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# FCPS Audit Report: 21-1001 - Fidelity of Implementation of School Board Actions

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April 2021

Prepared by  
Office of Auditor General

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## Executive Summary

This audit report summarizes the results of the Office of Auditor General's (OAG) performance audit of the Fidelity of Implementation of School Board Actions. The audit was performed in accordance with the Fiscal Year (FY) 2021 audit plan approved by the Fairfax County School Board (School Board). The audit covered School Board actions, as defined in this audit, as of July 1, 2019 through November 12, 2020, and specifically for next steps, responses through March 2, 2021.

The objectives of this audit were to:

1. Review and evaluate the processes used by Fairfax County Public Schools (FCPS) management to track, respond to, and implement School Board approved actions; identify opportunities to improve existing process; and
2. Determine the costs and resources to track, respond to, and implement School Board approved actions.

During this audit, we evaluated the processes used by FCPS to track, respond to, and implement School Board actions, including motions and amendments approved by majority vote at regular School Board meetings, outcomes agreed to by consensus at School Board forums, and next steps agreed to by consensus at School Board work sessions. The processes to perform these functions for each of the actions vary for each of the action types, as described in the report. As a result of this audit, we identified two findings related to audit Objective 1 and one finding related to Objective 2. We make a total of six recommendations:

### **Finding 1 – Tracking and Reporting of School Board Motions and Forum Topic Consensus Items**

For both School Board motions and forum topic consensus items, we are unable to determine the outcome of each discreet action because FCPS does not have a centralized tracking or reporting process in place to document and ensure all actions are seen to resolution, when applicable, in a clear and conspicuous manner. While the details and voting results of School Board motions and forum topics are documented in meeting minutes for each meeting or forum topic, there is no consistent process to later communicate the implementation progress or status of the motion or consensus item, when applicable.

#### *Recommendations:*

- 1) FCPS management collaborate with the School Board Office to ensure all School Board motions and forum topic consensus items approved by majority vote, are tracked in a manner which is clear and conspicuous and includes relevant implementation progress or status, when applicable.
- 2) FCPS management collaborate with the School Board members to ensure expectations and methods for responding to actions are clear, consistent, and well documented. Given that the School Board is currently considering revisions to the Governance Manual, OAG further encourages FCPS management provide related feedback to the School Board members to further enhance action tracking and reporting.

## **Finding 2 – Next Step Tracking, Reporting, and Completion**

The next steps reporting document in BoardDocs is not complete with all next step responses for FY 2020 and FY 2021. Of the 694 next steps requested by the School Board between July 1, 2019 and September 12, 2020, the next steps reporting document on BoardDocs indicated that FCPS management responded to 449 by March 2, 2021. For the remaining 245 next steps with no response in BoardDocs, 15 next steps are associated with FY 2021 work sessions and remain outstanding, and 230 are from FY 2020. Of these 230 FY 2020 next steps, FCPS management compiled information which indicated 187 were responded to in some manner but were not recorded in BoardDocs. As such, we were unable to determine whether the School Board was always provided a response for these.

Additionally, while FCPS management is generally responsible for responding to School Board member next steps, the next step tracking and reporting document is compiled and maintained by the School Board Office, which results in a cumbersome process which may be more effective if performed by FCPS management.

### *Recommendations:*

- 3) FCPS management provide responses to all future next steps, or outstanding next steps with pending decisions, or provide justification for not responding.
- 4) FCPS management collaborate with the School Board Office to ensure that next step responses are complete and responded to timely; and consider taking ownership of compiling next step responses into one document for the School Board Office to maintain on BoardDocs.
- 5) FCPS management consider documenting the related decision and decision date associated with next steps to ensure that next steps are responded to in a timely manner.

## **Finding 3 – Costs and Resources Associated with Tracking, Responding to, and Implementing School Board Approved Actions**

FCPS does not quantify or track the discreet costs and resources required to track, respond to, and implement School Board approved actions; therefore, OAG was unable to determine FCPS' costs and resources to perform to these respective actions. While not required to formally track these costs, due to the purpose and nature of each action type included within the scope of this audit (i.e. motions and amendments, next steps), the related costs and resources are likely to vary significantly between the different action types and even among actions of the same type (i.e. motions, or next steps).

### *Recommendation:*

- 6) FCPS management determine if there is a cost-benefit to tracking the costs and resources associated with tracking, responding to, and implementing School Board actions, individually or in the aggregate, and if a cost-benefit exists, develop procedures to track, monitor, and report on costs as appropriate.

Lastly, we offer one observation related to the School Board current discussions and considerations for revisions to the School Board Governance Manual including, but not limited to motions, meeting procedures and the role of the meeting manager, and next steps. OAG encourages the School Board to utilize the results of this audit when considering the design and implementation of any additional checks and balances related to School Board action oversight.

Further, the School Board should consider collaborating with the School Board Office to develop procedures surrounding information in the BoardDocs library, which is an existing repository currently in use to organize information and materials by topic, but which may lack prescriptive guidance.

FCPS management and the School Board Office concur with the Findings and Recommendations included in this report.

We appreciate the consultation, cooperation, and courtesies extended to our staff by FCPS management and the School Board Office during this audit.

# Background, Scope and Objectives, and Methodology

## Background

### Fidelity of Implementation of School Board Actions

For this audit, we defined *Fidelity of Implementation* as FCPS' commitment to ensuring School Board actions were properly acted upon. These actions include motions and amendments approved by majority vote at regular School Board meetings, outcomes agreed to by consensus at School Board forums, and next steps agreed to by consensus at School Board work sessions. The purpose of each action is noted below.

School Board Action	Purpose
<b>Motions and amendments approved by majority vote at regular School Board meetings</b>	The purpose of each motion and amendment(s) varies, and while not explicitly documented, but could be categorized into the following: <ul style="list-style-type: none"><li>• To review, create, amend, and adopt (or rescind) Policy</li><li>• To provide comment or direction to the Superintendent</li><li>• Annual approvals (i.e. Strategic Plan and individual goal reporting, Budget, Capital Improvement Program, etc.)</li><li>• Boundary change, school name change, or other approval</li><li>• Directing the Superintendent to perform an action</li><li>• Other key governance actions (i.e. forming committees, etc.)</li><li>• School Board resolutions</li></ul>
<b>Outcomes agreed to by consensus at School Board forums</b>	The purpose of the forum discussion is to determine, with the concurrence of a majority of the Board, how the issue will be further addressed, with options including: <ul style="list-style-type: none"><li>• Forum discussion only</li><li>• Refer the issue to the Superintendent for more information or a report</li><li>• Refer the matter to a committee for further consideration</li><li>• Refer the issue to a future meeting for further consideration</li><li>• Other option offered by forum sponsor</li></ul>
<b>Next steps, agreed to by consensus at School Board work sessions</b>	To request additional information from staff that will be necessary to inform pending Board decision(s).

During this audit, we evaluated the processes used by FCPS to track, respond to, and implement School Board actions. These processes vary for each action type and are documented further within the background section and within this report.

## Fairfax County School Board

The role of the Fairfax County School Board is to govern Fairfax County Public Schools and ensure the successful education of students, consistent with the school system's Ignite Strategic Plan, Portrait of a Graduate, and policies adopted by the School Board.

The Board works in partnership with the Superintendent, who it hires and oversees. The Superintendent has been delegated authority for the day-to-day operations of the system in accordance with the Code of Virginia.

The State of Virginia has empowered and directs School Boards (in Title 22.1, Chapter 7) to do the following:

- See that the laws are properly explained, enforced, and observed
- Ensure that public schools are conducted according to law and with the utmost efficiency
- Care for, manage, and control the property of the school division; provide for the consolidation of schools or redistricting of school boundaries or adopt pupil assignment plans to contribute to the efficiency of the school division
- Operate and maintain the public schools in the school division and determine the length of the school term, the studies to be pursued, the methods of teaching, and the government to be employed in the schools, consistent with state statutes and regulations of the Board of Education; and perform other duties as prescribed by the Board of Education or as are imposed by law

State law further states that a school board may adopt bylaws and regulations, not inconsistent with state statutes and regulations of the Board of Education, for its own government, for the management of its official business, and for the supervision of schools.

### *School Board Governance Manual*

The School Board has adopted a Governance Manual as a plan to conduct its responsibilities as stewards of FCPS in a professional manner that addresses goal setting, monitoring compliance, and a focus on continuous improvement. The manual further details the School Board's beliefs, vision, mission, the FCPS strategic plan, operational expectations, portrait of a graduate, board roles and responsibilities, board governing commitments, and the Board's relationship with the superintendent.

The Governance Manual also includes School Board responsibilities related to the actions included in the audit; however, those which do not involve management were not included in the scope of this audit. We reference the manual as a basis for FCPS management's role in tracking, responding to, and implementing School Board actions.

### *School Board Policy and District Regulations*

It is the Board's responsibility to review, create, amend, and adopt policies. The processes for policy development and review are outlined in the Governance Manual, and further detailed in **Policy 1102 – Development of Directives** and **Regulation 1102 – Procedures for Maintenance of Directives**.

The Superintendent is authorized to establish division regulation, in consideration of Board policy and the Board's direction.

## *BoardDocs*

BoardDocs is the software utilized by FCPS to manage agendas, annotations, documents, discussions of board meetings, and board meeting minutes quickly and securely. It provides real-time updates to board materials anywhere across multiple devices.

BoardDocs is also used as the repository for both FCPS policy and regulation. The software features a library, which acts as a document repository to organize materials by topic, such as Advisory Committee Reports, the Annual Work Calendar, Budget Questions, and Brabrand Briefings.

## *School Board Regular Meetings*

The School Board convenes twice monthly for regular meetings, except in August. The annual meeting of the School Board shall be the first regular meeting in July, at which time officers shall be elected.

The frequency of School Board regular meetings has remained consistent each year. The School Board has adopted Robert's Rules of Order Revised<sup>1</sup> to conduct meetings. Meeting Minutes for each Regular Meeting are documented and available within BoardDocs.

### Motions and Amendments

School Board regular meetings may result in motions and amendments. A motion is a proposal that the assembly take certain action, or that it expresses itself as holding certain views. Further, amendments can be described as a proposal to change or revise a motion. These typically occur during the portion of the meeting dedicated to Action Items. The Board also has the option to approve several items with a single motion using a consent agenda.

As noted previously, the purpose of motions and amendments vary significantly depending on the motion or amendment. As such, so does the need to track, respond to, or implement any specific action(s).

## *School Board Work Sessions*

According to the Governance Manual, the School Board will typically convene a monthly all-day work session with additional work sessions as needed. Based on the prior three fiscal years (FY 2018, FY 2019, and FY 2020), an average of 25 work sessions have occurred throughout each year. FY 2021 has experienced an increase in work session frequency, with 26 through February 2021; the COVID-19 pandemic and related challenges is likely a contributing factor to this increase.

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<sup>1</sup> [Robert's Rules of Order Revised](#) Copyright © 1996 [Constitution Society](#)



### **FY 2018-2021 Work Sessions by Month**

<b>Fiscal Year</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Total</b>
2018	2	0	1	2	3	1	1	2	2	2	5	3	<b>24</b>
2019	2	0	1	2	2	2	3	2	2	3	3	3	<b>25</b>
2020	2	0	1	3	2	2	3	2	1	3	3	3	<b>25</b>
2021	3	1	3	5	3	5	4	2	2	-	-	-	<b>28<sup>2</sup></b>
<b>FY 2018-2020 Average<sup>3</sup></b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>25</b>

Any actions taken at work sessions will be announced at the next regular School Board meeting by one of the meeting managers, and next steps can be utilized by School Board members to obtain additional information on a topic prior to making any decisions.

#### **Meeting Managers**

The School Board Chair shall appoint two Board members to be meeting managers for each of the Board's work sessions. These meeting managers are responsible for ensuring that the meetings' materials have been sufficiently prepared for Board consideration, with appropriate attachments, including having clear objectives or desired outcomes, respond to likely Board member questions and are posted to BoardDocs in a timely manner.

Meeting managers should meet with appropriate FCPS representatives to discuss the topics for the work session two weeks in advance, if possible. Meeting managers should review all materials to be presented and make suggestions to improve the material that will further the Board's ability to make a decision or understand the material presented.

Meeting managers should develop a communication plan for contacting Board members as soon as the work session material is posted to BoardDocs, which should be ten days before the work session. Meeting managers should contact all Board members prior to the meeting to solicit questions and concerns.

#### **Next Steps**

According to the School Board Governance Manual "Manual", the purpose of next steps is to request additional information from staff that will be necessary to inform pending decisions by the School Board. Further, the Manual states that next steps should not include requests for information not relevant to Board decision making on the work session topic. School Board members should also consider staffing resources when making requests for information in next steps.

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<sup>2</sup> The total for FY 2021 is through March 17, 2021. According to the School Board Office, an additional 9 work sessions are scheduled during the remainder of FY 2021 (through June 30, 2021).

<sup>3</sup> Average meetings per month for each month between July 2017 and March 2021, rounded to nearest digit. Monthly Average excludes March through June 2021. Average Total excludes FY 2021.

### *School Board Forums*

School Board members may bring any issue to a Board Forum where the Board member may speak or present an issue of concern or request for information by completing the Forum Topic Request form, which includes a brief summary of the issue and is submitted to the Chair and the Clerk.

Forum discussion will focus on the merits of considering the issue further in a more formal Board venue, such as a specific committee meeting, work session, or formal business meeting. With the concurrence of a majority of the Board, the issue will be addressed in one of the following ways:

- i. Forum discussion only
- ii. Refer the issue to the Superintendent for more information or a report
- iii. Refer the matter to a committee for further consideration
- iv. Refer the issue to a future meeting for further consideration
- v. Other option offered by forum sponsor

### *School Board Committees*

The Board may create one or more committees of the Board to perform delegated functions or to advise the Board. Among other tasks which may be assigned, Board committees may assist the Board by preparing alternatives, implications, or recommendations for consideration by the full board. Currently, the standing committees are:

1. Audit Committee
2. Budget Committee
3. Comprehensive Planning Development
4. Committee Governance Committee
5. Public Engagement Committee

Each standing committee should report to the Board at the next regular meeting of the Board, or as needed.

In addition to the standing committees, there are citizen advisory committees, which are either required by law or authorized by the School Board.

Ad hoc committees may also be designated as needed.

### Division Superintendent

In accordance with the School Board Governance Manual, the Superintendent is delegated authority, within a reasonable interpretation of the Board's direction, to establish district regulations, make operational decisions, establish instructional practices, and initiate activities deemed necessary and appropriate to achieve the Board's goals and expectations. The Board has the final determination as to whether any such decision is reasonable. The Board further delegates to the Superintendent the authority necessary to implement the goals and mission established by the Board, subject to any approvals or actions specifically reserved to the Board.

The Superintendent's responsibilities are further detailed in School Board **Policy 1203 – Division Superintendent's Role as the Chief Executive Officer**, which includes enforcement

of federal, state, and local laws, policies, and regulations as well as the policies of the Fairfax County School Board. Under the direction of the SB have charge of the administration and management of the school division. Maintain a cabinet and leadership team and have the right to recommend employment subject to the authority of the School Board.

The Superintendent will report annually progress being made toward achieving the Board adopted Strategic Plan, recommend policies and procedures, attend School Board meetings, and approve sponsorships.

The Superintendent's relationship with the Board and other expectations are also detailed in the School Board Governance Manual, within Global Operational Expectations.

The Superintendent utilizes various means to provide data and information to School Board members outside of School Board meetings, including Brabrand Briefings, Division Counsel briefings, email, and other written and verbal updates.

#### *Brabrand Briefings*

This periodical, typically issued between two and four times per month (bi-weekly to weekly), provides the School Board with regular updates on matters that are informative and may provide insight and data to assist with making informed decisions, sometimes including Next Step responses.

An itemized Index of Brabrand Briefing topics is included in BoardDocs for all years going back to March 2018 (FY 2018). These can be found within the 'Superintendent's Updates to the School Board' section within the BoardDocs Library.

#### Benchmarking

OAG benchmarked and performed research on school districts within the Commonwealth of Virginia, including the top 10 by size (excluding FCPS) and neighbouring jurisdictions, as well as one district in Maryland, to inquire about use of governance software and communication protocols between the respective School Board and district management. OAG found that, 10 of 12 districts utilized BoardDocs to manage meeting documents and post related documents.

Additionally, we were unable to identify any school district which utilized a next step process similar to the one established for FCPS, which publicly tracks School Board member requests for additional information and the related responses.

#### **Scope and Objectives**

We conducted this performance audit in accordance with Generally Accepted Government Auditing Standards (GAGAS), with the exception of peer review. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings, observations and conclusions based on our audit objectives.

The primary objectives of the audit were to perform the following:

1. Review and evaluate the processes used by FCPS management to track, respond to, and implement School Board approved actions; identify opportunities to improve existing process; and
2. Determine the costs and resources to track, respond to, and implement School Board approved actions.

For the purpose of this audit, School Board actions are defined as: (i) motions, follow-on motions, and amendments approved by majority vote at regular School Board meetings; (ii) outcomes agreed to by consensus at School Board forums; and (iii) next steps, agreed to by consensus at School Board work sessions. This audit will not include implementation of or responses to individual School Board member requests to the Superintendent and the staff.

School Board actions documented in BoardDocs during the period July 1, 2019 through November 12, 2020 were considered in this audit, and next step responses as of March 2, 2021. School Board resolutions in recognition or people, groups, or events are not included within the scope of this audit, nor are actions related to or as a result of closed session meetings.

## **Methodology**

To fulfill the audit objectives, the audit team performed the following:

- Interviewed School Board members
- Interviewed School Board Office staff members
- Interviewed FCPS management and staff
- Reviewed applicable laws, rules, regulations, and FCPS policies and procedures
- Reviewed Fairfax County School Board Governance Manual
- Reviewed BoardDocs to obtain information on motions and amendments, forum topics, and next steps
- Developed an understanding of the FCPS' processes and internal controls significant to track, respond to, and implement School Board actions to assess the design, implementation, and operating effectiveness.
- Benchmarked other school district's governance procedures and utilization of governance software
- Conducted follow-up interviews to determine the cause of findings and explore management actions to

OAG is free from organizational impairments to independence in our reporting as defined by government auditing standards. OAG reports directly to the Fairfax County School Board through the Audit Committee. We report the results of our audits to the Audit Committee and the reports are made available to the public via the FCPS website.

## Audit Findings, Recommendations, and Management's Responses

The finding(s) within this report has been attributed a risk rating in accordance with established risk criteria as defined in Table 1.

**Table 1 – Risk Criteria**

Type	Description
High	One or more of the following exists: <ul style="list-style-type: none"><li>• Controls are not in place or are inadequate.</li><li>• Compliance with legislation and regulations or contractual obligations is inadequate.</li><li>• Important issues are identified that could negatively impact the achievement of FCPS program/operational objectives.</li></ul>
Moderate	One or more of the following exists: <ul style="list-style-type: none"><li>• Controls are in place but are not sufficiently complied with.</li><li>• Compliance with subject government regulations or FCPS policies and established procedures is inadequate, or FCPS policies and established procedures are inadequate.</li><li>• Issues are identified that could negatively impact the efficiency and effectiveness of FCPS operations.</li></ul>
Low	One or more of the following exists: <ul style="list-style-type: none"><li>• Controls are in place, but the level of compliance varies.</li><li>• Compliance with government regulations or FCPS policies and established procedures varies.</li><li>• Issues identified are less significant, but opportunities exist that could enhance FCPS operations.</li></ul>

OAG also identified one observation which is detailed below.

## **Finding 1 – Tracking and Reporting of School Board Motions and Forum Topic Consensus Items**

**Risk Rating:** *Moderate* – Issues are identified that could negatively impact the efficiency and effectiveness of FCPS operations

### **Condition:**

For both School Board motions and forum topic consensus items, we are unable to determine the outcome of each discreet action because FCPS does not have a centralized tracking or reporting process in place to document and ensure all actions are seen to resolution, when applicable, in a clear and conspicuous manner. While the details and voting results of School Board motions and forum topics are documented in meeting minutes for each meeting or forum topic, there is no consistent process to later communicate the implementation progress or status of the motion or consensus item, when applicable.

As previously noted, the purpose of each motion varies depending on the specific motion, but can generally be categorized into the following:

- Review, create, amend, and adopt (or rescind) Policy
- Provide comment or direction to the Superintendent when forming regulation or implementing programs
- Annual approvals (i.e. Strategic Plan and individual goal reporting, Budget, Capital Improvement Program, etc.)
- Boundary change, school name change, or other approval
- Directing the Superintendent to perform an action
- Other key governance actions (i.e. forming committees, etc.)
- School Board resolutions which are either legally required (e.g. grants or bonds) or symbolic in nature

Equally, the purpose of a forum topic consensus item also varies depending on the outcome agreed to by the Board, and may include:

- Forum discussion only
- Refer the issue to the Superintendent for more information or a report
- Refer the matter to a committee for further consideration
- Refer the issue to a future meeting for further consideration
- Other option offered by forum sponsor

As such, the way the division tracks, responds to, and implements each action is also dependent on the specific action, whether it be a motion or a forum topic consensus item.

While not explicitly tracked like next steps, the manner in which the various action types are tracked and responded to are more clearly evident for some types, such as periodic budget reviews and expenditure changes, or Strategic Plan goals reporting and monitoring; however, the tracking and reporting of other actions is less evident, or not communicated clearly. These actions, which include motions and forum topics consensus items, can require the division to bring forth ad hoc or new recurring reports, provide additional information as requested, or collaborate with parties external to FCPS. For these actions, there is no clearly defined process in place for FCPS management to track the action implementation status or resolution, or to ensure a response is always provided.

**Criteria:**

While there are no direct criteria related to the tracking, responding to, and implementation of School Board actions, the Superintendent has been delegated duties and responsibilities by the Fairfax County School Board, as outlined in the Governance Manual and FCPS Policy. State law states that a school board may adopt bylaws and regulations, not inconsistent with state statutes and regulations of the Board of Education, for its own government, for the management of its official business and for the supervision of schools.<sup>4</sup>

School Board Governance Manual, Superintendent Board Relationship, S.1, Superintendent Delegated Authority, states: The Board will provide direction to the Superintendent through written policies, the Strategic Plan and formal votes.

School Board Governance Manual, Operation Expectation 8, Superintendent Relationship with The Board, states: [the Superintendent shall] Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work, informing the Board of:

- a. significant transfers of money within funds or other changes substantially affecting the district's financial condition
- b. anticipated significant media coverage
- c. administrative actions and decisions that are delegated to the Superintendent, but required by law to be approved by the Board
- d. administrative disposition of matters referred to the Superintendent by the Board
- e. significant initiatives, and program and operational changes
- f. important personnel issues

**FCPS Policy 1108 – Division Superintendent's Role**, Organize and Manage School System, states: The Superintendent shall have charge of the administration and management of the school division under the direction of the School Board. He or she shall organize and manage the administrative and supervisory staff, including instruction and business affairs, subject to the School Board's approval. He or she may develop procedures and regulations necessary to ensure the efficient operation of the schools. In the absence of School Board guidance through its policies, the Superintendent is empowered to act, but his or her decision may be subject to review by the School Board.

**Cause:**

School Board motions and follow-on motions, as well as any amendments to each, are recorded by the Clerk of the Board within Board meeting minutes for each meeting, however, there is no further centralized tracking of their status.

FCPS does not have supporting documentation or processes in place to document and communicate completion efforts for all motions and forum topic consensus items outcomes that have been addressed.

Competing priorities and changing environmental conditions delay the implementation or progress of School Board actions.

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<sup>4</sup> [§ 22.1-78. Bylaws and regulations \(virginia.gov\)](#)

Turnover in Leadership Team members can increase the difficulty of determining prior action implementation status without a centralized tracking process.

**Effect:**

FCPS is not able to determine how all School Board motions or consensus items are resolved and therefore cannot confirm the implementation status of a School Board action in a timely manner.

This increases the risk that either:

- FCPS does not implement or perform a required task or action and is unaware of the unresolved nature of the action
- FCPS implements or performs a task or action, but School Board members are not aware of the action taken

Additionally, FCPS staff and School Board members may be unable to review or locate information related to past or current School Board actions.

**Recommendations:**

- 1) FCPS management collaborate with the School Board Office to ensure all School Board motions and forum topic consensus items approved by majority vote, are tracked in a manner which is clear and conspicuous and includes relevant implementation progress or status, when applicable.
- 2) FCPS management collaborate with the School Board members to ensure expectations and methods for responding to actions are clear, consistent, and well documented. Given that the School Board is currently considering revisions to the Governance Manual, OAG further encourages that FCPS management provide related feedback to the School Board members to further enhance action tracking and reporting.

**Management Responses (Actions and Due Date):**

*FCPS Management*

Management concurs that the lack of a centralized tracking and reporting process for Board Motions and Forum Topics creates challenges with being able to readily identify how these Board approved actions are resolved as well as items that are pending. Management further concurs with the recommendations to collaborate with Board Office to create a system for centralized reporting back to the Board and to further collaborate with School Board members on any applicable revisions to the Governance Manual.

Action	Due Date
FCPS management will collaborate with the SBO to create a centralized reporting process for follow-on motions that will be implemented for the 2021-22 school year.	August 20, 2021
Superintendent will discuss possible revisions with the Governance Committee.	September 1, 2021



*School Board Office*

The School Board Office concurs with the FCPS management response.

## Finding 2 – Next Step Tracking, Reporting, and Completion

**Risk Rating:** Moderate – Issues are identified that could negatively impact the efficiency and effectiveness of FCPS operations

**Condition:**

The next steps reporting document in BoardDocs is not complete with all next step responses for FY 2020 and FY 2021. Additionally, while FCPS management is generally responsible for responding to School Board member next steps, the next step tracking and reporting document is compiled and maintained by the School Board Office, which results in a cumbersome process which may be more effective if performed by FCPS staff.

<b>Fiscal Year</b>	<b>Total Next Steps</b>	<b>Response Posted to BoardDocs</b>	<b>BoardDocs Response Outstanding</b>	<b>Percent Outstanding</b>
2020	440	210	230*	52%
2021	254 (as of November 12, 2020)	239 (as of March 2, 2021)	15	6%
Total	<b>694</b>	<b>449</b>	<b>245</b>	<b>35%</b>

\*See paragraph below

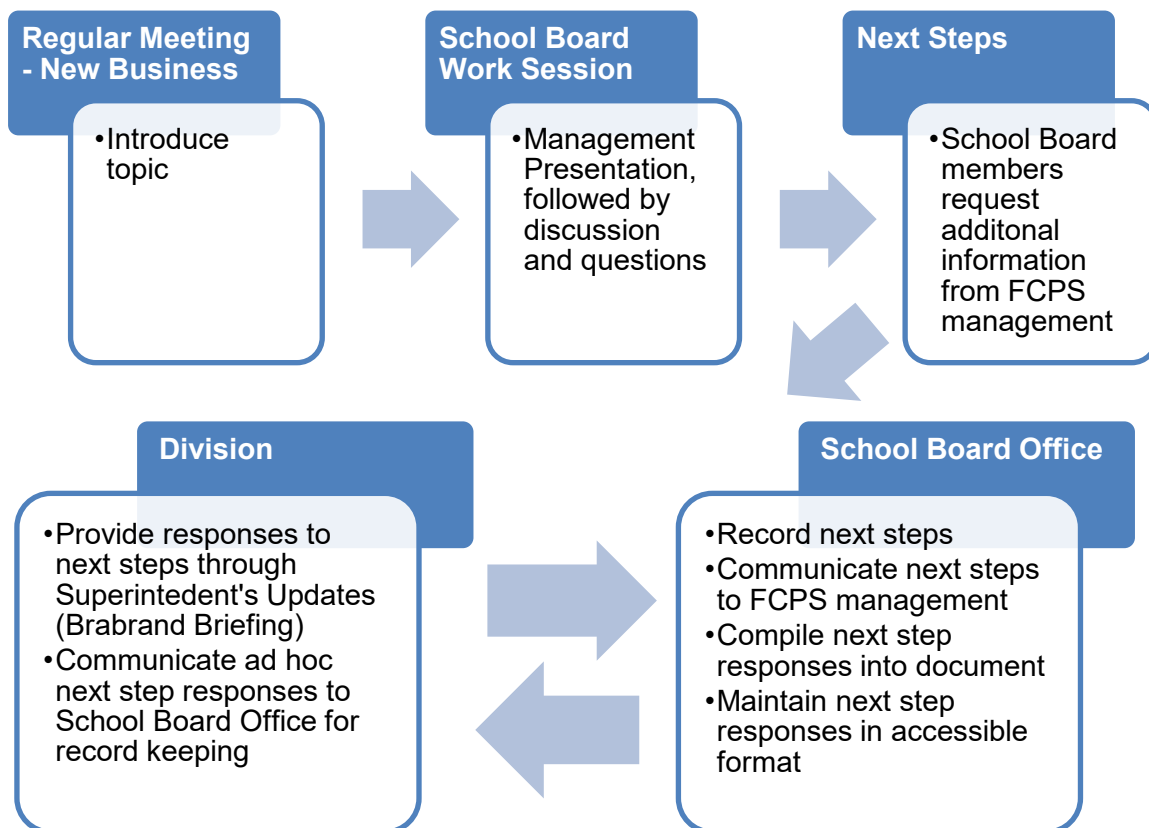
While the figures above reflect that outstanding next steps exist, next steps may be responded to in other manners such as, but not limited to Brabrand Briefings, subsequent work sessions, Division Counsel briefings, or emails, but are ultimately not included on the next steps document posted in BoardDocs. Of the 230 FY 2020 next steps with no response recorded in BoardDocs, management compiled response information which indicated that 187 of 230 next steps responses were obtained, but the responses were not reflected in BoardDocs. Many of these were responded to in ways described above, but in other situations responses were obtained by management and not ever communicated to the School Board Office, or responses were communicated to the School Board Office but not included in the next step document. Next steps may also request information which is not subject to Virginia Freedom of Information Act and therefore not available for public disclosure. As such, we were unable to determine whether the School Board was always provided a response for these.

The process for responding to next steps is a collaborative process between the School Board Office and FCPS management. The School Board Office is responsible for recording next steps and communicating them to FCPS management. Upon receipt, FCPS management communicates with the responsible department and/or office to obtain responses, and follows-up as responses become due. Responses are provided to the School Board Office as they become complete, and can come from various FCPS personnel depending on the action.

The following graphic represents the next step process and the responsibilities of each stakeholder, as described in procedural documentation and based on OAG's understanding of the process. The Division's collaboration with the School Board Office is represented at the bottom of the graphic, and shows how the two units work together

respond and report next steps; however, as stated above, the current process is cumbersome and error-prone.

### Next Step Process



### Criteria:

FCPS Governance Manual, Appendix VI. C. e – Meeting Managers Roles and Responsibilities – provides a Process/Checklist specifically stating... “Next steps will be recorded by the School Board Office staff during the work session and responses to next steps will be included by the Superintendent’s Updates and maintained in a readily accessible document by the Clerk”.

### Cause:

FCPS does not maintain one next step tracking document, but instead provides ad hoc next step updates to the School Board Office, who in turn record the responses in a document posted to BoardDocs.

Due dates are not recorded and next steps are not matched to future pending decisions.

Next steps not recorded on the BoardDocs reporting document may be responded to in non-apparent manners, such as, but not limited to Brabrand Briefing, subsequent work sessions, Division Counsel briefings, or email.

**Effect:**

The coordination required by the design of the next step reporting process increases the risk that next steps responses are not complete. This condition is complicated by the FCPS' use of multiple forms of communication to respond to next steps, some of which may not be apparent or visible to the School Board Office.

As a result:

- School Board members may not have the information needed to make an informed decision in a timely manner when next steps are not responded to.
- Next steps are responded to, but the response is non-apparent and is not documented on the Next Steps documented in BoardDocs for future reference.

**Recommendations:**

- 3) FCPS management provide responses to all future next steps, or outstanding next steps with pending decisions, or provide justification for not responding.
- 4) FCPS management further collaborate with the School Board Office to ensure that next step responses are complete and responded to timely; and consider taking ownership of compiling next step responses into one document for the School Board Office to maintain.
- 5) FCPS management consider documenting the related decision and decision date associated with next steps to ensure that next steps are responded to in a timely manner.

**Management Responses (Actions and Due Date):****FCPS Management**

Management concurs with the findings that while, as a whole next steps are responded to, the current system may result in gaps on the next steps charts. Because the next steps must be updated by the Board Office to add additional approved next steps following work sessions, management is uncertain about the ability to implement recommendation four. However, management concurs that additional controls could be put in place and will explore options as well as the additional human capital required with the Board Office.

Management concurs that next steps should indicate the related decision and the decision date to allow staff to identify if information can be compiled prior to that date and to ensure next steps are tied to a pending decision per the Governance Manual. Management recommends this information be added to the next steps chart compiled by the Board Office. Further, management recommends that a next steps timeline be established whereby staff receive the next steps from the Board Office within a certain timeframe following a work session and no later than a certain date in advance of the associated Board action at a regular meeting. Management concurs that any next step that cannot be completed prior to Board action will be noted on the next steps chart as such.

As this report notes, the audit did not identify any school district utilizing a next step process similar to the current practices used by FCPS. As such, management recommends the Board explore with the Superintendent the practice of next steps

including limiting the number of next steps at a work session or exploring alternatives ways of ensuring the Board has the information that that is necessary to inform pending decisions including looking at the role meeting managers may be able to serve in terms of ensuring presentations include essential content.

Action	Due Date
FCPS management will collaborate with the SBO to identify enhancements to the current next steps tracking process to ensure all next steps are completed with a response or a justification for why no response is provided.	August 20, 2021

*School Board Office*

The School Board Office concurs with the FCPS management response.

Action	Due Date
In working with FCPS management on the action above to improve the process, the School Board Office will conduct an analysis to determine the average time between next step requests and responses received to ensure that next steps can be used to enhance Board decision making.	July 1, 2021

### **Finding 3 – Costs and Resources Associated with Tracking, Responding to, and Implementing School Board Approved Actions**

**Risk Rating:** *Low* – Issues identified are less significant, but opportunities exist that could enhance FCPS operations.

#### **Condition:**

FCPS management does not quantify or track the discrete costs and resources required to track, respond to, and implement School Board approved actions; therefore, OAG was unable to determine FCPS' costs and resources to perform to these respective actions. While not required to formally track these costs, due to the purpose and nature of each action type included within the scope of this audit (i.e. motions and amendments, next steps), the related costs and resources are likely to vary significantly between the different action types and even among actions of the same type (i.e. motions, or next steps).

Certain School Board motions may require significant time and effort commitments, or time and commitments which may be difficult to quantify. Other School Board motions require little or no effort from the division post-motion, such as approval of the division's Strategic Plan reporting and goals, or the budget process; but may require significant time and effort prior to the School Board action. The same applies to the resolution of next steps.

#### **Criteria:**

There is currently no School Board policy or other authoritative literature which requires FCPS to discretely quantify the costs and resources to track, respond to, and implement School Board approved actions. However, doing so, whether individually or in the aggregate, may provide management and the School Board with useful data and information to further support the planning and execution of FCPS objectives. This information could also be used to demonstrate to the School Board the efforts and impact related to a respective action, or actions as a whole.

#### **Cause:**

FCPS management is not required to and does not track the costs and resources to track, respond to, and implement School Board actions.

#### **Effect:**

Neither the School Board nor the FCPS management are aware of the costs and resources associated with tracking, responding to, and implementing actions.

The cost-benefit to tracking these costs is also unknown.

#### **Recommendation:**

- 6) FCPS management determine if there is a cost-benefit to tracking the costs and resources associated with tracking, responding to, and implementing School Board actions, individually or in the aggregate, and if a cost-benefit exists,

develop procedures to track, monitor, and report on costs as appropriate.

**Management Responses (Actions and Due Date):**

**FCPS Management**

FCPS management believes the follow-on motions are essential work for FCPS management to follow-up on. The high volume of next steps as well as the large number of staff involved in responding to next steps and School Board approved actions makes tracking the associated resources and costs difficult on an individual level.

While not currently tracked, FCPS management has concerns about the workload associated with the high volume of next steps and the risk that has on Board priorities as staff resources are pulled away to respond to the next steps. FCPS management recommends a sampling of next steps be reviewed to ascertain the average amount of time spent on an individual next step to be able to estimate the total staff time spent on next steps.

FCPS management further recommends the Board and the Superintendent review the next steps process to ensure it is a best practice for the division, especially in the absence of similar practices by other divisions as noted in this audit.

