3.04, School Nurses Appreciation Week Proclamation. I call on Mr. Frisch for a proclamation. Thank you. Whereas school nurses and school health services staff

[00:11:17] are essential members of the educational community who address the increasingly complex health needs of students ensuring equitable access to care during the school day, and whereas school nurses collaborate with families, staff, healthcare providers, and community partners to coordinate care

and strengthen connections between school, home, and community, reflecting the shared commitment to student success, and whereas school nurses understand the critical connection between health and learning and are uniquely positioned to support students' academic success, social-emotional development, and long-term well-being, and whereas Fairfax County Public

**[00:11:55]** schools is committed to fostering safe healthy and inclusive learning environments ensuring that every student thrives and succeeds and whereas fcps school nurses serve as first responders and healthcare leaders providing direct care managing chronic and acute conditions responding to emergencies and promoting wellness for a diverse student population and whereas school nurses play a vital role in advancing the goals of the fcps strategic plan by reducing health related barriers to learning, resulting in improved attendance and academic engagement and achievement.

**[00:12:29]** And whereas in alignment with the One Fairfax policy, school nurses promote equity by ensuring that all students, regardless of background or circumstance, have access to high-quality health services that support their well-being and ability to learn. And whereas FCPS school health services staff contribute to multidisciplinary teams and support creating inclusive, responsive, and supportive school environments.

**[00:12:54]** and whereas these dedicated nursing professionals demonstrate compassion expertise and leadership every day strengthening the health of the entire FCPS community now therefore be it resolved that the Fairfax County School Board hereby proclaims May 4th to the 8th 2026 as school nurses appreciation week in Fairfax County Public Schools and extends its highest commendation to school nurses and school health services staff and therefore be it further resolved that the Fairfax County School board encourages our community to recognize and celebrate the vital contributions of school nurses and to express sincere gratitude for their unwavering dedication to ensuring that every

**[00:13:32]** student is healthy safe supported and ready to learn is there a second i second thank you miss dixit i will call for a vote all those in favor mr frisch miss marron mr mckelveen Ms. St. John Cunning, Ms. Lady, Ms. Dixit, Mr. Dannon, Mr. Dunn, Mr. Moon, Dr. Anderson, and myself.

**[00:13:54]** That is unanimous for all board members present. Agenda item 3.05, National Police Week 2026, Proclamation. I call on Ms. Lady for a proclamation. Thank you.

**[00:14:10]** Prior to reading the National Police Week proclamation, I'd like to recognize several honored guests who are with us this evening. We have Shannon Terranova and her two children, Abigail and Logan Evans, 7th and 8th graders in FCPS. who lost their father, William Billy Evans, of the Capitol Police on April 2, 2021.

**[00:14:28]** I'd also like to recognize Julie Stecco, surviving spouse of Fairfax County Police Officer Frank Stecco, end of watch October 25, 2008, and Denise LaVallee, surviving spouse of FBI agent in charge David LaVallee, end of watch May 26, 2018.

**[00:14:44]** Denise is also a Concerns of Police Survivors Kids Teens Volunteer and the President of the DC Cops Chapter. I'd also like to recognize Deputy Chief Wilson Lee, Fairfax County Police. Please stand when I call your name, if you don't mind. Major Viva Wallace Spaulding, Fairfax County Police.

**[00:15:02]** Captain Ryan Lowe, School Liaison Commander, Fairfax Police. Officer Diaz, representing the Town of Herndon Police Department. I'd also like to recognize the SROs, if you can all stand, and other law enforcement officers who are joining us this evening. And finally, I'd like to recognize members of the

audience who work with the National Police Week as a counselor or mentor through the Concerns of Police Survivors Kids Teens Program who are here this evening, please stand.

[00:15:26] Thank you. I will now read the proclamation. Whereas National Police Week is an annual observance proclaimed by President John F. Kennedy in 1962, dedicated to honoring the service and sacrifice of law enforcement officers across the United States, and each May it brings together officers, families, survivors, and community members to recognize those who have given their lives in the line of duty.

[00:15:55] And whereas National Police Week 2026 will be May 10 to 16 and on May 15 communities will honor fallen officers including the 363 names being added to the national law enforcement officers memorial among them 193 officers killed in 2026 and whereas there are more than 800,000 law enforcement officers serving communities across the United States including the dedicated officers who serve our community and who daily demonstrate courage professionalism and a steadfast commitment to a public safety and whereas the national police Week brings thousands of people to Washington, D.C. to honor fallen heroes at events such as the

[00:16:31] National Police Survivors Conference presented by Concerns of Police Survivors, COPS, and whereas COPS serves the families and co-workers of officers who've died in the line of duty and today supports more than 37,000 survivors nationwide through 52 chapters across the country, and whereas through the National Police Survivors Conference and related programs, including a kids teens program and other age appropriate services provided COPS offers a peer support access to professional resources and opportunities for healing a connection at no cost to survivors and whereas Fairfax County Public Schools values its long-standing partnership with school resource

[00:17:09] officers including officers from the Fairfax County Police Department the town of Herndon Police Department and the city of Fairfax Police Department who serve in our secondary schools as active members of the community of the school community. And whereas SROs support school safety and security by providing visible patrols, assisting with crisis and emergency planning, collaborating with administrators to prevent crime and promote positive school climates, and offering law enforcement assistance when a safety concern cannot be addressed by school staff, while school discipline remains the responsibility of school administrators. Now, therefore, be it resolved that the Fairfax County School Board hereby proclaims May 10 through 16, 2026, as National Police Week and

[00:17:49] encourages students, staff, families, and community members to observe this week with reflection and respect, to honor fallen officers, to support their survivors, and to express appreciation for the law enforcement officers who serve our schools and our communities each day. Is there a second? Second.

[00:18:04] Thank you, Mr. Frisch. I will call for a vote. All those in favor, Mr. Frisch, Ms. Marin, Mr. McElveen, Ms. St. John Cuning, Ms. Lady, Ms. Dixit, Mr. Dannon, Mr. Dunn, Mr. Moon, and myself with Dr. Anderson away from the table agenda item 3.05 honoring recipients of the 2026 first amendment press or free press I'm sorry press freedom award proclamation I call on Mr. McElveen for a proclamation whereas the freedom of the press is fundamental to democratic society ensuring transparency accountability and the

[00:18:43] dissemination of accurate information the first amendment press freedom award is presented to high schools that actively support teach and protect first amendment rights in particular the award

focuses on media programs where students make the final decision on content.

[00:18:59] And whereas, student journalists play a vital role in upholding the principles of the First Amendment, exercising their rights to free speech and press while reporting on issues that affect their schools and communities. And whereas, the student journalists at Chantilly and McLean High Schools were among the 26 schools nationally awarded the 2026 First Amendment Press Freedom Award and have demonstrated exceptional commitment to journalistic integrity, editorial independence and ethical reporting practices. This year marks the 12th year in a row that Chantilly High School has won a First Amendment Press Freedom Award and the ninth consecutive

[00:19:35] award for McLean High School. And whereas these student journalists have exhibited courage, professionalism, and dedication in the face of challenges and obstacles, upholding the highest standards of journalistic excellence. And whereas the recognition of these student journalists serves as a testament to the importance of nurturing and supporting a free and responsible press among the youth of our nation. Now, therefore, be it resolved, the Fairfax County School Board hereby honor and commend the student journalists at Chantilly and McLean High Schools who received the 2026 First Amendment Press Freedom Award, applauding their commitment to

[00:20:09] upholding the principles of press freedom and democracy. Is there a second? Second. Thank you, Miss Lady. I will call for a vote. All those in favor, Mr. Frisch, Miss Marin, Mr. McElveen, Ms. St. John Cuning, Ms. Lady, Ms. Dixit, Mr. Dannen, Mr. Dunn, Mr. Moon, Dr. Anderson, and myself. That is unanimous for all board members. I would like to welcome all those in here in support of the honoring recipients of the 2026 First Amendment Press Freedom Award

[00:20:45] proclamation to please join the board for a photo at the front of the dais. Now just to add we have principals Amy Goodloe and advisors Luke Nguyen and Chris Brown from Chantilly, and from McLean we have Principal Raven Jones and advisors Lindsay Benedict and Megan Percival. Thank you for being

[00:21:00] here. I would like to welcome our distinguished guests and all those here in support of the

[00:22:17] National Police Week 2026 proclamation to please join the board for a photo at the front of the

[00:22:22] dais. I would like to welcome our school nurses and all those here in support of the School Nurse

[00:24:05] Appreciation Week proclamation to please join the board for a photo at the front of the dais.

[00:24:26] I would like to welcome our school nurses and all those here in support of the School Nurse appreciation week proclamation to please join the board for a photo at the front of the dais I would like to welcome our teachers school staff and all those here

[00:25:02] in support of the educator educators appreciation week proclamation to please join the board for a photo at the front of the dais

[00:25:08] chair Anderson that was our last picture agenda item 4.01 community

[00:27:07] participation the next order of business is community participation we welcome all community members who are here and those who have signed up to speak this evening additional information about signing up to provide comments at a school board regular business meetings and public hearings can be found on the school board website at [www.fcps.edu/schoolboard](http://www.fcps.edu/schoolboard). During the sign-

up process community members acknowledged that 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 materials in the back of the

[00:27:43] room. We ask audience members to be respectful of one another. Shouting and outbursts will not be tolerated. Please hold your applause until the conclusion of a speaker's remarks. Audience members may not join speakers at the podium and should remain in their seats, including when recording video or taking photos. We are grateful to all those who have come to speak to us today. Thank you for your cooperation. School board members will be listening, but not

[00:28:06] responding. Madam Clerk, please call the first speaker. Gianna Haken. Good evening. My name is Gianna Haken, and I'm a junior at Oakton High School. When we hear the word education, most people think of opportunity. We think of growth, success, and the future. We grow up believing that school is a place that prepares us for life and gives every student an equal chance to succeed. But what if the system we trust so much is

[00:28:44] actually holding students back instead of helping them move forward? For decades the American education system has followed the same formula: five long school days every week, hours of homework every night, constant testing, and non-stop pressure to perform. Students wake up before sunrise, spend all their day sitting in classrooms then go home only to continue working late into the night somewhere along the way exhaustion became normal stress became expected burnout became part of being a student and yet we continue to hear the same message more time in school means better results but does it really students can students today are struggling mentally more than ever

[00:29:24] before anxiety stress and sleep deprivation are incredibly common among teenagers according to the Center for Disease Control and Prevention lack of sleep and chronic stress makes it harder for students to focus retain information and perform well academically in other words students who are mentally exhausted are not learning to their full potential think about that for a moment if students are overwhelmed burnt out and running on empty then simply forcing them to sit in classrooms longer does not magically create better learning time alone does not equal understanding and the evidence proves it some schools have switched to a four-day week actually saw positive results

[00:30:02] Attendance improved, stress levels decreased, family life became more balanced, but more importantly, academic performance did not drop. Students became healthier while continuing to succeed in school. That completely challenges the idea that the traditional five-day week schedule is the only path to success.

[00:30:20] At the same time, many countries around the world spend fewer hours in school rather than... Student number one.

[00:30:40] Good evening, members of the school board. My name is Michael, and I am a student here at Luther Jackson Middle School. I am here to speak about the increasingly restrictive website filtering on school laptops, which I believe is doing more to hinder our education than to protect us.

[00:30:57] While I understand the need to block truly harmful content, our filters currently treat possible educational research sources the same as social media and video games. For a recent social studies project on the history of American food in the 1920s, Due to the filtering, I wasn't able to access archived articles on the Saturday Evening Post, Bon Appetit, or Food & Wine magazine websites.

[00:31:22] When I was trying to research sources for a project about baseball in the 1920s, I found MLB.com and ESPN restricted and labeled as games or sports. In my opinion, these are reputable, safe sources that provide primary materials and real-world statistics necessary for in-depth research beyond what is available in FCPS online databases.

[00:31:47] By blocking these websites and others like them, FCPS is forcing students to rely on generic, sometimes less accurate websites and this is having a negative effect on our academic curiosity. We are supposed to be learning digital literacy, which means learning how to evaluate content, not just having overly sensitive filtering.

[00:32:08] Please, I ask that the board work with IT to re-evaluate these blanket bans and create a more nuanced and flexible filtering system that supports learning rather than restricting it. Thank you for your time.

[00:32:27] Emma Blair. Hello, my name is Emma Blair, and I'm a 7th grader at Franklin Middle School.

[00:32:42] School computers have always been in my life since kindergarten, when I got my first password. Since then, computers have created several problems in my school. In third grade, Book It! was used to study, but it was a highly addictive game that provided rewards and became such a problem that our teacher banned it.

[00:33:00] By fifth grade, kids were using Google Slides to bully each other based on social status. Now in seventh grade, kids watch YouTube and play shooting games and Five Nights at Epstein at my school, even when it's blocked. Kids keep finding ways to get around blocks. It doesn't really help.

[00:33:15] When kids are done with tests, they immediately grab their computers and start gaming. I can no longer focus on the test that I'm taking because I'm so distracted by the games that other kids are playing. I used to like math, but now most of my homework is on a program called Math Space.

[00:33:32] I freak out every single time I have to work on it because when I get something wrong, it never tells me what I get wrong. It only tells me I didn't get it right. Our teachers are frustrated. I don't think we're learning as much as we could. Kids don't read anymore. Wouldn't the simplest way to get kids to focus on their work and not on computer games be to take computers away. I believe if we simply bring back computer labs or take steps toward it, the anxiety levels will drop and test scores will increase. The classrooms will come back to life and kids will be more engaged. Teachers will be happier and less stressed. I'm asking, all I'm

[00:34:07] asking is for you to consider this. Thank you. Benjamin Johnson. Good evening, board members.

[00:34:33] Good evening, Dr. Reed. My name is Benjamin Johnson and I'm here as a father fighting for my daughter, Leah. Since kindergarten, Leah has been denied the support and services she needs to succeed. Year after year, this has caused her to fall further behind academically, socially, and in communication. This year, as she transitioned to high school, the school refused to update her IEP and failed to create a transition plan. For the entire semester, my daughter has gone without a valid IEP, without the support she is legally entitled to.

[00:35:11] instead the school chose to follow a plan we already rejected at the same time the school continues to push her into a more restrictive self-content setting while refusing to provide proper support

in general education first this has been the same fight since kindergarten i want to thank dr reed for listening and trying to help but after 10 years the system has still failed my daughter my child the violations are clear no updating no transition plan stay put

[00:35:47] not followed service removed wrong placement these are not small mistakes these are decisions that have denied my daughter her right to an education my daughter cannot get these years back i am asking this board to act to make sure the laws is followed and that my daughter finally receive the support she deserves because right now my daughter is still left behind thank you

[00:36:23] these have gone on for 10 years but please um this is not what school's supposed to do they took this child from kindergarten sent her to another school without no iep saying that just do it jennifer chang first of all i'd like to thank you for approving the directive for the superintendent to create an ed tech review committee. At the top of the list and most

[00:37:01] urgent to address are electronic devices and AI. Tonight I'm here to discuss the topic of learning with AI with you. While attending the school board's work session earlier this week, I was very surprised to see that three of the four panelists on the AI panel were vendors, yet no experts in the field of AI governance, child development, or education were present. My first question and many parents first question is why are we only bringing in industry experts who have clear conflicts of interests and stand to profit from the ninth largest school district investing

[00:37:35] in their ai products can we bring in a more balanced panel of experts please in fact one of the panelists from this work session said if i leave you with one powerful idea it's that we need to create containers for safe and responsible experimentation is he talking about our kids experimenting with AI or using AI to experiment on our kids? The fact that I don't know what it is scares me. My next question is, why is there a persistent push for students to adopt AI so

[00:38:11] urgently? Is there any independent research or evidence that generative AI will help our students become more cognitively capable? Or are we feeling the pressure from outside? Who stands to benefit the most from our kids learning with generative AI and will our students be at a significant loss if we wait and see a year or two parents around the country and parents around the county in the country are all asking our schools to roll back the devices at tech and generative AI let's lead at FCPS with evidence-based decisions let's not fall for the fast-paced sales pitches from

[00:38:50] the same tech executives who don't let their own students touch these devices Jeremiah Brooks. Good evening board and Dr. Reed. My name is Jeremiah Brooks. I am a middle school special education teacher at South County Middle School and I am in the inclusion program pilot program for the county. I would like to start off by saying that this far inclusion has been a failure. The reason why is because

[00:39:29] we have not trained our students and our staff in neurodivergence. We have to generate a system of awareness and appreciation for students with disabilities. We have the potential to develop something useful but teachers must be able to build relationships that foster success outside the grading system because all A's are not the same.

[00:39:50] In FCPS, we focus on academics as a staple of success, but we neglect and we do not acknowledge the disability population that is working twice as hard for less of the recognition.

[00:40:05] We have a legal mandate to meet academic standards and strides, but we forget to acknowledge our students with disabilities in the process. of the board and people throughout the region. I ask that you encourage to finance special education as a benefit and not as a strain. We have to learn to respect the work ethic and the hustle of people from different walks of life. Students look, speak, think, and respond differently based on their upbringing, but each student needs to support and acknowledgement of their work as a positive contribution to the classroom. Right now, we spend more time fixing problems than doing what needs to

[00:40:43] be done by funding legal defense and legal fees to support students that have had failed missions of IEP implementations. Students with disabilities are not the problem. Building ideas on the values of just academic performance are.

[00:41:00] The goal should be to encourage students in the best way, excuse me, to encourage students to be the best at what they can be and to collaborate to make their weaknesses their strengths. This is how you prepare the next generation. Thank you. Jason Askew.

[00:41:22] Good evening. My name is Jason Askew, and I live in the Western Franklin Farm in the Herndon area. My son attends Oak Hill. In June, it will be one year since my family chose Franklin Farm, and we chose it deliberately.

[00:41:40] The community, the HOA, the schools, and the neighbors. When Skyview was proposed, we understood a new school built to relieve overcrowding. Close to our neighborhood, that's a reasonable ask, and we accepted it. Westfield, in some of the scenarios we're looking at, was never part of that conversation at five to six miles away.

[00:42:00] It was the furthest high school from our neighborhood, and two closer schools were there, and you had to go through a zone that was successfully advocating to remain at Chantilly. And on the Fairfax County Parkway alone, there's 156 homes that face this with some of those options.

[00:42:17] My neighbors will speak to the eastern side, which is a different current pyramid. Same conclusion. The families on our streets made real decisions, financial, life decisions, based on this community. Community identity doesn't start at high school. it starts at the elementary school where friendships form and where neighbors become classmates where foundations of a school community are built fracturing Franklin farm severs those connections at every level for neighbors who share the same parks pools HOA paths teams Girl Scouts Boy Scouts we're not asking the board to choose our neighborhood over others we're asking to ensure that

[00:42:53] policy 8130 is applied consistently contiguous attendance zones neighborhood groupings, no attendance islands. For Franklin Farm, that standard has a clear answer. We trust the board to find it. And on the western side, on the Chantilly Pyramid, we're not only accepting a sky view, we're optimistic about it. Franklin Farm is exactly the kind of engaged and organized neighborhood that a new school needs for its first years. Don't fracture Franklin Farm. Thank you.

[00:43:23] Telesta Riggs. Telesta Riggs. Lakshmi Anad. Good evening, everyone. I'm Lakshmi Anad. I'm here to convey my opinion on Skyview High School Boundary Drats. First off, I would like to thank you for

[00:43:58] giving me the opportunity to provide my input. I have two kids in the FCPS school system in their sixth and fourth grades at Crossfield Elementary School. They would both be affected by the new proposal, and so would all of their friends in our Franklin Form neighborhood.

[00:44:20] Firstly, the drafts proposed are significantly different than the prior drafts, which is a surprise in and of itself. Secondly, the new drafts split the Franklin Form neighborhood, putting kids in adjacent streets, going off to different schools.

[00:44:39] And these splits are happening across all levels, elementary, middle, and high schools. I also know of numerous families who have moved into the neighborhood for the Oakton School Pyramid that we currently have.

[00:44:56] The county would be doing a big disservice to them by switching them over to the new system at such a short notice. I would strongly urge the county to kindly revisit the boundary system with the primary intent of keeping neighbors together as one cohesive unit.

[00:45:15] This will ensure continuing and lasting friendship for the kids as they move through the school systems along with their friends. Please don't fracture the Franklin farm. Thank you so much for the opportunity. Thank you, everyone.

[00:45:34] Bridget Buck. Hi there, I'm Bridget. I'm here to talk about two quick things today. First is the calendar, but I won't belabor the point because as I know, there's going to be a vote on motion here tonight.

[00:45:53] And I would just like to voice my opinion to you all that please do vote yes on the efforts that have been made by Mr. Dunn. colleagues. So now I'm going to transition over to screens and my largest concern right now is that there is no policy or even guidance on a cap for a time limit a student can be on a screen as young as a kindergartner and that needs to be changed and it needs to be implemented by a tiered scale not a kindergartner and a sixth grader can be on screens for different times of the day, correct? My main concern with this is that the screens are becoming fragmented in the classroom there's an opportunity for us to learn on screens absolutely it's 2026 they're part of our world

[00:46:33] but we don't need to have screens that are used for ad hoc situations such as snack when children should be learning to socialize or dismissal when they should be learning to sit and wait quietly and patiently there should be an opportunity for students to transition between school or class and PE without needing a screen and those are the times that our teachers are relying on screens and we don't have any idea for how long cumulatively in a day they are doing so.

[00:47:02] Screens are a problem for our youngest learners when they are put on a brain break and the screen goes on. They're not giving their brain a break. They're giving their brain a dopamine hit which is going to continue to follow for the rest of the day. So we need to put a cap on the amount of time that students can use screens in the day and we need to be very cognizant about when and how teachers are enabled to do so you all remember movement breaks and brain breaks pre-screens and i think that we can bring those simon says and brain activation activities back to back to the

[00:47:34] schools without needing to put little brains on screens that's all i have thank you rachel blair my name is rachel blair and i am the mother of a seventh fifth and second grader i am here to speak about educational technology and ai first of all thank you for implementing a cell phone policy passing the wait until 8th resolution, and creating the EdTech Review Committee.

[00:48:11] You are listening, and we appreciate that. When you decide curriculum and age limits for one-to-one devices, please consider the addictive nature of gaming, the Internet, and content that activates

dopamine pathways. As a society, we create restrictions around other addictive substances to protect our youth.

[00:48:30] We should do that in schools as well to prioritize our children's mental health. Please be wary of the vision for the future these AI companies are trying to sell you. EdTech made similar pie-in-the-sky promises when they sold us one laptop per child.

[00:48:46] They never said, "Envision having problems with your kids' gaming, attention fragmentation, and emotional dysregulation." There is no reason to bring AI into classrooms when literacy rates and the ability to communicate and problem-solve are already decreasing. It feels like you are trying to put out a fire while simultaneously throwing gasoline on it, teach the dangers around AI without exposing our kids to it, and teach it as an elective in high school first. One of the reasons Gen Z is struggling with higher ability is not because they lack computer skills, but because they lack communication and collaboration skills, perseverance, and

[00:49:23] grit. Parents are overwhelmed as it is and have not caught up with one-to-one computers or cell phones yet. We honestly need more education, communication, and support. Please create a culture where teachers can freely speak their minds without retribution. We need their feedback and expertise about curriculum and devices more than ever. Not having that kind of a culture is a huge disservice to all of us. Let's spend money on paying them rather than on these ed tech

[00:49:51] companies. Bring back math with paper and pencil, handwriting, eye contact. George Becerra. George Becerra. Emily Textall. Good evening. Thank you for the opportunity to speak tonight. My name is Emily Textall and I'm a proud mom of two Crossfield students in first and fourth grades. We live in Eastern Franklin Farm in the area originally proposed in scenarios one and three to be cut out of our neighborhood and reassigned across Fairfax County Parkway. I want to sincerely

[00:50:29] thank Seema Dixit for listening to families in our community and hearing our concerns throughout this process. We deeply appreciate your responsiveness and support. I also want to thank Melanie Marin for being such a fierce advocate for students, families, and neighborhoods. While I am pleased that elementary boundary changes are no longer in scope, I would be remiss if I did not acknowledge the community's frustration with how the process was managed from the start. Families were initially presented with proposed boundaries earlier in the year, only for the process to restart with entirely new scenarios, creating even greater disruption and uncertainty. Many of these proposals split neighborhoods and ignored long-standing connections.

[00:51:05] Even if these proposals are no longer under consideration, the fact that they were seriously proposed undermines trust in the process. This time of year reminds me how grateful I am to be part of such a strong community. We recently attended the long-standing annual Crossfield Navy basketball game, one of the most fun and definitely one of the loudest nights of the year.

[00:51:24] My children were excited to cheer on their school and to reconnect with friends from Navy with whom they play on soccer fields and the pools our community shares. This Saturday, our Crossfield Girl Scouts will attend an encampment with girls from both Crossfield and Waples Mill, continuing friendships and strengthening connections that already exist across our schools.

[00:51:41] One aspect of these proposals that I'm genuinely excited about is the real possibility of Crossfield moving to Franklin Middle School, where we share already strong community ties within the

Oakden Pyramid. Our neighborhoods are more than lines on a map. They're places where children learn together, build enduring friendships, and develop lifelong support systems.

[00:51:59] If the current scenarios move forward, Scenario 2 is the only option that keeps Franklin Farm and Crossfield together through high school, keeps children connected to their communities, and minimizes any further disruption for our families, aligning with the priorities this board and FCPS have committed to. Please don't fracture the farm. Thank you for your time.

[00:52:15] Carlos Paz-Soldan.

[00:52:35] Hello, my name is Carlos Paz-Soldan. I'm in first grade. I'm bilingual. I speak Spanish at home and English at school. Spanish is important to me because most of my family speaks Spanish.

[00:52:50] Last year, I had Spanish class, and this year, I don't. Please give schools enough teachers so everyone has Spanish, because I want to learn all of it. Gracias. Lauren Paz Soldan.

[00:53:16] My name is Lauren Paz Soldan. I'm a Spanish teacher, a department chair, and the parent of two bilingual children in Fairfax, to Fairfax County public school children next year, who I'll have a rising second grader and a kindergartner next year.

[00:53:32] I'm here to ask for meaningful action to improve the world language programming offered, or too often not offered, in our elementary schools. Currently, only 39% of our elementary schools provide any form of world language instruction, including both FLESS and dual language immersion.

[00:53:49] Quite frankly, that's terrible. Like, that's unacceptable. And as you've heard, or you just heard, being in a FLESS school does not guarantee services every year. It's right there in our mission, inspire and empower students to be ethical, global citizens. We cannot fulfill that mission without early and equitable access to world language education.

[00:54:11] World languages build bridges between cultures and expand students' horizons to global opportunities. For heritage speakers like my own children, maintaining their home languages strengthens literacy skills that will transfer directly to English classrooms. Beyond academics, multilingualism is a strategic asset for our nation, supporting military readiness and reinforcing our commitment to the many military families we serve.

[00:54:35] Now, in January, the board met to discuss equity in world language instruction, and we have not yet seen clear next steps. World language instruction is not enrichment or extra. It is a fundamental component of a well-rounded education. I urge the board to invest in, strengthen, and expand elementary language programs.

[00:54:54] This is frankly a huge gap in our children's education. We cannot possibly be a world-class school system without world language education. Thanks for your time. Please play the video testimony submitted by Nahal Jain.

[00:55:15] My name is Nahal and I'm a Churchill Road Elementary School parent. This is my second time talking to the board. I happened to take my nine-year-old for her annual physical checkup and one of the questions she was asked by the pediatrician was, how much screen time do you get?

[00:55:32] Her answer was, none at home but lots at school. This was alarming because if a doctor has a concern about screen time, then there's a real problem that even pediatric experts acknowledge and emphasize that schools must avoid passive screen use and prevent devices from becoming a distraction.

[00:55:51] I'm here with a clear request for FCPS. FCPS should end routine student laptop use for daily instruction and return to print-based learning as the default. Laptops should be limited to legally required testing, not as the primary tool for learning.

[00:56:08] FCPS budgets approximate around \$250 million annually, including Chromebook purchases, licenses, subscriptions, repairs, replacements. So tonight, I'm asking the board to do three things. Direct staff to create a print-first instructional policy and remove laptops from daily classroom default use.

[00:56:30] Publish a transparent side-by-side total cost comparison, devices, software support replacement cycle versus high-quality textbooks and workbooks. Reinvest recurring device dollars into textbooks, classroom libraries, print materials, and most important in empowering our teachers.

[00:56:50] Also, read the community sentiment on Facebook groups like FCPS Discussion, TechSmart, etc., to know how the community and the parents feel. Thank you.

[00:57:06] Please play the video testimony submitted by Jenny Gregory. The state has issued a cell phone ban, but I think Fairfax already had a decent one because we saw that phones were becoming a distraction in school. We took action and walked it back. I'm now arguing that the computers are the new phones.

[00:57:24] phones. We had to have computers during COVID. Teachers weren't prepared, but we figured it out. Now I'm asking that we figure out walking it back because this isn't working. Kids are becoming addicted to gaming and screens, and it's a big problem. Yes, it will mean more work. Yes, the kids might not be happy at first, but I think you will see that kids and teachers will be more satisfied, kids will be less distracted, and more engaged. I'm not anti-tech. I understand kids needing limited access to computers and for state testing needing to know how to work one but our kids are

[00:58:00] smart they outsmart your IT department every day so needing to know how to click I have no doubt the kids will be fine I'm not asking for no tech I'm advocating for limited screen time while listing textbooks no one-to-one device and not just K through two but wait till eight can be more than just phones bring back computer lab with carts have typing but we have a window of time to develop important building blocks of learning and our kids are missing it. I legitimately fear what we're doing to our kids brain development and their social and emotional development. We made a

[00:58:37] mistake. It's okay to admit that and walk it back. Where we are right now with addictions, gaming, ignoring teachers, and even friends at times, I didn't choose this. I wouldn't choose this. You shouldn't choose this. This is wrong. Walk it back. We can be the leader here. We can lead the other counties the state even the nation because of the troubling data coming out now this will change let's be the change we need for our kids well-being let's do what is right right now please play the

[00:59:15] video testimony submitted by Naomi Durst hi my name is Naomi Durst and I'm in second grade thank you for having me I am here to tell you about the problems in classrooms when computers are used too much. I have the best teacher ever and I love learning from her. It's hard for me and my friends to pay attention when she's teaching about really important things because computers

[00:59:49] have become distractions that keep us from focusing. Also during choice time when I'm not using a computer, I'm distracted by other people using computers because they keep talking about their levels on Lexia and ST Math. Smart watches are also an issue because kids in school, not just my grade, are using their watches and computers to send messages to people and even to take pictures.

[01:00:21] For tests in ST Math, if you get it wrong by rushing, you can't change it. But on paper, You can review your answers and erase the wrong ones to correct them before submitting. I'm asking you to please limit the amount of screen time in school to only as necessary and let us get back to learning with paper and pencils.

[01:00:46] Thank you for your time. Chair Anderson, that was our last public speaker. Thank you. Agenda Item 5.01, Student Matters, or Representative Matters, I call on Ms. McConan.

[01:01:05] Good evening, everyone. i would like to briefly highlight two important updates for next school year regarding student conduct and school expectations first in alignment with virginia senate bill 108 fairfax county public schools will implement an updated phone policy across all elementary middle and high schools under this policy cell phone and smart device use will be prohibited bell to bell throughout the school day this means that except for students with approved accommodations phones must remain put away after the first bell and may not be used during passing periods or lunch the goal of this change is to strengthen student focus and engagement for learning and learning environments across all grade levels. Second, I would like to acknowledge the

[01:01:44] recent update and clarification to the Universal Grade Mattresses or UGM guidelines within the Student Rights and Responsibilities Framework. These outline leveled sanctions and interventions connected to specific behaviors and incidents. An important clarification is that administrators are now directed to determine disciplinary responses based on both the severity of the behavior and its impact on students, individuals, and the broader school environment. This helps eliminate disproportionate punishment based on grade level or identity. I especially appreciate the clear language around how severity is evaluated, including consideration of the nature and behavior of the and the degree of harm caused. This greater clarity and discipline policy helps ensure that responses are more consistent and students and families better understand how

[01:02:23] decisions are made. Finally, on Thursday, April 30th, 2026, the Student Advisory Committee elected Nu Shostek, a rising senior at Hayfield Secondary School, as the next, also 56th, student representative to the school board. Nu is a part of the student leadership realm program, we have our members here today, where for his project, he created a detailed restructuring of SAC. As someone who started out in SAC my sophomore year, his proposal perfectly addressed the weaknesses that were present in SAC without him even being an SAC member. His contributions and knowledge of board matters and genuine love for his community will serve him well in his role and I am already in awe at the work he has done. I cannot wait to see what he will do in his

[01:03:03] seat this year as I have three board meetings left. Thank you for your time. Agenda item 6.02, action item, confirmation of action taken in closed meeting. Oh, sorry, I got ahead of myself.

[01:03:22] Agenda item 6.01, action item, certification of closed meeting compliance. In order to comply with section 2.2-3712D of the Code of Virginia, it's necessary for the board to certify that since the Fairfax County School Board convened a closed meeting on May 7th, 2026, to the best of each member's knowledge. Only public business matters lawfully exempted from open meeting requirements, and only such public business matters as were identified in the motion convening the closed meeting were heard, discussed, or considered by the board during the closed meeting. All those in favor? Oh, I'm sorry. Do I have a motion? I'm out of order tonight. Mr. Fresh, do I have a second?

[01:04:00] Mr. McElveen. Okay, now, all those in favor, Mr. Frisch, Mr. McElveen, Ms. St. John Cuning, Ms. Lady, Ms. Dixit, Mr. Dannon, Mr. Moon, Dr. Anderson, and myself, that is unanimous for all board members present, with Ms. Marin and Mr. Dunn away from the table.

[01:04:21] Agenda item 6.02, action item, confirmation of action taken in closed meeting. I call on Mr. Moon for a motion. Thank you, Madam Chair. I move that the school board demand the school reassignment of peer of a student who distributed marijuana at school to the division superintendent for further consideration based on discussion in the closed meeting.

[01:04:42] Is there a second? Second. Thank you, Dr. Anderson. All those in favor, Mr. Fresh, Mr. McElveen, Ms. St. John Cuning, Ms. Lady, Ms. Dixit, Mr. Dannon, Mr. Moon, Dr. Anderson, and myself. That is unanimous for all board members present with Ms. Marron and Mr. Dunn away from the table.

[01:05:09] Mr. McDaniel has submitted a request to attend tonight's meeting remotely due to a personal conflict as he is traveling for work and is located in Wilmington, Delaware. I have performed an initial review of Mr. McDaniel's request and having found it to be in compliance with the school board's remote participation resolution, I have approved the request.

[01:05:29] Mr. McDaniel, can you please check your audio and video? I see you. Hi. We hear you. Excellent. I now ask all board members who are physically present to vote on the following. All those in favor of confirming the chair's approval of Mr. McDaniel's request. Mr. Frisch, Mr. McElveen, Ms. St. John Cuning, Ms. Lady, Ms. Dixit, Mr. Dannon, Mr. Dunn, Mr. Moon, and myself. All those opposed. Dr. Anderson. Will the clerk please read the vote?

[01:06:03] 9-1. The motion carries. Thank you. Agenda item 6.03. Action item. Student rights and responsibilities, I call on Mr. McElveen for a motion. Yes, I move that the school board adopt regulations 2601.40 student rights and responsibilities as detailed in the agenda. Is there a second? I second. Thank you, Ms. St. John Cuning. Mr. McElveen, would you like to speak to your motion? Yes, I would. First of all, I want to thank our incredible staff for all the work

[01:06:39] that they've put into this document. Every year it takes an inordinate amount of time to meet with board members to get community feedback, and so I'm very grateful to Chief Equity Officer Nardis King and all her many staff that have supported this work.

[01:06:57] Just to very briefly expound on what is entailed here, the SRNR has been updated to strengthen staff training and reporting protocols, including annual required training and clear direction that all sexual harassment concerns must be reported to the Title IX coordinator.

[01:07:15] The revisions also expand and clarify student conduct expectations with new and updated offense categories covering cell phone use, drugs, including over-the-counter misuse, harassment, hate speech, fighting, and the creation distribution of intimate images, along with corresponding disciplinary responses.

[01:07:34] This policy is also introducing new discipline frameworks and tools, including universal grade matrices, a cell phone violation matrix, and expanded suspension definitions and procedures, including both in and out of school, with added guidance for students with disabilities.

[01:07:50] Finally, the document also updates, the updates also enhance equity and procedural clarity, such as requiring language supports for multilingual learners, aligning with MTSS interventions, and

redefining, refining glossary definitions to better define key terms and protections.

[01:08:11] - Miss St. John Cunningham, would you like to speak to your second? Only briefly and ditto to what my colleague just said and I think the thing that we all have to keep in mind is that a lot of times there are new laws or different things that come up and this staff is just remarkable for keeping us informed of how these things have to change in the SRNR and they're very adept at doing it in a way that works within our school system and I really do appreciate that they do that.

[01:08:43] More than anything, I think what I've seen here is the consistent movement for us to have consistency in every school, which I think sometimes is really difficult, but I think this SRNR and the way it's designed is to try to have those trainings so there is that consistency across our enormous county and to ensure that there's equity.

[01:09:06] and I really appreciate that because that's a heavy lift and it just keeps getting refined and better and better and thank you so much for all that work it's good what it's going to look like in our schools is what matters and how our teachers and staff are going to use it and how our students and families are going to feel it and that's something that resonates with me Dr. Anderson yes thank you I do want to echo what Mr. McElveen shared regarding thanking staff for all of their work. We appreciate it. It took a lot to go through all of the pages of the SRNR

[01:09:43] and all of the work and we had two by twos anywhere at work session and I know that I followed up with some other sessions so thank you to Dr. King and your entire team for being so patient. Happy to support to have this move forward but I do have a question that came up last night during my round table that I wanted to ask if there was some language to that end or what the guidance is.

[01:10:09] The question that came up, Dr. Reed, is around the dress code. Primarily, there were some feelings that the dress code is not being enforced in our schools because there is hesitation on the part of staff to call out what could potentially be in violation of the code of conduct. Are we, Do we provide or could we provide some standard language to staff?

[01:10:36] Like, what is that expectation? Because I do know, and this is just my own personal account, that there can be some hesitancy around pointing out that some attire is not appropriate from certain individuals and to certain individuals.

[01:10:53] I just want to better understand so I could be responsive to the folks that were at my roundtable last night around this. how are we advising staff to still address it and not be afraid of that conversation so i you know obviously the dress code as part of the srnr needs to be followed i'm going to defer to dr king i know she answers these questions regularly for staff so dr king a little bit about how we are uniformly expecting uh dress codes particularly with spring well it hasn't actually

[01:11:29] been real warm yet but it's getting there so dr. King thank you for the question dr. Anderson the dress code is clearly explicit in the SR&R and it's the expectation like any other violation or rule that principals uphold that we've talked to principals about you know pulling the student aside and a good practice to use when talking about dress code because I know sometimes that that people are uncomfortable, is to just show them in the document what they're violating.

[01:12:01] Just point it out in the document what they're violating. And I can share that my team does a really good job during our training, and we do annual training for our administrators around the SRNR,

and we will make sure that this year's training will provide some additional language that principals can use.

[01:12:19] But when they call us, you know, people ask me often, do we have a dress code, and I show them the page in the SRNR where we have the dress code and the expectation is that all schools follow that. Thank you. I appreciate that. I think that's really good guidance to just point to the document in the SRNR in terms of what's being violated because there is there can be a lot of discomfort with certain adults to call out some of the violations that they view.

[01:12:47] Thank you for this. Mr. Dunn. Dr. Reed can you please clarify the changes made to SNR with respect to cell phones.

[01:13:02] Mr. Dunn I think Mr. McElveen sort of summarized but Dr. King you want to clarify the more specific detail? So this year and for next year's SRNR the change will be that students in all grades K through 12 will not be able to use their cell phones from bell to bell and bell to bell constitutes from the first bell in the morning to the last bell in the afternoon this year's SRNR allowed high school students to use their cell phones during their 30-minute lunch period in designated lunch areas and that is the change for next year

[01:13:40] they will no longer be permitted to do so thank you mr. mayor so there's a few things that the school board works on and votes on that are kind of penultimate he's a big word there the board the budget our capital improvement program the student rights and responsibilities and during my seven years on the board I have made it my goal to vote on those things because if I didn't we'd really be in a pickle and there's been times when if others don't vote I feel like I'm carrying the water because you know we have to pass this thing but tonight I do find myself not being able to vote on the student rights and responsibilities

[01:14:20] and I'd like to share why well first I want to thank the staff who have done a tremendous amount of work on the student rights and responsibilities regulation especially centering restorative justice in updating our policy our regulation now to include cell phones being away for the day and other tremendous work I'm glad that's there however there is no policy that reflects any of that our student rights and regulations or policy is this it is two paragraphs and one of it says that the superintendent will set forth regulation and if you've attended our meetings you've may have heard some of

[01:14:56] us say that that is not good enough of reflecting the values of the community that we as board members are sworn to uphold. That policy is from October 2016. I brought a motion at the board meeting for this SRNR on May 9th of 2024, asking the board to review the policy.

[01:15:17] We have not been able to do that. And that is our fault, but it also is the fault of the superintendent. We're supposed to work in partnership to set our policies together, and we certainly can't do that without the superintendent and her staff. There is nothing in the SRNR policy that speaks to bullying nor cyberbullying in this new age of AI and deepfakes. And second, I do not think it's transparent to approve this without receiving a presentation by the superintendent. I've raised this concern. This has been happening more and more. It happened in January when we voted on boundary decisions. However, even tonight, there is actually no presentation even listed from the

[01:15:55] work session. So if you're a member of the public and wanted to know what the board had deliberated on previously, you'd have to dig, as I was quickly trying to do, but I couldn't quite make that. So

I just find the whole approach quite haphazard, and I need to vote no on this for this evening.

[01:16:13] Ms. Dixit. I actually find this really supportive of our students and very consistent work done by the team. In my meeting, I've heard that this is FCP is the first school system in the country to come up with standardized, you know, rules and regulations in terms of the rules are going to be across all the 199 schools we have. And that's consistency is the key here, because then tomorrow one discipline is different. It's not the same discipline happening in different schools. It's not

[01:16:51] one school is having a different say in the matter, the other school is doing a different thing. So I think it is amazing work. Thank you to Ms. King and your team for bringing this up and Dr. Reid for leading this in the direction.

[01:17:08] Regarding the policy and why it's not updated, I will just say I'm not on governance committee, but I think that is a task of governance committee to bring all the policies up to date. And I think it's the team members and the governance chair.

[01:17:23] They should have taken this up and brought this forward to get it updated. I think that is the way it should be done. But I'm going to vote for this. Thank you so much. Mr. Dannon. Good evening. Yeah, I just wanted to thank you all for the work that was done on this and just note a few things that stood out in the updates this year.

[01:17:45] First, I appreciate the level of community engagement in this and knowing that staff and so forth are engaged and supportive of these changes. I appreciate the universal grade matrices to make things more age-appropriate and factor in grade-level expectations. I also really value the focus on teaching students and providing them the necessary supports for them to learn and improve their behavior, right?

[01:18:09] So again, I know a lot of work and thought went into that. And there are a few other specific things. One is I'm grateful for the language supports that are being provided to multi-language learners. Lord knows they have enough challenges to deal with, and so I appreciate that we're considering those folks I also appreciate the new language around the creation of strengthening the language around creation and distribution of intimate images as well make sure kids feel safer and finally and certainly not least I'm grateful for the added protections for students with disabilities in this so thank you for all the work that went into this mr.

[01:18:44] McDaniel thank you I'm gonna support the SRNR I want to get get up get that out there right now. But I had to address a comment that was made. Look, it's been repeatedly stated by members of this board that the role of this board is setting policy, and that role is placed in the governance committee. The governance committee, led by the chair, has had every opportunity to bring this policy up if they wanted that to be fixed. So I'm not going to

[01:19:23] ding the superintendent for not fixing a policy when we all know that the policy work is the role of the board. I agree with Ms. Dixit. You know, this has happened consistently with the AI policy and now with the calendar policy, which we're going to be discussing later tonight. So if the governance committee is not happy with where policies are, they need to take that up. But I'm not going to deem the superintendent for not creating policies when it's been repeatedly stated that the role of the board is to make those. Thank you. Seeing no others, we're going to go

[01:19:59] ahead and call for a vote on the motion that is on the screen. All those in favor. Mr. Frisch, Mr. McElveen, Ms. St. John Cuning, Ms. Lady, Ms. Dixit, Mr. Dannen, Mr. Dunn, Mr. Moon, Dr. Anderson, Mr. McDaniel, and myself. All those opposed. Ms. Marin. Agenda item 6.04, action item school

[01:20:38] calendar motions. I call on Mr. Dunn for a motion. I move that the Fairfax County School Board direct the superintendent to increase the number of full school weeks defined as five consecutive days of student instruction from Monday to Friday for SY 2027-28 and subsequent years with a target of at least two-thirds of school weeks by school year 2028-2029 consistent with the historical average

[01:21:13] for full school weeks from school year 1988-89 to school year 2013-14. Is there a second? Second. Thank you, Mr. McElveen. Mr. Dunn, would you like to speak to your motion?

[01:21:29] Yes, thank you. The motion before us tonight is straightforward, but the problem it solves is profound. This year only 52% of FCPS school weeks are five-day weeks.

[01:21:44] That is the lowest percentage on record for decades, approximately 40 years by my count, That's as far back as records go. By contrast, from 1988 to 2013-2014, nearly 70% of the school year consisted of five-day weeks.

[01:22:01] So we've lost almost 20 percentage points. Decade after decade, FCPS delivered the gold standard of educational consistency. Today, we deliver the worst fragmented school calendar in the country. The data is unambiguous. I examined every school calendar in the FCPS archives going back to school year 1988 to '89.

[01:22:22] And the data is consistent, that we were able to deliver a world-class education for every child while maintaining 70% on average of school weeks with a very minor variation in range. What we see in the world, in the studies, is that five-day weeks are not an aesthetic preference.

[01:22:44] They're the foundation of effective instruction. Research published in the Proceedings of the National Academy of Sciences and synthesized by the Brookings Institution demonstrates that consistent instructional time produces measurable gains in achievement, particularly for younger students and disadvantaged students.

[01:23:01] The fragmentation of our current school calendar falls hardest on the children we have promised to serve best. For students from low-income families, school is not merely a place of academic instruction. It is also a reliable source of meals, adult supervision, mental health support, and a structured daily routine.

[01:23:17] truncated week removes access to these critical resources. For students with individualized education programs, counter fragmentation compounds existing challenges, interrupt service delivery, and triggers compensatory obligations. As I said in my March newsletter, this is an equity issue, not just a scheduling inconvenience. I want to speak directly about our neurodivergent students because they bear a particular and often invisible cost from this fragmentation.

[01:23:43] roughly one in five FCPS students is neurodivergent the clinical literature on these students is unambiguous on one point predictable routines are not a comfort they are a clinical necessity a 2018 study in the Journal of autism and development disorders found that structured routines are directly linked to reduce behavioral distress and increase engagement for autistic children the CDC identifies consistent daily patterns as foundational support for children with ADHD. Researchers describe routines as

antecedent interventions, environmental scaffolding that lowers cognitive load, reduces anxiety, and frees up the executive function

[01:24:21] capacity these children need to learn. Now consider what our calendar does to these children. A neurodivergent second grader who has spent four months learning to anticipate Monday through Friday school is told on Tuesday that Wednesday is a holiday, that Thursday will dismiss three hours early, that next Monday is a teacher work day, and that the following Tuesday school resumes for two days before another long weekend. For a typical child that's annoying. For a child with neurodivergence it can be a week of dysregulation, sensory overload, and lost instructional ground.

[01:24:50] Mr. McElveen would you like to speak to your second? Thank you and first of all thank you to Mr. Dunn not only for this motion but for the set of motions that we'll be considering tonight on the school calendar. I think community sentiment has been unequivocal and clear that we need to move back to more five days of instruction each week and certainly the time period that Mr. Dunn has identified here is when I was a student in FCPS and certainly I do not recollect a calendar as akin to Swiss

[01:25:28] cheese is what we have now so I do look forward to moving back to that and I also appreciate the work that you've undertaken with staff to find the appropriate percentage here. It certainly has been considered in-depth, and it's been in the public mind for a number of weeks now that the board would be considering this. So look forward to supporting this. Thank you. Seeing no others, I'm going to go ahead and take a second, and then I won't need to speak again to any of the other motions. As my colleague from Hunter Mill mentioned

[01:26:08] earlier I strongly believe in the role of the board related to governance and related to the policy work and so I strongly believe that the work that the board spent a huge amount of time on on Tuesday talking about the calendar motions or I get the calendar policy that's in progress needs to come to fruition before any of this work can be considered because I think that we have a path going forward I also take to heart the newsletter that was sent out by one of my at-large colleagues that outlined the timeline of changes related to the calendar that have been made over a long period of time that got us to where we are now.

[01:26:46] And many of those things were hard-fought things within the community that were collectively decided on over a number of different boards up to this point. And so I would hate to undo all of that work within our division with one stroke of a pen.

[01:27:02] So I think that we need to follow through with the calendar policy that we have been working on all spring and see where that lands. So, Mr. McDaniel, did you have your hand up? I did. Quick comments.

[01:27:21] So, you know, look, calendars function how calendars function. Sometimes holidays are during the weekend, sometimes they're on the weekday. And this year was particularly difficult. There were some holidays that fell during the weekday, not the weekend. We had challenges with Snow Creek. We had challenges with special elections. So I agree, as I put out my newsletter, that this year was particularly difficult. We have gone from 40 days off in this year, and by virtue of the fact of how calendars work next year, we'll have 33 days off. I voted against

[01:27:57] all the motions or abstained the last time around. But I want to be very clear about something. It was stated that data is consistent about the historical numbers of calendars in this motion, yet the

motion caps the data at the 2013 to 2014 school year.

[01:28:17] The motion explicitly excludes the 2014-2015 school years up until now. So I think there's some selective parsing out of the data to lead to whatever conclusions are being led to. I agree with prioritizing five-day school weeks.