<b>Action</b>	<b>Due Date</b>
FCPS management will identify a random sampling of next steps to assess total time spent to complete the associated work. FCPS management will use the results of this information to provide an estimate for the total time spent on next steps for the 2020-2021 school year.	August 20, 2021

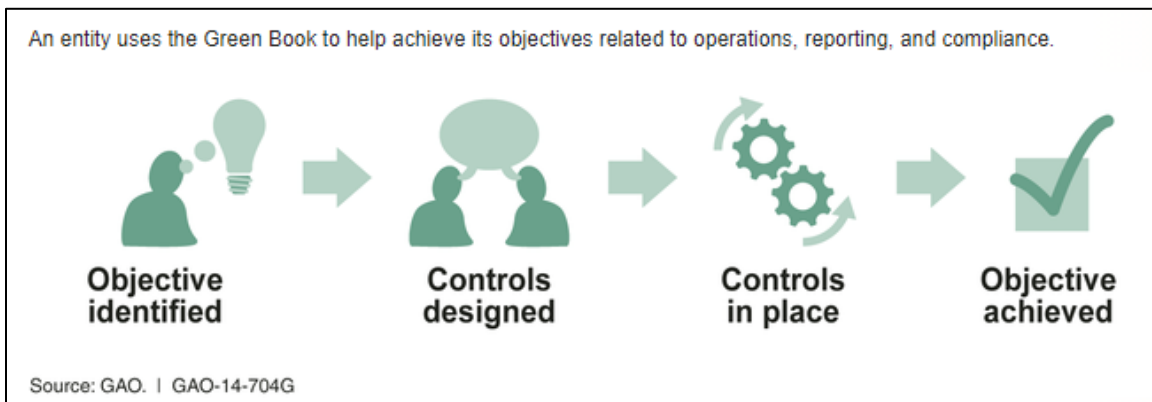
**School Board Office**

The School Board Office concurs with the FCPS management response.

## Observation 1 – Governance Manual and School Board Meeting Processes

It is OAG's understanding that the School Board has discussed and is considering revisions to the School Board Governance Manual including, but not limited to motions, meeting procedures and the role of the meeting manager, and next steps. OAG encourages the School Board to utilize the results of this audit when considering the design and implementation of any additional checks and balances related to School Board action oversight. Further, the School Board should consider collaborating with the School Board Office to develop procedures surrounding information in the BoardDocs library, which is an existing repository currently in use to organize information and materials by topic, but which may lack prescriptive guidance.

- The Green Book, or the U.S. Government Accountability Office (GAO) *Standards for Internal Control in the Federal Government*, prescribes that [an] oversight body oversees management's design, implementation, and operation of the entity's organizational structure so that the processes necessary to enable the oversight body to fulfill its responsibilities exist and are operating effectively. Given that School Board actions can have an effect on FCPS operations, and the School Board has a direct interest in the implementation and outcome of actions, the School Board should implement a process to provide reasonable assurance that actions are seen to resolution, especially for those which may not have apparent conclusions.



Source: GAO.GOV/GREENBOOK

- As the availability of sufficient information in advance of school board meetings and work sessions is key to ensuring that School Board members are able to make informed decisions in a timely manner, we encourage the School Board members to collaborate with FCPS management as it progresses towards any Governance Manual revisions. According to the current iteration of the Governance Manual, one role of the meeting manager is to review material to be presented and make suggestions that will further the Board's ability to make a decision or understand the material, and communicate with other Board members once the materials are posted to BoardDocs to solicit questions or concerns. The meeting manager is also tasked with facilitating the discussion and keeping it on track. Given the importance of this role, and the frequent utilization of next steps to obtain additional information from the division, the School Board should consider further strengthening meeting manager processes in an effort to obtain sufficient information from FCPS in a timely manner. While unable to determine a



dollar value or number of hours associated with responding to next steps, it is reasonable to assume that more next steps result in more time spent responding to next steps.

Additionally, it is OAG's understanding that there is a new process used by the School Board for requesting next steps from management (i.e. School Board Members record next steps in a document rather than the School Board Office documenting next steps during a work session); however, the Governance Manual does not reflect this new process. We encourage the School Board to update the Manual so that it reflects the current process, and consider the ability of FCPS management to request clarifying information for each next step request due to the absence of two-way discussion.

- The School Board may also want to consider the use of ad hoc committees to prioritize and monitor the status of certain School Board actions or pending actions, as prescribed in the current iteration of the School Board Governance Manual. Ad hoc committee's with clearly defined descriptions and goals can be used to monitor and provide input to FCPS management during its implementation of actions or in advance of School Board decisions. According to the Governance Manual, Section B.10, 1. "The Board may create one or more committees of the Board to perform delegated functions or to advise the Board". "...Board committees may assist the Board by preparing alternative, implications, or recommendations for consideration by the full Board." The frequency of ad hoc committee meetings should be based upon the timing and urgency of any related School Board decision(s). Whereas one committee may need to meet quarterly throughout the year, a separate committee may only need to meet monthly, or even more frequently, but maybe for a shorter duration (for example, every other week for one quarter). Committees should consider bringing standardized reports to the full School Board to obtain feedback from all members who wish to provide input. Ad hoc committee work is reported to the full Board, who ultimately has decision making authority.
- As previously noted, the BoardDocs library is a repository for organizing documents and materials by topic; however, OAG could not identify any written procedures or guidance surrounding use of the library function. We encourage the School Board to collaborate with the School Board Office to develop formal guidance to promote consistency of information and to ensure relevant topics are included for an appropriate timeframe.

# **Appendix A – FY 2020** **Motions and Amendments**

**Appendix A1:** SUMMARY OF MOTIONS / AMENDMENTS ADOPTED JULY 1, 2019 THROUGH JUNE 30, 2020

**Appendix A2:** MOTIONS/AMENDMENTS ADOPTED JULY 1, 2019 THROUGH JUNE 30, 2020

**Appendix A3:** FOLLOW-ONS APPROVED JULY 1, 2019 THROUGH JUNE 30, 2020

**Appendix A4:** October 24, 2019 2020 -NFairfax County School Board State and Federal Legislative Program Amendments

## SUMMARY OF MOTIONS / AMENDMENTS ADOPTED JULY 1, 2019 THROUGH JUNE 30, 2020

Topics	# of Approved Amendments & Follow-On Motions	
Regulation 2601.33 Student Rights and Responsibilities	8	
LT Contracts	1	
SY2020-21 Standard SY Calendar	3	
FY 2019 Year End Budget	3	
FY 2020 Midyear Budget Review	1	
FY 2021 Advertised Budget	3	
FY 2021 Approved Budget	11	7 follow-on motions passed as one omnibus motion
CIP	13	includes one four-part follow-on
Policy 8170 - Naming School Facilities and Dedicating Areas of School Facilities or Grounds	2	2-part amendment revising naming process
Naming of Northwest County Elementary School	1	
Rename Robert E. Lee High School	1	
Fairfax County School Board State and Federal Legislative Program	13	11 modifications included in one amendment
Boundary Scoping and Study	2	
Pay for Temporary Hourly Employees	1	
Return to School	3	
Total Approved Amendments & Follow-On Motions July 1, 2019 - June 30, 2020	66	

<b>MOTIONS/AMENDMENTS ADOPTED JULY 1, 2019 THROUGH JUNE 30, 2020*</b>		
<b>Meeting Date</b>	<b>Topic</b>	<b>Approved Motions</b>
<b>July 11, 2019 Regular Meeting</b>	R2601.33 Student Rights and Responsibilities	Add "Parent Notification" to the title of Chapter II.C. so that it will read "C. Disciplinary Procedures and Interventions; Parent Notification" and to amend the first sentence of Chapter II.C.1.b to substitute "drug" for "possession or use" and "notify" for "provide notice" and add a comma after "as soon as possible," to read, as amended: In the event that a school administrator has reason to believe that the student has committed an offense that would result in a referral to the Division Superintendent, or that the student has committed a drug violation, the school administrator shall make reasonable efforts (e.g. phone, email, text) to notify the student's parents as soon as possible, before questioning the student about the alleged offense, unless the school administrator believes that there is imminent danger to the student or others, or that there is a risk that evidence will be lost or destroyed.
		Add to Chapter II, Section D.5 a new fourth paragraph: When a student with an IEP is to be reassigned for disciplinary reasons, the IEP team will consider the parents' views and any preference for the reassignment location, if they have one, along with any location proposed by FCPS staff at the meeting. Because an IEP student's educational placement is not to be predetermined, it is the duty of the IEP team at its meeting to discuss, propose, and decide upon the educational placement, consistent with the disciplinary decision. Accordingly, the IEP team will consider the views of all members at the meeting,
		Revise Chapter II, Section C., Disciplinary Procedures, paragraph 1. Procedures in Determining Facts and Imposing Sanctions by deleting "the schools have" and replacing it with "schools staff has", deleting "Schools" and replacing it with " , and while school staff" and adding " , the decision to provide a student response, whether verbal or written, to any such questions is voluntary." "The principal shall determine the appropriate disciplinary actions to be taken in each case of prohibited conduct, except when a referral to the Division Superintendent is required and may request the assistance of other appropriate staff members. Students and families need to be aware school staff has the right to question students in the interest of maintaining safe and secure school environments and, while school staff are not held to the same threshold as law-enforcement officials when obtaining information, the decision to provide a student response, whether verbal or written, to any such questions is voluntary. In disciplinary cases, all students have the right to due process and to fair procedures in determining facts and imposing sanctions"
<b>July 25, 2019 Regular Meeting</b>	LT Contracts	That the Chairman of the School Board be authorized to execute, on behalf of the Board, contracts for members of the Leadership Team, as discussed in closed meeting
	SY2020-21 Standard SY Calendar	Adopt Version 3B of the 2020- 2021 Standard School Year calendar
	FY 2019 Year End	Add \$208,908 to supplement middle school afterschool program funding at middle schools with poverty rates of 40% or higher (Poe, Glasgow, Key, Whitman, Holmes, Herndon, Jackson, and Sandburg). The average \$26,114 per-school supplement would cover the cost of late buses an additional day per week plus program costs for an extra day, but principals will be allowed to use funds as they deem appropriate to enhance their after-school programs. The FY21 beginning balance will be reduced by \$208,908.
		Set aside \$200,000 for a pilot program to provide feminine hygiene products and bins or dispensers at the schools to be determined and approved by the School Board by the end of September 2019. FY21 beginning balance will be reduced by \$200,000.

		Request the Superintendent direct staff to provide an analysis on advantages/disadvantages of a potential School Board-Board of Supervisors revenue-sharing agreement. The analysis will include information about other divisions in the Commonwealth that utilize revenue sharing agreements, as well as historical FCPS-County transfer data.
<b>September 26, 2019 Regular Meeting</b>	CIP Amendment	Amend the FY2020-2024 Capital Improvement Program (CIP) by including Langley and McLean High Schools on the list of priority recommended boundary adjustments, as noted on page 46 of the CIP.
	Award of Contract – Tennis Court Replacement at Robinson Secondary School	Approve the issuance of a Change Order to ATC Corp. in the amount of \$141,714.50 for additional work for the replacement of the Robinson Secondary tennis courts and authorize the Assistant Superintendent of Facilities and Transportation Services, or designee, to execute, deliver, and administer the Change Order, as well as the contract as so modified, on behalf of the School Board
<b>October 10, 2019 Regular Meeting</b>	Policy 8170 - Naming School Facilities and Dedicating Areas of School Facilities or Grounds	Approve the revisions and further amend the policy to add “an existing” to the last sentence of Section IV, so it reads: The School Board may also consider a change in the name of an existing school or facility...” and by adding the following language at the END of Section IV: “A process along with a set of guidelines for renaming a school or facility is outlined in the current version of Regulation 8170, Procedures for Naming School Facilities and Dedicating Areas of School Facilities or Grounds. The guidelines will include: A school renaming request will be initiated through a Board Forum Topic by at least one magisterial School Board Member representing students attending that facility, and one At-Large School Board Member. If the Board decides to consider a school name change, there will be a one month period of public comment between the School Board’s New Business and Final Action (Action Item) on the proposed name change. This public comment process will include a community meeting, a public hearing, and electronic/mailed submissions. During this initial comment period, community members will be encouraged to submit renaming suggestions to the School Board to help facilitate the final selection of a name, should the renaming decision take effect. If the School Board votes in support of a name change, there will be a one month period of public comment between the School Board’s New Business and Final Action (Action Item) for selecting the new school name. This public comment process will include a community meeting, a public hearing, and electronic/mailed submissions. The Superintendent will review the community input regarding suggested names and provide a recommendation to the School Board for its consideration and action. It is the responsibility of the School Board Chairman to schedule the dates to receive recommendations from the community and to take action on the renaming of a school facility.”
<b>October 24, 2019 Regular Meeting</b>	Fairfax County School Board State and Federal Legislative Program	Adopt the 2020 Fairfax County School Board State and Federal Legislative Program, with 11 modifications (see separate tab)
<b>February 6, 2020 Regular Meeting</b>	FY 2021-2025 Capital Improvement Program	Add Kent Gardens Elementary School to the new Table 8 on page 40
		Revise page 36 of the CIP to begin the process of creating and approving the Renovation Queue by 2022, 1 year earlier than currently anticipated in the CIP 2021-2025.
<b>February 20, 2020 Regular Meeting</b>	Amendments to State and Federal Legislative Program	Amend the Fairfax County School Board's State and Federal Legislative Program, originally adopted by the Board on October 24, 2019, by striking item number 4 under item H: Employer/Employee Relations

		<p>Amend the Fairfax County School Board's State and Federal Legislative Program, originally adopted by the Board on October 24, 2019, to add a new item number 1 and renumber items 1-3 under item H accordingly:</p> <ol style="list-style-type: none"> <li>1. The FCSB supports granting authority to local school boards to recognize the right of employees to enter into collectively bargained agreements that value and balance the needs of employees with the educational mission of the school division and that preserves the constitutionally protected supervisory authority of the local school board</li> <li>2. The Fairfax County School Board (FCSB) supports the right of every school board to adopt its own method of communicating with employees as long as the constitutional authority of the board to make public policy is not compromised.</li> <li>3. The FCSB supports prohibiting discrimination in employment and education based on age, race, color, sex, sexual orientation, gender identity, religion, national origin, marital status, or disability.</li> <li>4. The FCSB supports amending §22.1-315 of the Code of Virginia to clarify that school employees charged with an enumerated offense are entitled the return of escrowed salary only if (1) they are found innocent of the enumerated charge and (2) they have not plead to a lesser offense or received a deferred or suspended imposition of sentence.</li> </ol>
<b>February 24, 2020 Work Session</b>	Boundary Scoping	Consensus to expand the scope for the Glen Forest ES boundary adjustment
<b>March 9, 2020 Work Session</b>	Boundary Study	Consensus to include Cooper and Longfellow Middle Schools in boundary scope and staff will seek additional community feedback.
<b>April 23, 2020 Regular Meeting</b>	Pay for Temporary Hourly Employees	Approve temporary hourly employees be paid until May 8, 2020; this mirrors the County's approach of providing 6 weeks of leave to their equivalent employee groups.
	Naming of Northwest County Elementary School	Name the new building on the campus at the Northwest County Elementary School site "McNair Upper Elementary School"
<b>May 11, 2020 All Day Work Session</b>	Return to School Discussion	Consensus on recommendations for graduation celebrations and summer programs. Dr. Brabrand will check in with Board around Labor Day, and make recommendation for an in-person graduation in fall, or depending on health conditions, could be winter or later.
<b>May 21, 2020 Regular Meeting</b>	FY 2021 Approved Budget	Direct the Superintendent to utilize funds rescinded from the Superintendent's proposed FY21 budget. i.e. ES Principal Parity Pay (\$.4M) to outline a plan to place additional counselors in the highest needs schools in the SY2020-2021.
		Direct the Superintendent to utilize funds rescinded from the Superintendent's proposed FY21 budget, in the amount of 0.3M for the Office of School Supports, to include, in the 2020-2021 SY, ESOL in elementary and middle schools (K-8) for instruction and targeted supports that will address gaps in learning based on the highest needs students
<b>June 15, 2020 Work Session</b>	Reopening of Schools	Allow flexibility to the Superintendent to allow the School Board to authorize the Division Superintendent to approve a teacher or staff to resign after June 15, extending the deadline to June 30, 2020, for special circumstances
<b>June 23, 2020 Regular Meeting</b>	Rename Robert E. Lee High School	Proceed with the name change for Robert E. Lee High School
<b>June 23, 2020 Work Session</b>	Return to School	Consensus to support the format of Scenario's #2 and #3 and the budget and appropriate mandatory PPE for all situations

\*Does not include routine organizational or quarterly budget motions, or student appeals

**FOLLOW-ONS APPROVED JULY 1, 2019 THROUGH JUNE 30, 2020**

<b>Meeting Date</b>	<b>Topic</b>	<b>Approved Follow-Ons</b>
<b>July 11, 2019 Regular Meeting</b>	R2601.33 Student Rights and Responsibilities	Direct the Superintendent to develop a proposal that provides for FCPS' Hearings Office personnel, School Board Members, Leadership Team and other staff as appropriate, to meet with relevant County Agencies (i.e.: Juvenile Court judges, Commonwealth's Attorney, and Juvenile Court Services) to gain a deeper understanding of the County's Diversion Program for juvenile offenders as well as promote growth in Restorative Justice best practices in our schools. The Superintendent is to report back to the Board for formal approval of his proposal no later than October 1st, 2019.
		Direct the Superintendent to provide the Board a quarterly report of the number of all student suspensions related to either disruptive behavior or disorderly conduct in excess of 5 days disaggregated by school, race and gender, FRM, students with disabilities and ELL. This report should identify any student(s) who have been suspended more than once in a calendar year and identify interventions implemented for that student.
		Direct the Superintendent to prepare, for the Board's consideration at the July 25, 2019 meeting, a potential change to the SR&R that students, whose cases are sent to Hearings Office or appealed to the School Board, may be permitted to return to their pre-disciplinary offense classrooms after serving 10-day suspension, while the case before the Hearing's Office or an appeal to the School Board is pending.
<b>July 25, 2019 Regular Meeting</b>	Update to SR&R Follow On Motion (approved July 11, 2019)	Add the words "or if there is a victim or victims at the school, such as in cases of assault or sexual harassment" at the end of the second sentence and to add the words "unless there is a victim or victims at the school, such as in cases of assault or sexual harassment" at the end of the third sentence, so that the amendment will read as follows: At the conclusion of the Division Superintendent's hearing on the referral, and subject to the Superintendent's final written decision, the issue of the student's possible return to his or her current classes (beginning on the next school day) will be considered by the Superintendent in consultation with the school principal. The student's return shall be allowed unless the Superintendent concludes that doing so would endanger the well-being of others, or if there is a victim or victims at the school, such as in cases of assault or sexual harassment. In the event the student's parents subsequently appeal the Superintendent's final written decision to the School Board, the appeal may include a request for the student to attend classes and the reasons the parents believe the student would not endanger the well-being of others, unless there is a victim or victims at the school, such as in cases of assault or sexual harassment. An ad hoc three-member committee of the School Board may, following a review of the record then on file, allow the student to return to classes pending the final decision of the School Board on the appeal

		<p>Add the following language to Regulation 2601.33p, Student Rights and Responsibilities, between the paragraphs b and c on Page 44, Subsection 7. Suspension for 11 to 45 Days Unless Certain Misconduct Has Occurred, under Section C. Disciplinary Procedures and Interventions in Chapter II:</p> <p>At the conclusion of the Division Superintendent's hearing on the referral, and subject to the Superintendent's final written decision, the issue of the student's possible return to his or her current classes (beginning on the next school day) will be considered by the Superintendent in consultation with the school principal. The student's return shall be allowed unless the Superintendent concludes that doing so would endanger the well-being of others, or if there is a victim or victims at the school, such as in cases of assault or sexual harassment.</p> <p>In the event the student's parents subsequently appeal the Superintendent's final written decision to the School Board, the appeal may include a request for the student to attend classes and the reasons the parents believe the student would not endanger the well-being of others, unless there is a victim or victims at the school, such as in cases of assault or sexual harassment. An ad hoc three-member committee of the School Board may, following a review of the record then on file, allow the student to return to classes pending the final decision of the School Board on the appeal.</p>
	SY2020-21 Standard SY Calendar	<p>In keeping with the One Fairfax policy and our Strategic Goals of Caring Culture and Student Achievement, the School Board create a Task Force on Religious Observances to review current policies and practices regarding religious holidays, observances and practices of our students and staff. The task force will consist of community members who are representative of our diverse stakeholders and a range of religious faiths, with Board member input and review of the task force member list. The goal of the task force will be to help identify and recommend areas of improvement that may include communication, education, and regulations related to our school year calendar and appropriate accommodations of religious obligations during the school day. The task force will review best practices and policies from within our system as well as those in other schools divisions. The work will be coordinated by the offices of Equity and HR, in conjunction with the Ombudsman for Students and Families and the Board's Public Engagement Committee, with a goal of bringing recommendations to the full Board before consideration of the SY21-22 calendar</p>
		<p>Direct the Superintendent to review the 2020-2021 calendar to provide time for schools to lead and participate in family engagement strategies, such as home visits, parent workshops, touching base programs, and other high-leverage strategies that enhance collaboration with parents and families</p>
<b>December 19, 2019 Regular Meeting</b>	FY 2020 Midyear Budget Review	<p>That funding be identified either through the capital or operational budgets to provide vestibules for enhanced security at all remaining FCPS schools; and that Dr. Brabrand or his designee identify a plan to accomplish this initiative over the next three years.</p>
<b>February 6, 2020 Regular Meeting</b>	FY 2021-2025 Capital Improvement Program	<p>Direct the Superintendent to review the condition of bathroom facilities at those schools that do not have near-term plans for overall renovations and do not provide privacy for all students.</p>



		Direct the Superintendent, as part of the joint Fairfax County/FCPS CIP task force, to collaborate with county and school staff to develop a consistent method for projecting student enrollment.
		<p>Direct the Superintendent to:</p> <ol style="list-style-type: none"> <li>1. Identify how FCPS can adopt best practices in energy and resource stewardship in facility design. FCPS staff will prepare for a School Board work session to examine: <ol style="list-style-type: none"> <li>a. Net Zero design. FCPS will identify where the division currently is on any factors that lead towards Net Zero ready; and recommend pathways and associated costs and time to obtain 20- 25 Energy Usage Intensity (EUI) per facility, which is a measure of a building's energy per square foot. Net Zero design and building specifications will provide a superior energy efficient building resulting in lower operating costs over the life of the school compared to the existing specifications. Furthermore, Net Zero buildings can be teaching tools and community examples about the benefits and necessity of energy efficiencies and renewable energy technologies.</li> <li>b. Electrification planning. Present an approach for how FCPS can incorporate the principle of electrification (moving away from fossil-fueled components like heating and cooling), to prepare for the future availability of such technology.</li> <li>c. Circular Economy Practices. Present an approach for FCPS can incorporate practices that plan for how future builds and renovations will be disposed of when their lifetime ends.</li> </ol> </li> </ol>
		<ol style="list-style-type: none"> <li>2. Develop an Operations Energy Strategy. Develop a plan that identifies metrics, timeline, and staff responsibilities for measuring energy use; includes annual goals for energy use; and establishes a regular timeline for reporting to the School Board.</li> <li>3. Establish a plan to regularly independently verify and vet schools in the Collaborative for High Performance Schools (CHPS) program, by a third party. FCPS already participates in CHPS, and having the regular verification will maximize use of this tool to benchmark and foster.</li> <li>4. In an effort to more fully ensure that FCPS is following sustainability best practices, we will be Collaborative for High Performance Schools (CHPS) verifying two of our upcoming projects.</li> </ol>
		Direct the Superintendent to consider how and if space for early childhood learning spaces can be included in the design of each construction and renovation project and identify costs for the design and maintenance of these spaces in an effort to create needed community space for early learning.
		Direct the Superintendent to work with the County in examining the economic and equity impact related to the remaining 15 high school stadiums that do not have permanent bathroom facilities, as well as devising a financial plan to address this. The Superintendent is to report back to the Board prior to the completion of the Year-End budget review.
		Direct the Superintendent to ensure that Instructional Services and Facilities begin to work together to evaluate potential magnet programming options-including performing arts programming-for the bonded Elementary School site in Lee District. I request that potential options be included in the next CIP.

		Direct the Superintendent to develop a clear communication plan for any school engaged in a boundary adjustment study that: 1) Explains which option(s) A-G were previously implemented, when option H is also considered to address student capacity concerns and, 2) Explains how the concerns of families and students are considered and prioritized when developing possible solutions. This information would be shared as part of the boundary scoping process.
	FY 2021 Advertised Budget	Direct the Superintendent to develop and present to the board a comprehensive and strategic plan of action for the large scale FCPSON implementation in schools to include: objectives, benchmarks, and metrics. This review should include best practices and impact for high school/middle/elementary aged students and address usage within demographic groups that require differentiation. The Board is interested in addressing the following: Curriculum integration; Professional development; Guidelines for proper ergonomics and eye safety; Appropriateness of mixed media use for certain age groups; Family engagement to support students using technology at home; Examination of information developed by other districts who are also evaluating best practices and 1:1 programs. The results of this review should be reported by July 1st or a date certain.
		Direct the Superintendent to bring an update of the security plan to include a plan for installing vestibules in schools to provide secured visitor access space where none currently exists by April 30, 2020. Specifically, compile data about the frequency of schools having entryway vestibules that serve as security check points before visitors gain access to areas with students; compared with schools that, due to design features, allow visitors to cross open space or hallways before checking in to the main office. The plan will include the timeline and cost to outfit all schools with needed vestibules or improvements that will create visitor holding spaces before entering spaces where students are.
		Direct the Superintendent to present by July 1, 2020, options for the installation of screen time and application usage monitoring software on all FCPSON 1-to-1 devices provided to students.
<b>May 21, 2020 Regular Meeting</b>	FY 2021 Approved Budget	<p>7 follow-ons passed as one omnibus motion:</p> <ol style="list-style-type: none"> <li>1. That the School Board direct the Superintendent to provide a plan for ensuring greater transparency and accountability in our budget process to effectively meet the operational expectations defined in our governance manual.</li> <li>2. That the School Board direct the Superintendent to prepare quarterly reviews of the FY21 budget and recommend adjustments based on the increased availability of funds. Future recommendations should include potential investments being proposed by the County for employee compensation, as well as strategic school-based services.</li> <li>3. That the School Board direct the Superintendent to present and discuss at a future work session the financial breakdown of costs for the FY21 \$28.8M in new funds earmarked for New Student Enrollment.</li> <li>4. That the School Board direct the Superintendent to include Elementary School Principal Pay Parity as part of any future FY21 proposed increases to employee compensation.</li> </ol>

		<p>5. That the Board direct the Superintendent to develop a district-wide technology plan (to be reviewed annually), taking into account the increased investment in technology to meet the guidelines set forth in OE12 of the governance manual and should include a distance learning component, as well as data &amp; privacy considerations. A preliminary report to the Board should be provided no later than December 1, 2020.</p> <p>6. That the School Board direct the Superintendent to initiate a comprehensive evaluation of FCPS communications practices and develop a division-wide strategic communications plan no later than January 1, 2021. The strategic communications plan will specifically concern FCPS communications with parents, staff, students, stakeholders, the School Board, and media.</p> <p>7. That the School Board direct the Superintendent to develop a FY21 plan in response to the AAP study recommendations, and to include any associated operational costs in future FY21 quarterly budget reviews. This plan should include greater accountability and fidelity of implementation for AAP services, including, but not limited to, the Young Scholars Program and AART school staffing.</p>
		<p>Authorize the Superintendent to begin the procurement process to support the purchase of 22,000 laptops to facilitate distance learning necessitated by the COVID pandemic</p>
		<p>Direct the Superintendent to assess the increased need for school counselors, parent liaisons, social workers, psychologists, school nurses, and interpreters in our schools in response to the COVID crisis, as well as to ensure better alignment with best practice ratios. The Superintendent will present this assessment and recommended staffing needs at the Year End budget review</p>

**October 24, 2019 2020 -NFairfax County School Board State and Federal Legislative Program Amendments**

1. adding language on page 24 of the Legislative Program under position FED. Federal Education Funding and Policy, at the end of the "FCSB supports" section of the Other Funding Issues subhead, to read as follows: The FCSB supports reclassifying menstrual hygiene products as eligible items for purchase with assistance from programs designed to help low-income families, including Medicaid, SNAP (Supplemental Nutrition Assistance Program, i.e. food stamps) and WIC (Special Supplemental Nutrition Program for Women, Infants, and Children).
2. adding language (underlined below) on page 18 of the Legislative Program to the current position Y.1 Student Health and Wellness to read as follows: The FCSB supports significantly increased state resources devoted to programs and staffing (including school psychologists, school nurses, school counselors, and school social workers) to help school divisions serve the increasing school health and wellness needs of our student population; and to assist with responses to issues such as childhood obesity, child and adolescent sleep, menstrual hygiene product availability, student mental health, student safety, and suicide prevention, and public health crises including vaping and opioid use.
3. adding language (underlined) on page 7 of the Legislative Program under the existing position E.2 College Readiness and Post-Secondary Education to read as follows: The FCSB supports additional work-based learning opportunities for students while enrolled in high school to increase exposure to and exploration of career pathways; including expanded internship, apprenticeship, and work-based learning opportunities.
4. adding language on page 25 of the Legislative Program under position FED. Federal Education Funding and Policy at the end of the "FCSB opposes" section to read as follows: The FCSB opposes changes in eligibility requirements for federal assistance programs which would directly or indirectly reduce student access to free and reduced-price school meals (FRM) or school breakfast programs.
5. adding language on page 14 of the Legislative Program under the existing position T. Standards of Accreditation and Standards of Learning at the end of the "FCSB supports" section to read as follows: The FCSB supports additional flexibility for older and non-traditional students to obtain high school credit through General Education Development (GED) programs, concurrent enrollment, and enrollment in adult education high school completion courses.
6. adding language on page 14 of the Legislative Program under the existing position T. Standards of Accreditation and Standards of Learning at the end of the "FCSB supports" section to read as follows: The FCSB supports adopting standards recognizing the special circumstances of English learners when incorporating these students into state measures of non-academic student performance like dropout rates, using similar measures to the ones currently used for English learner student academic performance.
7. adding language on page 25 of the Legislative Program under position FED. Federal Education Funding and Policy to read as follows: The FCSB urges the federal Department of Housing and Urban Development (HUD) to partner with state education agencies and local school divisions to provide school performance data based on each state's own system of school quality rather than relying on oversimplified results from unaccountable nongovernmental aggregators of such data; and specifically requests that HUD end its partnership with GreatSchools.org.

8. adding language (underlined below) on page 13 of the Legislative Program to the existing position T.5 Standards of Accreditation and Standards of Learning to read as follows: The FCSB supports a comprehensive review of state content standards, curriculum guidelines, and assessments to ensure state policies promote culturally responsive educational practices free of background knowledge biases.

9. adding and removing language (underlined and struck through below) on page 10 of the Legislative Program to the existing position J.1 Environmental Sustainability/Renewable Energy to read as follows: The FCSB supports efforts to reduce the County's greenhouse gas emissions and operational demand for energy through efficiency, conservation, renewable energy, and education; as well as state incentives, opportunities, and targeted goals for the expansion of renewable energy and energy efficiency; and removing existing barriers to such efforts.

10. adding language on page 9 of the Legislative Program under the existing position I. English Learners to read as follows: The FCSB supports collecting statewide data on English learner students new to the United States who enter Virginia schools with limited or interrupted formal education (SLIFE) for the purpose of helping to standardize a definition of this unique student population and to determine how to appropriately incorporate these students into the state's current accountability system.

11. adding the following language to Page 18 of the 2020 Legislative Program, under Student Health & Wellness: The FCSB supports coordinated strategies to meet the growing need for substance use disorder services that target specific high-risk age groups. In particular, innovative approaches to prevention and nicotine addiction treatment are necessary to address the vaping crisis that is affecting teens and young adults at an alarming rate.

# **Appendix B – FY 2021** **Motions and Amendments** **(as of March 18, 2021)**

**Appendix B1:** SUMMARY OF MOTIONS / AMENDMENTS ADOPTED JULY 1, 2020 THROUGH MARCH 18, 2021

**Appendix B2:** MOTIONS/AMENDMENTS ADOPTED JULY 1, 2020 THROUGH MARCH 18, 2021

**Appendix B3:** FOLLOW-ONS APPROVED JULY 1, 2020 THROUGH MARCH 18, 2021

## SUMMARY OF MOTIONS / AMENDMENTS ADOPTED JULY 1, 2020 THROUGH MARCH 18, 2021

Topics	# of Approved Amendments & Follow-On Motions
Resolution allowing Board members to attend virtual meetings	2
Recommendation for Robert E. Lee HS Renaming	1
Regulation 2601.33 Student Rights and Responsibilities	14
Stenwood Elementary School – Conveyance of Easements and Acceptance of Property in Connection with VDOT Improvements to Interstate 66	1
Anti-Racism and Anti-Bias Education Curriculum	2
Thomas Jefferson High School for Science and Technology (TJHSST) Admissions	14
Consideration of Renaming Mosby Woods Elementary School	2
Governance Committee Recommended Revision to Composition of ACSD in Strategic Governance Manual	1
Teacher Laptop Replacement and FCPSOn Expansion	1
Return to School	4
Joint Environmental Task Force	1
AAP Level IV Services	1
Governance Committee Recommended Changes to Policy 1802 Student Representative to the School Board	1
Return to School	1
McLean/Langley High School Boundary Study	2
FY 2022-2026 Capital Improvement Program	4
Recommendation for Mosby Woods Elementary School Renaming	1
Award of Contract – University of Wisconsin	1
Award of Contract – George Mason University, EIP	1

FY 2022 Advertised Budget	1
Policy 2202, Eligibility for Enrollment	2
Solar Facilities Contracts	1
Stonecroft Transportation Center – Boundary Confirmation Agreement with Fairfax County Water Authority	2
2021-2022 Standard School Year Calendar	7
VSBA Equity in Education Month Resolution	1
Total Approved Amendments & Follow-On Motions July 1, 2020 - March 18, 2021	69



## MOTIONS/AMENDMENTS ADOPTED JULY 1, 2020 THROUGH MARCH 18, 2021

Meeting Date	Topic	Approved Motions
<b>July 9, 2020 Regular Meeting</b>	Resolution allowing Board members to attend virtual meetings	Approve the resolution for participation in board meetings by means of electronic communications,
<b>July 23, 2020 Regular Meeting</b>	Recommendation for Robert E. Lee HS Renaming	That the name of Robert E. Lee High School be changed to "John R. Lewis High School" and that the Superintendent be directed to change the name by September 8, 2020
	Rename Columbus Day "Indigenous People's Day" for SY 2020-2021 and 2021-2022 Calendars	That the Board rename the Columbus Day holiday to be "Indigenous People's Day" for the SY 20-21 calendar that has already been adopted, and for the SY 21-22 calendar that is yet to be approved
	Student Rights and Responsibilities	Delete the words "tube or halter tops" on page 7, Section C. Dress Code as follows: Examples of prohibited clothing include, but are not limited to: clothing that exposes undergarments.
		Revise page 6, Section C as follows: Clothing with language or images that are vulgar, discriminatory, racist/culturally divisive, or obscene; or clothing that promotes illegal or violent conduct, such as gang symbols, the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia; or clothing that contains threats is prohibited. (See Chapter II.A.2.b.(7) for additional information regarding gang-related clothing.)
		Delete the text "School resource Officers (SRO's) are active members of their assigned school communities" on page 41, section 4
		Revise Chapter 1, item D. on page 8 (specific text in approved meeting minutes)
		Revise Chapter II, item A, Page 28, third paragraph, to insert the words of "violence toward others" after "When a student makes a threat of...,"
		Delete the proposed item B.2 on page 40: [delete the following text: Discretionary Report. In addition, a principal may, in his or her discretion, report to the police department any misdemeanor involving: (a) any of the above, and/or (b) any assault or assault and battery without bodily injury and/or (c) the arrest of any student for an incident occurring on a school bus, on school property or at a school-sponsored activity, including the charge therefor. Any student who commits a reportable violation (whether mandatory or discretionary) shall be required to participate in such prevention and intervention activities as may be prescribed by school officials, in addition to any disciplinary action that may be taken.]
		Revise Section D. Guidance for Parents of Students with Disabilities Regarding Virginia Department of Education (VDOE) Regulations Related to Discipline on pages 53 -56 as shown in the agenda item (specific text in approved meeting minutes)
		Add the following language in the Rules of Conduct, Interventions, and Disciplinary Procedures section: Parental acknowledgement of any right to appeal shall be indicated through a signature on a separate page or electronic notification attached to the decision letter explicitly stating the acknowledgement of this right, and to be in the preferred language of the parent (specific text in approved meeting minutes)
	Stenwood Elementary School – Conveyance of Easements and Acceptance of Property in Connection with VDOT Improvements to Interstate 66	(i) approve the granting of the Easements, (ii) accept a cash payment of \$103,348 and conveyance of the 14,996 square feet of land for granting the Easements, and (iii) authorize the Division Superintendent and the Assistant Superintendent, Department of Facilities and Transportation Services (either of whom may act without the other) to take all actions necessary and appropriate, in consultation with legal counsel for the school division, to accomplish such conveyances, including signing the appropriate deed and related documents,

<b>September 15, 2020 Work Session</b>	Anti-Racism and Anti-Bias Education Curriculum	Direct the Governance Committee to draft an anti-racist, anti-bias policy for review by the whole Board.
		Direct the Governance Committee to review the controversial issues policy
<b>September 17, 2020 Regular Meeting</b>	SR&R Addendum	Approve the item now and schedule a further discussion for a work session as soon as possible to add protections as needed
<b>October 6, 2020 Work Session</b>	Thomas Jefferson High School for Science and Technology (TJHSST) Admissions	Eliminate the admissions test as described by the Superintendent.
		Remove the application fee described by the Superintendent.
		Support a capacity increase at TJ to be more comparable with other schools in the division
		Consider a proposal to establish the initiation of the admissions process timeline for the class of 2025 to begin no later than the end of January 2021 with the Superintendent bringing back to the Board no later than December the proposals necessary to accomplish those goals.
		Consider a proposal to require the Superintendent to bring to the board the annual diversity plan prior to submitting it to the State. The Plan shall state that the goal is to have TJ's demographics represent the NOVA region. The plan shall include actions detailing how outreach and supports will be extended to increase applications from underserved populations
		Consider a proposal to agree on an approach that looks at the admission's pool by pyramid/middle school. This is consistent with how many universities look at admissions and identify qualified applicants by school
		Consider a proposal to request that the Superintendent provide models that examines lottery and non-lottery option.
<b>October 8, 2020 Regular Meeting</b>	Thomas Jefferson High School for Science and Technology (TJHSST) Admissions	Direct the Superintendent to develop a plan for establishing policies and procedures for instituting a regional governing board for TJ High School for Science and Technology. The governing board shall be comprised of a proportionate representation of the school boards which send students to the school. The regional board shall be responsible for ensuring current Virginia Board of Education Regulations relative to jointly operated schools and programs are adhered to. The Superintendents plan shall be referred to the Governance Committee no later than March 2021. The Governance Committee will review the Superintendent's proposed plan and bring its recommendation to the Fairfax County School Board for final approval prior to implementation.
	Consideration of Renaming Mosby Woods Elementary School	Proceed with the name change for Mosby Woods Elementary School.
	Governance Committee Recommended Revision to Composition of ACSD in Strategic Governance Manual	Delete the language added in December 2019 and restore the membership of ACSD to 33 members, including one FCPS teacher.