[01:28:33] In fact, I was at the work session two days ago, and I think that this board made great progress on the calendar policy in general. I have stated to multiple colleagues that it's probably 85 to 90 percent there. So I'm going to vote against all these motions.

[01:28:49] I'm not going to speak again because the board did the work two days ago, and I'm sorry that some members of the board weren't there. But that's the situation that we're in. Thank you. Mr. Moon. Thank you, Madam Chair. Thank you, Michelle Dunn, for bringing this motion because this is in response to many of the concerns and questions raised by members and public and community members, especially parents.

[01:29:18] And it is only right for us to discuss in public in an open setting, not just at the work session, because not everybody can come and watch our work during the work session. during the day so evening is much better session to discuss an important matter with that said i have a few questions to ask first of all going to mr dunn i would love to see that we able to increase the number of five full day week from current 52 percent to a much higher number

[01:29:54] because fragmented a calendar does not really help our students learning with that said Mr. Dunn, why do you want to wait until 28, 29 square years for the two-thirds? I've been curious about that.

[01:30:11] We already have a 26, 27 as a sort of a transition year, if you call it a transition year. Why not from 27 and 28 for two-thirds? Well, that's an excellent question, Mr. Moon, if I may answer.

[01:30:31] Go ahead. That's an excellent question. I was actually working with Mr. McDaniel to achieve a motion that could achieve unanimity among the school board because I think there's been unanimity in what the public has demanded.

[01:30:48] And so for that reason, Mr. McDaniel proposed that we have a stepping stone of 27-28 towards a goal of two-thirds, which is modest by historical standards. Two-thirds would be the low end of the range that we had maintained for decades. He didn't raise any issues about quote-unquote selective data at that time that's just a historical norm but I think I also want to emphasize that the wording in here provides flexibility when I say with a target of at least two-thirds of school weeks because there might be years that are a little bit more difficult to achieve two-thirds of five-day weeks so that provides operational discretion to the superintendent

[01:31:27] does that answer your question? Oh that does but I am still not convinced you know if you want to do it. Why not do it sooner rather than waiting until later? But is my time up? Can I continue?

[01:31:45] I thought you were motioning in me. So, okay, Dr. Ri, now this question goes to you. For the next school year, 26 and 27, what's the percentage of five full-day school weeks? You know, I think we did that calculation. It's just over 60%. I think we were close. I don't remember. Mr. Don, I think it's what 58 58 hold on it's 58 63 if you don't count winter break I think that we presented to

[01:32:21] the board two different ways I think we presented it not counting spring break and the winter break because those aren't technically school weeks I think that was over 60 just over 60 and without I

think it was 58, but I believe that's correct. So achieving two-thirds, which is 66.6 or 67%, is that impossible to achieve?

[01:32:46] Nothing's impossible. We just have to cancel some of the days within the week. That would obstruct a five-day week. I would love to see that we could provide more full, consistently, learning opportunities, learning time for our students.

[01:33:04] So with that, I will be supporting, even though I don't see this as a perfect motion, I think this is in response to outcry from public and parents, and that is the right thing to do. If this doesn't pass, I mean, this may not pass, then we can bring it up again when we discuss policy.

[01:33:31] Dr. Anderson. Thank you. Something that was raised that does make me curious, and I would love to hear from Mr. Dunn, the data set that was provided that ended at 2013-2014, can you explain why the subsequent years were not included?

[01:33:48] My guess is that that's when the decline began, but I want to be sure. Would you like to have him answer? Yes, please. Thank you. Go ahead, Mr. Dunn. Yes, I have published data, but I'll also display because I love data. I think data is revelatory.

[01:34:05] So what you see here is in the blue through 2021, '22. And generally through 2013, 2014, you had on average 70%. That's why the bars are up here, right? Once we eliminated early release Mondays for reasons that are not immediately apparent, the average declined to in the mid '60s, okay?

[01:34:28] There was a further decline once we came back from the pandemic, and that's in red. And since we've come out of the pandemic, the range has been in the 50s from from 52 percent, which is what it currently is, to 58. So next year is 58 as well within the post-pandemic range.

[01:34:47] It's not an improvement. It's just more of the same. May I see that, please? Thank you. That is very helpful. You know, one of the things that I've heard about quite a bit, and I'm only going to speak for the Mason District, the area that I represent although I do hear from other folks in other areas this is an important area in our in our district Mason district parents have been very clear with me that they are concerned about the fact that our calendar is so fractured and add to it the added burden and I

[01:35:22] know and again I was a teacher I don't want to equate the work that is done in our classrooms with child care. But it would be foolish for me to not acknowledge the burden that is placed onto our parents when they have to collect their kids at midday. And the early release days that happened before my own personal kids began school was a huge burden on our community because it's not all of our parents who are able to carpool or able to come and collect their kids and have something

[01:35:54] productive for them to do. Add to this that I also believe our principals, particularly those in the Title I schools that I have been speaking to, are very clear that they want more consistency for their kids. They feel like they're starting over again. Even high school teachers have said, you know, they're here and then they're gone for a number of days and then I have to go back and review. They're losing instructional time. So anything that we can do to increase that consistent instructional time, I would be supportive of. And I do want to say, and it has to be said,

[01:36:30] there have to be trade-offs. We cannot have everything on the calendar. If we prioritize this, that means we need to deprioritize other things. And at this point, the mandate from my community is to prioritize full five-day weeks, which is why I'll be supporting this motion.

[01:36:50] And furthermore, I know the work is ongoing with the policy because I'm on governance committee, but I think this could be very informative. I think we could have parallel tracks here. It doesn't have to be one or the other. Mr. Dannen. Thank you.

[01:37:07] So, again, I'll probably just speak once on this tonight. But I do want to share, I've gotten some emails on this, but I've gotten a wide range of emails on this. And what I have to remind myself is that every time there's a change, you're going to get a lot of emails. And the folks that, you know, prefer these things don't always speak up until the change is made, right?

[01:37:26] And so my concern with making these kind of changes without going through the regular process is that we'll find ourselves right back in here in this situation a year from now because we've upset other groups, not to mention teachers, right? And one of the things I'll point out that I do appreciate from the governance committee has done a lot of work and a lot of iterations.

[01:37:44] I've given three or four rounds of suggestions and feedback to that group, and we had a great discussion on Tuesday that most of us were here for. And so the one thing that I do want to point out is that I'm very much supportive of the language that talks to providing instructional continuity because that is a common thing I've heard.

[01:38:00] And my concern with the push for quote unquote five day weeks is that that could end up forcing us to have a lot of two and three day weeks, which I could turn into long vacations and create even more issues. So again, I appreciate all the work that the Governance Committee has done and has continued to be doing.

[01:38:16] I don't see reason to vote on these now since I don't want to undercut the great work that's being done there, especially since we're so close to coming to agreement. And so tonight I'll be voting against these motions, but again, not because I don't agree with them, but because I want to make sure we're following a set process.

[01:38:37] Ms. Dixon. So I appreciate my colleagues to bring the motions today. And I understand you're listening to community, but there are a lot of community members who also want different things.

[01:38:54] So I want to be very careful about this because when we take something away, it's very hard to put it back. I will give an example of Diwali, which is a holiday for my religion. And that is after 50 years of, I think, CPS, finally it was in the last time's calendar.

[01:39:16] And you take that day away, it's never coming back. This is just one example. And this is, we have 20% of Hindu community living in Fairfax County and going to school. Other than that, I am working with the committee from governance, you know, the chair and the other members who are working on these motions.

[01:39:37] And I will be going that path through the policy work because school board governs everything, the policy, like the chair said earlier. So I would be not supporting this today, but this work is ongoing.

[01:39:53] My focus right now is on boundary in my area, which is on top of the community's mind in Sully District. That's what I'm focusing. I'm meeting everyone who wants to meet with me I'm spending more time on that. So I'll focus on this with the policy work and not right now on today's other dais.

[01:40:13] Thanks. Ms. Leidy. Thank you. So a question came into my mind. In 2013, when we got rid of the early release, the number of days of summer decreased as well.

[01:40:30] So am I to, Dr. Reed or Mr. Smith or anybody who's here, is that because the elementary teachers no longer had that planning time on a weekly basis that we added additional planning days and teacher work days within our calendar which lengthened our calendar so thank you for the question miss lady and i was not here in 2013 but mr smith do you have a recollection of some of the trade-offs yes so at that time we did add additional planning days and good evening everyone we did add additional planning days into the calendar

[01:41:08] at that time because we did pull back on that early release on Mondays so i believe there was also a trade-off and i could be wrong but i believe there was a trade-off around the two weeks at winter as well that was somehow connected to the elimination of the Monday early releases in 2013 but i'm not sure i think we're still we've gathered some of that information but i believe there's a connection with that as well with the two weeks of winter so if we were to

[01:41:39] adopt a motion that said 66 percent 67 percent had to be five-day weeks limiting that elimination to teacher planning days and teacher work days because I don't want to cherry-pick people's holidays or federal holidays would that be in violation of a CBA or how would that impact employee contracts? So our CBEs with our unions are adhering to our current regulation around

[01:42:13] work days so as long as we ensure that there are at least 12 paid holidays for our food nutrition service and our bus drivers any decisions that we make that the board makes around the calendar would be in line with regulation. So when we talk about the length of one's calendar 204 to 10 if we were to eliminate five teacher work days to create five additional five-day weeks what would that do to pay what would that do to an

[01:42:49] employee calendar and I can let Mr. Solomon weigh in a little bit more on the employee calendar but in terms of the length of our CBA agreements with our employees we would have to ensure that we have 195 days for our teachers so we wouldn't be able to remove those days from the calendar we would have to find other days for those teachers to be compensated where students were not in the building thank you and as someone who worked in schools for 30 years I don't want you to waterboard me with training for six days in a row before and

[01:43:28] six days in a row at the end of school I appreciate the fact that they are throughout the year because my appetite for learning and also things that roll out that are important for us to train mid-year. You know, I believe in the work that governance is doing. While I would love a longer summer, I would love more five-day weeks, I too am not going to be able to vote for these motions because I have had outreach from communities who are worried that their religious cultural days are going to be taken in order to make this happen. And I just think that this is a healthy conversation. I appreciate having it at the dais, but I do think

[01:44:06] that we need to pay attention to everyone who's involved in the school calendar, which includes our employees. And also we did a follow-on motion previously that we were going to solicit some community input. I think that that needs to take place. And again, while I love the target of two thirds. I think we can be cognizant of that, but I'm not going to vote on anything that's going to put on staff or on the superintendent to determine how to get to that percentage of five-day weeks when it might impact one or two people's culture or personal holidays, because I don't want her to

[01:44:44] have to cherry-pick what those are going to be, because all the people in our community matter, and all of what they celebrate in the holidays that we currently have, I support. So I'm not going to be able to, while I agree with a lot of the sentiment and some of the motions, I'm just not going to be able to support them this evening.

[01:45:00] Thank you. Ms. Barron. So the current calendar policy being developed does the housekeeping needed to combine several policies of which several are outdated. So it also adds some needed clarification, codifies some recent decisions of the board regarding elementary early release days, and that the board will publicly adopt the calendars in the future.

[01:45:22] So, and I'll be glad when we do finalize the policy, and I'm so pleased that my colleagues here tonight have praise the work of the Governance Committee of which I share I am grateful for their engagement and commitment to finalizing the calendar policy soon before the superintendent brings the updated calendars to the board for the vote in July.

[01:45:40] The motions this evening take the conversation further than what's been discussed as we update the calendar policy. I'm eager to support this motion that clearly prioritizes five day instructional weeks as the calendar is developed in the future by the superintendent and presented to the board for approval.

[01:45:57] Mr. Dunn. for a go back. Thank you. Well I I think we all know Miss Marin is the biggest champion of policy that there is and her support for the motion I think should serve as a signal to those who point to the policy. Let me just point to the to the calendar of policy development. The next meeting of the Governance Committee is May 19th. That means the earliest that that policy can be put on new business is May 21st. That means it won't come to the school board for a vote until June 7th. The deadline established by Mr. McDaniel's motion at the last school board meeting is July 9th. So that gives you 30 days, 30 days from the adoption of the

[01:46:35] policy for the superintendent to develop a new policy from scratch or new calendars from scratch and go and do a bunch of community feedback and put that policy on new business just two weeks later. So it gives two weeks for all of the community engagement and for the development of those calendars. It simply is not doable in two weeks. So I challenge anyone who points to policy development as influencing the calendars that are due by July 9th, which is not next year, but the following two years, 27, 28, 29. It's just, that's a straw man. That's a straw man argument. I'll also say the reason every single person is in this auditorium today, the reason

[01:47:14] every single person for the past 25 years has moved to FCPS, the reason we have Dr. Reed as our superintendent is because of the golden age of FCPS as the gold standard in public education, which was when we had 70% five-day weeks. Are we saying that we can't achieve that gold standard again?

[01:47:34] Isn't that every conversation we've had for the last two years to become the gold standard once more? Isn't that the purpose of the strategic plan? And we can't even get to the lowest percentage in the range over a three-decade period?

[01:47:50] I find that baffling. I find that baffling. And when you actually listen to parents and families and staff, They're talking about giving up jobs because of the school calendars. Lost income. People are losing money, losing career opportunities because of this calendar.

[01:48:07] They're relocating, sending their kids to private school. And if we don't care about neurodivergent kids and low-income kids under the one Fairfax, let's just say that out loud because that's who's affected most by this fragmented school calendar. That was your time, Mr. Dunn. Ms. St. John Cunningham for our first time round.

[01:48:25] Dr. Reed, when are the surveys going to go out? So we're looking right now at three different options and gathering input and feedback from the board on those three options.

[01:48:41] Once we settle on one of those options, then they need to be translated, of course. But our intent, I believe, is to send them out later this month. Okay, thank you. Mr. McDaniel, for our go back. Thank you.

[01:48:58] And I swore that I would just talk once, but there are some things I can't let go. Look, I represent 1.2 million people. I've gotten 20 emails on the calendar, maybe 30, 20 to 30. But there were three reasons that the calendar became what it is today.

[01:49:18] And I want to walk people through that. Number one, a previous board, of which I was not on, canceled earlier these Mondays. Number two, a previous board, of which I was not on, added an extra week to winter break. And number three, a previous board, of which I was not on, added several cultural and religious holidays.

[01:49:40] The calendar is fundamentally a math problem. If we want to change the dynamics of the calendar, then we need to do a hard look on those three things. The early release Mondays, the two-week winter break, and the cultural and religious holidays.

[01:49:58] Everything else is just nonsense and spin. And I've been telling constituents this. I've been having conversations with colleagues about this. until we examine those decisions that previous boards made we're just going to be spinning our wheels here um so you know like i mean i've not had a single constituent email me and said i had to quit my job because the calendar not a one um i i i've i've not gotten a lot of of complaints about this except the complaints that have been coming from uh you know folks being whipped up by

[01:50:33] people that are whipping, you know, people up. So we need to move forward in this calendar conversation. The Governance Committee has done a great job on this. I think the calendar policy as it sits now is 90% there. And this, you know, these motions tonight, they need to be either, they need to be brought when the policy is brought forward as an amendment, not to get ahead of the work of the Governance Committee. That's the process of this board.

[01:51:05] Thank you. And I am done for the night. Ms. McConaughy. It feels a little bit ironic to be speaking on the calendar, as I do enjoy some of the holidays we have off. But I feel like as I've gone into my high school years, I find myself interrupted by, I never thought I'd say, like, I'd love to go to school for five-day weeks.

[01:51:26] But here I am saying that. So, freshman year, I don't know how I feel about that. But I noticed how it results in us not being as prepared for AP exams. We're rushing towards the end. Like, for example, in my AP, AB Cal class, we're finishing a unit one day before the AP exam.

[01:51:43] And I feel like that's just going to become more common. And a question I have is how are we going to reset the calendar without prioritizing certain ethnic groups over others when it comes to

religious holidays? Because a lot of the days off we have are because of the religious holidays. Dr. Anderson, for a go back.

[01:52:06] Yes, thank you. I'll be quick. I appreciated how Mr. McDaniel framed it in terms of we have competing interests and we have to make some hardcore decisions in terms of what are our priorities. And I have a community, I have some students from one of the high schools that I represent who have been in my ear for the better part of a year about their holiday not being represented as a day off.

[01:52:33] What do I tell them? I don't know what to tell them at this point. Should I just tell them to come and bring that forward for us to look at that? And how are we making those decisions? That's the piece that I've been struggling with pretty much since we started having this conversation.

[01:52:52] I've said it at governance. I've said it at other places. And I'll say it here. We have created a system where we have three tiers of how we view religious observances. The ones that are honored with a day off, the ones that are honored with an O day, And the ones that we don't even talk about at all, that group of people are talking to me.

[01:53:14] And I don't know what to give to them as a path forward that is not going to completely add to the issues that we're trying to address here. We have to have that conversation in terms of what are the priorities in order for us to achieve the academic mission of FCPS.

[01:53:35] because I do not see it that realistically we could honor every single holiday that exists in this very diverse Fairfax County community. The line has to be drawn somewhere, and it's up to the people here who make the policy to make that decision. But then we have to have a really good and defensible explanation as to why we've drawn that line. And I'll be honest, I haven't had it Since we started talking about calendar in 21, 22, 23, and I've asked essentially these same questions, I have not received that answer.

[01:54:13] So we are stuck until we can have that hardcore conversation in terms of what are our priorities. Mr. Moon. Thank you. Thank you, Madam Chair. Just briefly, I want to thank Mr. Dunn again for bringing this public's attention and engaging colleagues to have a little discussion on this particular issue.

[01:54:33] because we didn't talk about this the last time we had a work session on calendar policy. Perhaps that should have been the venue, had to have a little further discussion, but we didn't have enough time, and thank you for Mr. Dunn for bringing it up as a motion tonight, and there are other motions, many of which maybe none of which she will pass, who knows, tonight.

[01:55:02] But having said that, having said that, one thing we do not control, as we all know, that also affects, greatly affects a failure on the part of the school system to be able to give more five full day of instruction to our students is weather-related closings and delays and early dismissal, etc.

[01:55:28] and we have no control over that and we never know whether that's going to happen that's going to get worse or better and which year but we know that that will come you know for example this year if i'm not mistaken we had five snow day closures we had five early dismissals for early closing With seven late starts, all those are facts.

[01:55:55] So even from 52% built into the calendar, those 17 days made things even worse. So that is why we have to be really intentional from the get-go to provide more five full instructional days to deal with this type of situation.

[01:56:16] And I'm glad that at least some of my colleagues who may not be supporting this motion seem to be open to have a further discussion about this when we discuss the policy. I'm happy. I'm happy to hear that. Seeing no others, we'll go ahead and take a vote for the motion that's on the screen.

[01:56:36] All those in favor, Ms. Marin, Mr. McElveen, Mr. Dunn, Mr. Moon, Dr. Anderson. All those opposed, Mr. Frisch, Ms. St. John Cuning, Ms. Lady, Ms. Dixit, Mr. Dannon, Mr. McDaniel, and myself. Will the clerk please read the vote?

[01:56:59] 5-7, the motion fails. Thank you, Madam Clerk. I also was remiss and did not ask for agenda item 6.03's vote to be read out loud.

[01:57:15] Can you please read that one for us, too? That one was 11-1, the motion carries for the SR&R. Thank you. I call on Mr. Dunn for a motion. I move that the Fairfax County School Board direct the superintendent to increase the duration of the summer holiday measured from the last day of school to the first day of school for school year 2027-28 and subsequent years consistent with the historical average for summer days from school year 1988-89 to school year 2013-2014.

[01:57:55] Is there a second? Thank you, Mr. Moon. Mr. Dunn, would you like to speak to your motion? Yes, I would. Thank you. So I've done a lot of research, and I've gone back. The reason you see references to school year 1988-89 is because that's historically in the archives for FCPS, the latest they go.

[01:58:19] So I went back as far as FCPS has archive calendars, and that's the data that was available. And what we see is that over time, the length of summer has decreased. And most significantly, around 2022 to 2023.

[01:58:39] That's when it really dropped from reaching as high as 84 days of summer. Think about that. And over 80s for several years up through the early 2000s. And now we're down to 62 days. So we've lost, you know, by some measures, 20 days.

[01:58:57] 20 days of summer. And that's an extraordinary amount. Several years ago, the school board decided to move the start date for the school year, which historically had been after Labor Day, to before Labor Day. And they put it two weeks early.

[01:59:13] And I'm skipping over a part where for a few years we had some snow day exceptions. But once Virginia changed the state law to allow school to start before Labor Day, we started two weeks before. But although we moved school to start two weeks earlier, we didn't adjust the end date.

[01:59:29] So we continued to end in mid-June. So we basically stole two weeks of summer from students, families, and staff. Now, for all of those groups, summer is vital. Now, you may think on the beach, but that's not necessarily the case.

[01:59:44] For staff, summer is a vital time to get a summer job because we have a problem not being able to pay our staff what they deserve to be paid. And that's due to state and federal underfunding primarily. So they get secondary income as tutors, as a variety of things, working at Costco.

[02:00:05] It's also a vital time for staff for professional development, getting your PhD, pursuing training. This is a time to upgrade your skills so perhaps you can get higher pay or a different position. For students, it's often a vital time to get summer jobs, to learn a work ethic, to try different things.

[02:00:23] And for families, it's a together time, right? For many federal employees, for many workers, August is the best time to vacation and so we rob half of August from these families who may not have

other options during the school year to vacation with their children.

[02:00:40] And being an empty nester of recent, I can tell you family vacations are very, very meaningful. So we need to think about the impact that we've had. And are we achieving better student outcomes for having a longer school year?

[02:00:56] currently the longest school year of any large school district in the entire country, 303 days. No, we're not. There's no data to show that, right? Now, we're making positive progress under the superintendent, but there's no indication that we're doing head and shoulders where we were many years ago. For all those reasons, we should return the two weeks of summer and end the year earlier or start the year later. Mr. Moon, would you like to speak to your second? Thank you, Madam Chair, once again, thank you, Mr. Dunn, for bringing this important issue to public's attention

[02:01:29] and providing us with an opportunity to talk about this at a better time frame rather than the work session during the day so the public can watch us. Welcome to the school board meeting. I'm not going to repeat the reasons you stated to bring up this motion, but I want to give you a little bit of a historical perspective.

[02:01:55] When the board, I don't know, I don't remember exactly which year, one of the prior boards decided to move up. I mean, they had been for years advocating to a general assembly to give us more flexibility for us to start, decide when to start the school year.

[02:02:16] And when we finally got that authority to be able to start before Labor Day, our goal, our goal was to end the school year earlier than it used to be. We wanted to be able to end the school year shortly after Memorial Day, end of May.

[02:02:34] After all the tests were done, when students were really losing their focus, that there was a better time rather than going into the mid part of June. Now we go all the way even past mid part of June.

[02:02:50] So this issue, again, I do not have any illusion for this motion to pass tonight based upon how many of our colleagues commenting upon the first motion, but this has to be discussed when you decide the policy if it doesn't pass tonight.

[02:03:09] But I support the motion. Mr. McElveen. Once again, I'm grateful to Mr. Dunn and Mr. Moon for bringing this forward. I recall Dr. Anderson and I first mentioned this at a board meeting maybe a year and a half ago that we were hearing concerns from the public about the loss of summer.

[02:03:33] And, you know, it's been said, but summer is important for families, for teachers, for administrators. People need time to recharge, and frankly, we don't pay many of our staff enough, so they have to go and get summer jobs, and that's just a reality that we have to recognize.

[02:03:51] And Mr. Dunn is absolutely right about Labor Day. When we moved the school year up, you know, the goal was to end it earlier, right?

[02:04:06] And Mr. Moon is right. We advocated for many years. I was legislative liaison for probably six years prior to us finally getting the ability to control our own calendar. We made a compromise at the state level, right? We have to have a four-day weekend.

[02:04:23] But the goal was to give students more time before tests, you know, just given the calendar, like many of our other districts in the state and around the nation. So we were successful at first. We did earlier in the summer, but over the years there's just been creep, and so it's time to stop the creep. Ms. Marin. I

think the summer break is something that needs really careful consideration. So one of my mentors is a national expert on after-school time or out-of-school time. There's national networks on out-of-school time,

[02:05:00] and research about summer slide and what that means for kids and knowing that our school division has a third of our students who are at the poverty line, what that means in an even more dire way for those kiddos. So I think the best person to advise us on what the summer schedule or the summer length should be is the superintendent with data about the impact of different lengths of the school year on children. I think that, you know, we hear all sorts of things that our school year is based on the agrarian model. We are based on the industrial complex model where kids need to farm in the summer. I'm looking forward to the motion later this evening about the balanced

[02:05:39] calendar, which can otherwise be known as year-round school in some places. And that is not meant to scare anyone. But again, in trying to respond to today's times where things are different and having kids be off of school for 8, 10, 12 weeks, we talk about dysregulating kids. When they show up it is hard to get them back into things and especially our kids who are disadvantaged. So I'm going to vote no on this motion what I what I'm hearing is that the board needs to decide what what are what our values are on this. Are we going to prioritize student rest time

[02:06:16] teachers time to earn money students time to not have the summer slide. You know how much does it cost to run our air conditioning for you know keeping kids in the school. I mean these are all very operational based decisions and academic based decisions that our superintendent needs to weigh in on and I've not heard her input. So I will say no for this. But thank you for bringing it to the board to consider. Dr. Anderson. Thank you. Just two quick things.

[02:06:43] One I want to say thank you for all of the data that you provided Mr. Dunn. I know that was no small feat and two as someone who went to school in New York. I want to advocate for an after Labor Day school start that is still happening there even until this day 2025 school starts after labor day period every year i'd like for us to consider that miss st john cunning um thank you i'm i'm also going to just speak to all of

[02:07:18] these motions just once um i think that it's been discussed and said in this dais that there's a lot of competing priorities and that's it everybody views their specific issue as a priority i did not receive overwhelming correspondence from my constituents less than 30 and they were all over the place and as one student said tonight she won't tonight she wanted four day weeks because of mental health I got several letters for people saying let's just do four day weeks I actually got letters saying let's go back to half day Mondays I got letters saying I want longer summers I got letters saying I got one shorter summers I got letters saying my holiday

[02:07:58] isn't observed I got letters saying no holidays at all so definitely competing priorities. We are not going to please everyone. Data is important, but it doesn't address nuance. I know that there is no very few of the constituents I serve can afford to quit their job because of early releases. They work several jobs and they cannot afford to have a long summer because they can't afford a vacation. They can't afford to put their kids in camp as if it was up them they would have all year school so there are a lot of nuances there are a lot of competing

[02:08:36] interests and it's hard for us to do this this is a hard position to be in and i think that we're taking our time to do this i think that the governance committee is looking at this in terms of talking about

this massive community outrage i haven't seen it we heard another person that is and at large hasn't seen it. What I have heard is all over the map. And again, there is so much nuance involved here. And making sure that our teachers get their rest is critical, but also

[02:09:14] making sure that they have their time to plan is critical. So I will not be voting for this or any of the motions. Miss Lady. Yes. So I want to address two comments made earlier. One was in relation to AP testing and studying up until the very last minute which is one of the reasons that I was delighted when the school board voted to start school two weeks before Labor Day because it gave you two more weeks and it consistently gives you two more weeks to do important work and while there are some school systems that start after Labor Day there are also some that

[02:09:50] start the first week of August and those kids have even a bigger head start on our kids so I just wanted to put that out there that while I didn't like it as the at the time as an employee because you actually robbed me of two weeks of my summer because the year before we started after I did appreciate it as you know a high school educator and and I also you know want to just say that you know I appreciate that staff and our superintendent allow us to have these

[02:10:25] conversations and want the board to make a decision that then can be operationalized and that's our role in policy is to make decisions and then have you operationalize them but we also need to ask questions to make sure that you're that they will be able to be operationalized and that was my line of questioning earlier so but i just wanted to to make the one comment about ap prep thanks mr mcdaniel thank you um i think we all love summer we all want a long summer and that's

[02:10:58] great. But I had to quickly comment on one thing. The rhetoric around why we should support this motion has centered on the fact that, well, you know, teachers need time to rest, need time to plan. Kids need time. Parents need, you know, predictability. And I agree with all that. But I find it ironic because some of the folks supporting this motion, presumably, or bringing this motion, are also the same people that gutted elementary school planning time and that voted to roll back those early release days, which is also time to rest, time to recharge, time for teachers to plan.

[02:11:36] So I'm getting mixed messages here. I'm not going to support the motion, obviously, but we can't have it both ways, folks. We either put a calendar in place that works for the entire community or we don't. And the hodgepodge of motions and this patchwork of motions, it just doesn't make sense to me. So I will not be supporting the motion. Thank you. Mr. Dunn for Gobek.

[02:12:08] Gosh, so hodgepodge, strong words. Let's talk about the policy for a minute. The policy is a hodgepodge of five different policies, right? No offense, Ms. Marin, and been revised by our colleagues. And it says nothing about five-day weeks except to prioritize them. What does that that mean? Who knows? No guidance really for the superintendent. Does it say anything about summer?

[02:12:38] Nope. Define summer. Doesn't say anything about summer. Does it say anything about the length of school year? Nope. Doesn't. And for all the talk about religious and cultural holidays, here's the real fact. We don't have any school board policy right now saying that any of those religious and cultural holidays are entitled to be a student holiday. The real fact about religious and cultural holidays is we have 108 days. 108 days that were identified by FCPS in 2002. 108 religious and cultural holidays. Right now, we honor 22 of them, 22 out of 108. Nine are days off, 13 are O days,

[02:13:13] and the rest, that's 80 plus. We don't recognize at all. Meanwhile, we've had multiple requests from people this year to give them as days off. But let's talk about summer. June, after Memorial Day, any parent of an elementary school student, for those of us who have had elementary school students in FCPS, will tell you that after Memorial Day, all they do is watch TV. All they do is watch TV.

[02:13:41] And sometimes that's true in middle and high school as well. So I don't know what we're getting out of having school in June. There's not a lot of learning happening, maybe in some classrooms, maybe in some schools, but I've heard that story again and again from parents. And so if we're not gonna have school time be learning time, then I question why we're doing it at all.

[02:14:06] - Seeing no others, we're gonna go ahead and take a vote for the motion that's on the screen. All those in favor, Mr. McElveen, Mr. Dunn, Mr. Moon, Dr. Anderson, all those opposed. Mr. Fresh, Ms. Marin, Ms. St. John Cuning, Ms. Lady, Ms. Dixit, Mr. Dannon, Mr. McDaniel, and myself, will the clerk please read the vote?

[02:14:32] - 4-8, the motion fails. - I call on Mr. Dunn for a motion. - I move that the Fairfax County School Board direct the superintendent to designate all federal holidays established by law under 5 USC section 6103 as student holidays for school year 2027-28 and subsequent years.

[02:15:01] - Is there a second? - Second. - Thank you, Mr. McElveen. Mr. Dunn, would you like to speak to your motion? - Briefly, thank you. Last school board meeting, the school board reaffirmed existing policy that Veterans Day should be a student holiday, which was codified and was true for decades, although there was an anomaly for the past four or five years.

[02:15:25] For the following year, 2027, 2028 and beyond, I think the overwhelming community feedback I've received and I think some of my colleagues have received is that all federal holidays should be student holidays. The idea of this motion and other motions is to provide guardrails, parameters within which the superintendent will have operational discretion to design calendars.

[02:15:51] Without that guidance, without those parameters, she's somewhat designing in the dark and she may hit the mark you may miss who knows but this is intended to ensure that given the very large number of federal employees and people who are government contractors in our area that we make sure that they are able to celebrate those holidays with their children and otherwise benefit from a day off from the federal government. Thank you. Mr. McElvey. I think Mr. Dunn has hit the nail on the head when he says that it's important for families to have time to spend together

[02:16:31] and that's one of the biggest pieces of feedback I've heard when hearing from the community they want when they have work holidays off they want to have that time to spend with their with their families for many years we have had Labor Day sorry we have had Veterans Day as a school day I think that's that has had benefits we've been able to celebrate as communities. Mr. Moon and I have attended events in the community for years on on Veterans Day and that's that's great for us but we do know that there are families that want to have that

[02:17:10] time to spend with families so I hope we can get to that point and I think this is a very clear-cut common-sense motion by Mr. Dunn. Mr. Moon. I'm thanking Mr. Dunn a lot tonight for once again and putting up a motion that deserves public attention and public discussion.

[02:17:33] However, unlike the prior two motions, motion number two, I am not going to support this one at this time because this particular issue about student holidays, federal holidays, religious holidays were

part of the governance committee draft policy.

[02:17:53] The first two motions dealt with issues that were not included. in in in the draft policy from the governance committee but i fully expect this to be discussed at the governance committee meeting because as i stated the draft policy list list student holidays including federal holidays and religious holidays and looking at this motion this motion doesn't seem to preclude a religious holidays being student holidays and if those religious holidays all

[02:18:29] remain as holidays and this motion if it passes adding at least one more holiday to that how that's going to affect the school year calendar is something I want to wait until next in a policy discussion we're going to have but thank you again because this is an issue we got to bring it back to the public and public got to provide us with input. Ms. Marin I think the best thing to do is

[02:19:03] be as clear as possible on all things and when i brought the motion forward on april 9th to codify or to underscore that our policy already said we're supposed to have school on veterans day it was again to align to the policy and it particularly looked toward next year which we knew was fragmented because of the way things have been going and veterans day is on a wednesday next year in particular however in an effort to try and be consistent and get everyone we're on the same page I would be happy to support having all of our federal holidays be designated as student holidays just so everybody knows what's happening this would mean though however that it would change the status of what

[02:19:42] we voted on on April 9th on April 9th we voted on that next year would be a holiday for Veterans Day so this fall and all subsequent years so I just want to clarify that if this goes through well I wonder if it changes then I would want to keep it that Veterans Day is still an instructional day in the fall. Yes, that's what I want to keep. But it also says it is an instructional day thereafter. So that would be the thing that would then be changed by this motion since it already says the 27-28 calendar.

[02:20:19] So just wanted to confirm. Thank you. Mr. McDaniel. Well, yet again, folks, for the public, here we are getting mixed messages. The maker of the motion and the people, you know, the folks that are going to support this motion, not a month ago, voted to do the opposite of what this motion says. So I'm just, I'm throwing my hands up here, like, what are we doing, guys? I mean, on April

[02:20:55] 9th at the meeting, I abstained on this vote, but now we're going to make Veterans Day a holiday, but a month ago it was a school day like you're this is a mess I'm embarrassed on behalf of the public on behalf of the 1.2 million people I represent this is nonsense I think this should live within the governance committee and be done in a professional way that makes this school division proud so I'm not supporting this motion as I did not support the motion on Veterans Day

[02:21:27] a month ago thank you Dr. Anderson yes thank you just a quick question um is this motion to speak to the federal holidays in addition to all of the religious holidays or in lieu of like these would be the only holidays on record can you clarify uh this motion does not speak to cultural and religious holidays this motion is limited in scope saying only that all federal holidays established by law and i want to emphasize that the reference to established by law under

[02:22:05] 5 U.S. Code 6103. That's the list in the U.S. Code where it lists all federal holidays that have been approved by Congress, right? So if it's established by executive order, it wouldn't count, right? It has to be enacted by Congress, approved by the president. So there's no reference in here to culture and religious

holidays that would be dealt with in governance or however the school board sees fit. Thank you. Given that I was the maker of the motion for the Veterans Day and my

[02:22:35] very very strong feelings about that this will not be emotion that i support i'm going to take a quick turn here um my husband was active duty for 20 years and i was with him for i have been with him every step of the way since then and so taking care of our military families is really important to me and i have never seen a community as divided as i do on this particular issue because i have We have half the military families that 100% want their kids in school because they want

[02:23:10] to have the day where the service members can go in and really talk with the community about what's happening. And then we have the other half that absolutely and wholeheartedly wants the day off. I actually am only hearing wanting the day off because it's a federal holiday from folks that are not service members or haven't been connected with service members.

[02:23:31] And so I would very much like, I have actually proposed this in the policy already, is that I believe that this should be an O-Day because I believe that kind of threads the needle correctly to make sure that we can honor everyone's desire here and still honor our schools.

[02:23:51] Because the other thing that we're not talking about here is that the way this is worded would mean that everything that's recognized as a federal holiday, even if the holiday falls on a weekend would still be honored as a day off for the school. And I don't think that's the intention behind this. And I also don't think that it, I don't like, as along with many of our colleagues, I don't like that it undoes what we just did two weeks ago or three weeks ago.

[02:24:18] So at this point, I can't support this, but I did want to mention the fact that we are looking forward to having a solution that would provide those service members that want to take their families to units or do other things to honor their service, then they will have the ability to do so because we will ensure that their children, as the O'Day policy or regulation is going to be modified in whatever way eventually it does, it will protect that time for those students. Mr. Dunn for a go back. Thank you. Since there's been some commentary, these five

[02:24:56] motions. The genesis was the community feedback that we've received. Mr. Moon and Dr. Anderson and myself did a virtual town hall. We had hundreds of people participate. I've received nearly a thousand emails, comments on social media, and communications. It's the largest number of communications I've received since I became a school board member. Now others may not, but they also haven't necessarily published any newsletters about school calendars, haven't necessarily done any data analysis. So I wouldn't expect people who don't write newsletters about

[02:25:33] these things to necessarily get comments from people. And I've received comments from all across the county, not just my district. I'm happy to share all of those with all of you. So the comments I've received about lost jobs, lost income can be seen by everyone for transparency.

[02:25:50] But to speak of these issues as a hodgepodge or anything else is simply a straw man. It's Phil Hartman's caveman lawyer in disguise, because these are the five things people care about. These are the five things people have advocated for in the hundreds, and it's not a random hodgepodge of people. These are representative parents, concerned parents, and we all know that every email you receive probably reflects at least five to ten people who aren't taking the time to email you, because they either don't know how or just we're all living busy lives. So this is

[02:26:24] intended just suite of motions to address issues that are at the core of equity for students who are suffering families who are suffering and um anything any other characterization is just blatantly false mr moon for go back dr anderson thank you i just want to point out i i appreciate the comments that you just made uh miss anderson uh because i feel the same way i do believe that

[02:26:58] parents who are wanting to take their children to their units should have the opportunity to do so and you know others who want them to be away from them should have the opportunity to have so and so that O day is that nice middle ground it's that nice balance and I think we can bring that to some of the other holidays that we have on our calendar to provide that balance so that we can still have an instructional day without necessarily having it be a day off for everyone but allowing those who need the opportunity to do something else on that day to be able to do that

[02:27:34] so I just want to put that in the space I know we've had conversations in the past about old days but it's the only space that I could think of for us to really truly honor how many of those religious observances you found 108 108 22 of 100 100 Mr. Dunn so that Mr. Dunn please wait until you're actually acknowledged. So I'm sorry, can you please repeat the number? Would you like to him to respond? Yes, thank you. Go ahead, Mr. Dunn. 22 of 108, nine of which are days off and the

[02:28:07] remainder are O days. So if we have 108 potential opportunities in Fairfax County that our students and families are celebrating, we should have 108 O days. That's the only way to really be, I think equitable in that because each of these very distinct holidays means so very much to those communities, but we cannot have 108 school days off to do that. I just wanted to put that in the space for the conversation that we are having now and will continue to have. Mr. McDaniel for a

[02:28:40] go back. Thank you. Look, it was just stated that, you know, hundreds of thousands or hundreds or thousands of pieces of email have been given back. Okay, that's fine. I mean, my newsletter goes to nearly a quarter of a million people because I'm an at-large member. I suppose the district member, based on simple math, their newsletter probably goes to 30,000, 40,000, maybe on the high end. There's just a disconnect here. You know, look, if folks want to get into

[02:29:15] what religious holidays should be holidays versus O-days? Fair conversation. Bring a motion because that's the work of the board. Bring a motion to make a religious holiday that is recognized as a day off today in this calendar. If you don't want that to be a day off, then you need to bring a motion to that effect. Let's stop dancing around this issue. Thank you.

[02:29:46] Seeing no others, we're going to go ahead and call for a vote on the motion that's on the screen. all those in favor. Ms. Marin, Mr. McElveen, Mr. Dunn. All those opposed. Mr. Frisch, Ms. St.

[02:30:01] John Cunning, Ms. Dixit, Mr. Dannon, Mr. Moon, Dr. Anderson, Mr. McDaniel, and myself with Ms. Lady away from the table. Will the clerk please read the vote? 3-8-0-1. The motion fails.

[02:30:19] Thank you. I call on Mr. McElveen for a motion. I move that the Fairfax County School Board direct superintendent to in addition to community engagement required by policy or regulation establish an advisory committee consisting of community members modeled after the boundary review advisory committee and with two representatives from each high school pyramid to provide feedback on the development and implement implementation of school year calendars second mr mckelveen would you like to speak to your motion so i would say after coming back on

[02:30:55] this board after a few years hiatus, one of the things I was most shocked about was the fact that we no longer had a calendar committee that in which the public had a participatory role. There have been many occasions over the years where I've, you know, said to community members, you have a voice in this process. You can bring your suggestions on the calendar to your representative or a representative on the calendar committee so that your feedback is implemented and as frankly as a board member I felt I didn't have

[02:31:34] any voice in the calendar process when I realized the calendar committee didn't exist because I didn't know where to go so having a discrete place where the community input can be fed I think is very beneficial it provides a clarity that doesn't currently exist in the system.

[02:31:54] Now, in terms of the makeup of this, I'm not necessarily wedded to this proposal, but it seemed like we had a successful committee in the BRAC. We had a lot of participation, a lot of engagement, and it provided a model on which we could build this committee so that it isn't necessarily dominated by certain voices.

[02:32:24] You'd have a broad, wide representation of the community, and I think that's something we should model all of our engagement on. Mr. Moon. Nothing worked with. Mr. Dunn.

[02:32:41] Thank you. I think it's vital that as we undertake the development of new calendars, whether for the following year of 27, 28, 28, 29, and beyond, that we engage with the community. And I can't, I don't have enough fingers and toes to count all the number of times my colleagues have said, well, just because you get 10 emails doesn't mean those people are representative of the community, right?

[02:33:08] So let's tackle that head on. Let's get a committee that is an advisory committee to the superintendent that is representative of the community. in the same way that we structured the recent Boundary Review Advisory Committee. Because the one thing I never heard is that it wasn't representative.

[02:33:25] We had people who applied, the membership was open to everyone. Everyone could volunteer, and then they were randomly selected by a computer algorithm, and it was filmed just for FOIA purposes, right, Dr. Reid? So that's a way that we can actually get the full diversity of our community in every respect of the meaning of the word diversity represented providing input otherwise it's going to be the same five people who are on all of our committees dictating the outcome of the calendar which is affecting our community in diverse ways maybe some people like it some people don't and some people are in between so it's the three little bears phenomenon but we

[02:34:05] need to definitely make sure that we're getting communion but surveys are great and I support surveys but not everyone fills out surveys and it's not necessarily statistically valid the way we do our surveys so getting a standing committee meeting on a quarterly basis would really help both with the calendars itself and all related issues perhaps cultural religious holidays federal holidays whatever issues are not decided here tonight seeing no others we'll go ahead miss lady thank you um i absolutely think that uh community engagement is important um which is why i'm

[02:34:42] excited that in the policy there is mention of community engagement and why we voted on a motion a few weeks ago to get community input on calendars 27 28 28 29 and I look forward to getting that survey out and hearing from the community what they had to say but again I reiterate I'm going to support

the policy work that's taking place which is why I can't support this motion thank you mr. dunn for a go back seeing no others will go ahead and take it mr.

[02:35:16] McDaniel. Thank you. I agree with the comments that have been made about equity, and we need to have these surveys going out, you know, countywide, obviously. You know, the previous town hall that was mentioned, that a couple of hundred people attended or gave feedback on, the survey that was sent out by members of the board, that was in English only. So if we want to be equitable, we have to send surveys out that are not only in English, because this county has 200 some not languages spoken. So if we're going to agree with the fact that we need to be an equitable

[02:35:55] community under the one Fairfax policy, we have to send out surveys that are in multiple languages. And again, two days ago on Tuesday, you know, we had a full work session where we reviewed the survey the superintendent built and her professional staff built. And that survey was a great survey, and there was consensus on the board to gather feedback. So I also, lastly, I significantly dispute the fact that, oh, well, this is just, you know, to get around FOIA.

[02:36:27] That's not accurate. It's a function, but it's not accurate. The superintendent and this board engages in community feedback all day, every day, and we take that seriously. The notion that, well, there's gamesmanship going on, is nonsense.

[02:36:43] And I have to significantly push back on that claim that this is to get around transparency or sunshine laws. That's just a nonsense claim. Thank you. Mr. Moon, for a go back. Hi, Madam Chair.

[02:37:00] I really hate to make this comment, but since Mr. McDaniel brought up the survey options, we should not have discussed survey options at the work session because none of that information was available to public.

[02:37:18] Thank you, Mr. Moon. Seeing no others, we'll go ahead and take a vote for the motion that's on the screen. All those in favor, Ms. Marin, Mr. McElveen, Mr. Dunn, Mr. Moon, Dr. Anderson, all those opposed, Mr. Frisch, Ms. St. Dunn-Cunning, Ms. Lady, Ms. Dixit, Mr. Dannon, Mr. McDaniel, and myself.

[02:37:47] Will the clerk please read the vote? 5-7, the motion fails. Thank you. I call on Mr. Dunn for a motion. I move that the Fairfax County School Board direct the superintendent to evaluate the potential academic, financial, and operational impacts of a balanced school calendar for particular schools and pyramids or the division as a whole.

[02:38:14] In the event the superintendent finds a balanced school calendar would provide significant benefits for particular schools and pyramids or the division as a whole, the superintendent shall solicit community feedback and present her recommendations to the school board by January 2027.

[02:38:29] Is there a second? Second. Thank you, Mr. McElveen. Mr. Dunn, would you like to speak to your motion? Sure. So there's been some advocacy, I can't say by a majority, but interest expressed by a number of people who have reached out to me and some of my colleagues in a year-round calendar, also called a balanced calendar, very common overseas, the UK, Australia, Japan, many foreign countries.

[02:39:00] It's also used by thousands of schools in the United States, especially California. I think there are 1,300 schools in California alone, usually by particular schools or pyramids rather than entire school districts, although there are examples in Virginia. I don't favor a balanced school calendar right now, but I do want to see what the data shows.

[02:39:22] I believe it's been studied to some extent previously, but probably not for at least a decade and educational practices evolve over time it might not make sense for the division as a whole but maybe it will make sense for low-income families or other groups in particular schools or pyramids so for that reason I do support a study to see what the research shows right now and so it can simply be done you know on the books to see you know what does the research show and if If there are no benefits, then the motions end and the superintendent can report accordingly.

[02:39:59] But if there are benefits, there could be community engagement, depending on how the board feels. Mr. McElveen, would you like to speak to your second? Absolutely. So this, in concept, is not something that I would personally support, but Mr. Dunn is correct that we have had community expressed interest in this concept.

[02:40:21] know Loudoun County is also considering it the I think you would have to have a complete redesign of the entire DMV working environment for this to work but Fairfax County has piloted this before and I think we can learn from our past experiences I know that Dogwood Elementary at one point was on on a year-round calendar and that does bring great benefits to lower income lower socioeconomic

[02:40:52] populations. So certainly I think it's worth looking at the data, looking at past division practice, seeing what others around the country are pondering. But at this time, I would not be in favor of moving to a year-round calendar. Mr. Frisch. All right. Before I talk about this, I just want to say that I think that everybody on this board cares about children. I think everybody in the community who has reached out about wanting five-day school weeks cares about children.

[02:41:30] I also think that the parents who will reach out after things start changing, angry that they're changing, care about students. So that's what makes this work so hard. And I'm grateful to anybody who engages in that process, colleagues, you know, people in the community, etc. On this question, you know, interestingly, one of my high school years was year-round and I loved it. I don't think it had any positive or negative impact on my academic performance. My report card probably says otherwise. I was not a great high school student, but I liked it, and my parents seemed to

[02:42:07] like it as well. I don't think I would end up supporting it for a number of reasons. I have a feeling that financially it would be infeasible, but I would like to know what the research says. I also think that it is not a tremendous lift to take the research that's been done and apply it the school division and see what we get where i have a difficulty is in surveying the public right after another survey potentially right after a survey we've just done because we all know they will not read that first paragraph that says like we're only looking at this from an you know

[02:42:43] intellectual pursuit at current they will think that next year we're changing the calendar again and it's going to be year-round and so before the board even gets the information back from the the superintendent, we'd be surveying the public according to the motion. So I would like to suggest that we strike the language, the superintendent shall solicit community feedback, not because I don't believe in community feedback, but because I don't believe it's necessary to the goal of the motion, which is to determine whether this is academically, financially, or otherwise prudent for the school division. Again, we are probably likely to find out that it's not. But for the

[02:43:22] parents who are reaching out saying, you know, we did this where I grew up or whatever, we'd have an answer for them because we'd probably end up having to make a lot of sacrifices to pull it off and as Mr. McElveen said, like culturally with the work situation in our county, it probably isn't feasible as well,

but there's a lot of other things to consider. So I don't know if this will work. I'll try a different way if it doesn't, but I'd like unanimous consent to strike the superintendent shall solicit community feedback from the motion. Hearing no objection, do you have

[02:44:02] an objection the unanimous I mean I don't object to the amendment but I'm the unanimous consent is to remove the highlighted portion in the document in front of us I have no objection to that you have no objection I have no objection so seeing no objection then it's adopted I appreciate it um and I'll be able to support the motion um and look forward to getting that research back um you know and uh you know I have a feeling I know what it's going to show

[02:44:40] um but i appreciate the sentiment that we should at least be informed about um these types of things for when parents reach out miss marron yeah miss anderson i'm so sorry the parliamentarian needs to make a comment uh it's just the uh the members are uh members and then it left some small grammatical issues uh it would would be okay for the staff to correct those there's an and now in

[02:45:14] that doesn't really make sense. Without objection, yes. Thank you. Thank you. Ms. Marin. Yeah, like I said earlier, I'm all in favor of exploring the balanced school calendar. You know, I have dear friends in Durham, North Carolina, where I went to graduate school, whose kids go to a year-round school, and it's fabulous. The camps, the child care have adjusted to that model. You know, sometimes I hear people say, make summer longer, or like, we don't want to just have the holidays when everybody else does because we can't go away at different times and save money. Well, like, this is one of the those ways to do that. But more importantly I think it does reduce that summer slide. It provides

[02:45:53] the breaks. We had a very eloquent student tonight speak about the need for four-day weeks. Perhaps that's part of this approach too. I mean we can be innovative as was mentioned before we're Fairfax County Public Schools. If we want to make things better we can if we want to. I think having information from the superintendent about this and what she proposes and how much it's going to cost is a way that we foster that conversation. Thank you. Mr. Moon. Thank you Madam Chair.