<b>October 22, 2020 Regular Meeting</b>	Thomas Jefferson High School for Science and Technology (TJHSST) Admissions	Direct the Superintendent to establish a plan for student talent development and put into action means for student potential identification and outreach. This motion is intended to address the systemic issues that impact diversity at TJ. It is not intended to and shall not impact the immediate need to change the admissions process we are currently addressing. This plan may include but not be limited to: Strengthening the equity of access to advanced academic curriculum and strategies for all students regardless of AAP level of service. This will require professional development for all classroom teachers on advanced programs pedagogy; Establishing a plan to have a full time Advanced Academic resource teachers in all remaining ES and a .5 in each middle schools Increasing administrator and teacher awareness of our Young Scholars program in FCPS and strive to ensure it is administered uniformly and with fidelity with the goal of expanding it to all schools. Developing a communications plan to help parents understand how their children can benefit from participation in AAP, and invest in family engagement to facilitate participation of historically underrepresented students in advanced academic program Providing an analysis of math and science curriculum offering in all elementary and middle schools; Providing an analysis of extracurricular STEM opportunities in all elementary and middle schools. We would ask for regular reporting from the Superintendent on these items as part of the Strategic Plan Goal reports
	Teacher Laptop Replacement and FCPSOn Expansion	Approve the purchase of teacher replacement laptops and expansion of FCPSOn with student laptop purchases for grades 3, 4, and remaining 5th up to the dollar amounts noted in the agenda item
	Return to School Timeline	The Superintendent to consider bringing group 7 (ES 3-6, Secondary Public Day Programs-Spec. Ed; Burke MS, Cedar Lane, Quander Road, and students with targeted learner profiles at the Davis & Pulley Center) and group 8 (Middle and High School Students in Grades 6-12 and remaining students at the Davis & Pulley Career Centers) back earlier than the Superintendent's proposed schedule presented to the Board on October 15. The Superintendent will provide a recommendation to the Board on November 12 to see if there is a way to bring back 3-6th graders earlier than January 4th, (including 6th graders from the Mason district), and bringing High School students back earlier than February 1.
		Direct the Superintendent to develop a clearly defined metric related to COVID positivity rates in the community. This metric will help dictate when schools will open or close. The metric needs to be easily understood and published regularly
	Joint Environmental Task Force	Direct the Superintendent to bring to the Board during a late spring work session a report on how these goals might be implemented, including monetary investments needed for budget year 2020-21 and beyond
<b>November 5, 2020 Regular Meeting</b>	Confirmation of Action Taken in Closed Meeting	As authorized by Virginia Code Section 22.1-311, the School Board direct the Superintendent to amend applicable FCPS regulations by December 1, 2020, to provide 3-member panels for employee hearings.
	Amendment to the SY2020-21 Annual School Year Calendar - Inauguration Day	Amend the SY2020-21 Annual School Year Calendar to include Inauguration Day, Wednesday, January 20, 2021 as a holiday for all Fairfax County Public Schools students and employees
		Amend the employee calendar for the 2020-21 school year to include the recognition of Juneteenth on June 18, 2021 as an employee holiday and to instruct the superintendent to recognize Juneteenth in the development of future calendars.

<b>December 3, 2020 Regular Meeting</b>	AAP Level IV Services	In School Year 2020-21, for schools with an AAP Local Level IV or AAP Level IV Center, the pool of second grade students to be screened for AAP Level IV services will be identified by piloting the use local building norms, while ensuring that any student who meets the national norm is also identified for screening. In schools that do not yet have a Level IV program, national norms will continue to be used to identify students for eligibility screening,
<b>December 17, 2020 Regular Meeting</b>	Thomas Jefferson High School for Science and Technology (TJHSST) Admissions	The Holistic Review process presented to the School Board by the Superintendent on December 7 will ensure that the Thomas Jefferson High School for Science and Technology continues to provide a high-quality STEM education. A diverse student body that includes a wide variety of backgrounds, experiences and skills enriches the learning environment for the students at TJ and prepares them to be science and technology leaders in an increasingly diverse workforce. I therefore move to direct the Superintendent to revise the admissions process for TJHSST utilizing the Holistic Review Process outlined on pages 10 , 11 and 12 of the Superintendent's presentation to the Board on December 7. The Superintendent's Holistic Review process must be modified to establish that, as part of the review process, the top 1.5% of the 8th grade class at each public middle school who meet the minimum standards--based on GPA in core classes, student portrait sheet, problem-solving essay and experience factors--will be eligible for admission. The admission process must use only race-neutral methods that do not seek to achieve any specific racial or ethnic mix, balance, or targets. These changes are effective with the admissions process for the class entering TJHSST in the Fall of 2021.
		Require that the test (essay and SIS) be administered locally, at each middle school, to all eligible students (i.e. who meet the 3.5 GPA and Algebra 1 requirements), and to provide the opportunity to opt-out of taking the test should they so choose, by the admissions cycle for the class of 2026 (next year). To opt-out would be to eliminate oneself from consideration for TJ
<b>January 21, 2021 Regular Meeting</b>	Governance Committee Recommended Changes to Policy 1802 Student Representative to the School Board	Approve the recommended changes to Policy 1802, Student Representative to the School Board, as detailed in the agenda item
<b>February 2, 2021 Work Session</b>	Return to School	Consensus to support Superintendent's proposed timeline as presented
<b>February 4, 2021 Regular Meeting</b>	McLean/Langley High School Boundary Study	Adopt the FCPS recommendation of Option B, as presented to the community on December 7, 2020. This would adjust the boundaries of McLean HS, Langley HS, Longfellow MS, and Cooper MS. The change would adjust the feeder pattern of the MColvin Run ES split feeder area, a portion of the Spring Hill ES split feeder area, and a portion of Westbriar ES from Longfellow MS and McLean HS, to Cooper MS and Langley HS. The adjustment will not change the elementary school boundary. In addition, the following phasing plan will implement the boundary change: Rising 7th grade students will attend Cooper MS in the 2021-22 school year, with rising 8th graders grandfathered to remain at Longfellow MS in the 2021-22 school year. Both 7th and 8th grade students will attend Cooper MS in the 2022-23 school year. Rising 10th, 11th, and 12th graders in the area will be grandfathered and remain at McLean HS. The high school boundary change will begin with rising 9th grade students in the 2021-22 school year; 9th and 10th grade students in the 2022-23 school year; 9th, 10th, and 11th grade students in the 2023-24 school year; and 9th through 12th grade students in the 2024-25 school year.

		Rising 9th graders residing in the area changed will have the option to attend Langley HS in SY 2021-22 or be grandfathered at McLean HS with transportation provided through 12th grade in the 2024-25 school year. The option chosen for the 2021-22 school year will determine the school through the 2024-25 school year and will not be able to be changed,
	FY 2022-2026 Capital Improvement Program	Approve the CIP with the following amendments: <ul style="list-style-type: none"> <li>• striking "Fairfax/Oakton ES (at Location TBD)" from page 40 and replacing with "Dunn Loring ES"</li> <li>• striking "Fairfax/Oakton ES (at Location to be determined)" from page 41 and replacing with "Dunn Loring ES"</li> <li>• striking "Hunter Mill/" from page 42 and replacing with "Dunn Loring ES"</li> <li>• striking "Fairfax/Oakton" from page 43 and replacing with "Dunn Loring/Falls Church/Tysons"</li> <li>• striking "Fairfax/Oakton Area Elementary School Project (Est. Completion: TBD)" from page 44 and replacing with "Dunn Loring Elementary School Project (Est. Completion: TBD)"</li> <li>• striking "Fairfax/Oakton Area Elementary School is identified to relieve overcrowding in the Fairfax/Oakton area" from page 44 and replacing with: "Dunn Loring Elementary School is identified to relieve overcrowding in the Dunn Loring/Falls Church/Tysons area."</li> </ul>
<b>February 18, 2021 Regular Meeting</b>	Recommendation for Mosby Woods Elementary School Renaming	The name of Mosby Woods Elementary School be changed to Mosaic Elementary School; and that the Superintendent be directed to change the name by the beginning of the 2021-2022 School Year
	Award of Contract – University of Wisconsin	Award the contract to the University of Wisconsin for English language proficiency assessments as required by the Virginia Department of Education, for the 2020- 2021 school year, and (ii) authorize the Director of the Office of Procurement Services to execute, deliver and administer the contract on behalf of the School Board.
	Award of Contract – George Mason University, EIP	(i) extend the Memorandum of Agreement effective July 1, 2020, through June 30, 2025, and (ii) authorize the Director of the Office of Procurement Services to execute, deliver and administer the contract on behalf of the School Board
	FY 2022 Advertised Budget	Adopt the FY22 Advertised Budget as detailed in the FY22 Superintendent's Proposed Budget with the following adjustments: a. increasing the county transfer request by a total of \$60.3 million and b. increasing State revenue by \$13.4 million based on the Senate's proposal for a total of \$73.7 million to fund a 3% compensation increase for all employees; and c. increasing the County transfer by \$0.7 million to fund 6.0 positions to supplement selected Title 1 schools; and d. increasing the County transfer by \$0.7 million to fund to address Elementary School Principal and Assistant Principal pay parity; and e. directing the Superintendent to identify funds for a Neuro-Diversity Specialist position, and a Trauma-Informed Social Emotional Learning (SEL) Specialist position; and further f. that the Superintendent be directed to review staffing standards for counselors, psychologists, social workers, nurses, ESOL teachers, reading/math specialists and classroom teacher positions, including a multi-year plan to achieve the best practices ratios, prioritized with an equity focus, and to be completed in the fall prior to the preparation for the FY23 Proposed Budget,
<b>March 4, 2021 Regular Meeting</b>	Policy 2202, Eligibility for Enrollment	The School Board to review P2202, Section III.I. to consider a temporary exception that will allow for families who are permanently relocating outside of Fairfax County to request for their child to remain enrolled in their current school of enrollment within FCPS (either virtually or in-person) for the remainder of SY 2020-2021.

	Solar Facilities Contracts	Approve participation in the Fairfax County solar program and authorize the Division Superintendent and the Assistant Superintendent, Department of Facilities and Transportation Services (either of whom may act without the other) to take all action necessary and appropriate on behalf of the School Board to negotiate, execute and administer project contracts (and such other related documentation, including associated leases and/or site licenses) with an authorized solar contractor as a part of the solar program for the benefit of the school division
	Stonecroft Transportation Center – Boundary Confirmation Agreement with Fairfax County Water Authority	Approve this adjustment to the boundary of its Stonecroft Transportation Center property and authorize the Division Superintendent or the Assistant Superintendent, Department of Facilities and Transportation Services (either of whom may act without the other) to take all action necessary and appropriate on behalf of the School Board, and in consultation with legal counsel for the school division, to complete, execute, and deliver the Boundary Confirmation Agreement to Fairfax County Water Authority
	2021-2022 Standard School Year Calendar	Direct the Superintendent to identify religious and culturally significant days that could result in significant absenteeism and create regulations that do not currently exist for the manner in which FCPS will designate impermissible activities on said days to prevent negative impact upon the academic, social or emotional wellbeing of those students who engage in such observances.
<b>March 18, 2021 Regular Meeting</b>	VSBA Equity in Education Month Resolution	Rescind the equity resolution approved on March 4; there were some wording and editing issues with the equity resolution approved at the School Board meeting on March 4. As a result, the approved equity resolution did not reflect the language of the VSBA equity resolution that the Board thought it was approving.
	SY21/22 Calendar	Adopt calendar D, as recommended by the Superintendent, for School Year 2021-22.
		Direct the Superintendent to direct the Chief Academic Officer, Chief Operations Officer, Chief Equity Officer and FCPS General Counsel to lead work to establish a calendar development process. The outcomes of this work will be 1) establishing roles of staff, Board, and community Members and ultimately, who owns process; and 2) clarity on the criteria and priorities used to establish annual calendars in the future, including recognition days for religious and cultural observances.

\*Does not include routine organizational or quarterly budget motions, or student appeals

**FOLLOW-ONS APPROVED JULY 1, 2020 THROUGH MARCH 18, 2021**

<b>Meeting Date</b>	<b>Topic</b>	<b>Approved Follow-Ons</b>
<b>July 9, 2020 Regular Meeting</b>	Resolution allowing Board members to attend virtual meetings	Amend the legislative plan to include requesting more flexibility from the state by not limiting the number of times a member participates virtually during a calendar year.
	SY2020-21 Standard Calendar	Due to the possibility of opening the school year in Phase III of the Governor's Forward Virginia Plan and starting the year with a hybrid learning model, staff recommends the School Board adopt the revised 2020-2021 Standard School Year Calendar to provide additional time to plan instruction, provide professional staff development, and finalize transportation and other operational details before the opening of the school year. The revised calendar delays the first instructional day for students by two weeks, from Tuesday, August 25, 2020 to Tuesday, September 8, 2020. Other employee work schedules will remain unchanged and the revised calendar provides adjustments for additional teacher workday, school planning, and staff development time between Tuesday, August 25 and Thursday, September 3, 2020.
<b>July 13, 2020 Work Session</b>	Return to School	Direct Superintendent and his staff to review policies and staff around earned leave and sick leave needed; and tuition waiver exploration for staff – need it detailed out of county and impact to Fairfax County.
<b>July 23, 2020 Regular Meeting</b>	Student Rights and Responsibilities	Direct the Superintendent to review Regulation 2601.3P with input from the Governance Committee to address concerns regarding subjective language that may not clearly provide guidance to Administrators when administering the SR & R. Review and suggested changes should address the concerns (as detailed in the meeting minutes)

		Direct the Superintendent to review Regulation 2601.3P with input from the Governance Committee to address concerns regarding the organization of information in the regulation, in an effort to clarify the content to students, families, and staff. Review and suggested changes should address the following concerns: In Chapter 1, clearly state students' rights, and responsibilities in chapter 1 to establish student rights and school division expectations for student behavior – before stating consequences that may occur as a result of student behavior. In Chapter 2, clarify student conduct that will necessitate intervention and disciplinary procedures by the school division.
		Direct the Superintendent to provide to the Board on a semi-annual basis the number of incidences reported to the police department broken out by school, age, gender, ethnicity, race, ELL status, IEP and 504 status, violation, and any resulting charges. This report will allow for greater oversight and transparency
		That the School Board update its legislative package to the Virginia General Assembly for this August and if needed the next full session, to include changing the state code that allows that a principal may at their discretion report to the police incidents that are not felonies that occur in our schools
		Direct the Superintendent to provide recommendations to the Board for appeals in the case of parent notification not being confirmed exist in advance of disciplinary decision
<b>December 17, 2020 Regular Meeting</b>	Thomas Jefferson High School for Science and Technology (TJHSST) Admissions	To establish that, as part of the holistic review process, by the process for the 2027 class, the top percent of the 8th grade class at each public middle school in Fairfax County who meet minimum standards - based on GPA in core classes, student portrait sheet, problem-solving essay, and experience factors - shall be eligible for admission according to the percentage that is proportional to their population. This reflects the existing holistic review plan but calculates allotments of gifted students by school rather than by region, as amended



		To amend the family outreach / communication plan to include: Number of middle school students (by grade) interested in attending; Number of families who attend TJHSST outreach meetings; Number of applicants from first time (non-legacy) families; Number of applicants from underrepresented student populations; Climate survey of TJHST students; Parent engagement survey
		To direct the superintendent to present an annual report in a public meeting to the board on TJ Admissions to include: diversity of admitted class, attrition rates and reason for students not attending or leaving the school, STEM class offerings and participation in enrichment clubs, the preparation of this report will include input from the Chief Equity Officer on the ongoing efforts to enhance and diversify the educational environment of TJ, and input from stakeholders and community members, including from the Minority Student Achievement Oversight Committee and the Advanced Academic Program Advisory Committee reports. If adequate progress is not made on improving diversity, the board directs the Superintendent to propose additional tools available to obtain the goal of improving diversity which could include increased outreach, piloting a lottery or other tools that may be recommended by the Superintendent
<b>February 4, 2021 Regular Meeting</b>	FY 2022-2026 Capital Improvement Program	Direct the Superintendent or their designee/s to assist City of Fairfax Schools with addressing the unique capacity needs of Providence Elementary School
		Direct the Superintendent to conduct a program audit of middle schools with grade six to determine if the current grade level configuration offers the most efficient use of facilities and/or meets instructional best practices
		Direct the Superintendent to engage the Mason District community to obtain parental perspective on the placement of grade six in middle school,
<b>February 18, 2021 Regular Meeting</b>	Policy 2202, Eligibility for Enrollment	Direct the Superintendent to hold a work session in the fall of 2021 on the Board's strategic priorities in an effort to provide early guidance to the Superintendent prior to the preparation of the proposed budget presented in January 2022

# **Appendix C – FY 2020** **Forum Topic Consensus** **Items**

## FORUM OUTCOMES JULY 1, 2019 THROUGH JUNE 30, 2020

Meeting Date	Topic	Consensus
September 12, 2019	Eligibility of student candidates running for the office of Student Representative to the FCPS School Board	The Board directed Division Counsel, through the Superintendent, to review Section 22.1-86.1 of the Code of Virginia, and advise the Board of any related legal concerns in the process to appoint a student representative. At the same time, the Board will send the existing policy to SAC to see if they agree with the proposal to allow residents of Fairfax City to apply to be Student Representative to the FCPS School Board. If there are no legal concerns regarding discrimination, <u>and</u> the SAC agrees with the proposal, then the Board Chair will bring the policy back to go through the Board Governance process.
	School Board oversight and approval of contracts	Refer Policy 5011 – Authority to Contract, to the Governance Committee as a high priority. Governance Committee to work with staff to develop recommendations regarding which contracts, based on a manageable and reasonable dollar amount or size, the Board should be notified of, or should be required to approve.
November 7, 2019	Gun Safety	Staff will present a draft outline of lesson objectives at a future work session, with the intention of developing a specific curriculum for implementation at the beginning of the 2020-2021 school year.
	Electric Vehicle RFI	The Board directs the Superintendent to investigate, through a Request for Information (RFI), how FCPS could convert its 1,600+ school bus fleet, and all other FCPS vehicles, to electric by 2030.
January 9, 2020	Addressing Hate and Bias Crimes in Our Curriculum	FCPS has a robust elective program regarding anti-hate and bias, and the Superintendent will develop plans to expand it, making it part of the core curriculum. The Board will schedule 1-2 work sessions so that Board members can provide feedback on the anti-hate and bias curriculum.
January 23, 2020	The implementation of a monthly student town hall council at every high school and secondary school as an outlet for students to express concerns and issues.	The Superintendent will create a panel of experts including high school principals and students, to present at a work session, ways to empower and engage students, and suggest ways to equitably implement across all high schools.

<b>February 6, 2020</b>	To amend the annual audit plan to require the Auditor General to address ongoing concerns about ensuring IEP compliance, inclusion, professional development and reporting affecting the delivery of Special Education services. Request the AG to recommend an appropriate approach to the audit and time table to address these concerns	The annual audit plan will be amended to require the Auditor General to address ongoing concerns about ensuring IEP compliance, inclusion, professional development and reporting affecting the delivery of Special Education services. The Office of the Auditor General will hire an independent consultant with subject matter expertise to complete a comprehensive review of Special Education Services in FCPS.
	To rename Robert E. Lee High School	To begin the process to rename Robert E. Lee High School, in accordance with Policy 8170.6 and Regulation 8170-Procedures for Naming School Facilities and Dedicating Areas of School Facilities or Grounds.
<b>March 5, 2020</b>	Exploration of expansion of International Baccalaureate (IB) Programs within elementary schools in FCPS.	The Board will schedule a work session for staff to provide an objective presentation to explore expanding IB programs in elementary schools and middle schools, with a broader review of IB in general and how an expansion might be implemented.
<b>June 18, 2020</b>	To Rename Mosby Woods Elementary School	To begin the renaming process for Mosby Woods Elementary School when the process concludes for Robert E. Lee High School.
<b>June 25, 2020</b>	What steps (with timelines and actionable items) can be taken to immediately (short term and long term) to eliminate racism and implicit bias in FCPS?	To direct the Superintendent to create an intentional plan, including an assessment of what has been accomplished so far, with short and long-term goals and measurable timelines to combat racism in the Division and create an anti-racist mindset.

**Appendix D – FY 2021**  
**Forum Topic Consensus**  
**Items (as of March 18,**  
**2021)**

**FORUM OUTCOMES JULY 1, 2020 THROUGH MARCH 18, 2021**

<b>Meeting Date</b>	<b>Topic</b>	<b>Consensus</b>
<b>September 15, 2020</b>	Public Engagement - School Board Committees (Standing Committees, Advisory Committees, Other	Topic will be discussed by the Public Engagement committee and presented to the full Board at a future work session.
<b>October 20, 2020</b>	Advanced Academics - Establish AAP Centers at all middle schools	The Board reached consensus to schedule the topic for discussion at a future Board work session.
	Advanced Academics - Provision of Level IV services at all elementary schools	The Board reached consensus to schedule the topic for discussion at a future Board work session.
<b>November 4, 2020</b>	Principal selection and diversity of staff.	The Board will continue to work with the Deputy Superintendent to develop proposals to address the concerns mentioned and report back at a future meeting.
	To establish a process for issuing new diplomas and transcripts upon request that reflect the new names of high schools that have undergone name changes and/or the new names of students who have undergone legal name changes.	To direct the Superintendent to develop a plan for issuing updated diplomas and transcripts upon request that reflect new high school names and/or new legal student/alumni names.
<b>December 1, 2020</b>	The development of an academy program at John R. Lewis HS	The Board directs the Superintendent to explore developing an academy program for the newly named John R. Lewis High School that not only puts the name on the walls of the schools, but adopts the principles of his life in a curriculum that focuses on government, public policy, leadership and human rights and to begin work on this proposal in the summer of 2021.
<b>January 5, 2021</b>	Use of bond funds to repurpose Dunn Loring Administration Center as a new elementary school.	The Board reached consensus to use bond funds to repurpose Dunn Loring Administration Center as a new elementary school and the Governance Committee will address the issue of process moving forward.
<b>February 2, 2021</b>	Governance Manual updates to clarify protocols for Board meetings and work.	The Board reached consensus to place this topic on a Work Session in February or March 2021 to share the proposed changes to the Governance Manual, and identify particular discussions and content about work management that could be addressed in the revision process and Manual. Comments about specific proposed changes would be saved for the Work Session.

# **Appendix E – FY 2020 Next Steps**

Work Session next steps are grouped by topic. Topic names are linked to the list of next steps for that topic; responses are linked to the individual next steps.

<b>Topic</b>	<b>Meeting Dates</b>
<a href="#"><u>AAP</u></a>	1/21/20
	5/18/20
<a href="#"><u>Boundary Policy</u></a>	7/22/19
<a href="#"><u>Budget</u></a>	
• <a href="#"><u>FY19 Final Budget Review</u></a>	7/15/2019
• <a href="#"><u>School Board FY21 Budget Priorities</u></a>	10/7/19
• <a href="#"><u>FY21 Fiscal Forecast</u></a>	11/12/19
• <a href="#"><u>FY20 Mid-Year Budget Review</u></a>	12/9/19
• <a href="#"><u>FY21 Proposed Budget</u></a>	1/13/20
<a href="#"><u>CIP</u></a>	
• <a href="#"><u>Amendment</u></a>	9/16/19
• <a href="#"><u>Membership Analysis and Trends</u></a>	11/12/19
• <a href="#"><u>Impact of New Development</u></a>	12/9/19
• <a href="#"><u>FY21-25 CIP</u></a>	1/13/20
• <a href="#"><u>CIP/Renewable Energy Report</u></a>	1/21/20
<a href="#"><u>COVID19</u></a>	3/9/20
<a href="#"><u>ERFC</u></a>	9/16/2019
<a href="#"><u>Family Engagement Survey Report</u></a>	7/15/2019
• <a href="#"><u>Family Engagement Policy and Plan</u></a>	2/10/20
<a href="#"><u>FCPSOn</u></a>	10/14/19
<a href="#"><u>Legislative Program</u></a>	10/14/19
<a href="#"><u>Office of Equity and Ombudsman Report</u></a>	9/16/19
<a href="#"><u>Renaming Policy</u></a>	7/15/2019
	9/16/2019
<a href="#"><u>Return to School</u></a>	5/11/2020
	6/15/2020
	6/23/2020
<a href="#"><u>School Accountability and Project Momentum</u></a>	10/14/19
<a href="#"><u>School Readiness Resources Panel Recommendations</u></a>	10/28/19
<a href="#"><u>Strategic Plan</u></a>	



• <a href="#">Goal 4: Resource Stewardship</a>	10/28/19
• <a href="#">Goal 1: Student Success</a>	11/12/19
• <a href="#">Goal 2: Caring Culture</a>	11/14/19
• <a href="#">Goal 3: Premier Workforce</a>	12/16/19
<a href="#">Student Rights and Responsibilities</a>	4/27/20
<a href="#">Wireless Telecommunication</a>	2/10/20

Meeting Date	No.	Next Step	Dept.	Response	Due Date
7/15/2019		<b>Family Engagement Survey Report</b>			
	1	<a href="#">How can we better reach out to communities that had only 2-3% contributing to survey</a>	OPLFE	Posted	
	2	<a href="#">A plan for reaching those communities that may be less inclined to engage in the survey addressing specific cultural perspectives</a>	OPLFE	Posted	
	3	<a href="#">What is the plan to reach out to the regions with lower response</a>	OPLFE	Posted	
	4	<a href="#">How can we address feelings of some families of having educational objectives “done to” instead of “done with” as partners in the process?</a>	OPLFE	Posted	
	5	<a href="#">Provide a quantification and location of parent engagement classes (like the chart provided of Hutchison classes) at schools throughout the system and school specific.</a>	OPLFE	Posted	
	6	<a href="#">Add School Board Member newsletters to ensure a collaborative communications plan for next survey.</a>	OPLFE	Posted	
	7	<a href="#">Consultant to provide deeper thematic analysis and global recommendations, along with report on survey comments/responses to open ended questions.</a>	OPLFE	Posted	
	8	<a href="#">Consider working with focus group of parents to construct the survey questions.</a>	OPLFE	Posted	
	9	<a href="#">Need recommendations on where we can improve and what kind of recommendations can we provide to staff?</a>	OPLFE	Posted	
2/10/2020		<b>Family Engagement Policy and Plan</b>			
	264	<a href="#">Include in the FCPS Family Engagement Action plan specific actions to address the needs of families of students with disabilities.</a>	OPLFE		3/5/20
	265	<a href="#">Ensure that our cultural proficiency definition and professional development includes neurodiversity, students</a>	OPLFE		3/5/20

		<a href="#">with disabilities and how specific cultures approach the identification of disabilities.</a>			
	266	<a href="#">In the policy, expand definition of engagement to include regarding proactive and systematic engagement and communication with the community including diversity of families and caregivers, being respectful of linguistic, cultural, and varying abilities.</a>	OPLFE		3/5/20
	267	<a href="#">Consider possibilities of requesting more unique identifiers to provide disaggregated data demographics from our parent survey moving forward and trying to find other ways to gather this data.</a>	OPLFE		3/5/20
	268	<a href="#">Include communication provided to parents in a language and format they can understand, not just language.</a>	OPLFE		3/5/20
	269	<a href="#">Ensure cultural proficiency lessons include neurodiversity and disability awareness/acceptance as diversity.</a>	OPLFE		3/5/20
	270	<a href="#">Provide draft of systemic approach to external stakeholder engagement.</a>	OPLFE		3/5/20
	271	<a href="#">Develop portion of plan for family engagement team to identify tiered approach and coordinate with RAS and Board members by region to see how tiered approach and policy would work in individual schools.</a>	OPLFE		3/5/20
	272	<a href="#">Review how we measure diversity with regards to information collection.</a>	OPLFE		3/5/20
	273	<a href="#">Define targeted universalism and how it is being incorporated into policy and ensure we consider how the policy will impact various groups.</a>	OPLFE		3/5/20
	274	<a href="#">Consider implementing “Walk in my Shoes” program throughout division.</a>	OPLFE		3/5/20
	275	<a href="#">Provide to Board information on how to ensure we are doing appropriate outreach using best practices.</a>	OPLFE		3/5/20
	276	<a href="#">Develop a communications plan to inform parents and students of this policy and available resources.</a>	OPLFE		3/5/20
	277	<a href="#">Provide information to Board on how we can expand access to interpreters in the most effective way, including costs.</a>	OPLFE		3/5/20
	278	<a href="#">Send current job description of Parent Liaison to the Board members.</a>	OPLFE		3/5/20
	279	<a href="#">Consider modifying the draft policy to focus on engagement and inclusion. Under rationale paragraph B. read, “The School Board supports a comprehensive, strength-based, capacity-building approach to inclusion and family engagement which includes, but is not limited to, the following elements:</a>	OPLFE		3/5/20

		<a href="#">Under subparagraph 4) to read “all students are treated fairly and have equitable access to opportunities for inclusion in learning and non-curricular opportunities.” Under subparagraph 6) to read, “enhance opportunities for inclusion, learning, community service, and civic participation.”</a>			
	280	<a href="#">Post the link for K12’s Analysis of the Family Engagement survey data.</a>	OPLFE		3/5/20
	281	<a href="#">Provide a written report on FCPS staff research on the 8 school divisions listed in the PPT as well as the other 3 sources cited on the Power Point Slide (Background Information).</a>	OPLFE		3/5/20
	282	<a href="#">Provide a written report with the Summary of the Stakeholder Feedback.</a>	OPLFE		3/5/20
	283	<a href="#">Provide the Membership List of the Equity Stakeholder Group.</a>	OPLFE		3/5/20
	284	<a href="#">Explore intentional measures that include community organizing tools and data-informed best practices for proactive family engagement.</a>	OPLFE		3/5/20
	285	<a href="#">Outline intersections between OCCR and this work structurally and procedurally to develop workflows and areas of collaboration.</a>	OPLFE	Posted	
	286	<a href="#">Express needs related to budgetary supports and resources to actualize this plan and meet goals.</a>	OPLFE		3/5/20
		<b>Budget</b>	<b>Dept.</b>	<b>Response</b>	<b>Due Date</b>
7/15/2019		<b>FY19 Final Budget Review</b>			
	10	<a href="#">Provide more detail on \$60 million department critical needs carryover</a>	FNS	Posted	
	11	<a href="#">In future BB, include detail about department critical needs and schools project carryover in items 10 a.1-5 of FY2019 Final Budget Review document</a>	FNS	Posted	
	12	<a href="#">Provide breakdown on sub-items 4-8 under beginning balance, including which items remain as sole source contracts?</a>	FNS	Posted	
	13	<a href="#">Itemize amounts for speech language pathologists</a>	FNS	Posted	
	14	<a href="#">Provide in BB, specifics about how we complement work proposed with Trades for Tomorrow with trade unions to allow for meaningful work experience for our students</a>	FNS	Posted	
	15	<a href="#">Include Next Steps from prior meetings in presentations to tie them together</a>	FNS	Posted	
	16	<a href="#">Why was less money spent from summer school sub-fund</a>	FNS	Posted	

10/9/19		<b>School Board FY21 Budget Priorities</b>			
	68	<a href="#">Add placeholder to address community concerns around restraint and seclusion</a>	FNS	Posted	
	69	<a href="#">Direct staff to examine special education concerns related to restraint and seclusion task force with potential costs associated with that work, rapid response team and staffing ratios, more flexibility on elementary school staffing ratios and behavioral intervention teachers</a>	FNS	Posted	
	70	<a href="#">Provide information on feasibility of additional special education support for students with special needs at each elementary school</a>	FNS	Posted	
	71	<a href="#">Provide status update on budget follow-on motions, particularly elementary school staffing and extra-curricular activities</a>	FNS	Posted	
	72	<a href="#">Providing more flexible programs for older students including SIFE for dropout prevention and including transition plans for all students</a>	FNS	Posted	
	73	<a href="#">Include beginning, end, and midpoint salaries and ERFC values in comparison of employee benefits</a>	FNS	Posted	
	74	<a href="#">Show growth of benefits over time for projections for future costs</a>	FNS	Posted	
	75	<a href="#">Has average class size decreased over at least 4 years</a>	FNS	Posted	
	76	<a href="#">Show progress in total compensation, not just salaries, compare contract days and hours</a>	FNS	Posted	
	77	<a href="#">On slide with all division salary comparisons, provide numbers (N) in addition to just percentages, and compare contract days and hours</a>	FNS	Posted	
	78	<a href="#">Provide Board with list of all suggestions made in 2X2's and more explanation and budget impact of each item on list</a>	FNS	Posted	
	79	<a href="#">Standards of training, expectations and number of hours for coaches and stipends</a>	FNS	Posted	
	80	<a href="#">Add science and math in high school to staffing standards priorities</a>	FNS	Posted	
	81	<a href="#">Include line item for major maintenance</a>	FNS	Posted	
	82	<a href="#">Provide timely update on next step regarding middle school start times</a>	FNS	Posted	
	83	<a href="#">Provide more information on staff that work part-time and don't get benefits</a>	FNS	Posted	

11/12/19		FY 21 Fiscal Forecast			
	154	<a href="#">Add slide to presentation showing revenue assumptions being made in developing the forecast, including potential tax increase</a>	FNS		12/3/19
	155	<a href="#">Map expenditures by strategic goal area</a>	FNS		12/3/19
	156	<a href="#">Are the costs included for FCPSON in addition to the costs already established for both high school and middle school</a>	FNS		12/3/19
	157	<a href="#">How are we increasing staffing support for Title I schools and is it included in this forecast</a>	FNS		12/3/19
	158	<a href="#">Correlate staffing to enrollment changes over the last 5 years, including subgroup and demographic changes</a>	FNS		12/3/19
	159	<a href="#">Provide the narrative talking points for this presentation</a>	FNS		12/3/19
	160	<a href="#">Provide cost estimate and breakdown of items requested in approved budget follow-on motions and other Board directed budget items</a>	FNS		12/3/19
	161	<a href="#">Show mandatory/fixed costs in presentation</a>	FNS		12/3/19
	162	<a href="#">More detail on staffing needs placeholder, change title for accuracy to Board Initiatives</a>	FNS		12/3/19
	163	<a href="#">How will a change to middle school start times without changing elementary school or high school start times impact the hours of bus drivers</a>	FNS		12/3/19
	164	<a href="#">Provide explanation of the numbers sent in response to next step #94 and include the costs to maintain FCPSON in high schools</a>	FNS		12/3/19
	165	<a href="#">Provide trend analysis of teacher staffing for the past 5 years, how much of it was based on retirement and how much for other reasons, then project retirement trends 3-5 years</a>	FNS	Posted	
12/9/19		FY20 Mid-Year Budget			
	199	<a href="#">Provide a plan for ensuring all middle schools obtain cameras and the plan should include timeline and costs for getting them cameras</a>	FNS	Posted	
	200	<a href="#">Include in CIP a section on security enhancements and timelines for achieving them</a>	FNS	Posted	1/10/20
	201	<a href="#">Provide information about the plans to repair bleachers as identified in the Audit report</a>	FNS	Posted	
	202	<a href="#">Provide details on use of ms after school funds provided at year end, what activities were added, what has student participation been this year and in previous years</a>	FNS	Posted	
	203	<a href="#">Gather feedback from current middle school principals who have the cameras about impacts the cameras have had</a>	FNS	Posted	