[02:46:21] You know, one of the big downsides about being a long-time school board member is remembering things from the past. That because I was on the board when we piloted this at one of our schools.

[02:46:39] And I'm sure that, you know, Dr. Reed, if you go back, Mr. Smith, you know, if you go back and go deep in one of the drawers, They will be able to find relevant information about pilot for one particular elementary school for this program.

[02:46:57] And then share with the board why we started, how we ran the program, and why we decided not to continue that. I think if we can start with that, I will be able to support the motion because that's not going to require a huge investment of time on the part of staff and superintendent.

[02:47:17] But if this requires a lot more than that, because I'm not going to, at the end of the day, having gone through that, I'm not going to be able to support the year-round calendar because I remember why clearly we couldn't do it.

[02:47:34] And under the current financial situation, that we wouldn't be able to accomplish that. So if a maker of the motion is willing to start with superintendent presenting to us our pilot experience going back more than a dozen years ago, I think there'll be a good start and that may suffice the needs.

[02:47:59] But if the motion is requiring much deeper work on much more work on this, I'm not going to support it.

[02:48:09] Mr. McDaniel. Thank you. I agree with my colleague, Mr. Moon. I mean, I want to be very clear with the public. When the motion language has a balanced school calendar, what that's referring to is year-round school. That's a significant cultural shift. That's a financial shift. And I know the answer. So the answer is no, we're not going to go to year-round school.

[02:48:40] I appreciate that our quasi colleagues in Loudoun County are kind of looking at and flirting with a little bit, but we're not doing that in Fairfax for many reasons. But, you know, I can't help but point out the fact that two days ago, the superintendent was just criticized for adding a third round of public here of calendars and public input on the Skyview boundary conversation.

[02:49:08] Meanwhile, this motion wants us to add more public input and potentially consultants to look at a year-round calendar of which we already have an answer to. I can't support this. I appreciate the spirit of it, but look, when you ask questions that we already have the answer to, and when that comes with a cost, the answer is no, we're not going to put the money towards that because we have, as we're going to have a conversation later tonight on budget, we have bigger fish to fry when it comes to allocating funding. Thank you.

[02:49:45] Ms. St. John Cunningham. So I was going to ask the superintendent what kind of time commitment this would involve for our staff to look into this. Yes, ma'am. I think Mr. Moon's sort of look at the experimentation or the pilot that went on several years ago, and actually we did review that probably a year or two ago as we were looking at our school improvement

[02:50:19] work and it really was budget that was not able to be sustained to maintain the extra time we all know that more time is going to produce you know better results so it's one of the variables that if we could provide more time likely particularly with very young children who come with more supports necessary it's been a budget challenge so to go back and bring back that information would not take a lot of time if it's researching you know writ large

[02:50:54] models and running you know utility costs and all the things I mean that's going to take more time so it's really a continuum of what questions you would want most specifically answered thank you um I I appreciate the institutional knowledge that Mr. Moon shared, and I agree with my colleague that we have bigger fish to fry.

[02:51:22] I wouldn't want to see staff time invested in this. I think that we've got other things that we have to look at, and based on the comments made by people that are willing to get this information but probably not willing to support this, I just can't support this. I had another thought but it just left my mind so anyway that's it it just doesn't make sense to me particularly when one of the factors was budget constraints of why it was in pursuit thank you mr. Cunningham I'm going to take a quick turn the only

[02:51:59] thing that I wanted to say here is or actually it's a question would you I mean regardless of whether or not this motion passes would you still be able to provide us there the previous information related to what's been done in the division already yes ma'am okay okay so I think that that up for me is a solid path forward that I don't think it needs to be done by a specific date particularly with everything else that we have going on with the additional boundary work and everything I wouldn't want to put that that time specific date on it related to again hearing from my colleagues that would probably not

[02:52:35] likely be interested in supporting it I will say that the one person that I do think that it's interesting that school our year-round school has rebranded itself to be called a balanced calendar because when the one person that wrote to me about this pointed to a specific school division in Virginia that's doing this already I pulled their calendar they have the same days off we do they have all of the same days we do they almost they have all of the same break time that we do it the only difference is is that they're calling it a balanced calendar and that they have different breaks kind of nestled in after each quarter but I mean so

[02:53:11] it's very similar in terms of many aspects of what we're doing already so mr. Dunn for go back yeah I just wanted to highlight the motion talks about not necessarily the division as a whole that's an option but it also says for particular schools and pyramids and as dr. Reed mentioned they were looking at it for title one schools or doing a pilot in the title one school I dr. Reed how comprehensive was the analysis that you did a year or two ago whenever that time frame was. Thank you for the question. What we did is we reviewed, and I can't remember what

[02:53:50] they were called before, but we reviewed the... It was a year-round calendar with intersessions in between. Right, but there was a name for... There was that. We looked at a couple models that Fairfax had previously used, and there was a particular name, and I'll have to go back in my notes to get that, but we did review the model, and there were some that I think went an extended a day. We paid for a certain number of extra hours, and that's, of course, different than changing the, you know, the calendar. But again, when we reviewed it, the budget, we just weren't

[02:54:26] able to make the numbers happen. So we either would end up with fewer Title I schools or be able to spread the money out to support more Title I schools. So the analysis was probably over the course of two or three meetings, but we really reviewed the data that already, you know, that the division already has for the schools that were already involved and I want to say it may have been at the time well I'm sure it was when Mr. Moon and maybe Mr. McElveen were on the board previously. Yeah I guess my thoughts are FCPS did an experiment right but it's been 10 years plus

[02:55:04] since we looked at this and there's been a lot of best practices lessons learned by other school divisions so did any of the work a year or two ago involve looking at other school divisions either in the DMV or around the U.S.? We looked at, I mean, and we routinely, there are several major meta-research groups, Hanover, EAB, that have done that type of research and have those studies.

[02:55:27] And I think that the research is mixed on the year-round calendar, but extended time often results in student achievement increases. Again, the budget realities, we were not able to figure out a way fund some of those models but we did look at those meta studies and I'm happy to share those with the board I I continue to support the motion because I think having data especially we all share commitment to students but my personal commitment is a world-class education for every student and I think

[02:56:03] for our title one students for our low-income students and one of my colleagues in voting against the summer has talked about shorter summers are better for those families so this is this is one of those shorter summer options so for all those reasons I do think having a formal study of some kind we can certainly incorporate FCPS experience but also what is what is out there in a more formal and rigorous way so maybe there are school districts that have figured out how to do in a cost-effective way so let's go and find

[02:56:34] them right okay dr. Anderson I know I had it off and I took it off then I put back on I I am fine with getting more information I think that's great but I'll tell you it's giving me a little bit of heartburn sitting here thinking that we're going to potentially and I'm just saying potentially because we're so not far from there from this but I have to put it in this room but you know potentially having a pilot for title one school to have year-round school where no one else does that that's a stigma that I can't kind of see myself out of and I just want to make sure I put

[02:57:14] this on the table. If this is going to be something that you pilot, you've got to find a different place, a different situation. We cannot continue to stigmatize our schools that receive Title I funds. That is just not striking me pretty well at all right now. Mr. Moon, for a go back.

[02:57:32] Just very quickly, for a year-round school to be implemented is going to require a buy-in, not only just from the parents, but staff members whose life is going to be impacted by

[02:57:50] By this change, there may a consequence of that could be many staff members leaving the school to another school not to have year-round calendar and providing an opportunity for remediation for students who may be otherwise struggling or enrichment programs for students who are excelling during the intersessions.

[02:58:19] sessions, and so that requires a lot of financial resources. That much I could share with you. Mr. McDaniel. Thank you. I agree with Dr. Anderson. I mean, you know, look, the conversation on year-round schools is always targeted towards, you know, student achievement, but then it goes down the rabbit hole of Title I schools or those schools or things like that,

[02:58:53] that that's not we can't keep spinning our wheels in that in that conversation that's just that's not how we do business in Fairfax County you know moving to year-round school will be a significant financial strain on the taxpayers it will be a strain you know from a workload perspective on our teachers this is just not something that is on the table right now in this in this fiscal environment or potentially even ever, it will be a significant change of culture in Fairfax County.

[02:59:31] And I think I have a unique perspective of that as an at-large member. So I just, I can't support putting it out there and teasing the community that, well, maybe it's possible, I don't know, we'll look at it. So for those reasons and more, I just, I appreciate the conversation tonight, But I can't support the motion, which ultimately puts out something that we're never going to do.

[02:59:56] Thank you, Mr. Frisch. Nope. Thank you. OK, seeing no others, we're going to go ahead and take a vote for the amended motion that's on the screen.

[03:00:11] All those in favor, Mr. Frisch, Miss Marin, Mr. McElveen, Miss Dixit, Mr. Dannon, Mr. Dunn, Dr. Anderson, Miss Lady. All those opposed, Ms. St. John Cuning, Mr. Moon, Mr. McDaniel, and myself.

[03:00:32] Will the clerk please read the vote? 8-4, the motion carries. We are going to go ahead and take a quick 10-minute break. We will be back at 10-10.

[03:02:52] Board members, please take your seats.

[03:11:25] Board members, please take your seats.

[03:12:15] Okay, coming back.

[03:12:49] Agenda Item 7.01, Performance Review, Facilities and Transportation's EL11 Monitoring Report. Each year, the school board assesses the superintendent in part on the basis of the school division's reasonable progress towards achieving the 2023-30 strategic plan goals and adherence to a set of 13 executive limitations found on pages 14 through 31 of the board's strategic governance manual.

[03:13:16] The superintendent provides annual monitoring reports to the board for each executive limitation. The board then votes on whether the provided report is in compliance or if corrective action is needed. I call on Dr. Reed for a monitoring report on executive limitation 11, facilities and transportation.

[03:13:34] Thank you, Madam Chair. Good evening, members of the board and the public. This evening, I'll be presenting executive limitation number 11, which addresses facilities and transportation. So this executive limitation is going to, I think, be-- I think a really exciting EL.

[03:13:56] I appreciate all the staff that are here this evening from the various departments that embody Executive Limitation 11. I know our staff have worked tremendously hard over the past year and continue to raise the bar for excellence across our operational departments, be it facilities, transportation, or the warehouse, and just really proud of the work the team has done.

[03:14:21] At the time of this report, to the best of my knowledge, information, and belief, we've gathered information and evidence that I believe supports compliance with this executive limitation and I would like to share some of the highlights this evening. I also want to note for the public that the full report is posted online on the agenda. Currently there are seven areas of executive limitation of 11 and all parts of item 1 can be seen here. All parts of item 2 can be seen on the next slide and then there are the remaining items three through

[03:14:58] seven on this slide although I will only be sharing selected indicators this evening that highlight new and updated information again the entire monitoring report is posted online so in looking at the new or newly added information we've had an opportunity to finally if you will implement different projects that have honestly been a plan for in some cases over a decade one of these projects is the stop arm violator camera program and this has been something that has been in the works for many years and we

[03:15:37] have finally actually deployed it in the last year cameras are currently deployed on 50 bucks buses and enforcement is underway in coordination with the fairfax county police department and courts between april of 24 and december 17th of 2025 the system captured over 58 000 events and over 6 000 of these 58 000 events resulted in citations or warnings issued we've also completed a pilot of high visibility led stop arms to increase the driver awareness of school buses

[03:16:16] when the lights are activated 10 buses have been equipped as part of the pilot which has resulted in a 53 percent decrease in stop arm violations based on these results we're likely to proceed with an expansion of high visibility stop arms across the fleet and i will say this is particularly important because these are vulnerable times for children as they get on and off our buses and with over 45 000 bus stops in our county it's really important that we do everything we can to safeguard safety during this on and off transition time for buses we've also

[03:16:53] enhanced school bus visibility and safety through the deployment of illuminated school bus signage on 17 of our newly acquired buses these lighted signs make school buses easier to see especially during some of our morning and afternoon routes when visibility can be low we're also currently

deploying mobile data tablets on our school buses and this will be a full division-wide rollout that's planned for the coming fall and you're going to hear a lot more about that over the summer. If you're a parent whose student rides the bus you'll also be getting information. We're very excited about launching a new parent

**[03:17:31]** facing transportation app next year which will provide families with improved visibility into their student transportation services. This platform will be implemented in conjunction with student cards that enable more accurate tracking of student ridership. Finally, we've made substantial progress in stabilizing our transportation workforce. In March of 2025, the Office of Transportation Services was managing 104 driver vacancies, and that number has been reduced to 21 driver vacancies as of March 2026.

**[03:18:08]** We're very excited about that. Next, we're very excited to have acquired the property for a new High School, Skyview, which will be addressing capacity needs in western Fairfax County. And in addition to developing the boundary for Skyview High School, select other areas have been identified during the comprehensive boundary review for an extended review. And we have four of those areas that are being reviewed and appreciate the five different senior leaders that are leading the work in each area and look forward to those results soon.

**[03:18:47]** I will also say big props to our facilities department because they're actually managing all five boundary processes simultaneously, as is our community engagement and community relations team that has really been an all-hands-on-deck this spring and will continue in the fall as we work through boundaries in multiple locations across the school division our food and nutrition services team has expanded access to meals well beyond the traditional school day this supports students and families

**[03:19:22]** during times of need as well as cultural observances I'm not sure let me see if we've gone one slide too far I think we could go thank you we've implemented snow feeding operations during the last two major snowstorms and released about 5,000 meal kits during the snowstorms as well as fasting meal kits and from February through March there were approximately 900 meal kits that contained breakfast and lunch meals. In partnership with Educate Fairfax we hosted special community Thanksgiving dinners which I know several of you attended and helped serve

**[03:20:00]** And I really want to thank our team for showing up and being part of that effort. We met a lot of families celebrating the Thanksgiving holiday during that time. So I really appreciate that. We've also implemented share tables in all our comprehensive schools where students may place unwanted, unopened, and uneaten food or beverage items for other students to take freely.

**[03:20:26]** This is both part of our get to green work as well as our work on food and nutrition. This school year, our food and nutrition services team successfully reached a 100% staffing level for the first time in many years. This means that there are sufficient positions to cover absences and leaves, which is a big moment for our food and nutrition services office.

**[03:20:50]** Finally, our food and nutrition office is offering a job shadow program for students, which gives interested students a chance to explore careers in school nutrition while gaining insight into the essential role these services play in supporting school success.

**[03:21:06]** Students participate in full days of behind-the-scenes experiences with the team and learn how meals are actually planned, prepared, and served across the division. So Madam Chair, this concludes the

presentation for Executive Limitation 11: Facilities and Transportation.

[03:21:23] And I welcome any questions. I now call on Mr. Fisher for a motion I move that the school board finds the superintendent in compliance with executive limitation 11 facilities and transportation I further move that the school board approved the monitoring report based on the superintendent's reasonable interpretation of executive limitation 11 facilities and transportation as outlined in the strategic governance manual is there

[03:22:00] a second I second thank you Miss Dixit Mr. Fisher would you like to speak to your motion yes so earlier this school year i had the opportunity to shadow a school bus driver and you know i i think people just think of the job as somebody who sits there and drives the bus sometimes but it's so much more involved than that uh in addition to driving it from point a to point b and then from point b to point c and point d and so on uh it's making sure that all the kids are on the bus making sure that

[03:22:37] they're behaved making sure that uh you know that they're being dropped off in the appropriate place And so I'm extremely excited about the rollout of the new transportation platform because it signals to our bus drivers that we respect their work and we want to assist them with it to make their job easier in the same way that various technologies have made the work of other professions in our school division easier.

[03:23:05] I THINK THIS IS NOT ONLY AN ENHANCEMENT THAT'S LONG OVERDUE FOR OUR BUS DRIVERS, BUT IT'S ALSO AN ADDED BENEFIT FOR FAMILIES. SO I THINK THAT THAT IS A TREMENDOUS ACCOMPLISHMENT. AND, YOU KNOW, ONE AREA THAT I WANT TO ASK ABOUT, AND THIS MIGHT BE IN EL13, BUT I JUST WANT TO MAKE SURE, BECAUSE I DID NOT SEE IT IN THE REPORT, THE SCHOOL TRAFFIC AND PEDESTRIAN SAFETY REPORT THAT WE'RE GOING TO BE GETTING IN JUNE I believe yes okay yes sir many of my constituents are very much looking forward to that report

[03:23:44] coming out I feel like I'm shoehorning this in because of the word transportation frankly but it probably belongs in EL13 safety and security but I want to make a plug for it anyways that's something that the board will be getting annually going forward once we're through this pilot phase and and the report that comes out in June so I'm wondering if you've had any thoughts about how you're going to slot that work in with the normal board calendar yes sir i i think we are going to try to make an annual work product and i do believe it's in el 13 and mr lambert

[03:24:24] is going to be overseeing that and honestly the safe routes to schools work is going to become even more important this coming school year it's my understanding that we're not going to be provided with high school crossing guards i believe that was a final decision that they did mr lambert can you speak to that i know it was on again off again but i believe they the county board of supervisors did eliminate that but i just want to confirm that that's my understanding which would impact 11 high school crossings right so that's going to have an impact on the safety report that we're going to be providing well i appreciate all the work that's

[03:25:03] gone into this and you know when I have to reach out to staff about a late bus which happens far less frequently than it did years ago they're extremely responsive and they they do great work to make sure the parents are heard thank you thank you I like I said I'm really proud of the team the routers the dispatchers the drivers the mechanics and in particular this winter you know it IT WAS A VERY TRYING WINNER, NEEDING TO CLEAN BUSES, SNOW AND ICE, IT'S BEEN INCREDIBLE.

[03:25:39] AND I REALIZE I ALREADY SAID THANK YOU, BUT I JUST MENT THANK YOU GENERALLY. MAYBE YOU COULD SPEAK A LITTLE BIT ABOUT THE COORDINATION WITH VDOT. I KNOW WE'VE TALKED ABOUT THAT PREVIOUSLY, BUT I THINK THAT'S ALSO AN ADDED IMPROVEMENT THIS YEAR.

[03:25:54] YES, SIR. WE PROBABLY COULD HAVE PUT THAT IN HERE AS AN ADD IN THE TRANSPORTATION, BUT FOR THE very first time ever. Big props to Mr. Muick and Mr. Andrade with our transportation teams. They met with VDOT and we mapped all of our bus stops with VDOT so that as VDOT cleared streets, they were able to be aware of where our bus stops were and provide really thoughtful service. They've been great partners for us through inclement weather, but that partnership is really yielding,

[03:26:28] i think strong results that are positive for us so even as we had areas of fairfax county covered in snowcrete we had cleared school bus stops and we thought we'd really kind of nailed the issue right because the year before it was the bus stops that were so difficult so the team worked with vdot to get our bus stops cleared but then the sidewalks weren't done and of course vdot doesn't do sidewalks and the school division doesn't do sidewalks and you know we have to count on others so it we did remove one more obstacle but uh we still struggled this winter

[03:27:05] with sidewalks thank you yes sir mr would you like to speak to your second yes i'll just make uh some comments and a question um the first of all dr reed thank you for the presentation the acquisition of skyview high school i think it is the momentous time for for us that we were able to acquire the school with such speed and effectiveness and everybody came together and it is definitely helping our overcrowding on the western fairfax county we're planning ahead for the population growth in that area also which has got a lot of construction coming up so this is an

[03:27:43] amazing thing happened in a county for for transportation i really like that we have the the safety measures the stop arm cameras during driving around Fairfax county I'd noticed a lot of people don't stop for school buses anymore and this is really a good important step for a reminder like the police can really find and ticket these people so because you need to stop I also like that we're using more electric buses that and again I will talk about solar that anything with sustainability we are we are doing that that's going in the right direction my

[03:28:23] only question was right now that I recently watched the news and there was a middle school bus in a different state I forget which one and there was a the driver at the time had a medical emergency and lost control she like she had a asthma attack or something the school the students somehow figured out a way and stopped the bus and they there were 40 plus kids who who's who's you know they were all safe my question was in that kind of situation do we have any

[03:29:00] safety measures in case the bus driver faces an emergency situation so it's a great question mistakes it and I'll defer to mr. muick I did see that video and it was remarkable the young people acted very quickly and you know expeditiously mr. muick thanks ma'am the we don't have anything like a fail-safe like the when he if he were to pass out the and you know the bus would stop it's something that when we saw that Paul D'Andrade and I sat down and started talking about hey we probably should investigate see what is out there for

[03:29:38] like an automatic safety on buses but we don't have anything like that right now now. I think like you know the OnStar some cars have that service that something happens as like a safety button and not that there's a remotely you can control this big bus that's a big vehicle but maybe instructions giving

because you know students and middle schoolers can do it but I'm like literally wondering what elementary school kids like how do they come across if they come across that situation but we have sixth graders which are very smart so I think that

[03:30:11] should be okay. And the RFID, which I think it's on the report, is it going in effect in the school year or next school year? Next school year, the RFID cards will be going into effect. The team is working really hard to try to make sure the cards actually are multifunctional because, you know, we would want students not to have multiple cards, but one card that has multiple purposes.

[03:30:39] So it's basically it also tracks the students going out of the school as well. If they leave early, my parents pick up, they will know. Because sometimes it happens and one parent's picked up and another didn't know and, you know, things like that. I just wanted to do the functionality of the cards.

[03:30:56] We're still exploring all of the functionality, like can we use it for lunch, for library, for swiping on and off the correct bus. I don't know what other uses that, Mr. Mewick, I know you guys are working cross-departmental with the RFI cards.

[03:31:12] Do you have other uses planned? Yes, ma'am. The card is going to be set up so that the RFID frequency that we've selected with the help of DIT and the number of digits on it that it can be used for anything in the schools. We've already done the pilot, a small pilot with food service so that it would work as a point of sale.

[03:31:33] So it was kind of, we've kind of taken that Lord of the Rings philosophy, one ring to rule them all, one RFID badge to rule them all. So we didn't want kids having multiple badges. We just wanted them to have one that worked everywhere. You could check out a library book or my bucks, running orchestra information.

[03:31:51] But this year when we roll it out, it'll just be used right now on and off of buses. Those are things that we have the potential to do down the road. That's great. Actually, it reminds me of the magic band you get at Disney Parks. You get everything on it. You don't need nothing after you enter the park.

[03:32:07] So thank you. Yeah, thank you, Ms. Dixit. And I want to thank you also for commenting on Skyview High School. I know that's something many of you were, there was a lot of enthusiasm last year at this time and no certainty that this would actually come to pass.

[03:32:24] And when we stop and think about it, I know the team and I talked about it the other day, We haven't even owned that property for a year yet and we're there's a lot that's happened in less than a year to try to get a school program up and running to try to get boundaries drawn to get bids for architectural drawing like there's a lot that's happened in nine months which is an extraordinary speed quite honestly to to move on a facility that size and secondly I know that Mr.

[03:32:58] Gordon shared with me last week some of the newest numbers for planned development on the western part of the county and I was honestly quite amazed by the thousands of units that are in planning in the queue and mr. Gordon you happen to have access to that this evening to share with the board because I honestly I don't think we've talked enough about that publicly and we've got two different areas in particular I think the Westfield area it was over 8,000 units but mr. Gordon if you wouldn't mind sharing that this evening

[03:33:36] I think it's really helpful and honestly I would be very concerned hearing the state if we had not purchased this new school building so mr. Gordon yes ma'am thanks for the chance to speak so as you said so looking at housing units whether it's new or approved or under construction or pending I guess there's three categories pending approved and under construction looking primarily at Westfield pyramid and in South County or some sorry South Lakes pyramid Westfield

[03:34:11] has approximately 8600 units that we equate to be roughly about 600 students high school students and then South Lakes has roughly 16,000 of those you know pending under construction or approved that equates to about seven thousand I'm sorry seven hundred students that high school students that would materialize at some point in time and so if you look at those two zones and those generally north of 50 so it's in that area where kind of floor says that's where the Westfield built up is and then obviously South Lakes a little north of that kind of north of coats maybe and so it generally supports you

[03:34:49] know our CIP efforts when you look at Silver Line the new high school that come in at some point in the next five or six years so it's a significant amount of development and i think it's as mr gordon mentioned we for those of you who have been familiar with what's happened at coates elementary school and just the literal explosion of enrollment there that's what's coming through for middle and high school i was just surprised to see the numbers um i mean that's 8 000 in the westfield area and i'm sorry what was it 16 000 in the south lakes area yeah 16 000

[03:35:25] 16 000. so i mean it's a significant number so i really do think uh the foresight this board had and the vision to make that move and serendipitously that we were able to purchase the facility even not being the highest bidders um but uh when i look at this data i'm just like oh dear right because there just isn't a lot of property in that area that we could have purchased to start from scratch so i appreciate you raising that and appreciate the board's leadership on that

[03:35:55] project dr anderson i think i'm going to pick up with that last piece regarding all of the exploding developments i i get this a lot in our community where people are saying well why are there more what are you doing about that not realizing the board has no role in whether or not those developments are approved and the conversation is not really had either.