	204	<a href="#">Provide prepared statement related to merits of security cameras in middle schools</a>	FNS	Posted	
<b>1/13/20</b>		<b>FY21 Proposed Budget</b>			
	229	<a href="#">Provide crosswalk comparing budget numbers presented to Board last year and what is being proposed this year</a>	FNS		
	230	<a href="#">Provide more detail on what is included in the \$15.4 million for the salary enhancements</a>	FNS		1/31/20
	231	<a href="#">Highlight how much of increased expenditures are for fixed costs for employee benefits</a>	FNS		1/31/20
	232	<a href="#">Analysis of IAs (pay scale, vacancies, turnover rate, plan to get to \$30,000, how many are currently earning less than \$30,000)</a>	FNS		1/31/20
	233	<a href="#">What are plans to address ERFC increasing unfunded liability</a>	FNS		1/31/20
	234	<a href="#">Provide numbers about the 504 population in the budget showing any increases by school</a>	FNS		1/31/20
	235	<a href="#">Include some history and analysis regarding reductions that have been made in the budget this year and last year</a>	FNS		1/31/20
	236	<a href="#">Provide Board with an update on the Board directives related to increasing school nurses and middle school start times</a>			
	237	<a href="#">Provide detailed information and costs on slides 9-12</a>	FNS		1/31/20
	238	<a href="#">Provide update on the resources related to equity plan resources and costs related to discipline study</a>	FNS		1/31/20
	239	<a href="#">Provide details about rollout of HS FCPSON structure, cost, efficacy, comparison of what was briefed to board for original investment plan and what was contracted and what is planned, what families are impacted by \$1.1 million cost for tech support</a>	FNS		1/31/20
	240	<a href="#">How much would expansion to middle and elementary schools cost for equity in per pupil high school</a>	FNS		1/31/20
	241	<a href="#">Could freeze in steps impacting retirement pay be retroactively addressed</a>	FNS		1/31/20
	242	<a href="#">Provide detailed review of PD budget ask for inclusion-based PD</a>	FNS		1/31/20
	243	<a href="#">What would it cost for us to be at best practice levels for school support personnel</a>	FNS		1/31/20
	244	<a href="#">Provide information about costs of converting space and increasing privacy in spaces considering everyone's input</a>	FNS		1/31/20
	245	<a href="#">Review potential efficiencies and alternatives for textbook dollars</a>	FNS		1/31/20

	246	<a href="#">Determine cost for additional support for Office of Planning</a>	FNS		1/31/20
7/15/2019		<b>Renaming Policy</b>	Dept.	Response	Due Date
	17	<a href="#">Guidance from counsel regarding Dillon rule and statute authorizing School Board, with respect to how School Board members are given assignments; Look at other combinations to initiate the name change action other than one magisterial district member and one at-large member.</a>	OCCR		8/22/19
	18	<a href="#">Locate and share with the School Board any superintendent memoranda to the Board from the late 1950s and early 1960s regarding the naming and renaming of Stuart and Lee High Schools.</a>	OCCR	Posted	
	19	<a href="#">Determine if any members of the School Board, FCPS Leadership Team or Lee High School SPTA involved in the Lee High School renaming process are alive and willing to share their recollections of the process.</a>	OCCR		8/22/19
	20	<a href="#">Superintendent to include in the regulation some language about staff helping to execute a name change</a>	OCCR		8/22/19
	21	<a href="#">What did BOS/Park Authority do to execute the renaming of the Lee District rec center and Justice Park?</a>	OCCR		8/22/19
	22	<a href="#">Provide more detail regarding public comment and public hearings would entail</a>	OCCR		8/22/19
	23	<a href="#">Governance Committee to delete the phrase "compelling need" in policy and incorporate as part of policy review (under IV, guidelines, consider: "to ensure an inclusive, respectful learning environment as outlined in our adopted One Fairfax Policy"</a>	OCCR		8/22/19
	24	<a href="#">Clarify the authority of the Board in item C. "...School Board member(s) will coordinate the suggestions from the community and forward those suggestions after review to the School Board..."</a>	OCCR		8/22/19
	25	<a href="#">Regulation will lay out all of the steps in the process including the decision by the Board to change the name</a>	OCCR		8/22/19
	26	<a href="#">Superintendent to recommend changes to regulation to full Board by end of July, including a detailed description of public engagement processes to be followed</a>	OCCR		8/22/19
	27	<a href="#">Determine where community engagement begins</a>	OCCR		8/22/19
	28	<a href="#">Superintendent and staff review what took place with JHS naming process, identify areas of improvement and bring recommendations back to the Board, those revisions should be included in policy 8170</a>	OCCR		8/22/19

9/16/2019		<b>Procedures for Naming School Facilities and Dedicating Areas of School Facilities or Grounds</b>			
	53	<a href="#">If a regulation directs the Board's operations, or could be construed to be policy, what is the source or authority of that direction from the Superintendent</a>			
7/22/2019		<b>Boundary Draft Policy 8130</b>			
	29	<a href="#">On slide 4, list the factors according to degree of impact on equity and excellence for students and provide clarity on what it means that achievement impacts excellence.</a>	FTS	Posted	
	30	<a href="#">Publish report of our boundary conversations since October 18 and include history of how we got here</a>	FTS	Posted	
	31	<a href="#">The legality of section 6.A.</a>	FTS		8/22/19
	32	<a href="#">The legality of re-segregating students by race and socioeconomics</a>	FTS		8/22/19
	33	<a href="#">The necessity of discussing county-wide boundary changes rather than assessing where we are having issues</a>	FTS	Posted	
	34	<a href="#">Direct Superintendent to bring back to board proposal to hire an outside consultant to facilitate community engagement on our boundary policy</a>	FTS	Completed	
	35	<a href="#">Superintendent to provide list of "hot spots" and prioritization of those spots</a>	FTS	Posted	
	36	<a href="#">Staff provide alternative recommendations on grandfathering proposed in the policy</a>	FTS	Posted	
9/16/2019		<b>ERFC Annual Report</b>			
	37	<a href="#">Provide detailed information from slide 16 for funds of comparable size to FCPS</a>	ERFC	Posted	
	38	<a href="#">Provide the 3 data points across the three bars that don't have it and what percentage rate are they funded at on slide 15</a>	ERFC	Posted	
	39	<a href="#">What are the funding ratios of defined contribution plans in the WABE region especially Montgomery County on slide</a>	ERFC	Posted	
	40	<a href="#">Provide narrative to slide 29 and 30</a>	ERFC	Posted	
	41	<a href="#">Clarify who falls into the Uniformed Services category for Fairfax County, in order to compare the rate of return and scope</a>	ERFC	Posted	
	42	<a href="#">Provide more details on the assumptions and pros/cons of 100% by 2040 on slide 17</a>	ERFC	Posted	



	43	<a href="#">Benefits and downsides of 76% funding level vs. 100% funding level</a>	ERFC	Posted	
	44	<a href="#">What would board need to do to get full funding by 2030? By 2050?</a>	ERFC	Posted	
	45	<a href="#">Provide information to Board about actuarial percentages calculations and assumptions</a>	ERFC	Posted	
	46	<a href="#">Add footnote on slide 21 on net present value</a>	ERFC	Posted	
	47	<a href="#">Compare our plan to self-directed plans on slide 8</a>	ERFC	Posted	
	48	<a href="#">Show the number of recipients projected over time in the pool on slide 12</a>	ERFC	Posted	
	49	<a href="#">Show what would happen if there was a decrease in number of participants in pool</a>	ERFC	Posted	
	50	<a href="#">Add number of employees in 2009 vs. 2018 to slide 16, and key underlying metrics</a>	ERFC	Posted	
	51	<a href="#">Superintendent to ask County executive for similar numbers for County for slide 16</a>	ERFC	Posted	
	52	<a href="#">Unfunded liabilities vs. annual budget over time</a>	ERFC	Posted	
		<b>CIP</b>			
<b>9/16/2019</b>		CIP Amendment			
	54	<a href="#">Direct that successive CIP will include 10-year membership over time</a>	FTS	Posted	
	55	<a href="#">Superintendent to provide recommendations on ways to give regular updates on capacity by region, similar to Project Momentum updates</a>	FTS	Posted	
	56	<a href="#">Include in CIP a neighborhood yield model which identifies student yield by neighborhoods and types of housing units, including projected developments.</a>	FTS	Posted	
	57	<a href="#">Identifying clear communication to community with respect to what our next steps</a>	FTS	Posted	
	58	<a href="#">Ask Supt. to explore possible ways to collaborate and corroborate with County to discuss capacity issues in FCPS</a>	FTS		10/7/19
<b>11/12/19</b>		<b>Membership Analysis and Trends</b>			
	166	<a href="#">More explicitly pull out TJ from the rest of Region 2 in same way that we've addressed alternative schools and centers on page 10</a>	FTS		12/10/19
	167	<a href="#">Compare accuracy of staffing and enrollment projections for this year and last year, highlight any schools that may be</a>	FTS		12/10/19

		<a href="#">significant outliers when compared to the accuracy county-wide</a>			
	168	<a href="#">Clarify process for Board members to get regional analysis of trends and membership data with RAS and facilities staff</a>	FTS		12/10/19
	169	<a href="#">What are we planning to do to address issues in schools that may have poor perception in the community?</a>	FTS		12/10/19
	170	<a href="#">Look at accuracy of projections in the past and how they have influenced our decisions</a>	FTS		12/10/19
	171	<a href="#">Number of foster students in school system and if there is any concentration</a>	FTS		12/10/19
	172	<a href="#">Associate impact of cost to student population changes</a>	FTS		12/10/19
	173	<a href="#">Identify for Board the professional development for staff that will facilitate data analysis to improve strategic decision making of the Board</a>	FTS		12/10/19
	174	<a href="#">Find out about data analysis training County human services staff completed and report back to board</a>	FTS		12/10/19
	175	<a href="#">Consider scheduling a follow-up work session for Board to receive Superintendent's analysis of this membership data report</a>	FTS	Posted	
<b>12/9/19</b>		<b>Impact of New Development</b>			
	205	<a href="#">Provide the information on slide 8 with zoning classifications and density</a>	FNS		1/10/20
	206	<a href="#">Provide a plan to loop back with magisterial district and at-large members on upcoming new development issues seen by facilities staff</a>	FNS		1/10/20
	207	<a href="#">Provide 10 year (or as many years as possible) look back showing accuracy of projections</a>	FNS		1/10/20
	208	<a href="#">Include greater peer to peer discussions on planning between SB and BOS and Planning Commission, rather than SB only going through schools committee of Planning Commission, including joint meeting in January, include ideas on educating community on planning issues</a>	FNS		1/10/20
<b>1/13/20</b>		<b>CIP</b>			
	216	<a href="#">Consider reinstating joint Capital committee/task force with the County; Add the discussion of development and its impact on the joint SB/BOS retreat with the intent of having a Board to Board broader discussion</a>	FTS		1/31/20
	217	<a href="#">Disaggregate the data on enrollment and building capacity for alternative programs and special education</a>	FTS		1/31/20

	218	<a href="#">Provide the cost per mile for bus transportation for students</a>	FTS	Posted	
	219	<a href="#">Provide options to build sustainability into the CIP within the ed specs</a>	FTS		1/31/20
	220	<a href="#">Provide link to transfer breakdown data by school</a>	FTS		1/31/20
	221	<a href="#">With increased capacity becoming available in our alternative schools, consider developing a 2E alternative school</a>	FTS		1/31/20
	222	<a href="#">Begin work on developing a new queue</a>	FTS		1/31/20
	223	<a href="#">Have staff clarify and then Board look at how we define capacity and how we define core programs</a>	FTS		1/31/20
	224	<a href="#">Look at how multifamily units are addressed in CIP</a>	FTS		1/31/20
	225	<a href="#">Outline steps for communication and outreach to educate and engage public in CIP process</a>	FTS	Posted	
	226	<a href="#">Analyze program impact on re-segregation and equitable access in terms of geography of programming</a>	FTS		1/31/20
	227	<a href="#">Analyze best practices in education and analyze impact on FCPS ed specs and impact on capacity</a>	FTS		1/31/20
	228	<a href="#">Consider adding key item list to CIP</a>	FTS		1/31/20
<b>1/21/20</b>		<b>CIP/Renewable Energy Report</b>			
	247	<a href="#">Include a list of capacity enhancement priorities and boundary adjustment options in the CIP.</a>	FTS		2/13/20
	248	<a href="#">Include in the CIP, an outline of the Community Engagement process.</a>	FTS		2/13/20
	249	<a href="#">Include specific delineation, by school, of the steps taken in the scoping process.</a>	FTS		2/13/20
	250	<a href="#">Schedule a work session to discuss possible Board communication priorities leading up to the discussion with the boundary consultant and also improved communication with the public on the topic.</a>	FTS		2/13/20
	251	<a href="#">Change the title of Table 8 – Staff will suggest a new title.</a>	FTS		2/13/20
	252	<a href="#">Provide the dollar amount that the lack of funding to replace aging equipment is costing in energy savings.</a>	FTS		2/13/20
	253	<a href="#">Prioritization of schools for rolling out the solar power enhancements.</a>	FTS		2/13/20
	254	<a href="#">Provide information on what measures have been taken at schools listed at 115% capacity to help maximize capacity.</a>	FTS		2/13/20

9/16/2019		<b>Office of Equity and Ombudsman Annual Report</b>			
	59	<a href="#">Helpful to understand how many calls in each of the categories by region; disaggregate information to make it more impactful</a>	CAEO	Posted	
	60	<a href="#">Define the five modules referenced</a>	CAEO	Posted	
	61	<a href="#">Provides trends on findings and recommendations on reflection tool and understand better the Equity Reflection Tool</a>	CAEO	Posted	
	62	<a href="#">Report on improvements and what has changed since this work has happened and report on improvements and measurable outcomes for the equity office</a>	CAEO	Posted	
	63	<a href="#">Provide interconnection in what the County (two courses: dimensions of diversity and the healing of racism) is doing and what we are doing with respect to professional learning</a>	CAEO	Posted	
	64	<a href="#">Provide information to Board members and participating in the modules</a>	CAEO	Posted	
	65	<a href="#">Make parents aware of services offered by the Ombudsman office</a>	CAEO	Posted	
	66	<a href="#">What is the plan to communicate to our employees the services available from the Office of the Ombudsman and to assure confidentiality?</a>	CAEO	Posted	
	67	<a href="#">What is the workload on teachers implementing in schools the Equity Reflection Tool and how many classrooms</a>	CAEO	Posted	
10/14/19		<b>FCPSOn</b>			
	84	<a href="#">Provide plans to continue to evaluate ourselves going forward</a>	ISD	Posted	
	85	<a href="#">Provide data on the equity of access to the curriculum in differentiation including additional information on the programs that are allowing us to provide the differentiation</a>	ISD	Posted	
	86	<a href="#">Provide information on digital citizenship curriculum and how we are engaging parents in digital citizenship and digital literacy so they can better participate in their students learning</a>	ISD	Posted	
	87	<a href="#">Provide data on the impact of the new cell phone policy on how students are accessing the network for 'bring your own' device</a>	ISD	Posted	
	88	<a href="#">Provide a list of the op outs by</a>	ISD	Posted	
	89	<a href="#">Ensure there are opportunities, by pyramids, for parents to learn and grow in the knowledge of classrooms and digital literacy and digital instruction</a>	ISD	Posted	
	90	<a href="#">Provide information on how we are addressing students with disabilities/ESOL/EI, monitoring the specific needs of each student including executive function, the additional accommodations needed, and how we can provide better communication and engagement with parents</a>	ISD	Posted	

	91	<a href="#">Provide information on choices for teachers and full staff training on professional development and consider future possibilities</a>	ISD	Posted	
	92	<a href="#">Provide number of MiFi's for each level</a>	ISD	Posted	
	93	<a href="#">Provide a more detailed response to budget question</a>	ISD	Posted	
	94	<a href="#">Total amount when FCPSON is fully implemented by level, by year, and by method of acquisition</a>	ISD	Posted	
	95	<a href="#">Provide more information on on-line textbook use</a>	ISD	Posted	
	96	<a href="#">Provide more information on Middle school pilot and other MS digital/one to one device programs. Incorporate more literacy and digital citizenship in our health curriculum.</a>	ISD	Posted	
	97	<a href="#">Work with superintendent in scheduling pyramid nights on digital citizenship</a>	ISD	Posted	
	98	<a href="#">Provide information on impact of program on isolation of our students.</a>	ISD	Posted	
	99	<a href="#">How we are ensuring parents and students have a way to communicate, plan for digital citizenship and have a bridge to the SR&amp;R</a>	ISD	Posted	
	100	<a href="#">Provide data on college readiness rates and other measures of academic achievement)</a>	ISD	Posted	
	101	<a href="#">Provide a report on FCPSON in the area of special education instruction</a>	ISD	Posted	
	102	<a href="#">Provide information on number of students with FCPS computers who opt to use their personal computer at school</a>	ISD	Posted	
	103	<a href="#">Look at adding additional virtual classrooms to address gaps</a>	ISD	Posted	
	104	<a href="#">Provide information to the Board about concerns related to parental disconnect on the distance parents feel from the curriculum</a>	ISD	Posted	
	105	<a href="#">Provide detailed information on student privacy</a>	ISD	Posted	
	106	<a href="#">Provide a list on digital content vendors or providers and how FCPS is addressing privacy, and provide a legal briefing to the Board about relevance of the recent Google fines with respect to student user data</a>	ISD	Posted	
	107	<a href="#">Plan for delivering instruction on keyboarding</a>	ISD	Posted	
10/14/19		<b>School Accountability and Project Momentum</b>			
	108	<a href="#">Identify what students are dropping out and correlation to when they arrived in FCPS</a>	OSS	Posted	
	109	<a href="#">Correlation of MS located in a secondary school, vs. a stand-alone MS in terms of metrics in the report</a>	OSS	Posted	

	110	<a href="#">How are SPED supports working with BIT to address some of the concerns seen in classrooms to ensure students remain and excel in school</a>	OSS	Posted	
	111	<a href="#">What are we doing for SPED supports in MS and HS</a>	OSS	Posted	
	112	<a href="#">How do we ensure equitable distribution of resources when regions 2 and 3 make up 50% of the schools and have the highest needs</a>	OSS	Posted	
	113	<a href="#">Is there a correlation between the new approach to science and impact to our test scores</a>	OSS	Posted	
	114	<a href="#">Consider a project momentum model approach to address our teacher retention issues.</a>	OSS	Posted	
	115	<a href="#">What is the OSS staffing budget</a>	OSS	Posted	
	116	<a href="#">Consider providing daytime apprenticeship opportunities for students who may need to contribute economically to their households and offer classes for them to attend school in the evening.</a>	OSS	Posted	
	117	<a href="#">Consider approaching the foundation to direct money to teacher grants for project momentum</a>	OSS	Posted	
	118	<a href="#">Identify student status, particularly SIFE, who are contributing to the increase in the dropout rate.</a>	OSS	Posted	
10/14/19		<b>Legislative Program</b>			
	119	<a href="#">Where does Virginia and Fairfax County rank in terms of received federal funding</a>	GR		11/7/19
	120	<a href="#">Flexibility in supporting students at risk of dropping out with non- traditional programs</a>	GR		11/7/19
	121	<a href="#">Provide more opportunities for our students with work force experiences, look to provide flexibility in the age requirement.</a>	GR		11/7/19
	122	<a href="#">Help legislature more accurately identify menstrual materials as necessities rather than luxury items</a>	GR		11/7/19
	123	<a href="#">Incorporate the impact of new- comer students to accreditation to our priorities one pager.</a>	GR		11/7/19
	124	<a href="#">Provide more data break out on State and local funding and the impact on Virginia ranking and create infographic</a>	GR		11/7/19
	125	<a href="#">Provide history of Arlington City/County</a>	GR		11/7/19
	126	<a href="#">List equalization of taxing authority FCPs/Fairfax Government.</a>	GR		11/7/19

10/28/19		<b>School Readiness Resources Panel Recommendations</b>			
	127	<a href="#">Break out the increased funding of \$11 million between FCPS budget and County budget allocations</a>	CEO		11/19/19
	128	<a href="#">Chart shows total number but not broken out to show many students are at 300% and 200% of poverty level on slide 19, if possible</a>	CEO		11/19/19
	129	<a href="#">In chart showing \$205 million, What does phase I look like, timeframe and ages to be addressed first</a>	CEO		11/19/19
	130	<a href="#">Have we looked at putting Pre-K in the buildings where we are doing affordable housing?</a>	CEO		11/19/19
	131	<a href="#">Look at opportunity zones from federal, state incentive programs</a>	CEO		11/19/19
	132	<a href="#">How many children in these age ranges are currently being served through home daycare or subsidy slots</a>	CEO		11/19/19
	133	<a href="#">Explain Community Reinvestment Act in context of these recommendations</a>	CEO		11/19/19
	134	<a href="#">Provide information on county wide special taxing district compared to increasing tax rate</a>	CEO		11/19/19
	135	<a href="#">How many 4-year old's are on current waitlist in preschool, and how many more would be captured if we expanded to the 300% of the poverty level</a>	CEO		11/19/19
	136	<a href="#">How many children are being served on for the \$175 million on slide 11?</a>	CEO		11/19/19
	137	<a href="#">Break out \$205 million based on the current formula for federal, state vs. county funds</a>	CEO		11/19/19
	138	<a href="#">How can we increase communications outreach, especially to underserved communities?</a>	CEO		11/19/19
	139	<a href="#">Superintendent to report back to Board after Fairfax Futures meeting</a>	CEO		11/19/19
	140	<a href="#">Report on gap on number of children on waiting list and the cost for vouchers and reasons they are still on waitlist</a>	CEO		11/19/19
		<b>Strategic Plan</b>			
10/28/19		Goal 4: Resource Stewardship			
	141	<a href="#">What is the impact on our goal of getting rid of trailers if we fully implement the pre-K classrooms for four, three year olds</a>	FNS	Posted	
	142	<a href="#">What is impact on capacity if we were to decrease class size of math and science classes at secondary level to a threshold of 24 students</a>	FNS		11/19/19
	143	<a href="#">A better visual representation of use of trailers as it relates to AAP, pupil placement and other specialized programs</a>	FNS		11/19/19

	144	<a href="#">What are the best practices (to provide flexible use of space to support the social-emotional needs of students) we should consider in use of instructional space</a>	FNS		11/19/19
	145	<a href="#">How are the priorities determined regarding reducing the number of trailers</a>	FNS		11/19/19
	146	<a href="#">Report back to Board with best practice information</a>	FNS		11/19/19
	147	<a href="#">Schedule closed session discussion on safety assessments and improvements made or needed, including administrative facilities</a>	FNS		11/19/19
	148	<a href="#">Provide Board with timeline of when we will review metrics for next Goal 4 report</a>	FNS		11/19/19
	149	<a href="#">Staff to review existing SACC MOU, bring recommendations to Board to reduce trailer usage and SACC waitlist and potential creation of a SACC working group with BOS, to renegotiate the MOU</a>	FNS	Posted	
	150	<a href="#">Staff to review and present alternatives to expedite vestibule renovations</a>	FNS		11/19/19
	151	<a href="#">Staff to present how FCPS ensures the integrity of security measures being implemented, especially in elementary schools</a>	FNS		11/19/19
	152	<a href="#">Show cost per pupil disaggregated by elementary, middle, high school, and alternative school in the goal report or a link</a>	FNS		11/19/19
	153	<a href="#">Schedule work session to discuss what board expects to see in goal reports</a>	FNS		11/19/19
<b>11/12/19</b>		<b>Goal 1: Student Success</b>			
	176	<a href="#">Provide a plan on how to start measuring progress of individual cohorts when looking at SOL pass rates</a>	ISD	Posted	
	177	<a href="#">Compare SOL pass advanced and pass rates of students in local level IV students vs. AAP center students</a>	ISD	Posted	
	178	<a href="#">Provide data over the past 10 years as to how many Pre-K classrooms and how many slots (students) FCPS has added -and how many Pre-K classrooms and how many slots (students) the County has added</a>	ISD	Posted	
	179	<a href="#">Move some of the successes captured in the appendix to front of reports including the info on Justice and Lee that we got from the staff Q &amp; A results</a>	ISD	Posted	
	180	<a href="#">Provide definitions of various groups (SIFE, etc.) in the report and plans on how to address their needs</a>	ISD	Posted	
	181	<a href="#">Put together information from these reports for legislators so they are better equipped to advocate for our legislative agenda</a>	ISD	Posted	



	182	<a href="#">Disaggregate SIFE numbers on a school-by-school basis</a>	ISD	Posted	
	183	<a href="#">Provide an overview of current efforts to review the curriculum through an equity and anti-racist lens and what means by which we seek community input on equity issues</a>	ISD	Posted	
	184	<a href="#">On page 71, clarify type of diploma students in class of 2019 with disabilities who graduated on-time</a>	ISD	Posted	
	185	<a href="#">Provide data on fidelity of implementation of Young Scholars models across the division, success, and plans for expanding the program and maintaining fidelity in the future</a>	ISD	Posted	
	186	<a href="#">Direct the Superintendent to review and revise the Goal 1 Metrics, and bring these proposed recommended changes to a future Work Session. (In particular, consider the removal of metrics where subgroups baselines are performing at 90% or higher.)</a>	ISD	Posted	
	187	<a href="#">Direct the Superintendent to provide non-budgetary options for the POG Presentations of Learning field test program.</a>	ISD	Posted	
	188	<a href="#">Direct the Superintendent to provide data analysis on the Goal 1 metrics, beyond the data charts</a>	ISD	Posted	
<b>11/14/19</b>		<b>Strategic Plan Goal 2: Caring Culture</b>			
	189	<a href="#">Express School Board support for the SHAC recommendation to include a question on drowsy driving on the Fairfax Youth Survey.</a>	DSS	Posted	
	190	<a href="#">Refer the issue of establishing Indigenous Peoples' Day as a step toward creating an inclusive, caring culture to the Calendar Committee.</a>	DSS	Posted	
	191	<a href="#">Develop a plan for communicating the availability of these social and emotional help tools to our student body and their parents</a>	DSS	Posted	
	192	<a href="#">Gather post-survey reactions of students</a>	DSS	Posted	
	193	<a href="#">More detail on 3<sup>rd</sup> bullet on page 21 of report</a>	DSS	Posted	
	194	<a href="#">Add additional information about what we are doing to provide a welcoming environment on page 9 of report</a>	DSS	Posted	
	195	<a href="#">Provide the 'n' data for student statistics on sleep and homework in table in Response 11</a>	DSS	Posted	
	196	<a href="#">Breakout data for student subgroups regarding various numbers of sleep they are getting</a>	DSS	Posted	
	197	<a href="#">Have Superintendent consider adding BHMS data on future goal 2 reports</a>	DSS	Posted	

	198	<a href="#">Provide more contextual info about and contract costs of EAP program compared to industry</a>	DSS	Posted	
<b>12/16/19</b>		<b>Strategic Plan Goal 3: Premier Workforce</b>			
	209	<a href="#">Provide number of Hispanic applicants to the principal pool over past 3 years</a>	HR	Posted	
	210	<a href="#">Include in presentation comparison of contract length relative to salary in region</a>	HR	Posted	
	211	<a href="#">Provide information on retention of staff in special education compared to general education, and broken out by high school, middle school and elementary school</a>	HR	Posted	
	212	<a href="#">Provide to the new board a coherent plan of action on how we are going to attract and retain best in class going forward, 5 and 10 years in future, plan should be developed in collaboration with teacher and principal associations</a>	HR	Posted	
	213	<a href="#">Provide details on how we are going to remake the skype part of interview process for principal pool and plan on how we can reach back out to people who may have dropped out of the application process due to the skype interview</a>	HR		12/19/19
	214	<a href="#">Slide 18, lists retention by school is under development, need to also include retention also by job category, school level and region</a>	HR		12/19/19
	215	<a href="#">Develop plan to discuss improvements in retention, recruitment, and ongoing discussions with the board specifically regarding the principal pool and teachers</a>	HR	Posted	
<b>1/21/20</b>		<b>AAP</b>			
	255	<a href="#">Add to the appendix of the report, the data on the SOL pass advance rates for ES for Level 4 across all ES.</a>	ISD	Posted	
	256	<a href="#">Add row to page 11 to show total FCPS population in each of the subgroups.</a>	ISD	Posted	
	257	<a href="#">Provide data on the AAP access by intersectionality of subgroups – such as Hispanic students who are also FRM students or students of color who also have an IEP plan.</a>	ISD	Posted	
	258	<a href="#">What percent of students are identified by testing, referral, and appeal by school?</a>	ISD	Posted	
	259	<a href="#">Which community groups were invited to participate in the focus groups or other interviews? In particular, were members from SEPTA, CASA and other groups mentioned in previous work session invited? How many of those groups participated in focus groups or other interviews?</a>	ISD	Posted	

	260	<a href="#">How were focus group members chosen?</a>	ISD	Posted	
	261	<a href="#">How many twice exceptional parents were interviewed as part of the focus groups?</a>	ISD	Posted	
	262	<a href="#">Provide the data by region regarding the number of teacher and parent referrals to AAP Level IV?</a>	ISD	Posted	
	263	<a href="#">Are we studying the cultural differences/cultural lens/implicit bias that may affect parent or teacher referrals to AP?</a>	ISD	Posted	
<b>5/18/2020</b>		<b>AAP</b>			
	333	<a href="#">Schedule a follow-up work session, after the researchers can complete the Board's Next Step Requests.</a>			
	334	<a href="#">Provide data, data analysis, findings, and additional recommendations related to FCPS' poverty/FRM subgroup and students with disabilities and English Language Learners (Equity and Opportunity Gaps).</a>			
	335	<a href="#">Expand tables 9 and 11 to include the "percent representation" for each of the subgroups within FCPS' general population, and their "percent representation" within the data sets, as well as any corresponding data analysis/narrative (about the sizeable gaps among these subgroups).</a>			
	336	<a href="#">DSS and Special Education staff should be highly involved in evaluating recommendations that come from this research.</a>			
	337	<a href="#">Develop a multi-year investment plan including fidelity of implementation of young scholars program, consideration of AART positions in all ES and MS, front-loading and greater accountability within regions and pyramids, RAS support and accountability to schools for professional development, and accountability which includes the process and product goals.</a>			
	337	<a href="#">Develop a communications plan regarding improving advantages/achievements of our high schools and high school academy programs.</a>			
	338	<a href="#">Evaluate multifaced equitable culturally competent identification process that is inclusive and fair of those with test anxiety and other disabilities.</a>			
	339	<a href="#">Include students with disabilities in plans for front loading.</a>			
	340	<a href="#">Provide clarification on what is considered "European American" in FCPS and review report for accuracy of what terms capture.</a>			
	341	<a href="#">Review bias in teacher referral.</a>			

	342	<a href="#">Analyze potential trends and patterns specific to FCPS in its implementation related to equity, specifically regionally or concentrations of inconsistency to point out successful strategies that have been working in more effective areas.</a>			
	343	<a href="#">Review statistical significance of relationships and identify other relationships that may not be based in academic literature but may point to bias.</a>			
	344	<a href="#">Outline predicted consequences of policy recommendations, in particular potential steps backward on equity.</a>			
<b>2/10/2020</b>		<b>Wireless Telecommunication</b>			
	287	<a href="#">Make safety checks and all reports available to the public in the Brabrand Briefing and on the website.</a>	FTS		3/5/20
	288	<a href="#">An overview of how other large jurisdictions handle placement of cell towers, including those that prohibit cell towers on school property.</a>	FTS		3/5/20
	289	<a href="#">Publicize the communications plan on placement of cell towers, including public engagement process on proposed towers.</a>	FTS		3/5/20
	290	<a href="#">What fees are FCPS schools receiving and how much?</a>	FTS		3/5/20
<b>3/9/2020</b>		<b>COVID19</b>			
	291	<a href="#">Identify all employees who are not typically paid during school closures (bus drivers, custodians, cafeteria workers, etc. and determine the cost associated with paying these employees during any potential closures associated with COVID-19.</a>	COO		3/27/20
	292	<a href="#">Identify all hourly/temporary staff who are not covered by the expanded administrative leave policies for those quarantined or ill with COVID-19 and determine the cost associated with including them in such situations.</a>	COO		
	293	<a href="#">Give guidance to Superintendent to talk to principals about proactive communication related to public health and hygiene practices for students as well as anti-stigma messaging.</a>	COO		
	294	<a href="#">Develop parent/family training to help families support distance learning with translation/varied languages.</a>	COO		
	295	<a href="#">Ensure Phase 2 has plans for staff to help students who may not be as adept at self-directed learning or need "catch up" from phase one.</a>	COO		
	296	<a href="#">Proactive communication to community should use all available medium and varied forms of communications.</a>	COO		
	297	<a href="#">Plan for asynchronous and synchronous learning (ie organizational and executive functioning challenges) in Phase</a>	COO		

		<a href="#">1 and 2 for ELL, SWDs, and other populations who may need more support.</a>			
	298	<a href="#">Consider developing a One Fairfax approach to communications that includes reaching diverse communities through both county and FCPS resource.</a>	COO		
	299	<a href="#">Plan for sharing of checking out of computers, MIFI and possibly providing other options such as providing broadband on buses.</a>	COO		
	300	<a href="#">Ensure we are making our community aware of mental health supports available to students and staff to address anxiety and concerns they have, and students who may be experiencing family losses as a result of the condition.</a>	COO		
	301	<a href="#">Determine plans to prepare staff for intervention in reported bullying cases targeting afflicted students or those of particular backgrounds as a result of the outbreak and include messaging about our position as a division on this.</a>	COO		
	302	<a href="#">Give consideration to the gap in virus testing and detection when assessing risk given that most symptoms are not distinguishable from the common cold.</a>	COO		
<b>4/27/20</b>		<b>Student Rights and Responsibilities</b>			
	303	<a href="#">Provide the Board an opportunity to speak with Judge Carr and Mr. Bermingham about the work to minimize referrals to the Court.</a>	DSS		
	304	<a href="#">Please provide the Board a clear description of safeguards that have or can be implemented to address concerns regarding guarding against disparities.</a>	DSS		
	305	<a href="#">Outline existing strategies to report, track, and handle discrimination claims.</a>	DSS		
	306	<a href="#">Explain how families are given notice of these reporting opportunities.</a>	DSS		
	307	<a href="#">Provide drafts of signature document for acknowledgement of the right to appeal for both school-level and School Board.</a>	DSS		
	308	<a href="#">List existing institutions and resources available to support restorative justice, from the perspective of the student, and expectations of staff for implementation.</a>	DSS		
	309	<a href="#">Explain rationale for language on prayer requirements and comment on implementation practices.</a>	DSS		
	310	<a href="#">Comment on assessment of current condition and delineate existing plans to ensure fidelity of implementation with particular respect to discrimination by staff.</a>	DSS		

5/11/2020		<a href="#">Return to School</a>			
	311	<a href="#">Provide comprehensive, but simplified messages that we can include in newsletters or social media for all opportunities for engagement by our community.</a>	ISD	Posted	
	312	<a href="#">Provide health department statistics that Ms. Trouton referred to in presentation on slides 10-12.</a>	ISD	Posted	
	313	<a href="#">Provide data in communications which explains difference between health data in Prince William County vs. Fairfax County, since PWC is offering August graduation ceremonies.</a>	ISD	Posted	
	314	<a href="#">Ask Health Department to develop a variety of ways (a menu of opportunities) for celebrations including virtual celebrations, something where they are doing something together; identify safe choices for graduation which can be in the scope of local control while insuring equity and inclusivity.</a>	ISD	Posted	
	315	<a href="#">Find out how universities and Washington area school districts are planning to hold in person graduation in fall.</a>	ISD	Posted	
	316	<a href="#">Schedule work session with public health officials regarding plans for graduation and return to school.</a>	ISD	Posted	
	317	<a href="#">Provide community with timeline of plans and steps and the board with an outline of the communications plan for the months ahead.</a>	ISD	Posted	
	318	<a href="#">How to ensure equity in implementation.</a>	ISD	Posted	
	319	<a href="#">Provide more detailed data regarding how many students are accessing learning.</a>	ISD	Posted	
	320	<a href="#">Elaborate on plans to provide wrap-around services to special education students.</a>	ISD	Posted	
	321	<a href="#">Robust communications strategy that includes all the vehicles available including Virtual Virginia and NVCC for summer programs.</a>	ISD	Posted	
	322	<a href="#">Add to plan information about how to better support for ESY including hybrid options for summer learning; when we look at August timeframe for ESY we should look at a hybrid if we return to our buildings through summer SACC.</a>	ISD	Posted	
	323	<a href="#">Provide Board information if we can supplement distance learning with face-to-face safely in early August.</a>	ISD	Posted	
	324	<a href="#">Take a One Fairfax approach to further identify marginalized groups that are being impacted and talk about how we plan to address that under these circumstances.</a>	ISD	Posted	
	325	<a href="#">Provide Board with brief report on options for courses in the artistic realm in IFTA summer programming.</a>	ISD	Posted	