[03:36:23] We just find out whenever it is that you share with us, whenever it is that your office is told. But I'd like for that to be, if at all possible, part of a regular update to the community when we have these hotspots, because people are largely unaware in terms of just the continued pressure on our schools when these huge developments are placed and not really having a good understanding, which is leading to my first question, of how the proffer can work and what we can potentially do with that. And I know we have a little bit in here, but I'd love for you

[03:36:57] to speak about that, please. Yes, ma'am. The proffer process is certainly a uniquely interesting process. Mr. Gordon, do you feel confident in talking a little bit about that at this time?

[03:37:14] It feels to me at times, Dr. Anderson, that we're a little late to the dance. Like I hear about the development, but I'm sure our staff is working with our county staff to address those topics. It is an ongoing effort, right?

[03:37:32] If there's more detailed information, I can look to provide that in a Friday letter. I'm so sorry. I couldn't hear what was said. It was a little muffled for me. So it's an ongoing effort of our staff working

with the county staff and looking for development for the proffers, Looking for more detailed information, I could probably provide that to Dr. Reed and she can provide that in a Friday letter.

[03:37:52] And honestly, it's not for me. I want for the public to have a better understanding of what the proffer means and what if we're looking at the report that is here. You know, there was five hundred and seventy nine dollars for a proffer in the Mason District for Foster High School and there was six hundred and four thousand for justice.

[03:38:10] How do we arrive at these numbers just really trying to ensure that there's a little bit more understanding around that process. It doesn't have to happen right now but I don't want it to be in a Friday letter because the public can't access that.

[03:38:26] So I want to kind of ask a couple of other questions. You talk about the shared tables the shared tables. I know typically before that was because the school decided to do it. Is this now mandatory that all schools must have shared tables. Yes ma'am.

[03:38:41] Okay, thank you for that. I also want to speak kind of a little bit more broadly about like the bigger piece of this EL for me, which really leads to the transportation and to the boundary work, because I do think that lies in here.

[03:39:00] lots of good nuggets, and I'll start with transportation. Similarly to what Mr. Frisch just said, I am not hearing anywhere near as much as I've heard in the past, even last year, about bus issues, whether the buses are tardy or double-backed buses, although I'm still hearing a little bit of TJ, and I think I shared that with you a little while ago, but it's been very, very few.

[03:39:25] So I know there's been lots of work that's moved, that's happened there. But the boundary work, I think, is one that I need to make sure that I speak about broadly here, and we could certainly take Skyview. It has been a huge crunch to get it done, but I know that that could have been a little bit more planful to be a little bit less painful.

[03:39:48] Similarly with the boundary work, we muscled through, but we had a lot of missteps, and even to the point that after action, I think that's been an informal ask of some board members and after action report to be provided by you I'll pause here I'll just finish my thought and then I'll ask for a go back because I want to take the opportunity to kind of dig a little bit deeper in terms of how do we set a blueprint for a more a smoother process moving forward because

[03:40:22] we are going to do to do this and I know it's been 40 years but there were some opportunities that I think we really missed and I'd like to go back please Mr. Dunn thank you I'd like to ask the stop arm cameras is there a plan to eventually put them on all school buses because I've seen in my neighborhood on the street I live on I've received many complaints from my local constituents about cars speeding around school buses and the data I've researched on that shows

[03:40:59] that it's alarming frequency across the United States well yes and yes I I know we started with 50 buses to not overwhelm the court system and well I know it's doesn't sound like a grand reason but that was true we have 1600 buses right we have the stop arm cameras on 50 mr. muick has really shepherded that work I don't I know at one time we talked about adding buses I'm not sure what we were which threshold we were going to look at because we've been about a year in at 50

[03:41:35] and the data i shared is there are a lot of citations but any word on thinking about our expansion of that yes ma'am great great question great topic we are in conversations about every other week with the courts and pd about uh planning that rollout so the next uh iteration would be another 50 and we're looking to do that as soon as the kinks are worked out and then by kinks i just mean there's still some issues with the reviewing of the citations by pd and courts and the contractor to make sure they're valid the cycling them through the court system and the

[03:42:10] summons process errors coming out through the electronic so we're kind of working through that on this first 50 and we're talking about the next 50 rolling out probably somewhere in the fall time frame and you may look at that and say the fall time frame there's a lot going on with the buses in terms of the tablets and the rfid badges so we're trying to be very very smart and planned on how we do that because the staff can only handle so much at a time so it'll be 50 and then another 50 and the initial plan was eventually we'd be at 200 probably by next summer and then

[03:42:45] those 200 we would use to kind of go from neighborhood to neighborhood to change behavior and once the behavior is changed you can use them somewhere else and you don't have to go through the expense of getting them on all \$16.50. That was kind of our initial thoughts and where we're at so far. Is it self-funded, meaning the fines generated by the cameras pay for more cameras? Yes, sir. I also want to ask about the tablets. I received an email indicating that each tablet is an order of magnitude more expensive than our existing tablets or whatever devices we

[03:43:21] have. I was wondering if you could just talk about the cost comparisons and the pros and cons. Yes, sir. The new tablets have a different functionality, which is really going to be required for the safety features that we want to use.

[03:43:37] But also, it's my understanding, and I'll let Mr. Muick take it from here, that the current tablets, some of them honestly have reached their end life, and we don't want to replace the old tablets that aren't going to sync any longer with our new routing software.

[03:43:54] But Mr. Muick, thoughts on sort of the... basis and the different functionality between the tablets yes ma'am I'll have to get back to you with the actual cost comparison but I can talk to you in good detail about the capability difference which was really what we were all going after the old tablets which are no longer on any of the buses are all the new ones they were basically just they to help you the the driver would have to look at it at every stop to see what the next turn was right it was not it did not have voice directions that would come out it was not like the Waze on

[03:44:33] your Apple phone where it would help route you around traffic or issues this now has the RFID capability so that when the kids come on with their badges you know their face their foot photograph from sis comes up it tells their name whether or not they need to be met by an adult who that adults name is you know so it's all that advanced capability that has just taken us to a next level financially I'll have to go back and take a look but as dr. Reed said those other tablets were on the end of their life anyway so we were going to be moving to something but I can get you a cost comparison well have we ever looked

[03:45:11] at putting seatbelts on school buses because you know studies I've looked at previously show there's a lot of injuries on school buses that's a good question sir I know last year's state like bills there was one in there to do that and then it failed it obviously didn't get passed nationally you know I don't know I'd have to get back to you on that one sorry I think we do have seatbelts on some of our buses where where that's necessary for safe

[03:45:46] transportation but on the main you're correct we don't I think that there's probably research that would indicate that would be helpful and I think if the Commonwealth wanted to go in that direction we would really hope they WOULD FUND THAT BECAUSE THAT WOULD BE RETROFITTING YOU KNOW AS I SAID 1600 BUSES WE'VE GOT THE LARGEST SCHOOL BUS FLEET IN THE NATION SO UM IT'S A SAFETY IS ALWAYS PARAMOUNT FOR US UM MAY I ASK ON ON DECEMBER 18TH UM THE SCHOOL BOARD PASSED A MOTION WITH RESPECT TO CENTERVILLE HIGH SCHOOL AND A BUNCH OF OTHER UH SCHOOLS THAT ARE ZONED RC UM I DON'T THINK THERE HAVE BEEN ANY

[03:46:26] UPDATES TO THE SCHOOL BOARD UNLESS I MISSED ONE IN THE FRIDAY LETTER UH CAN YOU JUST PROVIDE an update on where things are in terms of negotiations with the county and the park authority yes sir I believe things haven't really changed much in those negotiations but I'll defer to mr. Gordon because I know staff meet with staff more regularly than I might hear about yes ma'am you're correct sir still status quo we're still in a floor area racial conversation for conversation with the county um the county is still looking to how are they going to handle rc zones it's not a top

[03:47:03] priority it's kind of a second layer second tier um look for them so we would expect sometime in the next two to three years they might have the rc zone piece uh solved um but for a centerville and the far conversation we're still at a stalemate um i also wanted to ask about um the cost of the skyview renovations there was a question asked during the work session um i i didn't quite understand whether all the work would be accomplished within the three years because we have the three years the opt-in opt-out and then you're bound by the boundaries will all the work be done by the end of that three-year period

[03:47:39] when you get the full student population in and also what what projects were was that money or will that money be taken from and just kind of what is the total cost that will be involved so I think initially what we're looking at is the contract for the architect to do the design work and I think once that's done I think we'll better understand the construction costs and the timeline but again I will defer to mr. Gordon on that because I think what he provided was what was in the RFP for the architectural work which talks about the out

[03:48:17] buildings the fields and then the internal buildings but mr. Gordon I know we've provided that list previously but if you have that with you tonight I did not have the list per se that would that would be you know cascading projects left or right to support the overall bond picture of that but yes we are looking to support their RFP which will should come forward to the board in June in that process once we bring in the architectural and engineering they'll give us a more detailed schedule and a more detailed costing of what what we're bending the three types of work that will be done that would be the out

[03:48:55] buildings the shell buildings converting them in the classrooms any work that needs to be done within the main building and then bringing the athletic fields up to par and the goal is to have all those all three of those done within the three-year period within the three-year period yes finally I just wanted to ask after the January 22nd vote I had brought some motions for an after action report for written practices to be developed for future boundary reviews and i was

[03:49:31] wondering um you know the discussion at that time was that you intended dr reed to to do that already and so it was felt that it was statements made that there's no need to compel you if you already had that intention so can you share whether there has been an after action review and as well as kind of best practices lessons learned compiled um for for future boundary reviews yes sir so we've had two skeleton

brack meetings um since that time and i think we'll probably have to come up with a better name for the group but uh it's two of the modified group that is going to stay

[03:50:08] in place between now and the next boundary review and they have split themselves in the two in fact WE JUST MET THIS WEEK AND HALF OF THE GROUP IS WORKING ON THE AFTER ACTION REPORT AND THE OTHER HALF OF THE GROUP IS WORKING ON A HANDBOOK, A BOUNDARY HANDBOOK THAT COULD BE USED FOR BEST PRACTICES MOVING FORWARD. SO BOTH OF THOSE DOCUMENTS ARE BEING WORKED ON AND MY GOAL IS TO TRY TO GET THEM TO YOU BEFORE THE BOARD RECESS THIS SUMMER. THANK YOU AND I JUST WANTED TO SAY I REALLY APPRECIATE THE CHAMPIONS, THE LEADS YOU'VE DESIGNATED FOR THE BOUNDARY UPDATES,

[03:50:44] The ones I'm dealing with, two, three, and five, have been fantastic, and so I appreciate the additional community engagement to enable transparency and robust conversations with the community. Thank you. I'll pass that along. I know people are working really hard on that.

[03:51:03] Mr. Dannon. Good evening. At the risk of bringing up bad memories around snow removal, I just wanted to ask a little bit about this. So first, I appreciate, I want to make mention of this because it's one of dozens and dozens of stories I've heard since joining of the little things that you all and your team have done to make things safer and better for our kids.

[03:51:30] And so I really appreciate all the work. I know that you guys work very long hours and have the best interests of our kids at heart. So one of the things that I want to call out is just the work you did sharing bus routes with VDOT to help prioritize and clean up because I thought that's, again, very innovative. I know it took work to do, but it makes a big difference.

[03:51:47] Some folks did ask about sidewalk clearing, and I've heard that other divisions do this. Well, they will contract out to get bus stops and sidewalks nearby cleared out. I saw your call this last winter and got some of my, as PTA president in the past, I've got folks together to go clear the sidewalks around the leading in and out of the school, but have you all looked at, like, cost estimates for what that would take to be able to clear out sidewalks further out from the schools and at bus stops?

[03:52:11] - You know, we went a block, I believe, outside many of our schools. Uh, but we just can't, uh, in a cost of, we're already at a major cost overrun for clearing parking lots and all of our, um, just square footage, uh, so, and drive-thrus and kiss-and-rides and so on and so forth.

[03:52:33] So we really count on our community to take care of sort of the neighborhoods and our HOAs and, uh, I will say that so many neighbors came out and helped. Like by far, there was a huge community push.

[03:52:50] We also have a lot of neighborhoods where we have folks that probably aren't able to go out and shovel sidewalks. And I know there were teenagers that went out. There were other families that helped. But we already spent well over what we budgeted for snow removal.

[03:53:07] So I really just don't see that, particularly in our current budget times, as a viable strategy. Appreciate it. Thank you. Yes, sir. Mr. Moon. Thank you, Madam Chair. Quickly on Skyview High School, I know that a process to prepare for the opening of a school for the upcoming school year has not been always smooth, but I still believe that we made a right decision to purchase that particular school building and school site.

[03:53:41] And I think I'm thanking Mr. Dunn very much tonight, maybe too much, way too much, but But I need to thank you again because you are the one who brought the opportunity to purchase this, you know, this property to the rest of us.

[03:53:57] And I want to thank you for that. You should get the full credit for that. So with that said, you know, what Mr. Gordon had said about Centerville High School, that RSC zone, what the county board of supervisors, county might do or might not do, might take two, three years.

[03:54:18] Meanwhile, Centerville community has been waiting. i don't find it acceptable to for them to wait for another two three years without giving them which direction we are going i mean by that time two three years our term will be over our term will be over so i don't accept that unless you know a dr reed and mr golden you come back to us a better use than two three years of waiting i may have to publicly say something about this

[03:54:50] So with that, you know, one of the things I think you have heard me say this a number of times is my disappointment of, you know, superintendent.

[03:55:08] Because it started with you, because it came as your proposer, and then board debated and made a decision. But in not wanting to provide the transportation to the students who are going through this phasing approach with boundary adjustment, I find that even as we applaud what we have been able to accomplish through comprehensive boundary adjustments, not providing that transportation, that's a huge flaw on my part.

[03:55:44] So with that, I am not sure whether I can support the motion for tonight. Ms. Marin. Yes. So I want to start by recognizing the expertise and the hard work of staff.

[03:56:02] I see people sitting in this room approaching 11 p.m. I really acknowledge you, and I know that you work, it feels like all the time. You're so responsive, and I know that you care deeply. I also think that staff is doing what can be done in situations where there's a lack of funding, where there's a lack of staffing.

[03:56:20] When it comes to facilities, we're kind of doubly beholden to the main funders of FCPS, our Board of Supervisors. With the annual transfer, which accounts for some things we could put towards the things in this report, and then, of course, the capital bond. Very hard to operate a system under those circumstances.

[03:56:39] I think this is a massive portfolio to cover in just one executive limitation. Just as you adjusted the organizational chart when you arrived, Dr. Reed, I think this executive limitation should be separated, and that's something the board can discuss further, because really facilities and transportation are each such enormous bodies that I think we could have a whole conversation just about each of those places and then in-depth some. So that is something I'll consider bringing to the board. So I'm challenged to navigate the topics enough at my best and now at this hour to make much sense of the status of these critical topic areas.

[03:57:11] I'm looking for information in a more organized, analyzed way. And if this is to be the benchmark of what's happened and proof that you were stewarding all of this, the report has to be better organized and clearer on what information is making the case. And this is similar to the feedback I've provided previously. You know, like for instance, when I hear celebration of a high public bond passage rate, that's great. And the public bond is completely insufficient to cover our facilities needs. And I have

not heard you talk about plans to advocate more or figure out how to change that. Granted, it's not all on us. However, you partnered with the board. That is our

[03:57:46] job to move that forward. You know, this EL covers, it has, you know, seven areas. Three of them are about facilities. The bulk of your report has been about transportation tonight. And again, I mean, two pages about buses and nutrition, and that's great, but we have 200 facilities, and we are moving money every year from the operational fund to the capital fund. That is money for kids instruction to fixing buildings. And I've not heard talk about even documenting that and what's happening to fix that. You know, it's not enough at a high level. And the policies are missing.

[03:58:26] And I'm trying to remember, I believe I led a change to the executive limitation to have the policies. There's four policies mentioned. We have 28 policies on facilities. Six are not compliance, including the 2013 environmental stewardship policy. So I just, the MOUs, community use, you know, I've asked for a bunch of questions about SAC. We have an MOU from 1987. Again, not entirely on our shoulders, but what are we going to do to address the standstill that continues to hamstring us, whether it's the FAR, you know, for zoning or a high school

[03:59:05] community use fees thank you I'll say more but you want to go back thank you Miss Lady thank you thank you to staff it's a robust report and I understand that the length of the report is 19 pages that you try to do a presentation that highlights some things intense focus on safety and I'm extremely pleased about the tablets etc um you know we are trailblazers in many ways um to other school systems

[03:59:41] who want to replicate the work that's happening here um i also think that the purchase of skyview was um an unbelievable opportunity and again as you mentioned the fact that we were not the highest bidder we managed to do that i think is is unbelievable um and i think that boundary work is hard I appreciate the fact that I was at one of the sessions on Thursday and by Tuesday we had a response to some of the things that were raised because we staff listens and and implements that or a response to it I do have a question though because I've heard several times reference different policies that are

[04:00:16] not updated are the policies are that are outdated have they been redlined yes ma'am they have and they are waiting for the board to bring to take action correct I believe staff have provided redline drafts for all the policies at this point and I believe they've been submitted for a queue to be looked at at some point by government and again as the former chair of governance last year the volume is a lot we did it takes time to do certain policies with fidelity and

[04:00:53] We spent a lot of time on grading policy and didn't get to others. But I just want people to understand who are listening that from my perspective, at least when I was chair and I'm on the committee now, your staff and you have done your due diligence to provide us with what we need to now take action.

[04:01:14] So it's really on our end to whether or not we get those through governance into the board for a vote. And I think that's important. i also want to reiterate that i i hear some things said you know there was a reference to transportation that was a board vote um i'm never going to hold you accountable financially to a board vote um and i'm i don't know how i could hold you financially accountable for getting money that is transferred from the board of supervisors um i know we engage in dialogue and i know we're going to get an update on budget soon and you know we are living through really tough times

[04:01:53] and I you know it's frustrating because I don't think that our community fully understands how short we are in so many areas. My colleagues have referenced that we need more people in facilities or in transportation or in instruction in terms of teachers in front of our students or whether it be mental health counselors um you know there's just we've been asked to do a lot with with less um and i just you know i i think that the since you've been here and i've said

[04:02:29] this because i worked under you know in the system and and didn't work as an employee under your tenure but i appreciate your staff how hard they work and the things that that are happening that very positive so i appreciate the report and i absolutely am happy to support this and vote for the uh el miss st john cunning um thank you i i just want to shift a little bit because we do talk first of all i want to thank the staff for everything that they've done for this and it is a broad report and actually i do want to mention that it should be corrected because it's an el

[04:03:04] that talks about um the title is let me go back to the title of what this is uh facilities and transportation I think it should be facilities in operation because we also include food food services which was added onto there and that's what I want to talk about is food services we talk about and I mentioned this at one of our work sessions as a family liaison I know all the extra work that our schools do and sitting in this seat I'm realizing what the expectations are but with the lack of funding is the fact that we were able to that we're able to

[04:03:42] provide as many meals that we are able to provide to a lot of to to many of our students and particularly like during the snowstorm when it was hard for people to get out the fact that we're fully operating operational now within food service and we didn't you know we don't have so those are things that are important and I think we talk you know people are talking about the creep on this the creep on this will the creep of responsibilities of expectations for schools and things that we're supposed to take care of and the amazing work that was done during

[04:04:17] the snowstorm with clearing everything around our schools and a block two. The rest of the neighborhood is not our responsibility and the fact that there were people that were in our neighborhoods, PTAs that were willing to do that and go above and beyond is a testament to our community but it is not our responsibility and the expectation that schools are responsible for sidewalks that aren't further than leading up to the school is ludicrous.

[04:04:49] We would gladly do it if we were funded and if we were staffed and we saw communities come together to do it. So I just want to thank everybody down in the trenches that did this work, the custodians that were there when we were all home with our hot cocoa, the food service people that were there doing this work and then again everything that goes on in the buses.

[04:05:11] I mean I have recently said when I ran for this position I thought I'd be strictly talking about things that happen in a classroom. I didn't realize that we were running a transportation department as well, a major food service department a major construction and facilities department not to mention budget and everything else and that's a lot that really is a lot and some of you know I believe as a community learning happened but best in community community school coordinator all of that can happen but we need the funding and we need the staffing and right now unfortunately we don't have it but I

[04:05:51] I really commend the work of the staff here and the work of the teachers and the staff and the custodians and the food service workers, because they are truly our heroes. Mr. McDaniel. Thank you.

[04:06:10] A couple of notes. I think the Skyview acquisition was a very smart move. And I want to thank Mr. Dunn from the Mount Vernon District for bringing that forward. You know, on on Centerville, there was a plan on the table to get Centerville fixed.

[04:06:32] And that motion, unfortunately, that the chair brought was edited and amended, and it did not come to fruition to fix the situation. We did not empower the superintendent to go forth and do great things, as she does, to make sure that Centerville was handled.

[04:06:55] But regardless, look, I'm going to support the motion to find the superintendent accountable for this. But it's interesting to me the conversation around the fact that, well, the report was not brought on time or it was not timely or no one had time to review it.

[04:07:19] This report was brought to us in a Friday letter on April 24th. I went back and checked my email. That was in our Friday letter on April 24th. And then it also was posted on board docs on May the 1st. So saying that, well, it wasn't timely or there were things that were not brought to us, you know, in time to review, that's just an accurate comment.

[04:07:45] And lastly, look, I don't disagree that we're underfunded when it comes to facilities. That's not the superintendent's fault. It's a function of how the Commonwealth of Virginia has structured governing. And that's the same structure that has been around for eon.

[04:08:04] And nobody sitting in this room or me virtual is going to change that unless we go and advocate to the General Assembly, which is why I brought my motion to overhaul our lobbying function a couple of days ago. So if someone in this room or on this board has a better idea of how we can get more money to fund the infrastructure or the maintenance of this division, I'm all ears.

[04:08:28] But I'm not going to hold the superintendent accountable for how the Commonwealth funds schools, construction and renovation and maintenance. So I'll support the motion. Thank you. Thank you, Mr. McDaniel. I'm going to take a quick turn.

[04:08:45] so i spend a lot of time trying to track down what's going on in facilities and food service and transportation like i my heart is with all all these folks that do such hard work for in our division our custodial staff like everybody's out there just working as hard as they can and it's often the unsung heroes that are making everything happen behind the scenes so reading through this it makes my heart happy to like when i see the fact that food services which isn't necessarily something that you would think is bright and shiny, has 100% retention rate and is 100% full.

[04:09:17] That is palpable when I'm at events like Taste of Fairfax or Taste of FCPS and I see the hard work and the innovation that's going on with like getting good food in front of our kids and making sure that kids see food that's accessible to them because it marks what dietary restrictions they may have.

[04:09:34] Somebody like me who has a weird food allergy and I can attach myself to another type of restriction it's extremely helpful that I don't have to ask 15 million questions to figure out whether or not it's something I can eat and so that all that work is just it's heartwarming to see the attention to detail that's going on in every area of this particular and watching going out to our bus rodeo and watching our drivers that have spent hours and hours and hours perfecting what they do and being able to cheerlead with them as they like nail it

[04:10:10] is just amazing, and if any of my colleagues haven't done it, they absolutely should go out and see. I took my mom one year because she loves trucks and all things. I do want to mention, though, that I will be bringing back a motion for Centerville High School that specifically goes straight to the heart of the issue that's going on at Centerville High School. It's not just an RC issue. It's an issue at Centerville High School, and so while I understand why that motion was changed, and I think that that is long-term work that needs to be done. I will be bringing back a motion. It's probably going to be on New Business the next meeting in order to

[04:10:46] actually have us talk about what needs to happen for Centerville. At that time, I would also like to, as we're looking through, the other thing I want to say quickly is there is a dashboard on our website that I use all the time, and I go and I look for capacity information, and I go look at, and it's got we've got residential building information straight to our public so dr.

[04:11:08] Anderson it's here like all they have to do is go in and you can click by pyramid which which school you want to go into and see how many homes are being built how many kids are expected in each location what process and where the project is i mean so the amount the information is here it's just i think that's our job is to make sure that we can get that information out to our communities so I'm going to continue to be working on that to do whatever I can to cheerlead the information that's already available. It's just we need to make sure that people can see it. So I am absolutely in support of this. I know the hard work that we're doing related to all everything. I did have

[04:11:46] a quick question for you while I may have like a second. Proffers, is that money that's received by FCPS or is it money that's taken by builders and given to the county? So yes, it is money that's provided by builders given to the county there is a formula that divides that out based on student yield and then the county passes it to us I believe yes thank you Dr. Anderson for go back thank you I'll try to be super quick because I know time it's really late

[04:12:23] but I do want to ask this one question that the constituent asked me to present which is how often or when are bus routes re-evaluated because one of the concerns that was raised is that sometimes she sees buses that are half full. My answer, please confirm, is that we only do this in the summer.