6/15/2020		Return to School			
	346	<a href="#">Include information showing how staff anticipates addressing social distancing in schools that are over-capacity and may not be able to accommodate social distancing, are there plans to utilize space at other buildings that may have capacity, including those that are currently being used for administrative purposes?</a>	ISD		
	347	<a href="#">Provide incentives for self-transportation, walking, riding to schools, do we need to have a longer walk route to alleviate pressure on transportation?</a>	ISD		
	348	<a href="#">Provide guidance on face shields for teachers that would allow students to see teachers mouths.</a>	ISD		
	349	<a href="#">Look at the deadline for staff commitments and resignations at next work session on return to school.</a>	ISD		
	350	<a href="#">What are the FALL re-opening plans for other jurisdictions in the region, the Commonwealth, the nation's larger school divisions, and international school systems?</a>	ISD		
	351	<a href="#">What are the County's plans for their fall SACC reopening, and how will their operations resemble FCPS' in-person instruction plans?</a>	ISD		
	352	<a href="#">Who is the point person/expert for our technology efforts, what are the roles of those participating in the Technology Council, what are their roles and how are they working with staff?</a>	ISD		
	353	<a href="#">Provide options for using community and/or county facilities to expand in person learning opportunities.</a>	ISD		
	354	<a href="#">Who is the distance learning expert that provides guidance to our efforts and assists us in meeting best practices in this field?</a>	ISD		
	355	<a href="#">Include virtual options for students to opt out regardless of medical need.</a>	ISD		
	356	<a href="#">Work with Budget Chair and Vice Chair to bring back recommendations at next work session for Board consideration.</a>	ISD		
	357	<a href="#">What tests are we doing right now on Schoology to ensure we don't encounter the same problems we did with Blackboard?</a>	ISD		
	358	<a href="#">Determine criteria and metrics for what a successful return to school program looks like.</a>	ISD		
	359	<a href="#">Produce an HR part for this plan to include what staff roles will be leveraged for, where remaining needs may be (e.g. custodians), contract guarantees, and plans for reviews/evaluations.</a>	ISD		



	360	<a href="#"><u>Provide a communications plan with more specificity to demonstrate how stakeholder input will be considered.</u></a>	ISD		
	361	<a href="#"><u>Outline the internal timeline with operational milestones for what the board and community can expect, with particular attention to time sensitive or cascading elements (e.g. completion of projects like laptop distribution, internet access for all families and staff, purchases of PPE/sanitizer/other products in shortage).</u></a>	ISD		
	362	<a href="#"><u>Develop a risk management plan to mitigate expected issues to include implementation failures and gaps, incorporation of lessons learned, and a clear outline of a crisis management procedure should any unexpected issue arise.</u></a>	ISD		
	363	<a href="#"><u>Clarify the CARES budget process.</u></a>	ISD		
	364	<a href="#"><u>Identify budgetary needs for additional parent technology support, especially for non-English speaking families.</u></a>	ISD		
	365	<a href="#"><u>Include mention in the plan of summer supports for ELL students.</u></a>	ISD		
	366	<a href="#"><u>Provide further details on academic supports as well as socioemotional curriculum with the assessment of staffing needs (re the AO/MM budget follow on motion).</u></a>	ISD		
	367	<a href="#"><u>Partake in collaboration with the BOS and the SACC parent advisory group regarding county decisions and how they interplay with our plans.</u></a>	ISD		
	368	<a href="#"><u>How will we ensure PPE is worn, but not create a discipline issue?</u></a>	ISD		
	369	<a href="#"><u>Daily health screenings, reporting, who will monitor, will students be allowed in school and on bus if they are not complete.</u></a>	ISD		
	370	<a href="#"><u>Social, emotional, and behavioral supports we will offer.</u></a>	ISD		
	371	<a href="#"><u>FCPS collaborate and negotiate with Fairfax County the provision of childcare options for staff and families to potentially include using outdoor spaces at our schools.</u></a>	ISD		
	372	<a href="#"><u>The Superintendent deliver a “hybrid” plan for in-person learning/remediation for the summer for more vulnerable populations (such as SPED, ELL) in accordance with the governor’s guidance.</u></a>	ISD		
	373	<a href="#"><u>Find innovative approach for regular (i.e. daily) mental health and social emotional support for all students with a particular focus on engagement and well-being.</u></a>	ISD		
	374	<a href="#"><u>Use of outdoor spaces for instruction and mental well-being.</u></a>	ISD		



	375	<u>Plan for in person IEP/eligibility/evaluations or reevaluations and to “catch up” with what wasn’t done in the spring.</u>	ISD		
	376	<u>An option between Scenario One and Scenario Two that would allow for more limited in person for students who can least access distance learning in case we remain in Phase 1 or Phase 2 of the Forward Virginia plan.</u>	ISD		
	377	<u>A discussion of calendar options or more varied options to prepare for future closures – extending the school year, longer winter break as well as consideration for other schedules (one week on one week off).</u>	ISD		
	378	<u>Keep children from the same family on the same rotation in Scenario 2 (when possible).</u>	ISD		
	379	<u>What are plans to ensure consistency and fidelity of implementation for virtual learning?</u>	ISD		
	380	<u>Provide a plan for the day programs such as the Key and Kilmer Centers and Pulley.</u>	ISD		
	381	<u>Survey staff to determine what staff prefer to provide all virtual learning.</u>	ISD		
	382	<u>Given FCPS is the 3rd largest employer in VA, what are the Fall “Return to Work” plans for the DC area and Federal Govt?</u>	ISD		
	383	<u>What are the “reduced” Online Campus Fees, as mentioned in the PPT?</u>	ISD		
	384	<u>How exactly will FCPS utilize Virtual VA and other Online Instruction organizations to support FCPS’ Distance Learning options?</u>	ISD		
	385	<u>Please provide COVID19 data on childcare sites that have remained open for working parents.</u>	ISD		
	386	<u>With Scenario 3, what will the plans look like when FCPS moves to 75% capacity, 100% capacity? What is the VA Governor’s estimated time frame for reaching these larger openings?</u>	ISD		
	387	<u>Will FCPS consult with MoCo Public Schools about their successful Distance Learning rollout, especially their digital platform?</u>	ISD		
	388	<u>Since the mandatory 6’ desk spacing is dropped for Phase 2 and Phase 3, how many students can be seated in a classroom if the distance is dropped to 3’, 4’, or 5’?</u>	ISD		
	389	<u>If the 6’ distance isn’t mandatory for Phase 2 &amp; 3, then is this also applicable to school bus seating?</u>	ISD		

	390	<a href="#"><u>Which staff member(s) developed the Parent and Staff "Return to School" surveys?</u></a>	ISD		
	391	<a href="#"><u>Please have Dr. G/Public Health Dept provide the comprehensive statistics (raw numbers + percentages) of the number of COVID cases, hospitalizations, and deaths for children ages 5-18 years.</u></a>	ISD		
	392	<a href="#"><u>Please provide the most current international research/findings about COVID19 risks in school settings.</u></a>	ISD		
	393	<a href="#"><u>Will there be additional measures in place to mitigate the concerns surrounding the disproportionate share of COVID19 occurring in the Hispanic population? What are the implications for the communities involved?</u></a>			
6/23/2020	394	<a href="#"><u>When will we see a facility plan to show how schools will meet the 50% and how to use neighboring schools for those buildings that are under capacity?</u></a>	FTS	Posted	
	395	<a href="#"><u>Provide more visibility into an overall project management plan with a communication and change management plan that is operational across the entire district and all departments that runs through the next school year (knowing who the PM is/are and key task force heads is ok).</u></a>			
	396	<a href="#"><u>More developed childcare plan to be shared with staff before June 30 deadline of signing on for the next year or not.</u></a>			
	397	<a href="#"><u>Provide more information on childcare options for families with students in schools less than 5 days per week.</u></a>			
	398	<a href="#"><u>Governance Committee to work on policy for health measures and distance learning plans and what has to go into moving forward.</u></a>			
	399	<a href="#"><u>Explore options to work with County under One Fairfax to support staff with childcare and other needs.</u></a>			
	400	<a href="#"><u>Provide more information on plan for specials and electives, library, PE, music, chorus.</u></a>			
	401	<a href="#"><u>Consider online campus model to free up teachers for in person learning in their base schools as opposed to them teaching the fully virtual sections of their classes.</u></a>			
	402	<a href="#"><u>Clarification on budgetary needs.</u></a>	FNS	Posted	
	403	<a href="#"><u>Do we have digital intervention platform to support math and reading at the elementary level?</u></a>			

	404	<a href="#"><u>Outline how Pre-K to 2 will be done with in person to deal with social distancing and age appropriate learning. Can outdoor learning be used especially for this age group?</u></a>			
	405	<a href="#"><u>What are the plans for schooling piloting Schoology in the fall? Will this be piloted both in person and virtually?</u></a>			
	406	<a href="#"><u>Outline how overcrowded schools will be able to handle the 50% in person option. How can families there opt to attend other schools that may have room for more in person learning?</u></a>	FTS	Posted	
	407	<a href="#"><u>Provide more information on childcare options for families with students in schools less than 5 days per week.</u></a>			
	408	<a href="#"><u>Provide a more full explanation for the need for a day for intervention and teacher planning.</u></a>			
	409	<a href="#"><u>The expectations for school administrators regarding telework – is the option to opt out available for that group of employees?</u></a>			
	410	<a href="#"><u>Provide information about homebound instruction plans and expectations.</u></a>			
	411	<a href="#"><u>Provide information about substitutes for online and virtual instruction.</u></a>			
	412	<a href="#"><u>Provide information about device (laptop/mifis) procurement for our youngest students – type and distribution plan.</u></a>			
	413	<a href="#"><u>Provide information about daily health checks process follow up.</u></a>			
	414	<a href="#"><u>See about expanding July 10 deadline.</u></a>			
	415	<a href="#"><u>Provide more information on Special Education Services: How will IEPs be reconfigured to address needs for students in either scenario? Explain whether TLPs will be used and how intervention and remediation will occur. Explain how related service providers, specialists, ATS, and teachers who provide in home services will be incorporated for either scenario. Explain how inclusion will be supported.</u></a>			
	416	<a href="#"><u>Explain more how singleton classes, academics and worksite-based programs such as Davis and Pulley work. Will we still provide transportation to academics and these programs?</u></a>	OTS	Posted	
	417	<a href="#"><u>Explain how program placement works for students who are not currently at their base school due to specialized</u></a>			

		<a href="#"><u>programs (such as AAP, Special Ed programs, Immersion, Magnet, etc.).</u></a>			
	418	<a href="#"><u>Provide more information on the project and change management plans – timelines, metrics, deliverables, SB meeting, input from community – who is in charge?</u></a>			
	419	<a href="#"><u>Explain how FCPS will implement Scenario 1 for those schools/classes that need to close in conjunction with Scenario 2 and 3. Who teaches those virtual classes? When does Scenario 1 get triggered per class, school, system? If a class or school closes for a two-week quarantine, do they get virtual teaching or just no school? How do subs play a role if a teacher is sick during this closure?</u></a>			
	420	<a href="#"><u>Provide more information on metrics are for closure of class, school and how those metrics are determined.</u></a>			
	421	<a href="#"><u>Explore options for enhanced health screenings, including but not limited to sample testing and modeling to proactively identify potential outbreaks.</u></a>			
	422	<a href="#"><u>Provide more information on who is responsible for materials for Scenario 3 – in person and asynchronous, especially electives and specials teachers. Provide more information on how parents are supported with clear, succinct and easily accessible information to support asynchronous learning, such as pacing guides/syllabi/IT support/answer keys, textbooks or other resources, etc. for parents.</u></a>			
	423	<a href="#"><u>Provide more information on Blackboard and Google's capability to handle the virtual learning for Scenario 1 and 2.</u></a>			
	424	<a href="#"><u>Provide more details on the plans for extracurricular and co-curricular classes and activities, sports, marching band, etc. Will students who opt for virtual learning be able to participate in some of these activities?</u></a>			
	425	<a href="#"><u>Explore the possibility of using outdoor spaces for class and other activities.</u></a>			
	426	<a href="#"><u>Provide more information on the plan for classes with greater dangers such as labs, some CTE, and band/chorus.</u></a>			
	427	<a href="#"><u>Provide more information on how students will be matched up with teachers in Scenario 2 and Scenario 3.</u></a>			
	428	<a href="#"><u>Provide a timeline and plan for Board/Superintendent information sharing and collaboration as details are being developed on this plan.</u></a>			

	429	<a href="#"><u>Explore options to provide more support for special education, ELL, and other vulnerable populations to access asynchronous learning (perhaps specialist/BIT/ABA Coach office hours).</u></a>			
	430	<a href="#"><u>Explore options for leave sharing and expanded sick leave for staff.</u></a>			
	431	<a href="#"><u>Explore options for earlier start times for preschool autism classes that typically start later than elementary schools – otherwise you will have special ed preschoolers as young as 2 going to school full day until 6 pm for some schools.</u></a>	OTS	Posted	
	432	<a href="#"><u>Outline details about access on the school level to robust and rapid translation services.</u></a>			
	433	<a href="#"><u>Explain plan to bridge the tech literacy divide for parents (after providing devices) in an effective and timely way utilizing multiple languages.</u></a>			
	434	<a href="#"><u>Determine parent liaison needs and consider merits of full-time positions, including additions.</u></a>			
	435	<a href="#"><u>Identify additional staffing needs needed for socioemotional supports.</u></a>			
	436	<a href="#"><u>Delineate differences between virtual and in-person education plans with clear expectations and specificity of losses/disadvantages to ensure availability of information prior to enrollment survey.</u></a>			
	437	<a href="#"><u>Provide clear expectations regarding what will be delegated to school autonomy and what will be the responsibility of central office.</u></a>			
	438	<a href="#"><u>Develop guidance for staff with more clarity on what planning of virtual offerings look like and what staff, not limited to teachers, can expect.</u></a>			
	439	<a href="#"><u>Explicate plans for provision and types of PPE, safe hygiene materials (e.g. sanitizer, wipes), custodial expectations and support, realistic health screenings procedures, and back up plans for sick students arriving in schools.</u></a>			
	440	<a href="#"><u>Address bell schedules and clarify reasoning for return of students during rush hour, at dark, or significantly after breakfast time.</u></a>	OTS	Posted	

**7/15/19 Family Engagement Survey Report****1. How can we better reach out to communities that had only 2-3% contributing to survey?**

**We want to continue to communicate to families that schools are a safe place for sharing their feedback, and we value their voice. For this reason, the completion of the survey is imperative so we can better gauge the needs and authentic interactions families experience with our schools. The Office of Professional Learning and Family Engagement staff will continue to collaborate with schools to share the purpose, value, benefit, and necessity of collecting this data, and actively seek greater participation from families to complete the survey.**

The following strategies will be deployed with the next administration of the survey.

- Distribute subsequent Family Engagement Surveys on a regular, easily anticipated cadence. Families can expect to receive and participate in the survey at a specific, recurring timeframe
- Timing of the survey – Ensure that no other survey shares the same administration dates to reduce chances of confusion to complete multiple surveys, or survey fatigue by families.
- Most communications were electronic through emails, flyers, newsletters, social media, blogs and website presence. We will provide direct mailers to families with QR-codes and links to encourage completion of the survey.
- Paper surveys were made available on request, and the availability of paper surveys will increase in 2021.
- Continue the practice of identifying a Point of Contact at each school for communication purposes

**2. A plan for reaching those communities that may be less inclined to engage in the survey addressing specific cultural perspectives**

We provided direct communication to target hard-to-reach communities by utilizing parent liaisons in schools, and we collaborated with Fairfax County Government agencies for families to have access to the survey when visiting their agencies throughout the county. Moving forward, we will better leverage the connections and networks of community partners and nonprofit entities, to include faith-based organizations. The survey will continue to be translated in the eight most spoken languages in FCPS. We will also deploy assistance from our community liaisons and cultural liaison.

**3. What is the plan to reach out to the regions with lower response?**

The Family and School Partnerships team will continue to review and analyze patterns found in the survey results data. Families are directly connected to schools and the opportunities for direct engagement is there, therefore, efforts to boost communications, and supports at the school level will be increased. Communication templates and tools were provided to schools to encourage participation of families; however the majority of communication was at the division level and families may have been disconnected from the communication at this highest level. A balanced approach will be utilized, and responses rates will be provided to regions continuously throughout the administration. Communications at the district level will be utilized more frequently to encourage schools to provide direct messaging to their families via text, social media, etc.

**4. How can we address feelings of some families of having educational objectives “done to” instead of “done with” as partners in the process?**

There are potential cultural differences in how families want or expect to interact with teachers and schools. Ways to get a better understanding of a culture’s foundational approach to the idea of education would be helpful, though not complete, as there can be differences between families and individuals. As we continue to expand our professional learning around family engagement, and cultural proficiency and responsiveness in FCPS, we can better support teachers to understand these differences and how to be more culturally responsive to families around supporting student success and healthy development through stronger family-school partnerships.

A shift in family engagement practices is occurring nationally and being brought to the forefront of practice by leading researchers. We will continue to employ the most recent research-based family engagement practices and understandings of how to effectively partner with families for growth of the whole child. Schools and teachers need time to build stronger relationships with our families. This time is needed for teachers to meet with families and discuss goals and aspirations, and this could be accomplished through designated time in our school calendar.

**5. Provide a quantification and location of parent engagement classes (like the chart provided of Hutchison classes) at schools throughout the system and school specific.**

Currently, The Office of Professional Learning and Family Engagement staff is aware of programming in schools; however we will collaborate with individual schools to provide specifics of their respective schedules.

[Attached is a spreadsheet](#) of programming occurring at schools by region. Parent liaisons provide data on family engagement strategies annually to the Family and School Partnerships team. Family engagement should be embedded into the fabric of the school community and the responsibility does not lie with one individual or leader but collectively with all stakeholders.

**6. Add School Board Member newsletters to ensure a collaborative communications plan for next survey.**

In the Family Engagement Survey communication plan, we will ensure coordination with the School Board office to spread the word about the survey window and purpose to their constituencies. We will also provide talking points and communication templates for School Board members’ use in their e-newsletters and social media networks.

**7. Consultant to provide deeper thematic analysis and global recommendations, along with report on survey comments/responses to open ended questions.**

[Response](#)

**8. Consider working with focus group of parents to construct the survey questions.**

We will continue to solicit the parent voice in the construct of the survey questions. Focus groups in each region were completed prior to the survey, and a preliminary gauge of family experiences were noted and incorporated into the survey project team's construct of the survey questions. Parents participated in the development of the questions throughout each iteration of multiple survey drafts and translation completions to vetted draft questions for cultural responsiveness and readability.

**9. Need recommendations on where we can improve and what kind of recommendations can we provide to staff?**

The five lowest ranking indicators on the Family Engagement Survey report will be the starting points for improvement at the division and region levels. Schools will analyze data and prioritize goals based on their five lowest ranking indicators.

Areas for Improvement at the division level are as follows:

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Climate Topic
I received enough information from this school about what I can do at home to help my child improve his or her learning.	31%	Student Success
The school staff works with me to identify social and emotional skills that my child can develop to be successful.	26%	Student Success
Our school encourages parents and educators to share information such as student strengths and learning preferences.	24%	Communication
This school provides me with opportunities to connect with other families.	22%	Collaboration with the Community
My child's school works with me to make key decisions about my child's education.	21%	Family and School Partnerships



Family engagement should be grounded in the premise that effective implementation of engagement within the division requires a systemic approach that advances equity and intentionally integrates and embeds engagement practices across the organization.

- Recommendation #1      Clearly articulate core values regarding families as assets and partners in educating every student.
- Recommendation #2      Integrate effective engagement practices into the school improvement and innovation planning process.
- Recommendation #3:      Implement the Dual Capacity-Building Framework in FCPS.
- Recommendation #4:      Build the capacity of school staff by developing a robust family engagement professional development plan to provide high quality professional learning opportunities on effective family engagement and high- impact strategies.
- Recommendation #5:      Provide designated time in the school calendar for families and teachers to collaborate to co-construct goals, and monitor progress to support student learning, well-being and healthy development.
- Recommendation #6:      Develop a FCPS Family Engagement Toolkit to provide teachers readily available tools and resources to implement in classrooms throughout the division.
- Recommendation #7:      Consideration for increasing Family and School Partnerships staff by at least 5.0 FTE's to address the needs that emerged on the Family Engagement Survey, to include specialist positions to support volunteering in schools, welcoming environment, Family Engagement PD in schools, parent education, and data collection and monitoring. These positions will allow for building capacity in schools to improve family engagement throughout the division.

## 7/15/19 FY 19 Year-End Budget

### 10. Provide more detail on \$60 million department critical needs carryover.

The \$60 million represents outstanding encumbered obligations, school and multiyear projects carryover, and department critical needs carryover that are re-appropriated from FY19 to FY20.

#### Encumbrances

Outstanding encumbered obligations are the result of orders that remain undelivered or where the items have been received, but the invoice has not yet arrived. These are formal documents and move the appropriated funds from one fiscal year to the next. Table 1 below identifies encumbrances by category with examples of the types of items or services that are undelivered and carried forward into the subsequent year or FY20. Historical encumbrance carryover is as follows:

<u>FY</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
Carryover	\$29.3	\$24.2	\$21.5	\$27.2

The increase in FY19 encumbrance carryover compared to FY18 is due to a delay in delivery of Intel processors and parts.

<b>Table 1</b>		
<b>FY19 Encumbrances by Category for Carryover</b>		
<b>Category</b>	<b>Amount</b>	<b>Examples</b>
Minor Improvements	\$4,173,601	Design & Construction minor improvement work
Technology Equipment Maintenance Contracts	\$4,142,801	Computer parts, security equipment, software
Other Professional Services	\$3,352,976	Online IEP, Enrollment Projections, Staff Augmentation
Technological Equip Non-capitalized	\$2,967,462	Computers, IT Hardware
Other Equipment Non-capitalized	\$2,774,591	Furniture, AED, Computers, IT Hardware
Engineering Services	\$951,058	Minor repairs and construction
Payments for External Student Trans Providers	\$664,261	Alternative student transportation
Software Maintenance Contracts	\$634,152	Audit software, Student demographics software
Software Purchases Non-capitalized	\$629,310	Adobe, Library Management Software
Tests	\$553,246	AP testing, Student Assessments, Certifications tests
Vehicles Expense	\$533,605	Vehicle Parts & Repair
Instructional Supplies	\$525,499	Classroom Supplies
Professional Development	\$463,192	IB PD (Teachers), IT Training, Travel Reimbursements
Equipment Expense	\$414,661	IT Equipment and Services, Custodial Equipment
Local Telephone	\$405,596	Telephone
Other Maintenance Contracts	\$403,328	Ground Maintenance, Traffic/Safety Equipment
Computer Repair Parts	\$383,009	Parts
Strategic Funding	\$375,426	PMOC
SMDS Lines	\$341,639	Internet Service, Security Software/Service
Reimbursements	\$334,274	Settlements
Misc. Commitment Items	\$2,194,306	Various
<b>Total</b>	<b>\$27,217,995</b>	

### **Schools/Multi-year Projects**

Schools/multi-year projects carryover consists of system wide multi-year projects as well as schools automatic balance carryover of 25% of their budget, selected accounts like band and field trips, and school administrator requests for funding for critical needs. The schools/multi-year projects carryover is listed below in Table 2 by Department; also included is Schools automatic 25% carryover for a total of \$26.4 million. Most of the multi-year projects are related to administrative and instructional technology as well as ongoing projects like transportation radio replacement and Project Momentum. Historical schools/multi-year project carryover is as follows. Multi-year projects were increased in FY18 due to FCPSOn.

<u>FY</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
Carryover	\$25.5	\$24.8	\$32.8	\$26.4

<b>Table 2</b>		
<b>FY19 Schools/Multi-Year Projects Carryover</b>		
<b>Department</b>	<b>Amount</b>	<b>Examples</b>
Chief Academic Office	\$2,188,996	Project Momentum, PLFE Learning Management System, PLFE Tuition Reimbursement, HPL Outreach
Deputy Superintendent	\$549,832	After-School Programs
Facilities & Transportation	\$5,879,107	Transportation Radio Replacement, Monopole, Mobile Data Terminals
Financial Services	\$2,118,412	FOCUS, Great Plains (SAF), OPM MyTime Maintenance
Human Resources	\$574,497	HR Legacy Systems, Lawson Upgrade
Instructional Services	\$2,124,049	Tests, FCPSON 1:1, Library Management System, PBL HS, MS/HS Social Studies and Math Textbooks
Region Offices	\$570,903	TJHSST Equipment, Justice HS
Technology	\$3,255,996	FCPSOn, Synergy SIS plan, eCART, TECH Plan
Special Services	\$95,303	Substance Abuse prevention
School Principals	\$8,994,945	25% Unspent Funds, Band, Field Trip, School Critical Needs
<b>Total</b>	<b>\$26,352,039</b>	

### Department Carryover

Department carryover consists of funding to address budgetary requirements necessary to support strategic plan priorities. Department carryover is listed below in Table 3 with examples of items to be funded.

Historical Department carryover is as follows:

<u>FY</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
Carryover	\$5.9	\$4.9	\$6.4	\$6.5

<b>Table 3</b>		
<b>FY 2019 Department Critical Needs Carryover (CARY)</b>		
<b>Department</b>	<b>Total</b>	<b>Examples</b>
Chief Equity Office	\$1,244,955	PD for equity initiatives and leadership development, MSAOC Parent Handbook, Theory of Action course, leadership cohorts, equity leads, Cultural Proficiency Cohorts, coach stipends, VHSL field trips
Chief Operating	\$5,682	Support during General Assembly sessions
Deputy Superintendent	\$62,000	School Innovation and Improvement Plan (SIIP) for to work on and write their respective school's SIIP.
Facilities & Transportation Services	\$1,477,803	Lead water testing, increased work orders, safety and security monitoring, services for homeless, field trip app, GAC building maintenance.
Financial Services	\$749,134	Advance staff and equipment for the new elementary school opening in Fall 2020.
Human Resources	\$1,078,557	IT system acquisition and related costs to support classification and job description activities, office restructuring costs, additional workspaces and enhanced recruitment efforts.

Instructional Services	\$1,167,096	Korean exchange, firefighting program, Computer Science standards, industry credential certificate tests, ESOL summer training, SB external studies, TeachFX pilot, training for pathways, PD, APSI, Social Studies HS cohort programs
Region Offices	\$165,521	School Innovation and Improvement Plan (SIIP) & professional development for our Assistant Principals
Office of Auditor General	\$30,457	Hourly professionals to complete audit work.
School Board Office	\$36,538	This funding allows the School Board Office to meet FY 2020 professional development needs.
Special Services	\$464,930	Epi-pen legislation, multi-agency counseling, subs CatB, Mentor works, RJ, internship psychologists
<b>Total</b>	<b>\$6,482,672</b>	
<b>Grand Total</b>	<b>\$60,052,706</b>	<b>Encumbrances, School/Multi-year Projects &amp; Dept. Carryover</b>

**11. In future BB, include detail about department critical needs and schools project carryover in items 10 a.1-5 of FY2019 Final Budget Review document**

See Table 2 and Table 3 above for *Schools & Multi-Year Projects* and *Department Critical Needs* detail.

**12. Provide breakdown on sub-items 4-8 under beginning balance, including which items remain as sole source contracts?**

See Table 1, Table 2 and Table 3 above for FY19 *Encumbrances, Schools & Multi-Year Projects* and *Department Critical Needs* detail. FY20 *Prior Committed Priorities/Requirements* and *Strategic Investments* below.

**Prior Committed Priorities/Requirements**

FY20 Prior Committed Priorities Requirements		
Item	Amount	Description
Maintenance Services	\$3,550,970	Funding is requested to continue to address the backlog of major maintenance using one-time funding. Funding totaling \$3.6 million was eliminated during the adoption of the FY 2014 Approved Budget. At that time, FCPS adopted a process of restoring the funding for major maintenance at the FY 2013 level using funding available annually at year-end. Year-end funding has been utilized to supplement major maintenance every year since FY2013. Funding major infrastructure maintenance will help prevent the failure of critical systems, deterioration of major capital investments, and significant health and safety hazards. Due to budget constraints, infrastructure maintenance has been limited, and there is a substantial backlog of infrastructure that has surpassed its useful life.
<b>Total</b>	<b>\$3,550,970</b>	

**Strategic Investments**

<b>FY20 Strategic Investments</b>		
<b>Item</b>	<b>Amount</b>	<b>Description</b>
Equity Plan for Discipline Policies and Practices	\$600,787	The equity plan for discipline policies and practices is designed to promote assessment and analysis, build awareness, ensure system alignment, and explore research-based approaches that support student success and create shifts in practice as it relates to equitable discipline. To support the plan, funding of \$0.6 million will provide 7.0 substance abuse prevention specialists.
Online Discipline Tool	\$200,000	As part of the Discipline Study, one-time funding of \$0.2 million will support the creation of an online discipline referral form and data tools that will allow for the systemization of discipline-related data, with the ability to disaggregate by classroom, school and student demographics.
Edison Stem Lab	\$430,000	Funding of \$0.4 million will support phase I renovation of a STEM lab at Edison High School as part of the expansion of the Global STEM Challenges Program (GSCP) to meet continued growth in student enrollment and enhance the STEM learning opportunities in the program. The renovation will provide a laboratory classroom to enable students in the program to engage in STEM learning experiences. Students in the GSCP investigate the most significant, global engineering challenges of the 21st century through hands-on, project-based learning. The GSCP is an innovative program established in FY 2017 through a VDOE grant to prepare students for the Virginia of the future.
Title IX Softball Fields	\$413,000	FCPS and the County have partnered to jointly support modifications necessary to ensure two softball fields are Title IX compliant. Funding of \$0.8 million is required to provide modifications to the softball fields and \$0.4 million represents FCPS' share with the remaining being funded by the County. These fields are utilized by school teams and recreational users.
Trades for Tomorrow	\$202,549	As part of the efforts to "grow our own" in FCPS by creating pathways for our students to join the FCPS workforce after graduation, a Trades for Tomorrow program will be developed through collaboration with Facilities and Transportation, Human Resources, and Instructional Services Career and Technical Education (CTE) and Adult and Community Education (ACE). The Trades for Tomorrow program will build off of existing opportunities for students to create a streamlined and accelerated path for students who desire to pursue a trade immediately following high school by offering work-based learning opportunities and an early start to a Registered Youth Apprenticeship (where applicable) for students during high school. In order to begin the Trades for Tomorrow program in FY20, a new Pipeline Specialist position in Human Resources (HR) will oversee the development of the program as well as collaboration with other offices to make recommendations to support the expansion of the "grow our own" efforts and specifically to increase the number of FCPS students who have an opportunity to pursue work experience and education in trades during and immediately following high school. Hourly funding is also included for five student interns who will work with the Department of Facilities and Transportation during the 2019-20 school year.
Speech Pathologists	\$293,847	Restoration of 3.0 speech and language pathologist positions that were reduced in the budget as a result of enrollment projections.
Staffing Reserve	\$3,036,419	It is recommended that 31.0 positions be added to the staffing reserve to mitigate the impact of potential enrollment fluctuations and needs arising during the course of the school year. This increases the number of positions available for allocation in FY 2020 from 260.0 to 291.0.
<b>Total</b>	<b>\$5,176,602</b>	

Regarding encumbrances, overall \$27.2 million is being carried over in encumbrances from FY19 to FY20. Table 1 above shows the encumbrances by category, below is a table showing encumbrances by category with sole source encumbrances by category as well. The bulk of the sole source encumbrances being carried forward are for items that are clearly sole source like contracts for testing (College Board, IB & other accreditations), and software license contracts for maintenance of specific systems (eCart & Library Management).

Sole source contracts represent \$2.0 million of the \$27.2 million total encumbrances to be carried over or 7.2%. There are 145 active sole source contracts with 27 of those contracts associated with encumbrances being carried over.

Currently about 23% of total active contracts are sole source, down from 30% at this same time last year. Only six (6) new sole source contracts were issued in FY19, the remaining 139 were issued prior to FY19 before contracting reform was initiated.

It should be noted that it was and is not possible to review previously issued sole source contracts and revise the categorization. But moving forward, the enhanced scrutiny and requirements for sole source designation has been implemented and has had the intended effect of reducing the number of sole source contracts.

<b>FY19 Encumbrances by Category for Carryover with Sole Source</b>			
<b>Category</b>	<b>C/O Amount</b>	<b>Sole Source</b>	<b>Examples</b>
Minor Improvements	\$4,173,601	\$12,968	Design & Construction minor improvement work
Technology Equipment Maintenance Contracts	\$4,142,801	\$828,938	Computer parts, security equipment, software
Other Professional Services	\$3,352,976	\$133,572	Online IEP, Enrollment Projections, Staff Augmentation
Technological Equip Non-capitalized	\$2,967,462	\$0	Computers, IT Hardware
Other Equipment Non-capitalized	\$2,774,591	\$25,537	Furniture, AED, Computers, IT Hardware
Engineering Services	\$951,058	\$0	Minor repairs and construction
Payments for External Student Trans Providers	\$664,261	\$23,580	Alternative student transportation
Software Maintenance Contracts	\$634,152	\$0	Audit software, Student demographics software
Software Purchases Non-capitalized	\$629,310	\$118,688	Adobe, Library Management Software
Tests	\$721,229	\$681,535	AP testing, Student Assessments, Certification tests
Vehicles Expense	\$533,605	\$0	Vehicle Parts & Repair
Instructional Supplies	\$525,499	\$18,425	Classroom Supplies
Professional Development	\$463,192	\$90,516	IB PD (Teachers), IT Training, Travel Reimbursements
Equipment Expense	\$414,661	\$0	IT Equipment and Services, Custodial Equipment
Local Telephone	\$405,596	\$0	Telephone
Other Maintenance Contracts	\$235,345	\$0	Ground Maintenance, Traffic/Safety Equipment
Computer Repair Parts	\$383,009	\$0	Parts
Strategic Funding	\$375,426	\$0	PMOC
SMDS Lines	\$341,639	\$0	Internet Service, Security Software/Service
Reimbursements	\$334,274	\$0	Settlements
Misc. Commitment Items	\$2,194,306	\$38,727	Various
<b>Total</b>	<b>\$27,217,995</b>	<b>\$1,972,486</b>	

**13. Itemize amounts for speech language pathologists.**

Page 6 of the Agenda Item has been updated to reflect itemization of Staffing Reserve and Speech Pathologists also provided below.

X	<b>A. Staffing Reserve</b>	<b>3,036,419</b>	31.0
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It is recommended that a total of 31.0 positions be added to the staffing reserve to mitigate the impact of potential enrollment fluctuations or needs arising during the course of the school year. The FY 2020 budget originally included 260.0 positions for the staffing reserve.

X	<b>B. Speech and Language</b>	<b>293,847</b>	3.0
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Restoration of 3.0 speech and language pathologist positions that were reduced in the budget as a result of enrollment projections.

**14. Provide in BB, specifics about how we complement work proposed with Trades for Tomorrow with trade unions to allow for meaningful work experience for our students**

Specifics were provided in Brabrand Briefing on July 26, 2019. Response below:

**Trades for Tomorrow Apprenticeship Program**

The Trades for Tomorrow apprenticeship program will be developed through collaboration with Facilities and Transportation, Human Resources, and Instructional Services Career and Technical Education (CTE) as part of the efforts to “grow our own” in FCPS by creating pathways for our students to join the FCPS workforce after graduation. The Trades for Tomorrow program is critical to fill the anticipated operational openings as well as to provide students robust work-based learning opportunities in the trades. The Trades for Tomorrow program will build off of existing opportunities for students to create a streamlined and accelerated path for students who desire to pursue a trade immediately following high school by offering work-based learning opportunities and an early start to a Registered Youth Apprenticeship (where applicable) for students during high school. The first areas of focus will be aligned with existing CTE courses in the areas of automotive technology, electrical engineering, and HVAC-R with a goal of expanding to include plumbing and other areas in the future. High school students will complete classroom instruction components as part of their daily high school schedule and would have opportunities to complete work experience hours during early morning or afternoon times. Post-graduation instruction and apprenticeship hours will be available through the ACE program.

There are intentional efforts underway to connect with trade unions as well as businesses and community members to support Trades for Tomorrow. In collaboration with School Board Members, the Career and Technical Education (CTE) team in Instructional Services is working with our high school academies and appropriate base schools to expand partnerships with businesses and trade organizations. The CTE team has met with multiple trade organizations seeking partnerships for employment and training for students. The greatest geographic area of concentration is the western end of the county where students currently do not have equitable access to the programs, and facilities’ modifications would be costly. The intent is to develop a partner location where FCPS students could be trained and then employed with member businesses. Additionally, the CTE team continues to explore partnership opportunities that would allow FCPS students to engage in work experiences ranging from job shadowing to internships and apprenticeships.

The requested Pipeline Specialist position will support the work that The Office of Talent Acquisition and Management and The Office of Counseling and College and Career Readiness is engaged in around the further development of Teacher for Tomorrow student pipelines and the creation of Trades for Tomorrow student pipelines. This position will oversee, manage, and recruit for the two programs and will engage in outreach to businesses and coordination between FCPS departments/offices.



**15. Include Next Steps from prior meetings in presentations to tie them together.**

In the future, Department of Finance staff will review “Next Steps” from prior meetings on the same subject matter and try to anticipate School Board data needs. Hopefully this will have the effect of reducing the number of “Next Steps” questions.

**16. Why was less money spent from summer school sub-fund?**

1. The general education summer elementary programs were budgeted for a 3 week, 5 days per week program (15 days total). Title I subsequently paid for one day per week for all Title I schools thus reducing the teacher expenses for these programs by 3 days.
2. Summer school teachers performing regular duties are paid at their per diem, up to a capped rate. The budget was based on a maximum per diem rate and the actual per diem rate was lower than budgeted.
3. The county provides funding for the Bridge to Kindergarten program. FCPS received \$50,000 more than what was budgeted.
4. The cost to provide lunch was lower than in the previous years due to more program locations qualifying for the federal free lunch program.
5. The student day at Burke School was adjusted to align with school-based ESY secondary programs.
6. Hourly instructional assistants and public health training assistants were utilized to meet student needs instead of hiring hourly teachers. Please note, the reduction in hiring hourly teachers could also be attributed to a reduction in student enrollment for a given population of students.

The fee-based enrichment programs experienced lower than planned enrollment in the summer of 2018 which resulted in lower expenditures than budgeted for teacher salaries and materials and supplies as well.

**7/15/19 Renaming Policy**

- 17. Guidance from counsel regarding Dillon rule and statute authorizing School Board, with respect to how School Board members are given assignments; Look at other combinations to initiate the name change action other than one magisterial district member and one at-large member.**
- 18. Locate and share with the School Board any superintendent memoranda to the Board from the late 1950s and early 1960s regarding the naming and renaming of Stuart and Lee High Schools.**

[Response](#)

[Timeline](#)

- 19. Determine if any members of the School Board, FCPS Leadership Team or Lee High School SPTA involved in the Lee High School renaming process are alive and willing to share their recollections of the process.**
- 20. Superintendent to include in the regulation some language about staff helping to execute a name change.**
- 21. What did BOS/Park Authority do to execute the renaming of the Lee District rec center and Justice Park?**
- 22. Provide more detail regarding public comment and public hearings would entail**



- 23. Governance Committee to delete the phrase “compelling need” in policy and incorporate as part of policy review (under IV, guidelines, consider: “to ensure an inclusive, respectful learning environment as outlined in our adopted One Fairfax Policy”**
- 24. Clarify the authority of the Board in item C. “...School Board member(s) will coordinate the suggestions from the community and forward those suggestions after review to the School Board...”**
- 25. Regulation will lay out all the steps in the process including the decision by the Board to change the name**
- 26. Superintendent to recommend changes to regulation to full Board by end of July, including a detailed description of public engagement processes to be followed**
- 27. Determine where community engagement begins**
- 28. Superintendent and staff review what took place with JHS naming process, identify areas of improvement and bring recommendations back to the Board, those revisions should be included in policy 8170**

#### **7/22/19 Boundary Policy 8130**

- 29. On slide 4, list the factors according to degree of impact on equity and excellence for students and provide clarity on what it means that achievement impacts excellence.**

In February 2019, FCPS' Office of Research and Strategic Improvement (ORSI) provided a [summary of the educational research](#) related to the 16 factors in consideration for use in boundary decision making and their relation to student outcomes. Research around the factors fell into four areas: student diversity, student well-being, social connections, and overcrowding, which could be tied to 8 of the 16 factors (those depicted on slide 4 of the 7/22/19 presentation).

- Student diversity covered the demographic and socio-economic factors. Research showed that balancing student demographics was related to positive student achievement outcomes.
- Student well-being covered the geographic proximity, transportation, and health and safety factors. Research in this area indicated that longer travel times had a potential negative impact on student sleep. Decreased sleep may then impact student well-being and student performance.
- Social connections covered the cohort and split-feeders factor and health and safety factor. Research indicated that disruptions to students' social connections has negative impacts on student well-being, including depressive symptoms.
- Overcrowding covered the current or project school capacity factor. Research in this area described the negative impacts on teaching and learning due to large class sizes and limitations of the physical environment on the use of best instructional practices.

When prioritizing the factors, the factors that support balancing student diversity (demographics, socio-economic factors) have the greatest potential for improving student achievement based on research. The remaining areas of research cannot be prioritized against one another based on available studies. ORSI recommended these remaining factors be considered based on their alignment to Student Success and Caring Culture rather than just Resource Stewardship.

To provide greater clarity regarding the listing of “achievement” in the July 22, 2019 presentation, these 8 factors were presented as those that have the potential to impact equity and excellence. Focusing on achievement is a critical factor to achieving excellence, especially in the area of Student Success. Excellence was defined as the four goal areas of the Strategic Plan and was thought of more broadly than just Student Success, therefore also including Caring Culture, Premier Workforce, and Resource Stewardship.

### **30. Publish report of our boundary conversations since October 18 and include history of how we got here.**

#### Background

Fairfax County Public Schools (FCPS) is conducting a review of Policy 8130.7, *Local School Boundaries, Program Assignments, and School Closings*. This report summarizes the conversations of the Fairfax County School Board as of July 2019.

The School Board requested that staff benchmark FCPS boundary change practices against other jurisdictions as a next step at the work session on January 22, 2018 that covered Student Membership Trends and Analysis and the Capital Improvement Program (CIP).

In the Spring of 2018, FCPS received several client communications and requests related to the assignment of the split feeder portions of Rolling Valley Elementary School (ES) between West Springfield High School (HS) and Lee HS. Upon review of Policy 8130.7 and Regulation 8130.9, *Local School Boundaries, Program Assignments, and School Closings*, it was found that varying applications and inconsistencies with the current policy and regulation warranted discussion with the School Board.

On May 3, 2018, Dr. Brabrand sent the following message to Elizabeth Schultz, Tammy Derenak Kaufax, and Karen Corbett Sanders regarding follow-up communication with Rolling Valley parents regarding boundary decisions:

“The One Fairfax policy, adopted by both the School Board and the Board of Supervisors, emphasizes the importance of making County-wide decisions through the lens of racial and social equity. There is perhaps no decision with the potential for impact on equity within FCPS than boundary adjustments.

Given the significant interconnectedness countywide of schools and programs, I believe it is critical in implementing One Fairfax both in spirit and intent, that all boundary changes should receive complete School Board input and discussion. This input and discussion from all 12 members of the School Board also furthers the School Board’s larger goal, and my goal, that important issues for the school system be considered and decided by the full School Board, rather than only some members.

We owe it to the entire FCPS community to hold transparent and thoughtful discussions about all boundary changes, recognizing the rippling effect that any one decision may have, no matter the size and scope.

To this end, I am suspending making any administrative boundary recommendations for the 18/19 school year until we can engage together in a dialogue regarding potential revisions to Policy and Regulation 8130 that better align boundary decision making to our One Fairfax policy.

I will be working with the Chair to determine the best and most appropriate manner in which to hold this important Board discussion.”

In addition, the following information was shared the next day in the Brabrand Briefing on May 4, 2018:

“FCPS staff and the School Board will begin a review of Policy 8130 Local School Boundaries, Program Assignments, and School Closings during a September work session. At that work session, there are no plans to consider any actual boundary changes.”

#### Boundary Work Sessions

The School Board has held four work sessions to discuss Policy 8130.7, *Local School Boundaries, Program Assignments, and School Closings*.

#### October 15, 2018 Work Session

The Office of Facilities Planning Services, Department of Facilities and Transportation Services reviewed Policy 8130.7, *Local School Boundaries, Program Assignments, and School Closings*, and compared it to policies of a sample of school districts in Virginia, the Washington metropolitan area, and a sample of the top fifty school districts by enrollment size in

the United States. The review was presented to the School Board at the work session and included components of boundary policies of other school divisions, including types of boundary changes, boundary factors considered, and how boundary changes are implemented. Discussion centered on 16 boundary factors considered from the school divisions researched. The School Board requested educational research on factors considered in boundary decision-making to be provided at another work session.

#### February 25, 2019 Work Session

The Office of Research and Strategic Improvement (ORSI) conducted a review of educational research on factors considered in boundary decision-making and presented this information to the School Board. The Office of Facilities Planning Services, Department of Facilities and Transportation Services also described how FCPS practice for boundary changes related to the areas identified in research along with information about current FCPS boundaries and school capacity. The discussion with staff and the School Board focused on four broad areas in boundary change research:

- Student diversity (demographics, socioeconomics, achievement)
- Travel time (geographic proximity, transportation)
- Social connection (cohort or split feeders, health and safety of students)
- Overcrowding (current or projected school capacity)

Discussion between staff and the School Board led to the request of additional educational research on boundaries and data related to placement of programs, school capacity, and student transfers.

#### March 11, 2019 Work Session

Staff and the School Board continued the discussion of goals for the boundary policy and the prioritization of factors to include in a revised boundary policy. Members of the School Board discussed historical revisions of Policy 8130, *Local School Boundaries, Program Assignments, and School Closings*, and how previous School Boards had challenges prioritizing factors for consideration in boundary decisions. The School Board identified the need to schedule at least one more work session and requested that staff provide recommendations on how to include criteria in Policy 8130 to include One Fairfax.

#### July 22, 2019 Work Session

In this work session, staff provided a draft revised boundary Policy 8130 for discussion. The draft policy included recommended criteria, consideration of the One Fairfax policy, and staff's input on the scope and severity of factors. The discussion of staff and the School Board consisted of areas of need in the county for boundary changes, the legality of socioeconomic in considering boundary changes, and the hiring of an outside consultant to facilitate community engagement on the boundary policy.

### **31. The legality of section 6.A.**

### **32. The legality of re-segregating students by race and socioeconomic**

### **33. The necessity of discussing county-wide boundary changes rather than assessing where we are having issues**

Boundary adjustments are recommended over the next few years to address overcrowding where we have issues. Longer term, the addition of a Future Western High School (HS), as listed in the Adopted FY 2020-24 Capital Improvement Program (CIP), could necessitate large-scale boundary adjustments.

The Facilities Planning Advisory Council (FPAC) Annual Report for School Year 2018-19 also has recommendations related to boundary policy, processes, and implementation.

**34. Direct Superintendent to bring back to board proposal to hire an outside consultant to facilitate community engagement on our boundary policy.**

**In process.**

**35. Superintendent to provide list of “hot spots” and prioritization of those spots**

The “hot spots” will be addressed in the CIP amendment scheduled for new business on September 12 and action on September 26.

**36. Staff provide alternative recommendations on grandfathering proposed in the policy**

The Draft Policy 8130.8 provided at the July 22, 2019 Work Session have the following provision for Student Continuity or “grandfathering”:

Upon School Board adoption of a boundary adjustment, exceptions for students choosing to remain at their current school in their final year of elementary, middle, or high school will be made in accordance with the current version of Regulation 2230, Section B:7, Senior Students.

Alternatives were compiled for consideration. The options below do not consider transportation for “grandfathered” students, which has been done with previous boundary changes. This change was done to minimize future transportation costs when boundary changes are made.

Current Policy 8130.7:

**XI. PHASING OF ADJUSTMENTS**

When possible, adjustments under this policy shall be implemented through attrition and phasing. The School Board may approve a grade-by-grade phase-in of adjustments for students beginning with the incoming class at the middle or high school levels, when feasible. The School Board may adopt other phasing plans as appropriate to the individual boundary study.

Parents of rising sixth (or fifth) graders, eighth graders, and twelfth graders affected by a boundary change may, at the discretion of the School Board, be provided the option of having their students remain in the school they attended prior to the change.

Alternative A:

When possible, adjustments under this policy shall be implemented through attrition and phasing. The School Board may approve a grade-by-grade phase-in of adjustments for students beginning with the incoming class at the middle or high school levels, when feasible. The School Board may adopt other phasing plans as appropriate to the individual boundary study.

Upon School Board adoption of a boundary adjustment, exceptions for students choosing to remain at their current school in their final year of elementary, middle, or high school will be made in accordance with the current version of Regulation 2230, Section B:7, Senior Status. Transportation is not provided by FCPS for students grandfathered.

Alternative B:

Boundary adjustments will be phased in beginning with the rising 3<sup>rd</sup>, 7<sup>th</sup> (or 6<sup>th</sup>, where applicable), and 9<sup>th</sup> graders. This would allow rising 4<sup>th</sup> through 6<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> through 12<sup>th</sup> graders to remain at the school they attend prior to the adjustment. Transportation is not provided by FCPS for students grandfathered.

Alternative C:

Consideration will be given to granting “grandfathering” status to students entering 6<sup>th</sup> (or 5<sup>th</sup>, where applicable), 8<sup>th</sup>, and 12<sup>th</sup> grades if space is available. Transportation is not provided by FCPS for students grandfathered.

For additional reference, grandfathering language from other districts is provided below:

Alexandria City Public Schools:

Rising 4th and 5th grade students, including students who are currently attending a school other than their boundary school due to a capacity reassignment, may choose to stay at their current school if they are re-zoned to a new boundary school. Currently enrolled siblings of a rising 4th grade student will be allowed to remain at that school for the next two school years only. Currently enrolled siblings of a rising 5th grade student will be allowed to remain at that school for the following school year only. Alternatively, the parents/guardians of rising 4th and 5th grade students may opt to place one or all of their children in the newly zoned school without delay.

Families wishing to take advantage of the exemption for rising 4th and 5th grade students and their siblings should notify their current school by January 15th, 2018. Rising 4th and 5th grade students and their siblings will be assigned to their new school unless a Notice of Intent to Return form is received by January 15th, 2018.

According to this policy, students who are permitted to stay in their current school for the following year or two years will be eligible for school division transportation services until the end of the following year or two years only, when they will be transferred to their newly zoned school.

Arlington County Public Schools:

Grandfathering scenarios are considered at a work session with the School Board.

Frederick County Public Schools, Maryland:

Consideration will be given to granting “grandfathering” status to students entering 5th, 8th and 12th grades if space is available.

Fulton County Schools, Georgia:

Students in grades 5, 8, 10, 11 and 12 who are affected by rezoning to another school will be given the option of remaining at their present school provided their parents agree to be responsible for their transportation. Except as provided by law or relevant authority, a student’s option to remain at their present school may be revoked by the department managing student assignment, in consultation with the appropriate school personnel, if the student does not maintain system-established attendance, behavior and academic standards. All other students must attend the school serving the geographic zone in which the student resides, except when otherwise provided by policy or by the Student Hardship Committee.

Palm Beach County Schools, Florida:

## a. Phase-In Provisions.

The School Board values and appreciates the role of stability in the success of our students and supports "phase-in" provisions to the extent allowed by available capacity<sup>1</sup> and the criteria set forth below.

i. Final Year - When attendance boundaries are changed, elementary and secondary students with one (1) year remaining in their present school will have the option of remaining at that school, but this shall not automatically entitle the student to District transportation.

ii. Siblings - Whenever possible, younger siblings of the student(s) with one (1) year remaining who are incoming (e.g., Kindergarteners, 6th graders, or 9th graders) or who are currently enrolled at the sending school may be included within this provision, if approved by the Board after consideration of the following:

- A. The number of younger siblings enrolled at the school and current enrollment projections;
- B. Attendance zone criteria in section (2) below; and
- C. The District's ability to meet Class Size Reduction without added capital expense.

Siblings approved pursuant to this section, will be processed by the Department of Choice and Career Options through Reassignments.

iii. Other Students in the Change Area - When considering attendance boundary adjustments, the Board, exercising its own discretion, may extend this option to stay at the sending school, as an "opt-in" process to other students with more than one (1) year remaining, subject to the following:

- A. Availability of core capacity and classroom capacity and the District's ability to meet Class Size Reduction without added capital expense;
- B. The health, safety, and welfare of the students in the learning environment is maintained; and
- C. The students who choose to remain under this subsection will be processed as reassignment through the Department of Choice and Career Option and shall be responsible for their own transportation.

<sup>1</sup>For the purposes of this policy "capacity" or "student capacity" shall mean F.I.S.H. (Florida Inventory of School Houses) capacity.

**9/16/19 WS ERFC****37. Provide detailed information from slide 16 for funds of comparable size to FCPS**

ERFC's investment consultant, NEPC, only has complete detailed data from clients that are serviced by the firm. 34 of the 60 funds used in comparison with FCPS come from shared data sources where fund performance information is presented without the fund name. 26 of the comparison funds are listed below:

Anne Arundel County Retirement System  
 Baltimore County Employees' Retirement System  
 Boston Retirement System  
 City of Hartford Municipal Employees Retirement Fund  
 Educational Employees' Supplementary Retirement System of Fairfax County  
 Employees' Retirement System of Rhode Island  
 Fairfax County Uniformed Retirement System  
 Firefighters' Retirement System of Louisiana  
 Fulton County Employees' Retirement System

Government of Bermuda  
 Gwinnett County Board of Education's Retirement Plan  
 Louisiana State Employees' Retirement System Defined Benefit Plan  
 Louisiana Municipal Police Employees' Retirement System  
 Manhattan and Bronx Surface Transit Operating Authority Pension Plan  
 Metro Government of Nashville and Davidson County  
 Metropolitan Transportation Authority Defined Benefit Pension Plan  
 Montgomery County Public Schools Retirement System Trust  
 New Hampshire Retirement System  
 New Mexico Educational Retirement Board  
 Ohio Public Employees Retirement System  
 Oklahoma State Pension Commission  
 San Bernardino County  
 San Francisco Employees' Retirement System  
 Seattle City Employees' Retirement System  
 Ventura County Employees' Retirement Association  
 Vermont Pension Investment Committee

**38. Provide the 3 data points across the three bars that don't have it and what percentage rate are they funded at on slide 15.**

**FC Uniformed Retirement System as of 6/30/18**

AUM: \$1,759,902,734

Staff\*: 26

Funded Ratio: 82.8%

**FC Police Officers' Retirement System as of 6/30/18**

AUM: \$1,435,923,023

Staff\*: 26

Funded Ratio: 85.2%

**FC Employees' Retirement System as of 6/30/18**

AUM: \$3,940,926,716

Staff\*: 26

Funded Ratio: 72.8%

\* All three FCERS plans share the same staff.

**39. What are the funding ratios of defined contribution plans in the WABE region especially Montgomery County on slide 15?**

- Alexandria City Public Schools – N/A Employee only funded
- Arlington County Public Schools – VRS only 74.5% funded
- City of Fairfax Public Schools – VRS only 74.5% funded

- Fairfax County Public Schools – VRS only 74.5% funded
- Falls Church City Public Schools – VRS only 74.5% funded
- Loudoun County Public Schools – VRS only 74.5% funded
- Manassas City Public Schools – VRS only 74.5% funded
- Manassas Park City Schools – VRS only 74.5% funded
- Montgomery County Public Schools – Not available
- Prince George's County Public Schools – Not available
- Prince William County Public Schools – VRS only 74.5% funded

**40. Provide narrative to slide 29 and 30**

Narrative to slide 29: ERFC is well diversified. The current policy allocation is invested in 39% stocks, 27% bonds, and 34% alternatives.

Narrative to slide 30: ERFC's plans (Legacy, 2001 Tier 1, and 2001 Tier 2) have distinct characteristics when looking at retirement eligibility. Accessing unreduced benefits from later plans will mean that FCPS employees will have to work longer and receive less from FCPS for their service.

**41. Clarify who falls into the Uniformed Services category for Fairfax County, in order to compare the rate of return and scope.**

Employees who fall into the Uniformed Services category include, sworn employees of the Fire and Rescue Department, helicopter pilots, the Sheriff's Department, the animal control division, and certain park police officers.

**42. Provide more details on the assumptions and pros/cons of 100% by 2040 on slide 17.**

The following are the main assumptions/parameters that would get the plan to a 100% funded status by 2040:

- No new entrants.
- Contribution rates are adjusted every 2 years to reflect experience that is different than initially assumed:
  - o Investment gains and losses
  - o Demographic gains and losses
  - o Other economic gains and losses
- Contributions to the fund are made at the recommended percentages by both the employer and employees
- No change in the funding policy related to the amortization period for the unfunded liability.

Pros of this approach

- Ensures that the expected benefits attributable to current members will be covered by the available assets in a reasonable time frame
- Looked upon favorably by outside parties, especially bond agencies and creditors
- Time horizon long enough to prevent drastic changes in the contribution rate due to unfavorable experience in any one year

Cons of this approach



- 100% funding only applies to the unfunded liability under consideration as of December 31, 2018. A contribution would still be required for the normal cost (i.e., cost of benefits accruing in the year).
- 100% funding is based on actuarial value of assets, which is a smoothed measure of market assets, so the plan may not be 100% funded based on the market value
- As we get closer to 2040 there may be larger than expected swings in the contribution rates due to gains and losses associated with the liability and assets under consideration. The funding policy does allow for ERFC to use 10-year amortization for new unfunded liability to mitigate this situation but then the plan would not be 100% funded by 2040.

#### **43. Benefits and downsides of 76% funding level vs. 100% funding level.**

The benefits of 100% funded level are:

- Reduces the volatility of overall contribution rate changes year over year
- Contribution would be limited to the normal cost (i.e., cost of expected benefit accruals during the year).
- Lower cash needs will reduce the budgetary pressures associated with funding contributions

The downsides of 76% funded level are:

- Higher annual contribution amount
- Potential additional scrutiny by outside parties, especially bond agencies and creditors

#### **44. What would board need to do to get full funding by 2030? By 2050?**

In absence of plan changes, the following actions could be taken:

- Amend the funding policy to allow for full funding by 2030 or 2050
- For full funding by 2030:
  - Increase contributions
  - Achieve a higher return on plan assets through more aggressive investments. Though this results in higher risk to funding contributions.
- For full funding by 2050
  - Decrease contributions
  - Potentially reduce investment risk exposure. Though this could impact funding contributions

#### **45. Provide information to Board about actuarial percentages calculations and assumptions.**

The funded ratio is calculated by dividing the Actuarial Accrued Liability by the Actuarial Value of Assets. The assumptions used to develop the Actuarial Accrued Liability include:

- Length of time benefits are expected to be paid out
- Rate at which current participants are expected to retire or otherwise withdraw from the plan
- Rate at which salaries are expected to increase
- Expected long term return on assets

- Expected future cost of living adjustments

The assumptions used to develop the Actuarial Value of Assets include:

- Expected long term return on assets
- Period over which annual asset gains and losses are recognized (currently 5 years)
- Percentage of market value of assets that are used as upper and lower bounds for overall Actuarial Value of Assets (currently 75% and 125%)

**46. Add footnote on slide 21 on net present value.**

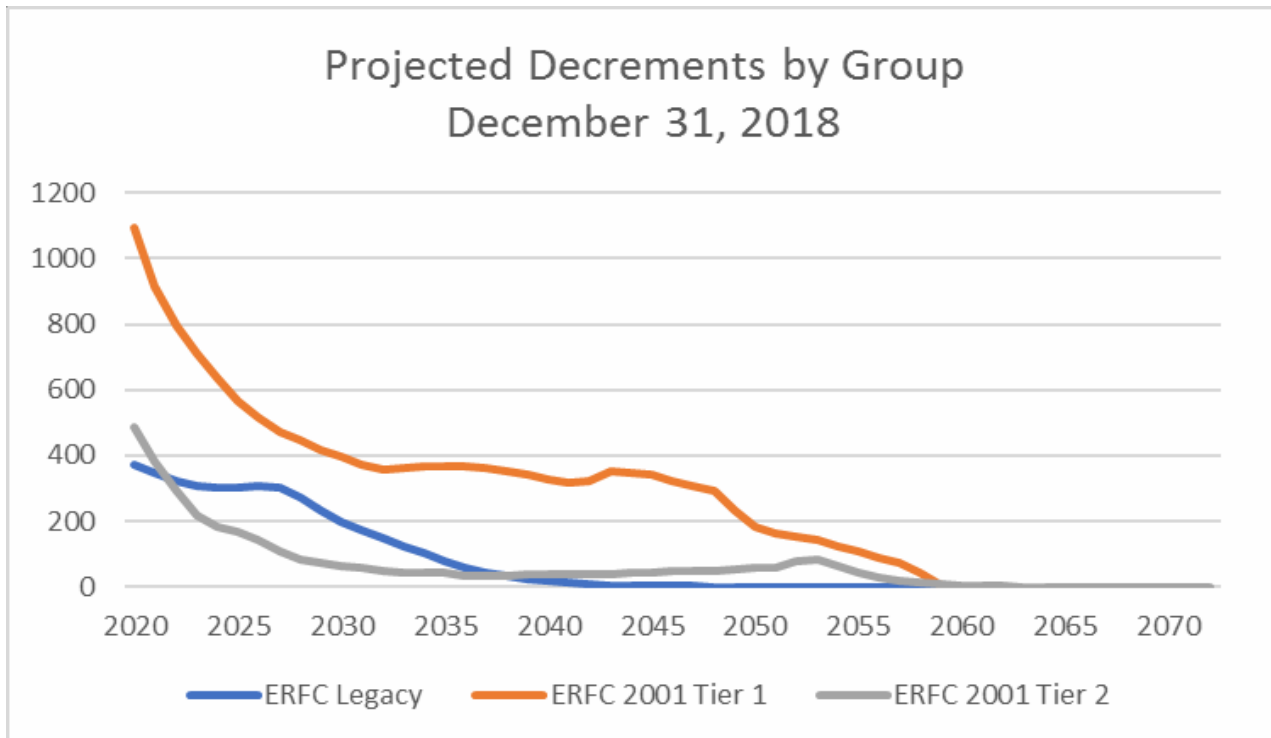
We would add to the footnote on slide 21: Cumulative savings over 10 years are estimated to be \$17.24M.

**47. Compare our plan to self-directed plans on slide 8.**

The study referenced on slide 8 indicates that at age 67, a participant would need approximately 11 times pay to meet their needs in retirement when coupled with Social Security. The data further indicated that, on average, participants had access to approximately 7.9 times pay from self-directed and defined benefit funds and would need to identify another source to fund the remaining 3.2 times pay that was needed.

Based on the current plan provisions, it is anticipated that Legacy participants will receive a total of 9.9 times pay from both the ERFC and VRS pension plans combined, while 2001 Tier 2 participants are expected to receive 8.6 times pay from the ERFC and VRS pension plans combined. We would expect the 2001 Tier 1 to be somewhere in the middle of these two formulas. This means that Legacy participants will need to find an additional 1.1 times pay to meet the anticipated 11 times pay, and 2001 Tier 2 participants would need to find an additional 2.4 times pay from other sources. Possible sources to make up the shortfall are benefits from the VRS defined contribution plan and enhanced personal savings.

**48. Show the number of recipients projected over time in the pool on slide 12**



The above shows the number of participants expected to decrement from the plan in each of the years shown. The decrement could be due to retirement, death, termination or disability.

**49. Show what would happen if there was a decrease in number of participants in pool.**

Assuming the reference here is to a reduction in the size of the active population group in the future (i.e., number of active participants would be less than those as of 12/31/2018), this would impact the unfunded liability and normal cost. We would need to develop funding projections under alternative headcount levels to determine the potential impact.

**50. Add number of employees in 2009 vs. 2018 to slide 16, and key underlying metrics.**

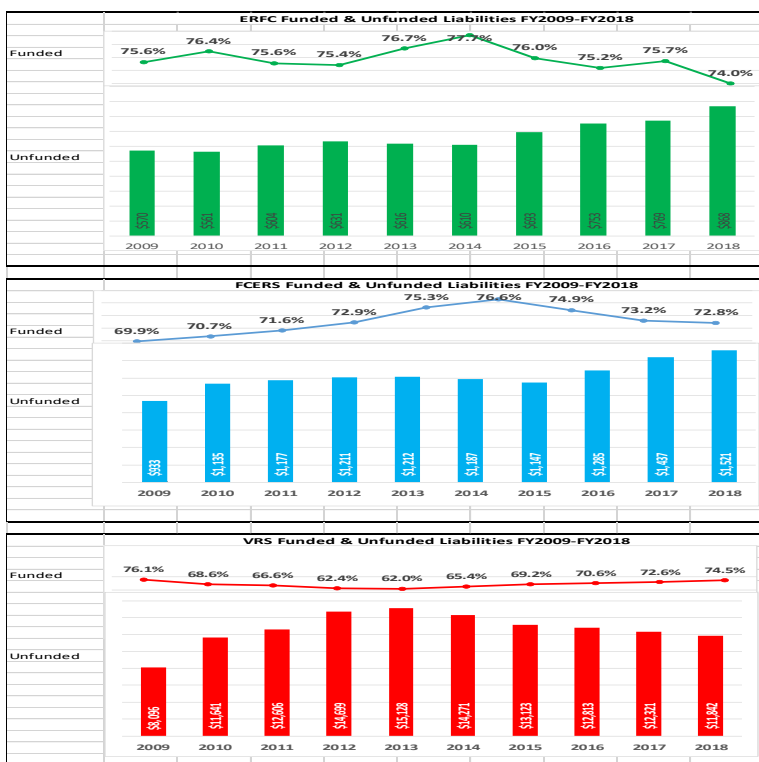
Dec 31	Active	Inactive Vested	Retired	Total	Actuarial Liabilities (\$M)	Actuarial Value of Assets (\$M)	Unfunded Liabilities (\$M)	Funded Ratio
2008	19,731	2,560	8,595	30,886	2,255	1,734	521	76.9%
2009	19,891	2,567	8,772	31,230	2,340	1,770	570	75.6%
2010	20,141	2,719	9,081	31,941	2,384	1,823	561	76.5%
2011	20,976	2,852	9,467	33,295	2,471	1,867	604	75.6%
2012	21,519	3,089	9,788	34,396	2,566	1,935	631	75.4%
2013	21,643	3,499	10,156	35,298	2,646	2,029	616	76.7%
2014	21,352	3,750	10,524	35,626	2,734	2,124	610	77.7%

2015	21,585	4,085	10,937	36,607	2,881	2,188	693	76.0%
2016	21,748	4,433	11,367	37,548	3,033	2,280	753	75.2%
2017	21,841	4,746	11,729	38,316	3,168	2,399	769	75.7%
2018	22,048	4,980	12,101	39,129	3,334	2,466	868	74.0%

In addition to the statistics shown above, please keep in mind that the overall funded status is dependent on several factors, and not just the number of participants in the plan. This includes:

- How well actual asset returns compare with expected returns;
- How closely salary increases and actual COLA increases track to the underlying assumptions;
- How long participants are expected receive benefits in retirement when compared with expected

### 51. Superintendent to ask County executive for similar numbers for County for slide 16.



### 52. Unfunded liabilities vs. annual budget over time.

See charts in Question #37.

Measuring the unfunded liability as a percentage of the School Operating Budget is not a relevant indicator of consumption. The ERFC fund is a discrete fund outside of the School Operating Fund. The link between the ERFC Fund and the School Operating Fund is the payment from the School Operating Fund for the FCPS annual required employer contribution. The FY20 employer contribution rate is 6.44% of salaries of those eligible to participate in ERFC.

**9/16/19 Procedures for Naming School Facilities and Dedicating Areas of School Facilities or Grounds**

- 53. If a regulation directs the Board's operations, or could be construed to be policy, what is the source or authority of that direction from the Superintendent.**

**9/16/19 CIP Amendment**

- 54. Direct that successive CIP will include 10-year membership over time.**

The Office of Facilities Planning is preparing a 10-year history of total membership, school capacity, and capacity utilization to be included in the Proposed FY 2021-25 Capital Improvement Program (CIP).

- 55. Superintendent to provide recommendations on ways to give regular updates on capacity by region, similar to Project Momentum updates.**

FTS staff coordinate meetings with the School Board, deputy, chief operating officer, and region assistant superintendents, in February or March of each year and summarize activities for those schools identified as overcrowded in that year's Capital Improvement Program (CIP). The report could include a summary of capacities and comparison between school years, an overview of facilities and membership of those schools, and a summary of actions to address capacity concerns.

- 56. Include in CIP a neighborhood yield model which identifies student yield by neighborhoods and types of housing units, including projected developments.**

The Office of Facilities Planning Services is preparing student yield ratios by housing type and neighborhood level to be included in the Proposed FY 2021-25 Capital Improvement Program (CIP).

The neighboring jurisdiction mentioned during the Work Session has released findings of a review of the housing unit and enrollment projection methodology. The findings recommended that neighborhood planning zones were too small in size to provide reasonable and accurate estimates and that planning occur at the attendance area (boundary) level.

- 57. Identifying clear communication to community with respect to what our next steps.**  
**Facilities Planning, the Region Offices and Communication and Community Relations staff are working together to plan the community engagement process for a recommended boundary adjustment for McLean High School. McLean has been identified in the CIP as over capacity. The communication will also include Langley High School who have capacity as the result of a school renovation in 2018.**

- 58. Ask Supt. to explore possible ways to collaborate and corroborate with County to discuss capacity issues in FCPS.**

## 9/16/19 Office of Equity and Ombudsman Report

59. **Helpful to understand how many calls in each of the categories by region; disaggregate information to make it more impactful [Ombudsman]**

Response: The chart below displays the disaggregated information by region. Please note that the totals for the topics of Special Education, School Environment, and Discipline are not the sums of the totals for each sub-category. This is because a single call may have more than one area of concern.

Topic	Total	Region 1	Region 2	Region 3	Region 4	Region 5	Unspecified
<b>Special Education</b>	<b>113*</b>						
IEP Concerns	52	12	11	12	6	8	3
Autism/Dyslexia/2E	45	11	8	6	8	10	2
Restraint/Seclusion	26	2	2	3	6	5	8
<b>School Environment</b>	<b>69*</b>						
Communication	63	8	11	15	13	11	5
Assignments/Grading	13	2	3	3	4	1	0
Bullying/Harassment	26	2	7	6	6	5	0
<b>Discipline</b>	<b>47*</b>						
Consequences	27	4	8	6	4	5	0
Appeal Process	10	1	4	1	3	1	0
Hearings Office	12	1	5	2	2	2	0

\* Totals do not equal sums of each subcategory, due to multiple concerns being shared in single contacts.

60. **Define the five modules referenced.**

Please see the One Page Handout [linked here](#).

61. **Provides trends on findings and recommendations on reflection tool and understand better the Equity Reflection Tool.**What is it:

The Equity Reflection Tool (formerly called Equity Audit) was created as a reflective tool to assist Principals and Equity Leads with determining areas of focus and next steps that promote equitable outcomes. This is a 2-part tool that Equity Teams can use to reflect on schoolwide and/or classroom criteria. It is in the initial stages of training and usage in schools at this time.

What it is not:

The Equity Reflection Tool is not an assessment of a school's data or practices. It uses a phases of integration continuum for each of the criteria that does not lend itself to quantitative evaluation. Therefore, there are no trends and findings reported. In order to elicit the most honest and formative reflections, ratings from the Equity Inventory are not shared externally.

Usage:

- The Equity Reflection Tool was presented to principals in a breakout session at the All County Principal Meeting in April 2019.
- Training will be provided for Equity Leads at their 2<sup>nd</sup> required PD session for the 2019-2020 school year.
- The 2020-2021 Title I Comprehensive Needs Assessment includes a link to the Equity Inventory as an option for principals to use when analyzing school processes.
- Schools have utilized this tool in the development of their School Improvement and Innovation Plans for the 2019-2020 school year.

**62. Report on improvements and what has changed since this work has happened and report on improvements and measurable outcomes for the equity office.**

Response: The improvements and work that has happened will be highlighted in our Goal 1 and Goal 2 strategic plan reports that will be presented to the School Board this fall. All of the measurable outcomes in both of these goals are directly related to the work being done in the Equity Office. In addition, the School Board will be receiving a detailed report from the Office of School Support on Monday, October 14 which will outline measurable outcomes and actions that are being done as a part of the Equity Office work.

**63. Provide interconnection in what the County (two courses: dimensions of diversity and the healing of racism) is doing and what we are doing with respect to professional learning.**

Response: Through our partnership with Fairfax County government and One Fairfax, we collaborate around equity professional development. Contact has been made with the cultural proficiency team of Fairfax County government to inquire more about the professional learning of Dimensions of Diversity and Healing of Racism. Both courses were only provided to the department of family services, one agency within the government, and not implemented across the 50+ agencies. We are awaiting vendor contact information. Currently the approach to equity training within the government, is around policy review rather than personal professional development systematically. There is coordination to pilot the government's use of the FCPS created cultural proficiency cohorts with two agencies to increase professional development opportunities.

**64. Provide information to Board members and participating in the modules.**

Response: School Board members were invited to participate in Module IV training on September 26, 2019. School Board members are encouraged to attend Module IV training with one of their schools, if they were unable to attend on that date. All schools will complete Module IV by December 20, 2019. Region Superintendents would be the best point of contact for school specific dates. Additionally, all schools will complete Module V on March 3, 2020. School Board members are encouraged to attend training at a school. The Equity and Cultural Proficiency team is also available to provide these trainings directly to the School Board

**65. Make parents aware of services offered by the Ombudsman office.**

Response: The Office of the Ombudsman continues to engage in community outreach to make parents aware of its services. The office continues to schedule presentations to a variety of community groups, including houses of worship, PTA/PTOs, etc. The office continues to collaborate with the Office of Communication and Community Relations to expand outreach to stakeholders. Plans are in development for a public notice that will share Governor Northam's proclamation naming October 10 as Ombuds Day. Members of the community that would like to schedule an information sharing event may contact the Office of the Ombudsman at 571-423-4014 or by email at [ombudsman@fcps.edu](mailto:ombudsman@fcps.edu).

**66. What is the plan to communicate to our employees the services available from the Office of the Ombudsman and to assure confidentiality?**

Response: The announcement of the addition of services to employees by the Office of the Ombudsman will be made through the October 7 Actiongram and the October 8 Employee Newsletter. Posters for faculty lounges and brochures are in production through collaboration with the Office of Communication and Community Relations. These materials should be distributed to schools in the month of November. Initial communication to certified employee associations began on September 17 through email and will continue with presentations at association meetings.