[04:12:42] We're not necessarily making adjustments throughout the year. Is that accurate, Mr. Muick? Yes, ma'am. Once a year for sure as we go into the new year, but the routing team is constantly looking at that. If there's overcrowding or if a bus is really light, they look for ways to consolidate that with another bus.

[04:13:00] So it's kind of an ongoing thing. But the big one is summertime. Sure. Thank you so much. THESE ELS ARE OUR OPPORTUNITY TO HOLD YOU ACCOUNTABLE TO THESE THINGS, AND I'M GOING TO REALLY LEAN INTO THAT THIS EVENING. I AM NOT GOING TO BE ABLE TO FIND YOU COMPLIANT, AND I WANT TO BRING A MOTION TO FIND YOU NONCOMPLIANT ON THIS EL.

[04:13:23] SO I'M MAKING A MOTION TO FIND THE SUPERINTENDENT NONCOMPLIANT. POINT OF ORDER. THERE'S ALREADY A MOTION ON THE TABLE. CURRENTLY ON THE TABLE? RIGHT. ARE YOU OFFERING A SUBSTITUTE?

[04:13:36] Yes then I will offer a substitute motion. Is there a second? Can I second that motion? Ms. Anderson if we're going to do a substitute motion we're going to need to take a short recess. Dr. Anderson

can choose to amend the motion but if she's going to do it as a substitute that has a whole different parliamentary procedure. Would you like to offer an amendment to the motion?

[04:14:03] I will offer an amendment to the motion that is posted to read I move that the school board find the superintendent non-compliant with executive limitation number 11 facilities and transportation I further move that the school board approve the monitoring report based on the superintendent's reasonable interpretation because with the executive limitations 11 facilities and transportation as outlined in the strategic governance manual is there a second I will second Dr. Anderson would you like to speak to your amendment yes thank you Thank you.

[04:14:37] I'm finding it hard to kind of get around some of the work regarding boundary and transportation, which Mr. Moon just spoke to. We had a transportation presentation on our students that were impacted by the boundaries that was \$10 million, which was woefully overestimated, and it just wasn't planful.

[04:14:57] The sky view, I'm watching from afar, but I am watching and kind of monitoring. I just see that there should have been a much cleaner process that was a little bit more comprehensive and then with the boundary issue itself and I raised this when we voted for the boundary even though I supported it the process for me was really really challenging we had a process that did not allow the board to be leveraged in order to be supportive and to provide some guidance with the landmines speaking for the Mason district we had a consulting group that focused on schools outside of its zone for Bailey's Upper when that's not the

[04:15:35] issue that was happening at in the Mason District at all and wasted months and months and brought forward some things that could have been helpful but it was outside of the timeline did not have the Explorer tool manipulation available I'd like to have a concrete after action be provided to this which is what I know results from the non-compliance and I just want to make sure that I am not signing off on being okay with how the process rolled out because I'm not, not one bit.

[04:16:08] We muscled through. It was hard. Definitely A for initiative. You took on something that was huge. We didn't have to muscle through in all areas. The work itself was hard enough, but we, I think, put the community through some undue things that could have been avoided.

[04:16:25] Not all of it because people don't want to change, but there were just too many misses in terms of how to be focused thoughtful and strategic in that work. And I also want to say one last thing. I do agree with the facilities and transportation perhaps being separated in these ELs because I know we separated the chiefs that might just make things a little bit easier. But that's just something for the board to deliberate on and not a knock on you in any way, shape or form because you got what you got from us.

[04:16:56] Ms. Marin, would you like to speak to your second? Again, the thrust of my noncompliance is really that I think I've articulated pretty well on behalf of my constituents what's needed.

[04:17:14] And there hasn't been a dialogue. I've articulated, and I haven't heard your responses. And Skyview, the boundaries, was an absolute disaster for people in my community. And while you have recognized a path forward, it's going to cost money.

[04:17:34] You didn't say how much. it could have been avoided. I know it's going to be a great school, but there are things that you haven't told us that we've been asking for since the date of purchase. How much are renovations going to cost? Are we going to hit the thousand number? As a meeting manager, I asked

these questions even before the last work session, and still we don't have information. All of that is evidence of not collaborating, and I do feel like I've come in good faith to partner and ask questions, you know, privately and share things publicly. And look, we own \$28 million of square

[04:18:09] feet in this county. We need to act like we are taking care of it better. I think it begins with community use. When I look at these numbers of the amount of, I was at Langston Hughes Middle School. My son plays flag football now. The entire field at Langston Hughes is lit up with lights, filled with community members. The stadium at South Lakes has all the lights on. I was there recently, there was a 30-track team meet. The parking lot is overpacked. Who is paying to repave

[04:18:41] for the utilities, to redo the turf? Our turf MOUs are way out of order. When are you going to address this? I understand we don't have all the control, but if we say, look, it's going to cost a community group X amount of money, and you know what? We're going to have to turn the lights off at 9 p.m. because we can't afford for our fields to be used from 7 a.m. to 11 p.m. I don't think that's an impossible decision, but without an MOU standard in place, without a community use policy

[04:19:17] where we call the shots on our buildings, we will continue to move money from operations that are supposed to teach kids to paying for broken HVACs and crumbling asphalt. I am asking you in a non-compliance report to come back with real thought on how we're going to work together to improve this. Thank you. Okay, I need everybody to go ahead and turn their lights off if they're

[04:19:49] not planning on speaking to this particular amendment. Mr. McDaniel. Thank you. I was at the work session on Tuesday. I think there was very clear numbers given on the Skyview enrollment.

[04:20:06] To be clear about that, very clear numbers were given that were up to the date. They were live. We were told about 800 with another, I don't know, 7,500-ish in the queue. So I don't find that to be a compelling argument to vote against this EL.

[04:20:26] You know, look, the community use policy, again, we have said repeatedly, we, the collective we, the board, that policy is the role of the board. and if that's changed that's fine but we have to be clear about that when we set expectations for the superintendent our ceo and we haven't done that yet so if i'm mistaken someone please correct me but our role is to set policy so if someone wants to bring changes to the community use

[04:21:00] policy then they need to do that lastly a plan to get the money good luck this is virginia this is the commonwealth this is how the commonwealth functions we do not have taxing authority i do not support taxing authority if someone wants to bring a motion to put in place taxing authority for school boards then they should do that because that would solve the problem that is constantly being griped about but that's not going to happen so i'm tired of hearing these constant refrains

[04:21:39] that well we have to get the money you have to do this and that and go out and you know blah blah blah. If you want to bring a motion to raise funds, I mean, half the school system, then you should do that. I am not going to penalize the superintendent or CEO for operating within the box that has been built by the constitution of the Commonwealth for more years than I've been alive and more years than all of us have been alive and for a long time. So I'm going to support the motion. And if anybody wants to bring a serious proposal forward to address the problems that they

[04:22:18] keep raising, I'm all ears. But I'm tired of hearing the ding against the superintendent for the function of how the Commonwealth operates. Thank you. Mr. Dunn. Thank you. I think my colleagues

have expressed some of the issues with the initial boundary review, and I spoke on January 22nd so I don't need to reiterate all that the the one thing a couple things I'll mention first

[04:22:55] my colleague Mr. McElveen asked a priority one question for how much the comprehensive boundary review cost and I think it's been discussed that the response was not didn't cover the full cost right the response as provided was somewhat inadequate and so I'd love to see an accurate full answer to that question um i'd also like to know what the plan is for middle schools and my colleagues district the ones that are six through eight whereas most of ours are seven

[04:23:30] through eight that's something that um it's been talked about a lot but we've never received a formal presentation and recommendation and it's a long-term issue right but i i do think you're a long-term thinker and the strategic plan is through 2030 so we could start to think about that right i mean uh certainly that might be something that we should do a study of or get some recommendations from because it relates to the boundary work and i think it makes it very difficult such as with brenmar to shift schools from one pyramid to another as may be necessary in future years with declining student enrollment notwithstanding that all the new houses in the

[04:24:10] western half of the county um and i'll just mention finally about the skyview boundaries i mean the initial maps and i appreciate you took elementary schools off the table but the the initial maps would have affected something like two or three times as many kids as were affected through the comprehensive county boundary review and I just think some of those changes in the sky view maps maybe could have been done through the comprehensive boundary review and then I don't know if that was the consultant or just different scope and ambition but it just it was an interesting thing to note again I appreciate all your hard work and thank you

[04:24:49] Okay. Seeing no others, we're going to go ahead and call for the amendment, which is on the screen. All those in favor, Ms. Marin, Mr. McElveen, Mr. Dunn, Mr. Moon, Dr. Anderson. All those opposed, Mr. Frisch, Ms. St. John Cuning, Ms. Lady, Ms. Dixit, Mr. Dannon, Mr. McDaniel, and myself. Will the clerk please read the vote?

[04:25:16] 5-7. The amendment fails. Thank you. I am going to remind colleagues that we've already had one bite at the apple on the go backs. So please make sure that you have your light off if we have already had a go back. Mr. Moon.

[04:25:34] Just a couple of questions to Mr. Gordon. When was the last time the proffer formula was revised? Sir, could you repeat your question, please?

[04:25:51] What? The last time a proffer? Yeah, proffer. the formula when was the last time the formula was revised for proffers I don't know I can check with staff yeah you could you could you look into that and see whether it's a time again to go back to county to see whether you can refine or update the proper formula because that it's based upon cost of educating additional students pretty much also construct construction cost which increases every year so you might want to look at that and then let us know so that you

[04:26:27] know if you require a directive from school board we can discuss that that's one second is i would like to have information about when you mentioned about 17 000 units in that south lex area and i forget the number for the other part west field and if i could have a little more detailed information so that i could have a better understanding of that i really appreciate that so on our as was mentioned earlier from

the chair we do have on our website our outward facing dashboard it's residential development applications so uh if you could just send us

[04:27:06] as a part of perhaps friday letter from superintendent thank you okay seeing no others we're going to go ahead and take a vote for the motion that is on the screen all those in favor mr frisch we are now back to the original motion which is that the superintendent is in compliance so if you approve like if you vote yes for this motion then raise your hand mr frisch

[04:27:41] missing john cunning miss lady miss dixit mr dannon mr mcdaniel and myself all those opposed miss marron mr mckelveen mr dunn mr moon and dr anderson will the clerk please read the vote seven five the motion carries thank you annually the board will review each executive limitation

[04:28:17] at the time that the monitoring report is provided to determine if revisions are needed board members may offer amendments to executive limitation at any regular meeting provided that they send the final language to the board and the clerk at least 48 hours in advance of the meeting at which it's to be considered at this time no as no amendments have been submitted in advance of this meeting executive limitation 11 facilities and transportation was placed on the consent agenda for approval later in tonight's meeting to maintain the current language for the year ahead at this time the board will take a few moments or actually we're not going to do that this evening um but and with

[04:28:53] a quick adjustment to the schedule just so you know we are going to move forward with the fy 27 budget we are going to move academic matters to the next and then we are going to have strategic the strategic plan update because we have staff in the room that have been waiting for this is that NEW SPEAKER: SURE. WE ARE DOING WHAT NEXT IS ALL I NEED TO KNOW.

[04:29:19] NEW SPEAKER: OKAY. WE ARE GOING TO MOVE ON TO ITEM 8.01 FY27 APPROVED BUDGET.

[04:29:31] NEW SPEAKER: OKAY. GIVE ME JUST A MINUTE. WHENEVER YOU ARE READY, MADAM CHAIR.

[04:30:32] NEW SPEAKER: ABSOLUTELY. NEW SPEAKER: ARE WE READY? NEW SPEAKER: YES. NEW SPEAKER: OKAY. SO GOOD EVENING. And I will be this evening presenting our budget adjustment or recommendations to the budget based on the current information we have.

[04:30:53] And we're really in a bit of an epic moment given that we still don't have a clear view of what the state revenue is going to look like. So this evening the budget is going to be our recommendation based on what we do know and so I appreciate the board and the community's grace as we walk through our budget presentation given the information we have currently.

[04:31:23] I want to begin this evening's presentation with a reminder of the value of an FCPS education and how indeed our staff, our students, and our families continue to sustain excellence every day through our strategic use of our resources.

[04:31:42] I want to share that just in general on this document, our SAT scores are higher than the previous year. We continue to surpass the state average in graduation rates, and we excel across the board in student recognition, from our presidential scholars to our national merit semifinalists.

[04:32:02] And I can report that the power and promise of public education remains strong in Fairfax County. I want to remind our community that here in Fairfax County Public Schools, we educate one-

fourth of the multilingual children in the state of Virginia, and we have more on-track and distinguished schools in Fairfax County than the rest of the state combined.

[04:32:28] This is a testament to the hard work and dedication of each and every one of our over 40,000 staff members in all of their unique roles, as well as the hard work of our students and families and the vision of this board and our ability to be strategic in how we use resources.

[04:32:50] I want to give a sneak preview this evening of an award we were just notified of earlier today. And I'm just really proud to announce that FCPS has earned the Regional Gold Achievement Award of Excellence with the Baldrige Network and Framework, and it's really exciting.

[04:33:26] Way to go. Yes, we are thrilled with that. There will be more to come Monday. There's going to be a press release. But I really want to personally thank Mr. Marty Smith, who really has shepherded this process, and Ms. Julie Fowler, Marcy Neal, just the many, many senior leaders that worked collaboratively on this.

[04:33:52] And it's also, I think as the community comes to understand the Malcolm Baldrige Award and work I think it's one of those frameworks that's enabled us to stand here tonight our staff in front of you as a board and not hand wring tonight over our budget it's an ability to align resources strategically and in this case with this award we rank I believe Mr. Smith in the top 1% nationally across business sectors education all with an external calibrated visiting and scoring

[04:34:29] team so I just I think the residents of Fairfax County can be rightfully proud of the stewardship of the funds that you've trusted us with we're getting the results that we've committed to and have provided that strategic alignment that is so necessary for excellence in today's world as I think about our strategic budget priorities I think it's fair to say that investing in our workforce has remained a paramount goal while we make sure that we achieve

[04:35:04] excellence in the classroom by enabling fiscal stewardship in a serious way throughout this entire budget process our focus has remained on these essentials. As I shared when I presented the budget earlier this year, we remain committed to restoring the most difficult cuts from last year's significant budget shortfall. In addition, we're going to continue important multi-year investments that include our work that has really contributed to a world-class education here. To our concerned families, please know that these

[04:35:41] These multi-year investments and activities for students remain a priority here in Fairfax County Public Schools. One of the things we know is that we've been able to do this with hopefully a minimal amount of disruption and we trust that the proposed adjustments I'll be sharing this evening are going to enable us, hopefully when we're able to see funding come from Richmond, we'll be able to restore some of the um priorities we've had to pause so one of the things I want to talk

[04:36:18] a little bit about as well as our strategic fiscal management I want to spend just a moment to thank tonight every single principal and director and teacher and custodian food service our transportation maintenance grounds all of our staff we have honestly since my signature dried last year on the budget we have not stopped working on budget all year long it has been a

[04:36:52] tedious and at times very challenging path as we've week to week month to month adjusted staffing all year long. We've not filled positions, we've recombined money, we've frozen trades, and our principals and directors in particular have worked hours endlessly with our HR office, with our budget and

finance office, with our chief officers to make sure that we continue to strategically pare down the budget so that if we reach this point in the year that we

[04:37:31] could make a responsible budget decision. And so I really want to thank all our teams across the county for their diligent work all year long. We've partnered in month-to-month reviews, repurposed resources, reviewed vacant positions, focused on internal placements over external hiring. Our team this past year has truly taken to heart the challenging financial circumstances that exist here in Fairfax County. An additional challenge as I mentioned earlier in this current budget process is the uncertainty around the state budget which of course as we

[04:38:08] all know has not yet been adopted. Today's budget presentation assumes current funding levels so it is possible and I do remain hopeful that some of the recommended reductions may be restored if the state budget results and additional funding. I do want to also mention that another point of pride we want to showcase this evening is the continued strength of our employment retention rates. And this is across every employee group. We have surpassed 90% over the past two years.

[04:38:42] And again, I want to thank our HR department and all of our principals, directors, supervisors, those employees across the entire system because as we invest in our people we retain our people and we are also then able to save costs and recruitment and retraining of folks new to the organization so we continue to be proud of our retention rates I do want to share as we look at the available balance summary slide that the County Board of Supervisors did adopt their

[04:39:21] budget on May 5th which included a forty three point eight million dollar transfer that was less or a forty three point eight million dollar less than FCPS requested transfer when we combine that with the four point two million to continue the middle school after school programs and the values and prevention programs the net decrease totaled 39.7 million dollars so the state's caboose budget for FY 26 provided 10.7 million in one-time funding available as an offset to compensation already provided which is called state compensation

[04:40:01] equivalent action and my recommendation utilizes this to bridge the gap during state funding uncertainty to minimize disruption to our core school operations. To that end, then we have a \$28,914,998 gap, and you'll see on this chart those things that I've chosen to pause to balance our budget this evening. What this leaves intact are the initiatives that we chose to work really hard to restore this year. So it maintains

[04:40:40] support for our special ed department chairs or restores actually not maintains but it restores that 0.5 support of our special ed department chairs it restores the 0.5 support for our AARTs at the elementary level and it continues to restore the 0.5 which is half of what we took away with our classroom, our class size work. So it supports maintaining that. And I'm going to share why that's so important. One of the things we're in the middle of right now is filling those last

[04:41:17] positions within our schools. And we feel like it would be enormously disruptive to pause the class size pieces or those other pieces or the other special ed department chair or AART positions because these are real people these are our people our staff and these are real lives and I don't think this is the time to make bigger broader political statements around budget but rather I believe it's a time to be responsible in

[04:41:50] our leadership and utilize the funds to make sure we have the best educators in our classrooms and in our schools supporting the world-class education that we're so very proud of. So these are the revenue pauses. We're going to reduce the staffing reserve, which will be reduced by 8.8 million. The staffing reserve are those positions that we put in play that can be used once the year starts to balance enrollment. So we're going to reduce that

[04:42:21] from 310 to 240 positions. And we also have to say that the county did provide 7.5 million to address facility maintenance needs, and indicated that FCPS might choose to use this funding to cover the school operating fund gap. By leveraging this \$7.5 million in county support, we are able to realize an equivalent savings. It should be noted that an FY27 funding for major maintenance

[04:42:53] is \$3.5 million higher than FY26 in terms of finances we have set aside. Also, FCPS is transitioning FCPS on to an on-demand refresh for one-to-one devices in other words Mr. Sethi and I met and rather than simply ordering devices to replace our current devices we're waiting and we're going to be only replacing those on demand or as they do break down so this model will smooth purchases over what is expected to be an average of a six-year refresh which will allow for a

[04:43:32] savings of five point three million dollars we're also talking about funding to support micro credentials for teachers will be deferred at this point resulting in a savings of four point nine million dollars this one-time funding will be available in FY 27 to continue the micro credentialing initiatives that started in FY 26 at this point we're going to be pausing that but we do remain committed to these opportunities and again there's a little line at the very bottom of this chart that says these items will be considered for

[04:44:08] restoration should state funding come in as we expect next the last two items are the anticipated cost for adoption of math materials will be lower perhaps supporting a savings of 4.2 million roughly and then a funding of 2.5 million from the superintendent's strategic reserve or achievement gap funding and you can see here that we have our middle school after school programs this is on the plus side and we do believe that for one more year at

[04:44:43] least we can sustain our middle school after school program and VIP camp so we are keeping that within the budget and wanting to make sure that we keep our commitment to our middle school students families and staff because we know the value of active healthy students which is really important so this essentially rounds out the twenty eight million nine hundred fourteen thousand dollar gap moving forward with our expenditure adjustments this chart shows the

[04:45:21] overall expenditure changes from the FY 26 approved budget with compensation we're continuing to honor our collective bargaining agreements which is critically important because and where there are no changes and there are no changes from the original proposals in January additionally baseline adjustments and multi-year investments remain unchanged and continue our commitment again to the restoration of the elementary special education department chairs the restoration of advanced academic

[04:45:56] resource teachers the dedicated family liaisons at each school is an initiative that we're simply not going to we're not going to debate or we're not going to lower that commitment it's critically important that we continue that work and other previously discussed changes additions to the budget and additional While reductions to balance the budget are all items covered on the prior slide.

[04:46:29] I want to remind the community of the budget adjustments we have made. Our cumulative reductions for FY27 are \$120.2 million.

[04:46:44] Our cumulative reductions from FY26 are \$87.9 million. I think our community needs to know that we continue to use frameworks and scaffolding and approach budget and staffing in a very disciplined fashion.

[04:47:03] Our budget reductions over the last two years exceed \$200 million and you can see the bulleted list and the toll that's taken. So I think the other point that staff really wanted me to make is that even with these reductions we've continued to see our academic work continue to rise and our I think that's a testament again to our very hard-working staff students and community so and we look forward to our state delegation supporting this

[04:47:41] continued work looking at our revenue overview this lists out the projected revenue which totals \$4.1 billion. This represents a net increase of \$168 million or 4.3% over the FY2026 approved budget. This increase is primarily due to an increase of \$98.8 million in county funding and \$71.1 million in state funding based on the governor's introduced budget and we are

[04:48:15] anticipating an increase beyond that from the state budget I want to share our next steps I want to invite our community to speak at an upcoming public hearing on the budget and to watch the May 14th work session as you know on May 21st two weeks from tonight the budget will be finalized and implemented starting July 1 and I know this evening my goal is to present the response to our funding situation and budget it's generally not the time that we have a

[04:48:51] long conversation about this presentation because we do have a work session coming up where we'll have a lot of time to review questions and be thoughtful about the different aspects of the budget in closing tonight I want to thank our budget team led by our chief financial officer Lee Burden and Alice Woodington and Matt Norton I want to thank our association leaders as well who have been advocates for our staff and I want to thank you as our board of

[04:49:30] directors this has been a long year our school board of directors our school board and did I say something wrong I you know that's my different state to state so our elected school board who has maintained a vision for us that has kept us just so focused on budget all year long this is not a one month or three month exercise any longer this is a year-round 12 months a year budget process to come in under budget and lean and still delivering on the results that

[04:50:08] we're committed to. So I'm proud of our team in every department, every school, every walk of work in this county. People are giving it their all. And so, Madam Chair, that is our budget recommendation this evening. Thank you, Dr. Anderson. We are going to go ahead and have Dr. Reed. It is 1150 at night. It's almost tomorrow. It's almost tomorrow. And sometimes that becomes more clear. So, thank you, Dr. Reid. I appreciate everything that you just explained.

[04:50:43] I'm going to have Ms. Dixit, our budget chair, go ahead and kick things off. So, first of all, it was my honor and privilege to serve as a budget chair this year. And even though I took this role late in the year, but, you know, I learned from the best. My colleague, She taught me well, and thank you to Mr. DeBurden, Alice, and Matthew for continuing this.

[04:51:12] I wanted to say a remarkable reduction. This is the slide number nine just kind of stood apart for me. I really enjoyed seeing that we were able to save \$200 million in the last two years, and that's the

cumulative total of \$208 million.

[04:51:31] We are expecting maybe, like you said, more funding from the state, but still we're not cutting any classroom sizes. We are honoring our agreements. I think this is the budget done with a lot of hard work and a lot of thought has gone into it, like you said, Dr. Reid.

[04:51:49] So I will just say I'm ready for the full work session on Thursday with the entire board and go into details in this. So today I will request all my colleagues to keep their comments, you know, to just appreciating the budget.

[04:52:05] Thank you. I do, Ms. Dixon, I do want to note, while everybody continues to work hard and give their all, I don't know how sustainable that is, to be honest.

[04:52:23] You know, I think there's a point, and we're probably getting really close to it, that we can't continue to do more with less. So, while I'm working in a very dedicated way to stay in the light, as is my bent, I want to make sure that I footnote that we are getting so close to the bone in our ability to turn funding to results that I just want to remind our community, our funders at the county and state level and federal level,

[04:52:58] that um we can only ask so much for so long um of our of our staff and they're just continuing to give and uh anyhow i just want to note that while we're doing everything people are being asked and then some i don't know that it's sustainable in the long term miss marron thank you um i'm really impressed with this and i appreciate um the previous slide that identifies very clearly

[04:53:33] unfortunately, where the cuts would be. Can you just speak briefly to two things? One was reducing the FCPS on tech. If you could please, for the work session, come prepared to, maybe it was the previous one then, sorry. If you could at the work session, please come prepared to dig into that more. And I did ask a budget question also about tech spending. I feel like it's an opportunity to reduce our tech spending given, you know, the environment that we're in, both advocacy and children's health and budgetary so I really do request that that budget question be answered so that we can dig into in the work session and can you please talk about the math adoption and curriculum materials you've

[04:54:12] been championing this and especially with the textbooks is this reducing those textbooks purchases unless we get state funds it does tragic because we know I mean that's been such a priority and I think we need to really be clear that that is what's on the table so thank you for putting in the middle school after school we were really put between a rock and a hard place I'm glad to see that you you put that in there I do hope that we can as the school board look at our school board reserve that's a nice pot of money sitting there that we can do something with and so thank you I look forward to the work

[04:54:48] session Mr. Moon hearing Dr. Reed's advice of not to make too many political statements I am not going to make a political statement other than saying that it is very unfortunate that we are in this situation uh thank you for a coming up with a something that we must consider at this point in time and i look forward to having a discussion full discussion at the upcoming work

[04:55:23] session meanwhile my request is for additional reductions to balance budget that total 33.1 million dollars for each line item. If you could also provide on one column showing the remaining amount of a fund for each line item. For each line item that has been cut? Yes. For example, staffing reserve, you are proposing to cut at this point, 8.8, whether that leaves any money,

[04:56:00] or if so, how much is left. For each line item, you could provide us with that. There will be help for prior to the work session so that I could give some thought, too. And also, if you could, for each line item, proposed reductions, if you could provide us with some impact statement.