All documents and presentations will communicate the following statement regarding confidentiality:

*"The Office of the Ombudsman offers confidential support to all staff. The Ombudsman does not serve as an agent of notice for employee concerns. Exceptions to confidentiality include cases of imminent harm to any individual and cases of suspected child abuse and neglect."*

The Office of the Ombudsman will maintain the high expectations for professionalism and adherence to our principles when working with employees as we have with parents, students, and community members.



**67. What is the workload on teachers implementing in schools the Equity Reflection Tool and how many classrooms?**

Response: The Equity Reflection Tool, (formerly called Equity Audit) was created as a reflective tool to assist Principals and Equity Leads with determining areas of focus and next steps that promote equitable outcomes. Therefore, there will be no additional workload placed directly on teachers.

**School Board FY21 Budget Priorities**

**10/7/19**

**68. Add placeholder to address community concerns around restraint and seclusion.**

*DSS cannot respond due to pending litigation.*

**69. Direct staff to examine special education concerns related to restraint and seclusion task force with potential costs associated with that work, rapid response team and staffing ratios, more flexibility on elementary school staffing ratios and behavioral intervention teachers.**

*DSS cannot respond due to pending litigation.*

**70. Provide information on feasibility of additional special education support for students with special needs at each elementary school.**

Finance, Human Resources and Special Services have begun meeting to discuss what staffing support could be added elementary schools to address special education needs.

**71. Provide status update on budget follow-on motions, particularly elementary school staffing and extra-curricular activities.**

FY20 Follow-On Requests								
	Topic	Request	Timeline	FY21 Budget Reference	Resolution	Additional Funds in FY21 Budget	Dept	SB
1	IA Salaries & Living Wage	Multi-Year Plan	None	No	IA Yr 1 FY20	\$2.7m - Yr 2 of 3 Yr Phase-in	HR	KCS

2	Equity of Opportunity	Options & Recommendations	1-May-19	No	Completed	Perhaps funded with SB Staffing \$6m	CEO	SE/MM
3	Title 1	Multi-Year Plan	1-May-19	No	Completed	No - Plan Initiated FY19	CEO	KKG
4	School-Based Clinics	Findings & Recommendations	30-Apr-19	No	Completed - In Supt Office	No Funds Requested	DSS	MM
5	Staffing Formula Review	Recommendations for High-Poverty	None	Yes	In Progress	No	FS	SE
6	Living Wage	Multi-Year Plan	None	Yes	In Progress	Yes FY21 \$15.66 (FY20 Co. \$15.14; FCPS \$15.50)	HR	DP
7	Custodial & Trades	Multi-Year Plan	None	Yes	In Progress	Partial - \$225,000	FTS	DP/MM
8	Language Services	Review	None	No	Completed - In Supt Office	Not a Priority 1 request - \$200k-\$600k range	DSS	DP
9	Recruitment & Retention	Recommendations	30-Nov-19	No	In Progress	Yes - TAM Reorg - MISTER Initiative	HR	IM
10	Employee Ombudsman	Plan	31-Dec-19	Yes	Completed	Yes - Baseline	CEO	MM
11	ES Principal Pay	Recommendations	None	Yes	FY21 Budget	Yes - phase-in	HR	MM
12	Speech Language (Enrollment)	Fund	ASAP	FY20	Funded FY20	Yes - Baseline	FTS	MM
13	MS Start Times	Study	ASAP	No	Completed - In Supt Office	No~\$54m for least disruption	FTS	SE
14	Revenue-Sharing	Analysis	None	No	In Progress	No Funds Needed	FS	ES

**72. Providing more flexible programs for older students including SIFE for dropout prevention and including transition plans for all students.**

What academic and post-secondary planning is done with SIFE students when those students enter at FCAHS? How are completion plans discussed and shared?

- Individually as every student's information is different, therefore their program is tailored to them

- For high school diploma program enrollees, credit count sheets are reviewed/ student provided a copy to keep track of their course completion/progress
- For high school diploma students, the registration process for the following semester/year is gone over with them via presentations in learning seminar

What is discussed beyond academic planning?

- Discuss orientation requirements/VA EOC testing requirements if applicable
- Discuss post-grad plan/options as that affects program/course selection
- Counselors meet with students to review post-secondary plans, provides various information- FAFSA, Scholarships, ACE, liaison information (NVCC), Dream Catchers
- Lessons re: career/vocational options are facilitated with students (Career Fairs)

What practices do you implement as a counselor with a SIFE student or any student?

- Welcome them
- Explain program choices/options (general)
- Explain program chosen, using translator if necessary (detailed i.e. how instruction will be different from what they're used to, blended learning and use of technology, their role in the education process and how it affects program completion time (attendance, active learning) tuition costs (if applicable)
- Explain schedule chosen
- Explain how we are a resource to them, supply contact information
- Connect student to school based resources including social worker, OTG, SBTS. Connect student with community based resources as needed.

Additionally, SIFE students would report to Central Registration prior to coming to FCAHS. At Central Registration, the student would meet with a counselor who would share information about all FCPS programming and connect with community resources.

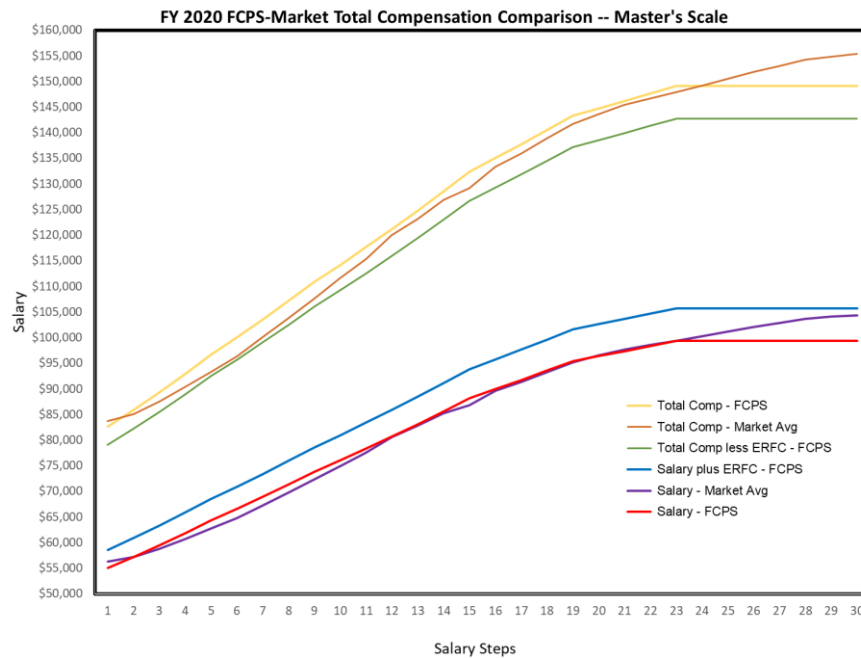
**73. Include beginning, end, and midpoint salaries and ERFC values in comparison of employee benefits.**

- a. The following chart shows FCPS beginning, end and midpoint salaries for four years.

<b>FCPS Masters Lane Salary Minimum, Midpoint and Maximum</b>				
	<b>FY17 \$ (step)</b>	<b>FY18 \$ (step)</b>	<b>FY19 \$ (step)</b>	<b>FY20 \$ (step)</b>
Min	\$53,384 (1)	\$53,707 (1)	\$55,000 (1)	\$55,000 (1)
Mid	\$78,401 (15)	\$80,353 (15)	\$84,241 (15)	\$80,680 (12)*
Max	\$98,769 (29)	\$98,875 (29)	\$99,304 (29)	\$99,304 (23)*

\*FY20 salary midpoint is at step 12 and max is at step 23, compared to 15 and 29, respectively, in previous years.

- b. The following chart compares total compensation between FCPS and the market average and the impact of ERFC.



**74. Show growth of benefits over time for projections for future costs.**

The following chart shows FCPS WABE average teacher salary plus employee benefits rates from FY 2010 through FY 2020.

**Annual Employer Cost for Average Teacher Salary<sup>1</sup>**

	2010		2011		2012		2013		2014		2015	
	Percentage	Amount	Percentage	Amount	Percentage	Amount	Percentage	Amount	Percentage	Amount	Percentage	Amount
<b>Employee Benefits - FCPS</b>												
<b>Salary (Teacher Average)</b>	n/a	\$64,653	n/a	\$64,249	n/a	\$63,980	n/a	\$64,813	n/a	\$65,927	n/a	\$66,782
<b>Benefits</b>												
Social Security	7.65%	\$4,946	7.65%	\$4,915	7.65%	\$4,894	7.65%	\$4,958	7.65%	\$5,043	7.65%	\$5,109
Retirement - VRS	14.85%	\$9,601	8.93%	\$5,737	11.33%	\$7,249	11.66%	\$7,557	11.66%	\$7,687	14.50%	\$9,683
VRS Retiree Health Credit			0.60%	\$385	0.60%	\$384	1.11%	\$719	1.11%	\$732	1.06%	\$708
Local Retirement - ERFC	3.20%	\$2,069	4.04%	\$2,596	4.34%	\$2,777	5.34%	\$3,461	5.60%	\$3,692	5.60%	\$3,740
Life Insurance	0.56%	\$362	0.28%	\$180	0.28%	\$179	0.87%	\$564	0.87%	\$574	0.87%	\$581
Health Insurance: Family	14.89%	\$9,630	14.99%	\$9,630	15.06%	\$9,632	18.94%	\$12,273	19.83%	\$13,076	21.69%	\$14,488
Dental/Vision: Family					1.21%	\$775	1.24%	\$806	1.29%	\$848	1.27%	\$848
<b>Total Benefits</b>	<b>41.15%</b>	<b>\$26,608</b>	<b>36.49%</b>	<b>\$23,444</b>	<b>40.47%</b>	<b>\$25,891</b>	<b>46.81%</b>	<b>\$30,339</b>	<b>48.01%</b>	<b>\$31,652</b>	<b>52.64%</b>	<b>\$35,157</b>
<b>Total Salary and Benefits</b>	n/a	<b>\$91,261</b>	n/a	<b>\$87,693</b>	n/a	<b>\$89,871</b>	n/a	<b>\$95,152</b>	n/a	<b>\$97,579</b>	n/a	<b>\$101,939</b>

Employee Benefits - FCPS	2016		2017		2018		2019 <sup>2</sup>		2020	
	Percentage	Amount	Percentage	Amount	Percentage	Amount	Percentage	Amount	Percentage	Amount
<b>Salary (Teacher Average)</b>	<b>n/a</b>	<b>\$67,589</b>	<b>n/a</b>	<b>\$70,813</b>	<b>n/a</b>	<b>\$72,734</b>	<b>n/a</b>	<b>\$75,657</b>	<b>n/a</b>	<b>\$79,236</b>
<b>Benefits</b>										
Social Security	7.65%	\$5,171	7.65%	\$5,417	7.65%	\$5,564	7.65%	\$5,788	7.65%	\$6,062
Retirement - VRS	14.06%	\$9,503	14.66%	\$10,381	16.32%	\$11,870	15.68%	\$11,863	15.68%	\$12,424
VRS Retiree Health Credit	1.06%	\$716	1.11%	\$786	1.23%	\$895	1.20%	\$908	1.20%	\$951
Local Retirement - ERFC	5.60%	\$3,785	5.60%	\$3,966	6.24%	\$4,541	6.26%	\$4,736	6.44%	\$5,103
Life Insurance	0.87%	\$588	0.95%	\$673	0.95%	\$694	0.95%	\$722	0.95%	\$753
Health Insurance: Family	16.52%	\$11,168	17.36%	\$12,296	17.46%	\$12,702	22.71%	\$17,185	16.98%	\$13,451
Dental/Vision: Family	1.25%	\$847	1.25%	\$887	1.29%	\$939	1.28%	\$972	1.26%	\$995
<b>Total Benefits</b>	<b>47.02%</b>	<b>\$31,778</b>	<b>48.59%</b>	<b>\$34,406</b>	<b>51.15%</b>	<b>\$37,205</b>	<b>55.74%</b>	<b>\$42,174</b>	<b>50.15%</b>	<b>\$39,738</b>
<b>Total Salary and Benefits</b>	<b>n/a</b>	<b>\$99,367</b>	<b>n/a</b>	<b>\$105,219</b>	<b>n/a</b>	<b>\$109,939</b>	<b>n/a</b>	<b>\$117,831</b>	<b>n/a</b>	<b>\$118,974</b>

<sup>1</sup> The FY 2020 masters lane reaches a maximum of \$99,304 at step 23, which is the same maximum salary reached at step 29 in FY 2019. In addition, the FCPS WABE benefits value declined from 55.73 percent in FY 2019 to 50.15 percent in FY 2020 because FY 2019 assumed the highest cost health plan, while FY 2020 assumed a lower-cost plan. As a result, FCPS total compensation in FY 2020 levels off at step 23 and is lower than FY 2019 at the higher steps on the scales. Below is a comparison of the two years:

Step	Salary		Total Compensation	
	FY 19	FY20	FY19 55.73%	FY20 50.15%
21	\$ 94,438	\$ 97,347	\$ 147,068	\$ 146,167
22	\$ 95,671	\$ 98,321	\$ 148,988	\$ 147,629
23	\$ 96,935	\$ 99,304	\$ 150,957	\$ 149,105
24	\$ 96,935	\$ 99,304	\$ 150,957	\$ 149,105
25	\$ 97,639	\$ 99,304	\$ 152,053	\$ 149,105
26	\$ 97,639	\$ 99,304	\$ 152,053	\$ 149,105
27	\$ 98,356	\$ 99,304	\$ 153,170	\$ 149,105
28	\$ 98,356	\$ 99,304	\$ 153,170	\$ 149,105
29	\$ 99,304	\$ 99,304	\$ 154,646	\$ 149,105
30	\$ 99,304	\$ 99,304	\$ 154,646	\$ 149,105

<sup>2</sup>FY 2019 health was based on highest cost plan and not highest participation

#### 75. Has average class size decreased over at least 4 years?

From the FY 2016 Approved Budget to the FY 2020 Approved Budget, elementary students per classroom teacher declined by 0.6, middle increased by 0.3, and high school increased by 0.1.

##### WABE Students per Classroom Teacher

	FY 2016	FY 2020
Elementary	22.3	21.7
Middle	24.6	24.9
High	25.8	25.9

**76. Show progress in total compensation, not just salaries, compare contract days and hours.**

The chart below shows the contracted days and hours for teachers FY18 through FY20 as reported in the WABE Guide—small divisions like Falls Church and Manassas were excluded.

Division	FY18 Days	FY18 Hours	FY19 Days	FY19 Hours	FY20 Days	FY20 Hours
Alexandria	196	7.25	196	7.25	196	7.25
Arlington	200	7.5	200	7.5	200	7.5
<b>Fairfax</b>	<b>194</b>	<b>7.5</b>	<b>194</b>	<b>7.5</b>	<b>194</b>	<b>7.5</b>
Loudoun	197	7.0	197	7.0	197	7.0
Montgomery	211	8.0	212	8.0	215	8.0
Prince William	195	7.0	195	7.0	195	7.0

These charts reflect the hourly rates by taking the annual salary as reported in the WABE Guide and dividing by the contracted days to get a daily rate and then by the numbers of hours to get an hourly rate.

For BA, step 1, FCPS is 99.8% of the average in FY18, 102.5% of the average in FY19 and 100.2% of the average in FY20. No change was made to the FCPS annual BA step 1 salary in FY20 as the overall intention of the compensation enhancement was to raise salaries in the middle. At BA, step 1, for FY18, FY19 and FY20, Loudoun pays the most on an hourly basis and Montgomery County MD, pays the least. PWCS pays the second highest based on hourly rates. This is not surprising as Loudoun and Prince William teachers work a 7 hour day; Montgomery teachers work an 8 hour day. FCPS ranks 4<sup>th</sup> of 6 in FY18, FY19 and FY20 for BA, step 1.

Hourly BA1	FY18	FY19	FY20
Alexandria	\$33.25	\$34.41	\$34.75
Arlington	\$32.15	\$32.15	\$32.15
Fairfax	\$33.00	\$34.36	\$34.36
Loudoun	\$36.02	\$36.38	\$38.96
Montgomery	\$29.04	\$28.90	\$29.36
Prince William	\$34.96	\$34.96	\$36.26
Average	\$33.07	\$33.53	\$34.31
FCPS +/- Avg	99.8%	102.5%	100.2%

For MA, step 1, FCPS is 99.9% of the average in FY18, 101.2% of the average in FY19 and 99.1% of the average in FY20. No change was made to the FCPS annual MA step 1 salary in FY20 as the overall intention of the compensation enhancement was to raise salaries in the middle. At MA, step 1, for FY18, FY19 and FY20, Loudoun pays the most on an hourly basis and Montgomery County MD, pays the least. FCPS ranks 4<sup>th</sup> of 6 in FY18, FY19 and FY20 for MA, step 1.

Hourly MA1	FY18	FY19	FY20
Alexandria	\$38.13	\$39.28	\$39.67
Arlington	\$35.45	\$35.45	\$35.45
Fairfax	\$36.91	\$37.80	\$37.80
Loudoun	\$40.21	\$40.57	\$43.15
Montgomery	\$31.99	\$31.84	\$32.29
Prince William	\$39.09	\$39.09	\$40.47
Average	\$36.96	\$37.34	\$38.14
FCPS +/- Avg	99.9%	101.2%	99.1%

Division	FY18 Days	FY18 Hours	FY19 Days	FY19 Hours	FY20 Days	FY20 Hours
Alexandria	196	7.25	196	7.25	196	7.25
Arlington	200	7.5	200	7.5	200	7.5
<b>Fairfax</b>	<b>194</b>	<b>7.5</b>	<b>194</b>	<b>7.5</b>	<b>194</b>	<b>7.5</b>
Loudoun	197	7.0	197	7.0	197	7.0
Montgomery	211	8.0	212	8.0	215	8.0
Prince William	195	7.0	195	7.0	195	7.0

77. On slide with all division salary comparisons, provide numbers (N) in addition to just percentages, and compare contract days and hours.

See next step #76.

78. Provide Board with list of all suggestions made in 2X2's and more explanation and budget impact of each item on list.

FY21 Budget Priorities - Results of School Board 2x2 Discussions		
Priority	Item	Category
1	Compensation & Reclassification	Comp
1	Compensation	Comp
3	Compensation	Comp
1	IAs, PHTAs	Comp
1	Teacher Retention	Comp
1	Compensation	Comp
1	Compensation	Comp
1	Compensation	Comp
3	Social & Emotional Support	Equity & Social Emotional
2	Social & Emotional Support	Equity & Social Emotional



3	Mental Health & Substance Abuse	Equity & Social Emotional
3	Equity of Opportunity	Equity & Social Emotional
1	Extra-curricular Activity Equity	Equity & Social Emotional
2	Needy Students (including dropout)	Equity & Social Emotional
2	Pre-School - Equity	Equity & Social Emotional
3	Class Size Floors	Class Size
2	Class Size Protection	Class Size
2	Class Size	Class Size
1	Class Size	Class Size
2	High Poverty Staffing	Staffing
3	Staffing Standards	Staffing
2	Project Momentum	Staffing
2	Staffing Standards	Staffing
2	School Board Support	School Board
3	School Board Support	School Board
3	School Board Support	School Board
1	ES Language Expansion	Language
3	ES Language Expansion	Language
2	World Language	Language
2	PYP, AP, IB	AAP
1	AART	AAP
1	Communication (combatting misinformation)	Communication
3	FCPS Image Revision	Communication

2	Drop out	Drop Out
3	Drop out	Drop Out
3	Transgender & Non-discrimination	Transgender

**79. Standards of training, expectations and number of hours for coaches and stipends.**

**Standards of coaches training, expectations and number of hours:**

All coaches are hired through the regular HR onboarding process. A coach who is already an active employee of FCPS has already completed that process and does not need to repeat those steps. During the onboarding process HR provides training modules all employees complete.

By contract all coaches must complete a specific coaches education program. This program consists of four parts and must be completed within the first year of contract. The program is as follows:

***FCPS Coaches Orientation*** (2 hours)

An in person overview of structure and coaches expectations as well as an overview of the FCPS Sports Medicine program. This orientation is presented by me and John Reynolds on a regular basis throughout the year. It is expected that this orientation is completed prior to a coach working with students. We do offer a class two weeks into each season to accommodate coaches who have been hired late.

***Coaching Principals*** (6 hours)

This is an online course that is offered by the National Federation of High Schools (NFHS) that covers general coaching principals and best practices. The course includes an overview of the Virginia High School League (VHSL).

***Sports First Aid*** (6 hours)

A two part class taught by FCPS. Part one is online pre-requisite and covers basic sports medicine information. Part two is in person training that includes first response protocol, AED and CPR training.

***Concussion Education*** (30 mins)

On-line course required annually for all coaches prior to working with students. This is also a VA statute.

There is some additional specialized training. For example cheer coaches and pole vault coaches must take additional safety training and certifications. Every coaches association offers sport specific training that most coaches access as well.

**Coaching Stipends:**

AMOUNT	Athletic Coaching Stipends
\$7,299	Head Coach Football
\$5,546	Head Coach Cheerleading - Fall Season
	Head Coach Girls' Field Hockey
	Head Coach Girls Volleyball
\$5,472	Assistant Coach Football
\$4,655	Head Coach Boys' Basketball
	Head Coach Girls' Basketball
\$4,388	Head Coach Baseball
	Head Coach Girls' Gymnastics
	Head Coach Boys' Lacrosse
	Head Coach Girls' Lacrosse
	Head Coach Boys' Soccer
\$4,388	Head Coach Cross Country
	Head Coach Girls' Soccer
	Head Coach Swimming
	Head Coach Girls' Softball
	Head Coach Boys' Track
	Head Coach Girls' Track
	Head Coach Wrestling
\$3,269	Assistant Coach Cheerleading - Fall Season
	Assistant Coach Cross Country
	Assistant Coach Girls' Field Hockey
	Assistant Coach Girls' Volleyball
\$3,177	Head Coach Girls' Winter Track
	Head Coach Boys' Winter Track

	Assistant Coach Baseball
	Assistant Coach Boys' Basketball
	Assistant Coach Girls' Basketball
	Assistant Coach Girls' Softball
	Assistant Coach Boys' Track
	Assistant Coach Girls' Track
	Assistant Coach Wrestling
\$2,806	Head Coach Boys' Tennis
	Head Coach Girls' Tennis
\$2,265	Assistant Coach Swimming
	Head Coach - Golf
	Assistant Coach Girls' Gymnastics
	Assistant Coach Boys' Lacrosse
	Assistant Coach Girls' Lacrosse
	Assistant Coach Boys' Soccer
	Assistant Coach Girls' Soccer

**80. Add science and math in high school to staffing standards priorities.**

The estimated cost for this is \$18.6 million as provided in KCS-12 from FY 2020.

**FY2020 Question #32**

**Question:**

Referring to page 121 in the FY 2020 Proposed Budget: what would be the cost of using the ratio of 24/1 teacher currently used for HS English classrooms for science classes that have a lab component?

Alternatively what would be the cost of adding an instructional assistant (IA) to these classrooms during labs, e.g. splitting an IA position across multiple classrooms, to ensure labs are actually performed. Thomas Jefferson High School has an extra staffing of 15 lab instructors.

**Response:**

The staffing cost for using the same ratio for science as is used for English is \$9.3 million. High schools nearing capacity or currently overcrowded would have challenges related to accommodating these additional science teachers due to current capacity and enrollment. Further analysis of facility space would need to be conducted to

identify which schools may or may not be able to accommodate additional science teachers. Adding 3.0 instructional assistants to each high school would cost \$2.9 million. Some concerns of an IA approach include:

- Hiring IAs with science content knowledge would be extremely challenging.
- Extra person during labs creates more of a safety issue.
- Coordinating the use of an IA across so many classes may not bring about the intended results.

#### 81. Include line item for major maintenance.

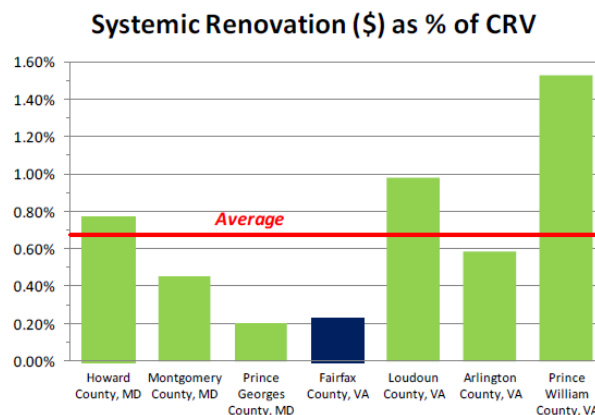
Using the readily available FY 2020 WABE Guide, a comparison of Construction Fund to Operating Fund can be made. This might serve as a proxy for Major Maintenance, since infrastructure renewal funds are embedded typically within construction funds.

<b>FY 2020 WABE Guide</b>			
<b>School Division</b>	<b>FY 2020 Operating</b>	<b>FY 2020 Construction</b>	<b>Construction as a Percentage of Operating</b>
<b>Alexandria City</b>	\$293,893,552	\$36,829,355	12.5%
<b>Arlington County</b>	\$561,815,022	\$105,323,495	18.7%
<b>Fairfax County</b>	\$2,997,355,697	\$202,818,308	6.8%
<b>Falls Church City</b>	\$52,300,119	\$0	0.0%
<b>Loudoun County</b>	\$1,309,557,736	\$181,500,500	13.9%
<b>Manassas City</b>	\$107,874,812	\$3,000,000	2.8%
<b>Manassas Park City</b>	\$43,177,694	\$0	0.0%
<b>Montgomery County</b>	\$2,778,009,810	\$274,865,000	9.9%
<b>Prince William County</b>	\$1,128,664,563	\$87,039,323	7.7%
	<u>\$9,272,649,004</u>	<u>\$891,375,981</u>	<u>9.6%</u>

Note: No data was available for Prince George's County at the time of compilation of the FY 2020 WABE Guide.

Another comparison was completed in 2012 within the FEA (Facility Engineering Associates) report amongst the various nearby jurisdictions. Below is a chart comparing capital renewal funding levels as a percentage of CRV (Current Replacement Value).

#### EXHIBIT 2-8 COMPARISON OF FACILITIES CAPITAL FUNDING LEVELS FY2011/12



The average capital renewal funding level for the peer group is 0.68% of the CRV. A recommended capital renewal funding level of one percent would result in investment of \$52 million per year.

**82. Provide timely update on next step regarding middle school start times.**

Based on the follow-on motion, preliminary review of middle school start times have begun.

There are concerns within the parameters of civil twilight and costs. Therefore, we have not proposed an operational plan for middle school start times in FY21. Further review will continue by staff to address these concerns.

**83. Temporary/hourly employees can work for multiple programs in multiple capacities for different levels of work and report to multiple supervisors in a single pay period. Therefore, these employees do not have position titles. These employees enter their hours worked into the time and attendance system and must select the appropriate temporary/hourly position and supervisor to approve their time as has been prearranged between the employee and a supervisor. Each year, the Department of Human Resources then measures the annual work hours of temporary/hourly employees (including substitutes) to determine eligibility for health coverage under the Affordable Care Act (ACA).****10/14/19 FCPSON****84. Provide plans to continue to evaluate ourselves going forward.**

FCPS is finalizing an RFP for continuing evaluation services for FCPSON. The RFP asked for a multi-year evaluation similar to the annual evaluations of the pilot. Information about the contract will be shared with the Board when finalized.

**85. Provide data on the equity of access to the curriculum in differentiation including additional information on the programs that are allowing us to provide the differentiation.**

Many tools in the digital ecosystem provide accommodations for students on their computer, including text-to-speech programs, speech to text, and dictionaries and translation tools. Students have access to their accommodations both at school and home; students are also more likely to use their accommodations as it is not as evident to others in a class when a student is accessing tools to support their learning.

Digital tools adopted as basal resources in the last few years provide additional options for differentiation within the classroom and in homework assignments. Centrally provided tools including *NoRedInk*, *iLIT20*, *MyPerspectives*, *CueThink*, *Civics and Math Techbooks*, as well as other online tools, allow teachers to assign tasks and materials to specific students or groups of students, depending on the student's needs. Some of these tools also allow teachers to assign different activities and content standards to individual or small groups of students. Additionally, adaptive assessments in some of these tools provide information about the current level of mastery to both teacher and student.

Schools can select additional tools to meet specific needs of their students. *Newsela* was one of the tools mentioned at the work session. This tool allows teachers to adjust the reading level of articles and other instructional resources based on the needs of students. The free version of *Newsela* is used at more than 200 schools and centers with 29 schools or centers having purchased *Newsela* licenses, which gives access to additional content and functionality.

Google Classroom and FCPS 24-7 provide opportunities for teachers to assign different activities and materials to different groups or individuals within the same classroom. This means the materials are accessed in the same way but are customized for each students' needs.

**86. Provide information on digital citizenship curriculum and how we are engaging parents in digital citizenship and digital literacy so they can better participate in their students learning.**

FCPS uses the *Common Sense Media Digital Citizenship Curriculum*. The curriculum includes lessons on 6 topics with one lesson on each topic available at every grade level with the exception of grades K-1. In grades K-1, there are 3 lessons focused on safety and media balance. FCPS has identified content curriculum and POG connections for each lesson. Topics include:

- Media Balance and Well-being
- Privacy and Security
- Digital Footprint and Identity
- Relationships and Communication
- Cyberbullying, Digital Drama and Hate Speech
- News and Media Literacy

Each lesson comes with a parent tip sheet and/or family activity that can be sent home on the day each lesson is taught. Schools are encouraged to send the materials home to support continued learning beyond the school day.

Parents can access the curriculum used in FCPS on the Digital Citizenship Curriculum Tab in FCPS 24-7 using their Parent View Account. In addition, the [Digital Citizenship Student Curriculum public website](#) directs them to Parent View to view the lessons used in FCPS.

**87. Provide data on the impact of the new cell phone policy on how students are accessing the network for 'bring your own' device.**

As discussed in the SBWS, data in this area is limited. One piece of data, that we can provide is the number of student smartphones registered on our network. The following chart shows the number of student smartphones registered on our BYOD network for SY19-20, as of October 25, 2019:

School Name	Registered BYOD Student Smartphones	19-20 Student Enrollment
Annandale HS	1,851	2,171
Bryant HS	191	266
Centreville HS	1,919	2,608
Chantilly HS	1,631	2,902
Edison HS	1,851	2,158
Fairfax HS	2,979	2,336
Hayfield SS*	2,718	3,096

Herndon HS	1,609	2,346
Justice HS	1,647	2,319
Lake Braddock SS*	5,709	4,288
Langley HS	1,075	1,972
Lee HS	1,137	1,763
Madison HS	2,431	2,272
Marshall HS	2,824	2,134
McLean HS	1,795	2,350
Mount Vernon HS	2,659	1,966
Mountain View HS	149	255
Oakton HS	2,439	2,722
Robinson SS*	2,303	3,782
South County HS	2,285	2,216
South Lakes HS	1,928	2,492
Thomas Jefferson	1,794	1,809
West Potomac HS	2,378	2,654
West Springfield HS	1,738	2,382
Westfield HS	3,396	2,602
Woodson HS	1,401	2,397
<b>TOTAL</b>	<b>53,837</b>	

*\*\*Note that secondary schools are counted as a single campus. We cannot parse HS vs MS smartphone registrations, as they are site-based.*



**88. Provide a list of the op outs by.**

The following chart shows the number of students who have opted out of an FCPS provided device as of the opt-out deadline of October 14, 2019:

School Name	Grade 09	Grade 10	Grade 11	Grade 12	Total	19-20 Student Enrollment
Bryant HS			1	2	3	266
Chantilly HS	1	4	4	1	10	2902
Edison HS			2	3	5	2158
Hayfield HS	1	2	1	3	7	2081
Justice HS	1	3	6	19	29	2319
Madison HS	3			4	7	2272
Marshall HS				1	1	2134
McLean HS				1	1	2350
Mountain View HS				2	2	255
Oakton HS				2	2	2722
Robinson HS	2		3	4	9	2626
South County HS	1	1	2	4	8	2216
South Lakes HS		2		1	3	2492
Thomas Jefferson	1	2	6	7	16	1809
West Potomac HS	2	1	1	16	20	2654
West Springfield HS	8	7	10	16	41	2382
Westfield HS		1		2	3	2602
Woodson HS			2	4	6	2397

	20	23	38	92	173	
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**89. Ensure there are opportunities, by pyramids, for parents to learn and grow in the knowledge of classrooms and digital literacy and digital instruction.**

Parents have a variety of opportunities to learn about Digital Citizenship. The opportunities include school based events, online courses, and web-based support materials.

**1. School Based Parent Events and Community Events**

All schools have access to resources to help them offer parent education opportunities. Schools can also request support in planning parent events and selecting resources to share. In SY 2018-19, the following schools and/or pyramids offered educational opportunities for parents to learn about Digital Citizenship. Additional schools may have offered opportunities of which we are unaware.

Pyramid Presentations		
Oakton Pyramid	South County Pyramid	Westfield Pyramid
School Presentations		
Aldrin ES	Brookfield ES	Chesterbrook ES
Clermont ES	Forestdale ES	Great Falls ES
Hayfield Secondary	Holmes MS	Hunters Woods ES
Lanier MS	Olde Creek ES	Orange Hunt ES
Ravenworth ES	South Lakes HS	Terraset ES
Willow Springs ES		

In addition to school and pyramid-based sessions, sessions were offered to:

- Parent Liaisons (to support them in supporting parents)
- Family-School Partnerships Office Workshop
- School Health Advisory Council
- FCMOM Community Group

During the 2019-2020 school year, the following schools, pyramids, and regions have already offered or are planning to offer educational opportunities for parents to learn about digital citizenship and learning. Additional schools will likely offer sessions.

- Region 4
- Centreville Pyramid
- Lanier MS
- Oakton Pyramid

Digital Citizenship sessions have also been given through:

- FCPS Mental Health and Wellness Conference
- Global Classroom Schools
- OLLI - GMU - Osher Lifelong Learning Institute
- FC Office for Children Tapping into Technology Early Childhood Event

On December 12, 2019, all School Counselors, SBTS, and School Psychologists will be invited to attend an optional training to learn about the connection between Digital Citizenship, Executive Functioning, and Social-Emotional Learning and how to support healthy use of technology. The purpose of the training is three-fold:

- Build an understanding of the connection between technology use and executive functioning and social-emotional learning.
- Build capacity of school-based teams to lead work in their schools around using restorative practices when student misuse technology
- Build the team's capacity to offer educational opportunities and resources to parents around healthy technology use.

## 2. Free Online Course

All FCPS Families have access to a [free online course](#) they can take with their children to explore digital citizenship.

## 3. Web based support materials

The [FCPS Digital Citizenship website](#) provides a wide variety of supports for parents, including guidance around:

1. Choosing Apps, Games and other Media Wisely
2. Establishing Expectations at Home and Parental Controls
3. Tip Sheets on a variety of topics translated into multiple languages
4. Links to reputable Non-FCPS resources for more support

## 90. **Provide information on how we are addressing students with disabilities/ESOL/EI, monitoring the specific needs of each student including executive function, the additional accommodations needed, and how we can provide better communication and engagement with parents.**

Many tools in our digital ecosystem are used to provide accommodations for students on their student computer, including access to text-to speech programs, speech to text, and access to dictionaries and translation tools. Having these accommodations on the computer that looks just like everyone else and is available at home and at school means students have more access to their accommodations than before.

ESOL teachers and Special Education teachers monitor progress toward goals and provide accommodations as needed.

91. **Provide information on choices for teachers and full staff training on professional development and consider future possibilities.**

Instructional Services' specialists collaborate to offer professional learning options through existing channels, including in-service days, academy courses, and department chair meetings. Additional new offerings include discipline specific blended learning cohorts and expansion of cross curricular teams.

All high and middle schools have a Learning Innovation Team. During county supported team days, teams explicitly use **literacy** and **blended learning** strategies to support schools to ensure **meaningful learning experiences** for all students across FCPS to develop **Portrait of a Graduate** skills. Learning innovation teams will create professional learning opportunities that best meet the needs of their teachers back in their buildings. These teams meet in August, September, December, February and March. They develop deep understanding, evaluate the needs of those at their school, and align their learning with School Innovation and Improvement Plans to plan and offer professional learning in each of their schools. During these days, school team members interact and connect with other middle and high school team members to build additional expertise and learn from each other.

Every school has a learning innovation team, whose members design professional learning based on the needs of their school. Many schools have adopted a model where the entire staff gathers together to kick off the day of learning before attending 1-3 choice sessions, offered by their peers. Additional schools have adopted a cohort or learning circle model. Teachers self-select a topic to study for the year. Teachers meet with their cohorts to learn and reflect on their own growth. These choice sessions and cohorts support professional learning centered on the FCPS Learning Model, Portrait of a Graduate, Literacy Strategies, Blended Learning and Cultural Responsiveness.

92. **Provide number of MiFi's for each level.**

All schools have mobile hotspot devices (MiFi) for checkout to students identifying as not having Internet access at home. The following chart shows the number of MiFi's checked out to students, as of October 14, 2019.

School Level	MiFi Count by School Level
ES	38
MS	19
HS	335
Total	392

**93. Provide a more detailed response to budget question.**

The FCPSON initiative promotes student learning, by ensuring equitable access to technology, supports the skills highlighted in the Portrait of a Graduate, and gives students the opportunity to learn skills that are necessary to be successful to be college and career ready.