[04:56:21] We actually have that, and we will have that ready, I think, if not tomorrow, certainly before the work session. It doesn't have to be tomorrow. I got a full day tomorrow already, so thank you.

[04:56:36] It's true. Actually, it's almost tomorrow already. Mr. Dunn. Dr. Reed, there was a decision made, and I know you're aware of it, by the Title I office to no longer use Title I funds for social workers.

[04:56:54] And this affects at least one of my schools, if not more than one, Riverside Elementary. And I've received many, many emails from that community talking about the importance of the social worker in their community to service the low-income children. And so that's, first of all, free consideration of the elimination of the social worker at Riverside so that that position can be continued.

[04:57:17] But I also wanted to understand why the decision was made to not use Title I funding for social workers anymore. So that's a decision that's actually been revisited. The Title I office received preliminary data that they were going to receive \$2.4 million fewer Title I dollars based on the calculations that the federal title one office does so as the office began to look at what things they were going to make decisions around the looking at the reading and math supports were supports they felt like

[04:57:56] they wanted to maintain so they worked with actually I believe Mike axler's office in instructional services to see if there we could cobble together funding in a different department to support social workers so there we are working to support the social worker positions from other funds as well as allowing flexibility in title one funds at schools and that meeting I know I met with a group of social workers I want to say several weeks ago and we were going to reconvene in a month with a funding formula that would continue to support those positions but they may come out from different funds okay if you would

[04:58:35] be able to, once you make all the determinations and analysis, whether the social work will be continued at Riverside. I'd appreciate it. Yes, sir. And this is kind of one of those examples, and I've talked to probably each of you at some point, where we've had to go in and just look at how are we, like, what is the funding source? That's a level of detail we're actually getting to, even at my desk with 40,000 employees. But what are the funding sources, and how are we establishing the lane? And of course, our social workers are critical to student success. We know that, right? Students that come to school regularly and that feel safer are going to do better academically. It was an email that went out probably a little ahead of a decision being made

[04:59:15] and really the reality is we're trying to look at different fund patterns to make sure we're maximizing our resources. So you mentioned we're getting to that point where we'll cut to the bone. I think at the elementary school level, at least in my district, I think we're past that point. I think with the elimination of the classroom monitors in similar positions last year and this year I want to ask for clarification because what I've been told is there were there are 300 positions that were displaced because of declining number of students at some schools and so that's freed up a bunch

[04:59:53] of different positions not necessarily teachers it could be office assistants and so forth and so what I've been told by multiple principals is that they're being essentially told that the flex that they have in their school budget to trade positions, for example, for a math specialist or other position that directly

provides services to students, that they don't have that flex anymore. Instead, that flex has to be used for one of these 300 positions so that they don't need an office assistant, but that's what they're told they have [05:00:27] to accept so that takes away the only flex in their budget for a mask specialist or other people. So this is what I'm being told. So I wanted to ask about those 300 positions and whether any amount of flex can be restored to our elementary school principals in particular.

[05:00:47] So I appreciate the question. One of the things I shared as part of the presentation is there is very limited flexibility right now we have had to ratchet down flexibility to get to a budget where we're not where I'm not coming to you tonight telling you we need to cut positions tonight so things have been tightened down across the division our region offices our HR our chief of schools we're trying to maintain as much of a level of service as we can but there's much less

[05:01:22] flexibility now having said that my understanding is that mr. Solomon reported this week that all elementary reassignment positions have been reassigned and that but I also would want there you might suggest to some principals to connect with their region office or the HR office because we would never place for example an office staff person somewhere where that was not a need So I do think that It would be helpful to kind of maybe sometimes reroute those people back

[05:01:59] But to answer the question directly less flexibility and those positions have been Generally reassigned mr. Solomon anything you want to add to that? No, absolutely I the first thing I would say is the board should be incredibly proud of the work that's happened to make sure that people maintain their salary their benefits and their union negotiated pay raise that was a big part of our goal and then of course a huge part of our goal was making sure that students maintain access to high quality and high levels of service so we had roughly three to four hundred employees across all job job

[05:02:34] categories that's teachers assistant principals instructional assistants etc who by virtue of the staffing formulas or student enrollment declining needed to be reassigned to other positions that we're active and available at other schools all of that is done at the elementary level we're finalizing it at the high school level and part of the reason there's less flexibility is because our first obligation is to our existing workforce we had to make sure that all of them had a home and all of them had a position identified for the 26 27 school year now that that's close to finalized it's starting to open up to the point where if there are vacancies

[05:03:11] available that we haven't had to place somebody into a principal will be able start trading that out using it more flexibly all of those different things we've also worked very closely with our principals in our budget office so that if something has been traded for historically if we have a person who's been in a position for years who's provided a level of service to a school we've tried to be very thoughtful as it relates to those different types of trades for positions but we have also had to as dr reed shared rein in that flexibility because our first obligation is to our current workforce in other words it's not a simple answer

[05:03:48] it's relatively complex thank you yes sir i am going to remind colleagues that we are going to have a full work session on this on thursday so if you want to ask the superintendent specific questions to bring to the work session i think that works well however in order to make sure our staff is not here much much later let's go ahead and stay on task in terms of general comments about the budget uh dr anderson um thank you i would be remiss if i didn't say thank you to the budget team for their work and miss widgeton you're almost winding down um next to last event

[05:04:26] here um i will save all of my inquiries for the um work session as we talked about this morning i told you that wasn't going to happen um but i do want to hi i do want to highlight one thing because I know this has been a huge source of anxiety in my community which is the middle school after school programming including that without incurring a fee will go such a long way so I really wanted to make sure that I highlighted the fact that I appreciate that has been elevated as a priority because it really really is I can't speak to anybody

[05:05:06] else's community but in mine it was definitely one of the high concerns that have been raised to me throughout this budget cycle and I think I shared this with you when community members were went to the supervisors they were told we gave it to FCPS so if it doesn't happen it's on them and it's here and I appreciate that I'll also probably send you some emails about some questions for bringing information given the late hour I won't go through that right now but

[05:05:38] thank you mr. Dannon good morning I wanted to share a couple things a year ago maybe almost to the day I and I've shared this before but it's worth repeating now because I feel like kind of a almost like a full circle we're not there yet but a year ago I came in this room in front of this board and I spoke on that podium before i was elected and um it was a we had this kind of rushed process at the end

[05:06:13] of the year where we were making these cuts and schools were being impacted my own kids were being impacted by it and i spoke there as a pta president and as a dad and um you know one of the things that i lamented was i feel like this process could be a lot more collaborative and thorough and and and sure enough you all have done an amazing job this last year putting this together and i know my my predecessor and mistakes it have worked hard.

[05:06:37] You and your team have worked hard. And so I want to recognize that because, you know, this seems a lot smoother than it was last year. And it's not perfect. There's still a lot of constraints. You know, I appreciate their remarks about, you know, things being bare bones. You know, in the interest of time, I did submit some questions. But, you know, and the way I look at this and the way I will look at this going forward is that, you know, I had somebody come up to me one time and they're like, every dollar should go towards teachers.

[05:07:02] I was like, okay, I get it. He's like, no, every dollar should go towards teachers. And I was like, yeah, no, I get it. And I look at it in those terms, right, like if what the opportunity cost is of every dollar spent on something else. And I recognize the vast majority of our funds are spent on staff and teachers, and I think that's well spent. And I do want to give kudos to Mr. Solomon and his team as well because I have heard nothing but good things about the HR team and all the work you've done to make sure that we are retaining staff, planning efficiently.

[05:07:27] Again, it's not perfect. I know we've shared some ways to, you know, suggestions to do things better. But again, I just want to thank you all for the work and looking forward to the conversation next week. Mr. Frisch. Mr. Dannon, beat me to wishing you a good morning and good morning to staff as well.

[05:07:46] So I think if you were to take a scalpel and try to avoid direct impact on staff, which, remember, is direct impact on students, right? these choices will impact students, but of the choices that are available, this is far less than I think I was expecting in terms of the impact. But I'm curious if maybe Ms. Burden can

[05:08:22] let us know in the crystal ball, what's the range of money that we could be looking at from the states so that we can at least tonight the range it could be a big range but at least tonight this number is out

there all right i didn't say a word when y'all were speaking um the point i'm trying to make is if there are budget numbers that have been put out in richmond i'd like to know what they are i know that they've been brought up in other settings um because i'd like at least some folks to know like what is the realm of possibilities of that almost 29 million dollar shortfall

[05:09:02] being at least partially filled and then secondarily when when we have the work session I'll be interested to know in what order the priority is for filling those buckets yes sir I think we can come prepared at the work session I know Miss Burden has a bit of a colloquialism around predicting what electeds are going to do.

[05:09:25] So I'm going to let her speak for herself and remember that we're in a board meeting. Yes, Mr. Frisch. I try not to speculate what a group of elected officials might do at any given point in time. But, you know, there's a wide difference between what the House and the Senate put forward.

[05:09:48] In fact, I'm going to go out on a limb and say that there's no alignment with what the two chambers have proposed, and so there's not an estimate that's available. And we went fine-tooth comb on this because we took both chambers, we took both of their packages, budget packages, and because I said, well, if we could find anything that they both had agreed to fund, And then maybe we could, you know, take this list of the 28-9 and begin to carve around that.

[05:10:22] But there is absolutely, there wasn't anything that appeared on both sides similarly. And correct me if I'm wrong, part of the complicated nature of this is that in each budget, there's a mix of what's one-time funding versus long-term funding, and those don't necessarily match.

[05:10:38] So I'd be interested to know that. The other thing I'd like to see in the work session, Some of the things that we noted in the last budget when having these conversations and in the proposed budget were things like central office ratios, you know, compared to other school divisions.

[05:10:55] Those things all still exist and they're all still important for telling this story. So I'd like you to make sure that those are in the presentation as well, that we are maintaining our status as having a ratio far lower with central office staff than.

[05:11:13] I would say we're actually increasing our status of being the lowest, which maybe is the wrong way to say that, but we continue to decline. All the more reason for a slide in the presentation. Right. And to bring those other pieces of information as well.

[05:11:28] Yes, sir. That's it for me. Thank you. Ms. Slady. Thank you. Absolutely want to thank staff for your hard work on the budget. And I will say that this has absolutely been a year-long process because I've seen throughout the entire year different places where money has been saved.

[05:11:56] And most importantly, and kudos to the HR team for your hard work in prioritizing our current employees' status. and their placement. And having said that, I really want to give kudos to our employees who were impacted by involuntary moves. That was a really difficult thing. And in my history of ever working, in the system that never happened, the budget has never been this bad. And I need to make this point because I need our community to understand the amount of people who were moved and the amount of savings that took place.

[05:12:34] I mean, you're looking at it in slide nine, over \$200 million, but a lot of that movement was very uncomfortable for a lot of people. And I just, if you're out there listening, I see you. I'm sorry. I feel for

that.

[05:12:51] I can't imagine being in a situation where I was a place that I loved and I needed to be moved, right, to fill a gap somewhere else. And I do know that I have heard that everyone I've spoken to in these situations has been very well received by the new place.

[05:13:09] But I just want to make that mention because they're not all here by name. And I just really do appreciate every single person who's been impacted by that because fiscally it's something we had to do.

[05:13:26] And, you know, it's hard. The other thing is, I also want to say I am grateful that the middle school's after school programs are budgeted for. But I again, a lot of what we're doing is not sustainable over time because as one of my colleagues mentioned, while these will touch students, it weren't the cuts I was expecting to see that would really impact students.

[05:13:56] But if this continues to happen, sadly, that's that's going to be what we're looking at. So anyways, kudos to all the staff for all your hard work. Thank you. St. John Cunningham. I wasn't going to speak ditto to what everybody has said.

[05:14:12] And, yes, we are at a bare bones situation. And the reason I am speaking is because when we look at the slide that's up there and we say savings, we're not saying the correct thing. These are cuts. This is money we expected that we needed when we presented a bare bones budget and we didn't get this money.

[05:14:32] These are not savings. These are cuts. This is income that didn't come in for us to support bare bones budget requirements that we're submitting. So please, let's use the right language. And I know that these trades are impacting everyone. Social workers need them across the board, not just one school. Office staff, office assistants, we need those too.

[05:14:57] And these are hard decisions that principals are trying to make. And, look, I've sat in a front office. That's like the triage center. I challenge any one of the people sitting here on this board to sit in a front office for one week, to be answering the phone, letting people in, doing subs, talking to parents as they're coming in, and then tell me that an office assistant is not important and meaningful to that school.

[05:15:21] And, oh, by the way, we have to provide a welcoming environment, and those people have to be pleasant in the midst of such chaos. so these are not savings these are cuts and for us to expect this to be sustainable to provide a world-class education and to not recognize that the best investment we can make is in our children because that's an investment in the future is something that our community needs to know and i know it's not up to us i know the economy is bad i understand all of that but let's not call

[05:15:50] these savings i'm going to uh have mr mcdaniel our budget vice chair wrap things up thank you First off, I want to say thank you to my colleague, Ms. Dixit, for her leadership as the chair of the budget committee and Baldrige.

[05:16:13] I think this is one of the first motions I brought when I was sworn to the board a couple of years ago. I think, and if my memory serves me correctly, Dr. Anderson and I brought a motion to require an outside study or an audit of the budget, and this is the product of that.

[05:16:34] So congratulations to staff for the news. That update we knew would be a long process, but we were confident that it would be a process that would result in good things. I thank you to Marty and Julie

and Marcy for all that work. You know, budgets, as I've said, every time we have a budget conversation is a reflection of values.

[05:16:56] And we're sitting here tonight with a budget that, despite the insurmountable odds, did not make an impact to children in the classroom. The kids in the classroom will continue to have the same experience that they've had.

[05:17:13] So I want to say thank you to the superintendent and her staff, Lee, Alice, Matthew. I know I'm not there tonight to say thank you in person, but thank you so much. And I'm especially proud about the fact that the middle school, after school programs and the VIP summer camps are going to be funded in this budget.

[05:17:34] So thank you for the work you've done, and I'm looking forward to the conversation next week at the work session. Thank you. Thank you, Dr. Reed. As I noted, Agenda Item 8.02, Academic Matters, we're going to move to the next meeting.

[05:17:53] But we are, because we do have staff here, we are going to move on to agenda item 8.03, the strategic plan update. Okay. So I am so excited to share our strategic plan update, and I am so excited that we have our team this evening that are here to help with this.

[05:18:16] And we've got Tony Dabari, our head hawk from Hayfield Secondary, is here. And Rashida Williams, our senior manager for school counseling and college success, is here. And one of the things that we've done that I think has really supported really the fabric of our work across the division are these goal teams, and the work that Principal Dabari and Ms. Williams have continued to lead.

[05:18:51] When we cross departments, we can do anything. And with our budget tightening, we've had to cross departments to do anything. So this is a Goal 2 strategic planning update, and we're excited to have an opportunity to feature our transition events that support students as they move from elementary to middle school, and middle school to high school and as many board members have asked we're trying to make these systemically similar so we're trying to calibrate these activities that are transition activities from elementary to middle and

[05:19:27] middle to high I know that's been a source of frustration and Tony and Rashida here are have provided the answer so I'm just really proud of the work they've done. These events have four main goals: to create a sense of belonging and excitement for our students, and to provide students with the opportunity to make connections by meeting staff and student leaders, as well as introducing our students to extracurricular and co-curricular activities. It's surprising without events like this how many activities students don't know about or don't learn about, you know, just accidentally, and

[05:20:06] it's for students to increase their familiarity with the school itself. As we move to have greater consistency in these events, this year all schools received resources that provided expectations for what this experience should look like across the division and gave options on how to implement these expectations at the middle or high school level. As we go into 26, 27 we will continue to work toward a common transition experience for all students. So let's take a

[05:20:39] look at what these events look like. Madam Clerk, please play the video. I am wondering about how like different the transition is going to be from like elementary to middle school. I'm nervous about meeting new people and teachers. I am wondering about when I come to Whitman how I'm going to meet new people and fit in.

[05:21:16] - As students move from elementary to middle and middle to high, we can work together to create a soft landing for them in the new environment so that students feel like I can do this, I'm ready for this. So it's really important to make sure that every individual student is getting that transition experience that they need to be successful at the next level.

[05:21:33] This is now a division-wide, all-hands-on-deck approach to provide this important experience for our students. - It's fantastic to see something that includes the operational side of the house, the instructional side of the house, really coming together to fully encompass all of the needs.

[05:21:48] Kids and families are gonna get phenomenal experiences in a way that they might have gotten scattered experiences before. - But you have that class every other day. - We make it consistent for all. We have six feeder schools. Everybody is introduced to the overview, to all the administrators, the student panel.

[05:22:06] So we love to always incorporate student voice. So the transition visits to the school, it opens their eyes, it becomes less intimidating. They're like, oh, this isn't so bad. You guys at Whitman do such an amazing job at reaching out to us and supporting us and answering our questions and making sure that our students feel good about it.

[05:22:27] The school, when you first look at it, is big. But when you get inside and you take the tour, it's kind of small. And you can try to figure out where all the classes are. Engineering is one that I really like that looks very good.

[05:22:43] Another one is art. I've learned about all the electives and the school tour. It was a very amazing school and I really liked it. Today we're learning about the school, like the activities that we can get, the choices, and looking around the school.

[05:23:02] And it's helping us to get to know the school that we're going to next year. I want to welcome you here. I want to be the first to call you all Marshall Statesman. The transition from 8th grade to 9th grade can be a daunting transition for students.

[05:23:18] This event generates excitement about our school. It highlights our offerings in our clubs, activities, and student interest groups. And it helps students have a soft landing when they arrive here in August. We hope that kids get excited about at least one activity, Whether that be an athletic team, a student club, a performing arts group, it takes the anxiety away from the first day because it's something that they look forward to.

[05:23:45] I'm very excited for volleyball. I'm most excited about soccer. I would love to make new friends and meet new people. Balancing schoolwork and social life and family and all of that at once seems like a lot, but I'm sure I'll figure it out. Whether our students would admit it or not, they're all a little nervous about this stage.

[05:24:03] Marshall does an amazing job of telling every one of our students explicitly that there's a place for you here or there's a place that you will create here and that you belong. And they walk away with that pride of joining a new community. I'm really excited to meet new teachers and start my new electives because Marshall has so many more electives that I'm really excited to explore.

[05:24:26] Excellent, equity, and opportunity. Wow, nice job. All right, and I want to also mention Margaret Barnes, who was part of the video, and Gina O'Neill. It's pretty amazing work.

[05:24:42] So our final strategic plan update for this year will be on June 11th, and Tony and Rashida and I are here to answer any questions you might have about our consistent expectations for transition events.

[05:24:58] So did I say that how many times? Did you guys count? Yeah, thank you. Oh, yeah, thank you. Our head hawk. - Miss Marin. - Oh my gosh, I love this so much. I seriously teared up. Maybe I'm just super tired, but I wanna make it worth your while too because you've been here all night.

[05:25:15] But as a parent of a 10th grader and a 7th grader, I've been living this for the four years and advocating for better consistency, fulsome transition 'cause it's been so hard. And I'm a parent who's engaged and has resources and privilege.

[05:25:31] So I'm just so delighted to see that there's consistency and what a wonderful program. And like you're really meeting so many needs because whether it's my friends or other parents that I hear of, like we all want to know that the kids will be all right with it, especially that sixth to seventh transition. I saw just one wonderful way that Dr. Mizell of Langston Hughes helped too.

[05:25:52] He, maybe if this is your next gen, your next step, but he went to the moving up ceremonies of the sixth grades. And there he not only got the students, but he got the parents and families. And I thought it was brilliant because they could not leave. so i would just say don't forget about the parents and families because especially those high schoolers are not going to talk to us so give us that information too to help transition them thank you so much mr frisch thank you my partner has been doing charge ahead for years at chantilly

[05:26:22] and it's exciting to see similar work happening all over the school division i'm aware of some of the footage from marshall and it's really exciting to see us kind of easing people in i remember what it was like when i showed up at high school after being in middle school and kind of not knowing my way around which was the big one and you know it also helps introduce staff so staff are getting to know students much earlier as well so i think this is great work

[05:26:56] and you know in addition to supporting transitions between grade levels i know we're also doing important work to support transitions for our special education students and the types of settings that they're in and other situations as well so i appreciate all of this thank you miss lady oh y'all speak my language so thank you for this um i do uh because i do know that as a former director of student services we had visions for things like this and often you know weren't

[05:27:32] provided the funding to get the kids to come or it was sort of ho-hummed and it's just it is exciting it's palpable the excitement in the different gymnasiums and as someone who worked at Marshall for seven years you know I can feel that energy and I also know that when I started at Chantilly there was no freshman orientation you know kids had a time where they picked up their schedule they were supposed to walk around the building and you know year two I sort of fought but year two we started an orientation I don't know if we did it the first year but certainly by the second or third year it was everyone

[05:28:10] down everyone everyone on faculty greeting the kids when they came out the buses and the marching band out there rotating through parts of their their their fall performance and the fight song and things like that and it's just amazing like that wow moment for kids so all the transitions curriculum nights you know to me they were just about curriculum they were also about that was my transition audience I had more parents show up at a curriculum night for rising ninth graders than I would have ever come to another program

[05:28:38] So great work. I think we can still look for those opportunities when we do have, as my colleague mentioned, Mr. Mizell, getting that captive audience who's willing and ready to listen. But the transitions are so important and getting our kids excited and also helping them allay some of their anxiety and their fear.

[05:28:59] So I appreciate all the work. I appreciate that we're looking for consistency and financially supporting ways where we get kids to schools, et cetera, because I think that was a barrier in the past. So, super work, thanks so much. - Miss St. John Kenney.

[05:29:16] - So I know it's late, but I would be remiss if I didn't say thank you for Mr. DeBerry for staying here for so long. And for you, yeah, for Rashida for being here. I really appreciate it. And I will mention that I know one of the things when I was working in the schools, we would actually, the principal, when I was in an elementary school, the principal would actually have, I would have parent meetings where the principal from the middle school would come and speak to the parents.

[05:29:40] And then the parents could speak to the principal. The principal would explain everything. It would explain, oh, and this is coming up where your kids are going to come. But making that connection with the parents, particularly our multilingual parents, and having support staff there that was translating was so powerful because then, you know, you could see kind of the parents kind of have this like, okay, my baby's going to be okay, you know.

[05:30:03] So I think not forgetting that it's also a transition for the parents. I mean, like, I know, like, they start to crawl, it's hard. They start to run, it's hard. And then it's like they're leaving elementary or they're leaving middle school. So parents need that reassurance, too.

[05:30:21] And I know that just from my experience, that was very successful. But thank you. Thank you for all you do. Thank you guys so much for everything. Two seconds.

[05:30:40] Again, this is just the first iteration. This was the first year we really focused on everybody having this experience. We're working towards a more consistent experience as well, that's going to take some time working within frameworks the goal being that all students have access to this which has its limitations as well in terms of times of day making sure people have transportation but we've been super supported by dr reed in this it's across multiple departments i know we said it but we didn't even introduce transportation the budgetary component to it so we're appreciative to everybody else as well and thank you all for the support ditto everything

[05:31:16] that tony said it is late thank you for all of the kind words it is a labor of love it's something that we are very passionate about and and if it wasn't for the work of this uh gold team i don't think we would see the progress that we've seen in just this nine months that we've been working on this so thank you for recognizing the hard work agenda item nine consent agenda our adopted rules of parliamentary procedure roberts rules provide for a consent agenda listed listing several items

[05:31:53] FOR APPROVAL BY THE BOARD IN A SINGLE MOTION. MANY ITEMS LISTED HAVE GONE THROUGH BOARD REVIEW AND DOCUMENTATION HAS BEEN PROVIDED TO ALL BOARD MEMBERS AND THE PUBLIC IN ADVANCE. ITEMS MAY BE REMOVED FROM THE CONSENT AGENDA AT THE REQUEST OF ANY BOARD MEMBER PRIOR TO THE MEETING. THE CONSENT AGENDA IS ON THE SCREEN. IS THERE ANY OBJECTION TO APPROVING THE CONSENT AGENDA?

[05:32:13] HEARING AND SEEING NO OBJECTION, THE CONSENT AGENDA IS APPROVED. AGENDA ITEM 10, NEW BUSINESS. the following new business items are new business items there will not be a vote on these items this evening but action is scheduled for a future meeting agenda item 11 superintendent matters i call on dr reed for superintendent matters thank you madam chair in light of the hour i will pass this evening but just uh yeah thank you dr reed agenda item 12 board matters in accordance with the board consensus due to the late hour we will skip board matters this evening we are adjourned as of 12:32 a.m.



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