Centrally funding this initiative supports a systems-level approach to mitigate technology expenditures across the division. The model includes new revenue for technology support fees, one-time funding from 75 percent of school carryover for initial implementation, as well as repurposing existing textbook resources from school and central office funds. The funding model proposed is fiscally responsible and provides more predictably in the funding of technology systemwide. Twenty-five percent of textbook funding will permanently be allocated to FCPSON, as greater usage of online resources will reduce the amount of textbook funds needed.

Central office replacement equipment has also been repurposed. With Board approval, this central funding model will reduce the need for individual schools to provision funding for student devices. The central purchasing and funding of student devices will ensure every school and student has appropriate, durable devices available to support learning.

**94. Total amount when FCPSON is fully implemented by level, by year, and by method of acquisition.**

The charts below provide total cost of initial implementation for middle and high schools. The total cost for elementary will be recalculated to include updated enrollment and costs that have changed since the most recent estimate. Staff is developing those numbers and will provide them once known.

**FCPSOn Middle School Implementation<sup>1</sup>**

Expenditure Category	Amount (\$ in millions)	Year of Cash Flow				
		FY 21	FY 22	FY 23	FY 24	FY 25 <sup>2</sup>
Devices - Outright Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Devices - Leased	16.0	-	4.0	4.0	4.0	4.0
Accessories and Preparation Services	0.8	0.8	0.0	-	-	-
Positions	2.0	0.5	0.5	0.5	0.5	-
Professional Development and Program Evaluation	0.9	0.4	0.4	0.1	0.1	-
<b>Total</b>	<b>\$ 19.7</b>	<b>\$ 1.7</b>	<b>\$ 4.9</b>	<b>\$ 4.6</b>	<b>\$ 4.6</b>	<b>\$ 4.0</b>

<sup>1</sup> Does not add due to rounding.

<sup>2</sup> Only lease obligations from the MS implementation are included in the year.

FCPSOn High School Implementation<sup>1</sup>

Expenditure Category	Amount (\$ in millions)	Year of Cash Flow						
		FY 19	FY 20	FY 21	FY 22	FY 23	FY 24 <sup>2</sup>	
Devices - Outright Purchase	\$ 9.2	\$ 7.6	\$ 0.4	\$ 0.4	\$ 0.4	\$ 0.4	\$ -	
Devices - Leased	22.4	-	-	5.6	5.6	5.6	5.6	
Accessories and Preparation Services	1.6	0.4	1.1	0.0	0.0	0.0	-	
Positions	9.2	-	2.3	2.3	2.3	2.3	-	
Professional Development and Program Evaluation	2.4	0.3	0.7	0.7	0.3	0.4	-	
<b>Total</b>	<b>\$ 44.9</b>	<b>\$ 8.3</b>	<b>\$ 4.5</b>	<b>\$ 9.1</b>	<b>\$ 8.6</b>	<b>\$ 8.7</b>	<b>\$ 5.6</b>	

<sup>1</sup> Does not add due to rounding.

<sup>2</sup> Only lease obligations from the HS implementation are included in the year.

**95. Provide more information on on-line textbook use.**

FCPS uses many vendors for online textbooks. Each vendor reports usage differently which results in vast inconsistencies in usage data. There is a need to improve reporting of online textbook usage between platforms so data is consistent. Staff will work with online textbook vendors to develop more consistency in reporting in the future

**96. Provide more information on Middle school pilot and other MS digital/one to one device programs. Incorporate more literacy and digital citizenship in our health curriculum.**

The Johns Hopkins evaluation of FCPSOn for [year 1](#), [year 2](#), and [year 3](#) included information from focus groups, interviews, class observations, and surveys from students, teachers, parents, and administrators at Franklin and Rocky Run Middle Schools. Middle school students indicated that the FCPSOn provided device is an important part of their school day. Within FCPS, one-to-one has also been implemented at Lanier MS, which became part of FCPSOn last year. Nationally, one-to-one implementation is very prevalent in middle school. The following chart shows some of the school divisions in Virginia that have implemented one to one at the middle school level:

Division	Grades Represented
Albemarle	1:1 in grades 6-12
Arlington	1:1 in grades 2-12
Alexandria	1:1 in grades 4-12
Falls Church	1:1 at all grade levels

<b>Henrico</b>	<i>1:1 in grades 6-12</i>
<b>Loudoun</b>	<i>1:1 being implemented grades 3-12 in phases; Will be finished in 2020</i>
<b>Virginia Beach</b>	<i>1:1 in grades 2-12</i>

In response to the question about incorporating digital citizenship in health, there are many digital citizenship topics already covered in the health and FLE curricula:

Digital Citizenship Topics in Health Instruction

- Grade 1 – Dig Cit Lesson – Staying Safe Online
- Grade 3 – online safety rules
- Grade 5 – Internet Safety (appropriate online communication, hiding true identities, cyberbullying, harassment, online safety tips)
- Grade 6 – online effective communication skills
- Grade 7 – online safety; cyberbullying (role of empathy; preventing bullying and harassment; impacts of bullying; reporting; helping others)
- Grade 8 – Social Networking safety/guidelines, digital footprint; cyberbullying
- Grade 10 – online safety – risks and consequences of sharing personal information; Internet exploitation

Digital Citizenship Topics in Family Life Education Instruction

- Grade 6 – Positive aspects and misuse of social media and text messaging (cyberbullying, includes an introduction to sexting) (new lesson SY 19/20)
- Grade 7 – Internet exploitation; Sexting (new lesson SY 19/20)
- Grade 8 - Internet exploitation; Sexting
- Grade 9 - Internet exploitation; Sexting; Pornography (new lesson SY 19/20); short- and long-term consequences of recording, possessing, sharing and distributing sexually explicit media (new lesson SY 19/20)
- Grade 10 – Internet exploitation
- Grade 11 - digital/social media abuse
- Grade 12 – laws related to sexually explicit visual material and child pornography, sex trafficking and use of online applications

**97. Work with superintendent in scheduling pyramid nights on digital citizenship.**

See response to question 89

**98. Provide information on impact of program on isolation of our students.**

While specific questions on the impact of FCPSOn on student isolation were not included in the most recent data collection. Staff will consider including specific questions related to this in future research.

While it does not specifically address the question of isolation, In the most recent evaluation, students in both the eLearning Backpack and Chantilly Pyramid schools reported frequent use of their FCPSOn device to communicate with others, including peers and teachers. This focus on collaboration and communication is key to FCPSOn implementation and provides access to instructional strategies that support collaboration and communication between students.

**99. How we are ensuring parents and students have a way to communicate, plan for digital citizenship and have a bridge to the SR&R**

The SR&R, A Guide for Families, includes the Acceptable Use Policy for Student Network Access in Appendix A, which includes expectations for the FCPS instructional environment, respect for others, ethical conduct for users, digital citizenship and security, and personally-owned computing and/or network devices.

There is a guidance document for administrators being developed as a collaborative effort between instructional services/digital citizenship, information technology, equity and student conduct and special education procedural support to address how to handle inappropriate use of FCPS instructional technology. This document supports the continued education of a student through a restorative approach when a technology misuse infraction occurs.

**100. Provide data on college readiness rates and other measures of academic achievement).**

Data on the impact of FCPSOn on college readiness rates and other measures will be considered in future reports

**101. Provide a report on FCPSOn in the area of special education instruction.**

George Mason University is conducting on a small study to look at the impact of FCPSOn on Special Education. The study is currently in process.



102. **Provide information on number of students with FCPS computers who opt to use their personal computer at school**

We have information to give us an idea of how many students are using personally owned laptops at school. However, we cannot determine how those personal laptops are being used. We also keep track of whether our FCPS-owned devices have been used on our network or not, and our data shows that the vast majority of our FCPS-owned devices have been used on our network since they were assigned to students at the start of school. That would indicate that, while students are bringing personal laptops to school, they are also still using their FCPS device.

Student-owned laptops registered on our BYOD network for SY19-20, as of October 25, 2019:

School Name	Registered BYOD Student Laptops	19-20 Student Enrollment
Annandale HS	138	2,171
Bryant HS	30	266
Centreville HS	480	2,608
Chantilly HS	504	2,902
Edison HS	377	2,158
Fairfax HS	416	2,336
Hayfield SS*	481	3,096
Herndon HS	220	2,346
Justice HS	259	2,319
Lake Braddock SS*	589	4,288
Langley HS	497	1,972
Lee HS	223	1,763
Madison HS	508	2,272
Marshall HS	714	2,134
McLean HS	703	2,350
Mount Vernon HS	186	1,966

Mountain View HS	16	255
Oakton HS	1118	2,722
Robinson SS*	663	3,782
South County HS	366	2,216
South Lakes HS	435	2,492
Thomas Jefferson	1445	1,809
West Potomac HS	334	2,654
West Springfield HS	383	2,382
Westfield HS	432	2,602
Woodson HS	510	2,397

*\*\*Note that secondary schools are counted as a single campus. We cannot parse HS vs MS laptop registrations, as they are site-based.*

**103. Look at adding additional virtual classrooms to address gaps.**

As FCPSOn becomes embedded in the instructional approach within FCPS, staff will explore possibilities to expand distance learning opportunities based on increased access to devices. Additionally, FCPSOn provides students with the tools needed to access courses offered through the Online Campus.

**104. Provide information to the Board about concerns related to parental disconnect on the distance parents feel from the curriculum.**

Staff continues to seek ways to bridge parent concerns about feeling disconnected with the curriculum. The online course catalog provides parents with access to topics covered within each course. Looking forward, it is expected that the implementation of Schoology will allow for greater parent connection to the curriculum.

105. **Provide detailed information on student privacy.**

In 2014, the U.S. Department of Education issued [Best Practices for Protecting Student Privacy When Using Online Educational Services](#). The guidance focused on six practice areas. Below are comments on FCPS current, and planned activities in these areas.

[Document](#)

**1. Maintain awareness of other relevant federal, state, tribal, or local laws.**

FCPS monitors changes and proposed changes to laws that impact the district, including student privacy laws. Since 2014, Virginia has [passed 10 laws that directly or indirectly deal with student privacy](#). FCPS staff have provided expert testimony on student privacy to the [Virginia Joint Committee on Science and Technology](#) in advance of major new student privacy legislation. Recent changes to the Virginia definition of directory information ([HB 1 2018](#)) have prompted changes to FCPS policies and practices. FCPS provides awareness and training on student privacy laws as part of the annual AUP video, online training (safeguarding student information) and through ongoing professional development.

**2. Be aware of which online educational services are currently being used in your district**

FCPS has a certain amount of **qualitative** information on educational services used through the School Based Technology Specialist community and the existing approval process. FCPS has moved to twice yearly process of submitting and reviewing applications for vetting and approval. There are two tools that proved **limited quantitative** visibility into services used: the reports from the Lightspeed Relay content filter which lists frequently visited web domains and the G Suite admin dashboard which lists the access 3rd party services that users have connected to their G Suite account (e.g. to "login with Google").

Over the next year, FCPS is planning to implement a feature that will allow the tracking and management of Chrome browser extensions. To provide greater viability into instructional software use, funds have been requested as part of the FCPSON project for SY 20-21 for a tool to measure online instructional software use and FCPS will be conducting an RFP for a tool to provide additional management of 3rd party applications that can access G Suite accounts.

**3. Have policies and procedures to evaluate and approve proposed online educational services.**

Fairfax County Public Schools uses a variety of digital resources to support student learning. As required by [Regulation 3008](#), all digital resources must be reviewed to ensure that they align with the FCPS Learning Model, function with our technical infrastructure, and protect student information in compliance with federal and Virginia law.

In cases where FCPS contracts with a vendor to host student information, FCPS requires that the vendor adhere to the security and privacy requirements specified in a confidentiality agreement included in their contracts. FCPS does not have contracts with every instructional tool vendor. Many valuable instructional tools are governed by Terms of Service (TOS) and include both free and paid tools. FCPS conducts the same technical evaluations for all approved products that use student information. FCPS follows best practices identified by the [Department of Education](#) and the [Federal Trade Commission](#) by having a central process for reviewing and approving technology at the District level. In 2014, FCPS was [commended](#) by U.S. Secretary of Education Arne Duncan for its application vetting process.

Teachers can locate approved applications in the Digital Ecosystem Library. The library list the instructional purpose, and any conditions of use (e.g. parental consent required).

#### 4. When possible, use a written contract or legal agreement

As part of the RFP process, FCPS requires vendors to agree to sign the FCPS Confidentiality Provisions for Student Records. The Confidentiality Provisions designate the vendor as a “school official” permitting education records to be shared and specify use limitations and security requirements. As part of Regulation [3008](#) and the Instructional software approval process, FCPS follows the US ED guidelines to limit the authority to accept the terms of Service (TOS) of instructional software to approved applications. Where possible, FCPS attempts to obtain confidentiality agreements with non-contracted (e.g. free) services. In cases where student data is collected and no agreement is in place, FCPS should require parental consent.

#### 5. Be transparent with parents and students.

FCPS communicates privacy practices to the public on the [Digital Privacy in FCPS](#) web page (Pubic Web), the [Annual Notice of Survey, Records, Curriculum, Privacy, and Related Rights and Opt-Out Forms](#), and a variety of Digital Citizenship outreach activities. For more information on privacy as a component of FCPS’s Digital Citizenship program see the responses to questions 86 and 89.

Future plans for the Digital Ecosystem Library (referenced above) include a public/parent facing version so that parents can review information on an application’s instructional purpose and any data collection practices before providing consent.

#### 6. Consider that parental consent may be appropriate.

As part of the application vetting and approval process, FCPS identifies applications that require parental consent. Elementary and Middle schools use Parental Consent opt in forms for Digital tools that require parental consent (e.g. [Sangster ES 4-6 list](#)). The planned public facing Digital Ecosystem Library will provide parents meaningful information on an application’s instructional purpose and data collections for review when providing consent.

#### 106. Provide a list on digital content vendors or providers and how FCPS is addressing privacy, and provide a legal briefing to the Board about relevance of the recent Google fines with respect to student user data

##### [Document](#)

The FCPS Digital Ecosystem consists of the instructional tools and systems that coexist and interact to allow for implementation of the learning model and the differentiation of time, pace, path, and place of student learning. Tools in the ecosystem are all reviewed and approved according to Regulation 3008.

A subset of tools (204) are centrally provided (FCPS supported). While there are many locally implemented tools, many of these tools are specific to an instructional program. Section of programs varies from school to school. The number of tools used by an individual student is a small subset of the total number of FCPS-approved tools. Regardless of implementation, all the tools in the digital ecosystem library go through the same instructional and technical vetting and approval process.

As of 10/31/2019, the Digital Ecosystem Library contained 676 approved resources from 437 unique vendors. The majority of applications exist to support specific curriculum, with the remainder used across multiple curricula, library research (135), staff only (37), or for general use (131).

The list of FCPS Digital Ecosystem vendors is attached.

**106b. How FCPS is addressing privacy,**

See response to Question 105

**106c. Provide a legal briefing to the Board about relevance of the recent Google fines with respect to student user data**

On 9/4/2019, Google LLC and its subsidiary YouTube, LLC [agreed to pay a \\$170 million civil penalty to the Federal Trade Commission](#) and the New York Attorney General to settle allegations that the YouTube video sharing service illegally collected personal information from children without their parents' consent in violation of the [Children's Online Privacy Protection Act Rule](#) (COPPA).

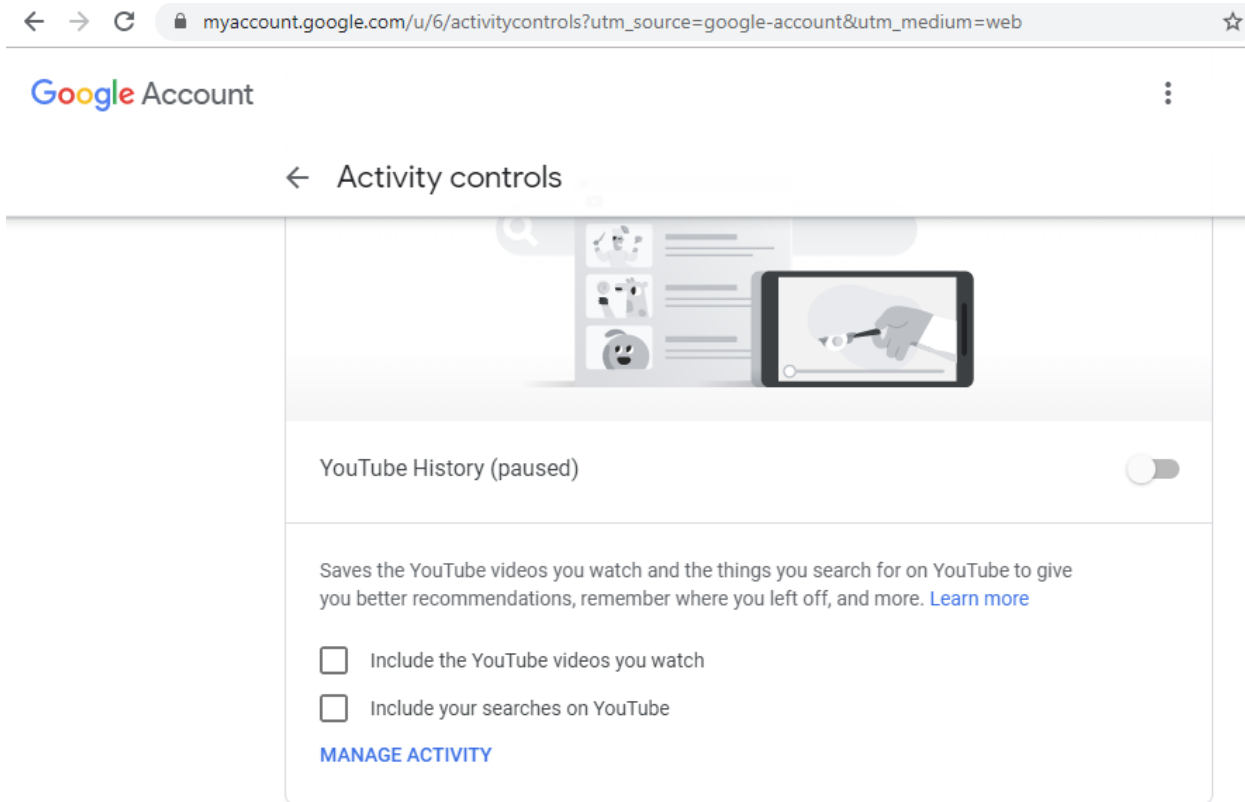
For so-called "general audience" sites, such as YouTube, which are not directed at children, the COPPA Rule imposes liability only where the general-audience site "has actual knowledge that it is collecting personal information directly from users of another Web site or online service directed to children," such as a child directed channel on YouTube.

The facts of the case centered around YouTube's practice of promoting YouTube as a destination for children under 13 to their corporate advertising customer while simultaneously claiming that YouTube was not subject to COPPA, as the site was not directed at children.

As a result of the case, YouTube and Google have [agreed](#) to ensure that, starting in early 2020, every time a video is uploaded to YouTube by a content creator, the content creator will have to designate the video as child-directed or not. For videos designated as child-directed, YouTube will not serve behavioral advertisements or track persistent identifiers regardless of the age of the user and some features will no longer be available on this type of content, like comments and notifications. In creator designation of child directed content, YouTube will also use machine learning to find videos that clearly target young audiences, for example those that have an emphasis on children's characters, themes, toys, or games.

With respect to FCPS, G Suite for Education and student data, YouTube is a separate company and is not one of the "core" G Suite applications. FCPS has control over enabling YouTube account creation, and students cannot create a YouTube account connected to their fcpsschools.net account.

Because of this, YouTube does not have knowledge of the student's g Suite account any data collected through the course of viewing a video or interacting with the website is not associated with an fcpsschool.net account. This is demonstrated in the screenshot below from the Google Account controls, data and personalization screen, showing that YouTube watch and search history is paused by default for fcpsschools.net student accounts.



107. **Plan for delivering instruction on keyboarding.**

Keyboarding has always been an elective option for FCPS students. At middle schools that are 6th – 8th grade, Computer Exploration is an elective option for 6th grade students. All middle schools offer keyboarding instruction as part of the Computer Solutions course, which is as an elective option for students in 7th and 8th grade. Information Systems and Advanced Information Systems electives are available in high school that reinforce keyboarding skills while teaching students to use technology efficiently and effectively.

At the elementary level, some schools implement keyboarding instruction, but it is sporadic across the division. We have found that the STEM programs at the elementary and middle schools provide students with additional opportunities to enhance their keyboarding proficiency using technology.

**10/14/19 School Accountability and Project Momentum Updates****108. Identify what students are dropping out and correlation to when they arrived in FCPS.**

Response: A majority of dropouts from cohort 2019 dropped out during 2018-19: 622 of the 1,103 total dropouts (56 percent). Further, of the 1,103 dropouts:

- 10 students (1 percent) dropped out after one or fewer semesters or enrollment in FCPS;
- 86 (8 percent) dropped out after two to four semesters of enrollment in FCPS;
- 1,007 (91 percent) dropped out after five or more semesters of enrollment in FCPS.

The table below illustrates the demographic composition of dropouts for the 2019 cohort.

<b>DISAGGREGATION BY STUDENT GROUP</b>	<b># dropouts</b>	<b>% of total dropouts</b>
All Students	1,103	100%
Asian	49	4%
Black	75	7%
Hispanic	895	81%
Two or More Races	15	1%
White	64	6%
Econ. Dis.	462	42%
VDOE English Learner Reporting Group (ELP 1-6d)	908	82%
SWD	130	12%

**109. Correlation of MS located in a secondary school, vs. a stand- alone MS in terms of metrics in the report.**

Response: Accountability for secondary schools is reported only for the full grade range, 7-12. To compare performance of just the middle school (grades 7-8), it is necessary to view as unadjusted pass rates. The table below provides the unadjusted SOL pass rates for reading, mathematics, and science for each of the secondary schools, including the breakout for performance at the middle school level.

<b>School</b>	<b>Level</b>	<b>MATH</b>	<b>READING</b>	<b>SCIENCE</b>
Hayfield	Middle	81.0	77.2	70.5
	SECONDARY	80.1	80.3	76.4
	Middle	95.3	90.2	91.3

Lake Braddock	SECONDARY	91.1	91.3	89.0
Robinson	Middle	89.8	90.7	89.5
	SECONDARY	92.0	91.1	92.4

**110. How are SPED supports working with BIT to address some of the concerns seen in classrooms to ensure students remain and excel in school?**

Response: Currently, the Office of School Support refers school leaders to the specialists in the Behavior Intervention program within the Department of Special Services. To address behavioral concerns, Behavior Intervention Teachers collaborate with general education and special education teachers, support staff, and school administrators in planning and developing behavioral programming for students. A focus across offices this year is to increase collaboration between professionals in each office to provide a streamlined approach to supporting schools.

**111. What are we doing for SPED supports in MS and HS?**

Response: Project Momentum middle and high schools receive support from Office of School Support staff. For the 2019-20 school year, these schools are Herndon Middle School (Intensive), Whitman Middle School (Intensive), Glasgow Middle School (Targeted), Holmes Middle School (Targeted), Poe Middle School (Targeted), Sandburg Middle School (Targeted), Falls Church High School (Targeted), Herndon High School (Targeted), Justice High School (Targeted), Lee High School (Targeted), Mount Vernon High School (Targeted), South Lakes High School (Targeted), and West Potomac High School (Targeted). These schools may be receiving support in one or more of the following areas: modeling/co-teaching, instructional planning, collaborative team planning, professional learning, data digging and intervention program matching, differentiated instruction, use of formal and informal assessments, and/or research-based instructional strategies for teaching content.

**112. How do we ensure equitable distribution of resources when regions 2 and 3 make up 50% of the schools and have the highest needs.**

Response: Ensuring equitable distribution of resources is a critical focus for the Office of School Support. Currently, Regions 2 and 3 receive extra support staffing in the areas of English and mathematics. These regions receive an extra 1.5 positions in these areas. We are also advocating for one additional resource teacher for these schools in next year's budget. In addition, the secondary team's primary focus is predominately schools in Regions 2 and 3. They are tasked with serving all schools, but the majority of their time is in our schools with the most need. A last point of advocacy is that Regions 2 and 3 should be allocated a third Executive Principal due to the overwhelming demands in those Regions.



**113. Is there a correlation between the new approach to science and impact to our test scores?**

Response: The FCPS Science SOL scores have not declined. The district pass rate has remained consistent at 81% from 17-18 to 18-19, mirroring the State average pass rates, which were also 81%.

The new elementary science curriculum for Grades 4 & 5 was actually first implemented in the 17-18 school year, and the pass rate increased slightly with the implementation from 80% to 81%. The absence of an “implementation dip,” which typically follows the advent of a new educational approach, may testify to the strength of the curriculum, as teachers are still learning to effectively implement the 5E inquiry model.

Further, the 5E inquiry model is not entirely new to FCPS science curriculum. The curriculum has changed to explicitly follow the research-based best practice of first providing students with hands-on, exploratory experiences to further their conceptual development. This focus on conceptual understanding aligns with the Learning Model. Additionally, as the grade 5 SOL assessment evolves to match the 2018 VDOE Science Standards of Learning, our students will be well poised to succeed with the new conceptual emphasis by SY 2022.

**114. Consider a project momentum model approach to address our teacher retention issues.**

Response: We have presented the model to HR and there is ongoing dialog about how HR might incorporate some of the strategies in the Project Momentum framework to improve teacher retention.

**115. What is the OSS staffing budget?**

Response: The Project Momentum budget is \$4.3 million per year and is managed by the Office of School Support. The majority of the funds are for 21.0 Teacher Resource positions that directly serve schools. Additionally, 10.0 positions are allocated for an Early Childhood programs and 2.0 Educational Specialists. Project Momentum funding supports 33 positions in total which is budgeted as a lump sum of \$4.3 million in hourly salaries which is then traded for the positions to provide the utmost flexibility.

In the Office of School Support, which governs Project Momentum, the total budget is \$5 million and supports 30 positions. 21.0 positions are school-based of which 14.0 are Teachers and 7.0 are Educational Specialists. Also included are non-school-based positions of 5.0 Specialists. Lastly there are 3.0 administrators and 1.0 support person for a total non-school-based position count of 9.0 and a grand total of 30 positions.

Overall, the Office of School Support staffing combined with Project Momentum staffing totals 63.0 with a budget of \$9.3 million; the majority of which is salaries and benefits plus a very small portion of operating expenses of \$61,781 annually.

5 of the positions are funded from DSS to support Special Education Resources teachers. The Office of School Support including Project momentum funds a total of 58 positions.

<u>FTE</u>	<u>Classification</u>
35.0	Instructional Resource Teachers (5 allocated from DSS for Special Education support)
10.0	FECEP
14.0	Specialists
3.0	Administrators
<u>1.0</u>	<u>Support</u>
63.0	Total

**116. Consider providing daytime apprenticeship opportunities for students who may need to contribute economically to their households and offer classes for them to attend school in the evening.**

Response: We will work with DSS and ISD to see how as a division we can support apprenticeship opportunities for students. Currently the leadership team (LT) is reviewing current practices in this area and may be able to create a framework that would allow a more flexible schedule for students and provide an opportunity to meet the economic demands on some of our students.

**117. Consider approaching the foundation to direct money to teacher grants for project momentum?**

Response: We will schedule a meeting with the foundation to see where there could be alignment in supporting Project Momentum schools with specific funds that are targeted to improve student outcomes.

**118. Identify student status, particularly SIFE, who are contributing to the increase in the drop out rate.**

Response: In the 2019 cohort, the most significant student demographic characteristics represented among dropouts were SIFE, Hispanic, Economically Disadvantaged, English Learners (particularly levels 1-3). These dropout proportions are represented below. (Note that students are often counted in multiple groups.) All other analyzed student groups had a dropout proportion of less than 15 percent.

<b>DISAGGREGATION BY STUDENT DEMOGRAPHIC CHARACTERISTICS</b>	<b># dropouts</b>	<b>% of total dropouts</b>
All Students	1,103	100%
<b>Students with Interrupted Former Education (SIFE)</b>	<b>206</b>	<b>19%</b>
Hispanic	895	81%
Econ. Dis.	462	42%
VDOE English Learner Reporting Group (ELP 1-6d)	908	82%
Both Econ. Dis. and VDOE EL	614	56%
Both Hispanic and Econ. Dis.	634	57%
Both Hispanic and VDOE EL	837	76%
<i>Hispanic and VDOE EL and Econ. Dis.</i>	369	33%
All Current ELs (ELP 1-5)	839	76%
ELP 1	405	37%

ELP 2	218	20%
ELP 3	177	16%

**10/14/19 Legislative Program**

**119. Where does Virginia and Fairfax County rank in terms of received federal funding?**

**120. Flexibility in supporting students at risk of dropping out with non- traditional programs.**

**121. Provide more opportunities for our students with work force experiences, look to provide flexibility in the age requirement.**

**122. Help legislature more accurately identify menstrual materials as necessities rather than luxury items.**

**123. Incorporate the impact of new- comer students to accreditation to our priorities one pager.**

**124. Provide more data break out on State and local funding and the impact on Virginia ranking and create infographic.**

**125. Provide history of Arlington City/County.**

**126. List equalization of taxing authority FCPS/Fairfax Government.**

10/28/19

**School Readiness Resources Panel Recommendations**

- 127. Break out the increased funding of \$11 million between FCPS budget and County budget allocations
- 128. Chart shows total number but not broken out to show many students are at 300% and 200% of poverty level on slide 19, if possible
- 129. In chart showing \$205 million, What does phase I look like, timeframe and ages to be addressed first
- 130. Have we looked at putting Pre-K in the buildings where we are doing affordable housing?
- 131. Look at opportunity zones from federal, state incentive programs
- 132. How many children in these age ranges are currently being served through home daycare or subsidy slots
- 133. Explain Community Reinvestment Act in context of these recommendations
- 134. Provide information on county wide special taxing district compared to increasing tax rate
- 135. How many 4-year old's are on current waitlist in preschool, and how many more would be captured if we expanded to the 300% of the poverty level
- 136. How many children are being served on for the \$175 million on slide 11?
- 137. Break out \$205 million based on the current formula for federal, state vs. county funds
- 138. How can we increase communications outreach, especially to underserved communities?
- 139. Superintendent to report back to Board after Fairfax Futures meeting

**140. Report on gap on number of children on waiting list and the cost for vouchers and reasons they are still on waitlist**

**10/28/19 Strategic Plan: Goal 4: Resource Stewardship**

**141. What is the impact on our goal of getting rid of trailers if we fully implement the pre-K classrooms for four, three year olds.**

Implementing universal pre-kindergarten (UPK) will impact the capacity and facility at elementary schools, even though some schools may be considered to have capacity. The UPK implementation may result in delaying removal of temporary classrooms as more instructional space will be needed.

This preliminary impact analysis considers two scenarios for implementation of UPK.

1. Implementing UPK for four-year-old children
2. Implementing UPK for three- and four-year-old children

This analysis is based data for the School Year (SY) 2019-20 which includes membership, the capacity assessments, and the birth data provided by the Virginia Department of Health (VDH). The analysis assumes that Fairfax County Public Schools (FCPS) will be housing the UPK students in traditional K-12 facilities. There are ongoing discussions with the Fairfax County government on other facilities housing UPK to be considered in the future.

Each year, FCPS receives birth data from VDH. For the purpose of this analysis, the estimated number of three- and four- year-old children are equal to the actual number of births and the three- and four- year-old children are assumed to be residing in the same elementary school boundary that they were born in. For SY 2019-20, the number of three-year-old children is equal to the number of births from 2015-17, and the number of four-year-old children is equal to the number of births from 2014-15.

**Table 1** summarizes the capacity and facility impacts to implement UPK. Based on the number of births reported by VDH, staff has estimated 14,433 four-year-old and 28,748 three- and four-year-old children countywide, for SY 2019-20.

The Code of Virginia in § 22.1-199.1C requires that the program complies with the staffing standards, where one teacher will be employed for any class of nine students or fewer. If the average daily membership in any class exceeds nine students but does not exceed 18, a full-time instructional aide will be assigned to the class. Based on this requirement, the classroom size must be capped at 18 students. To accommodate the estimated number of four-year-old children at their base elementary school, FCPS would require 870 additional classrooms. To accommodate the estimated number of three- and four-year-old children at their base elementary school, FCPS would require 1,667 additional classrooms.

Based on SY 2019-20 certified student membership, there are 28 elementary schools identified as overcrowded (capacity deficit above 100 percent). Implementing UPK for four-year-old children may result in a total of 89 elementary schools being overcrowded. Implementing UPK for three- and four-year-old children may result in a total of 123 schools being overcrowded, of which 82 schools have temporary classrooms. Due to time and funding limitations, the implementation of UPK may result in keeping the existing temporary classrooms on school sites and even adding more to accommodate the membership increase.

**Tables 2 to 6** show the potential capacity and facility impacts to implement UPK at elementary schools by region and high school pyramid. The tables list the capacity, membership, utilization, and the number of temporary classrooms before implementation of UPK. These numbers are based SY 2019-20 certified student membership, the estimated number of three- and four-year-old children based on the number of births, and the adjusted membership and utilization after implementing UPK which is calculated by adding the number of births to the SY 2019-20 membership. Lastly, the tables show the number of additional classrooms needed to accommodate the change in membership after imp

**142. What is impact on capacity if we were to decrease class size of math and science classes at secondary level to a threshold of 24 students.**

Facilities and Transportation Services (FTS) staff assessed the capacity impact of decreasing the size of math and science classes in the 24 traditional high schools by recalculating the program capacity of each school using the reduced class size in math and science. This assessment is based on the SY 2019-20 program capacity of FCPS traditional high schools.

In SY 2019-20, 11 of 26 high schools have a capacity deficit, requiring 47 more classrooms in addition to the existing temporary classrooms. The implementation of class size reduction in Math and Science, two additional schools would have capacity deficit while the already overcrowded schools' deficit would become severe. To accommodate class size reduction, 32 additional classrooms would be needed for a total of 79 classrooms in the form of permanent or temporary classrooms.

The following table shows the existing SY 2019-20 Capacity, Membership, and Capacity Utilization from the Proposed Fiscal Year (FY) 2021-25 Capital Improvement Program (CIP) and the information adjusted for the reduced math and science class size.

**143. A better visual representation of use of trailers as it relates to AAP, pupil placement and other specialized programs**

A [table](#) has been prepared to show schools with temporary classrooms. For each school, the following is identified:

1. High school pyramid
2. Region
3. Programs in the school
4. Number of temporary classrooms
5. Programs in temporary classrooms
6. School capacity utilization percentage
7. Number of temporary classrooms identified to be removed for inefficient use of instructional area and trailers
8. Number of temporary classrooms to be removed due to capital projects (as listed in the Proposed FY 2021-25 CIP)
9. Number of Transfers by Program, based upon September 2019 Certified Membership, including AAP, SE, Immersion, HS World Languages, HS AP, HS IB, HS Academy, Magnet

Program Abbreviations

FCPS PreK	Pre-Kindergarten
EHS	Early Head Start
ES AAP	Elementary School Advanced Academic Program
MS AAP	Middle School Advanced Academic Program
ES AAP Local Level IV	School Based AAP
HS AP	High School Advanced Placement
HS IB	High School International Baccalaureate Diploma Program
SE	Special Education
MUS	Music
ESOL	English for Speakers of Other Languages
ES Immersion	Elementary School Immersion Program
MS Immersion	Middle School Immersion Program
WL	World Languages
HS Academy	High School Academy Program

**144. What are the best practices (to provide flexible use of space to support the social-emotional needs of students) we should consider in use of instructional space.**

The learner centered environment domain within the instructional framework provides best practices for teachers to consider when designing both physical and virtual learning spaces:

- Students and teachers utilize visual supports (e.g. word walls, anchor charts) which are incorporated into both physical and virtual learning environments.
- Teachers design and manage physical and virtual learning environments that support each other.
- Teachers and students co-create and uphold expectations for safe and positive behaviors and citizenship in physical and virtual environments

**145. How are the priorities determined regarding reducing the number of trailers.**

The FCPS, Design and Construction Trailer Asset Report from October 2019 identifies how temporary classrooms may be removed. These are listed below and not in any priority order.

- Completion of a capital project (a renovation, addition, or modular addition)
- Review of projected membership over the next five years that could potentially result in further reductions to number of temporary classrooms
- Review and reassignment of instructional spaces within a school in collaboration with principals (increasing the efficiency of space utilization)
- Program changes
- Boundary changes

**146. Report back to Board with best practice information.**

**Instructional Services:**

- Students and teachers utilize visual supports (e.g. word walls, anchor charts) which are incorporated into both physical and virtual learning environments.
- Teachers design and manage physical and virtual learning environments that support each other.
- Teachers and students co-create and uphold expectations for safe and positive behaviors and citizenship in physical and
- virtual environments

**Facilities:**

- A. Best practice information has been drafted for space utilization within Fairfax County Public Schools (FCPS) buildings below:
- B. Schools are encouraged to utilize full-size classrooms in school buildings for core instruction in order to maximize the capacity utilization of the school.
- C. Smaller classrooms should be used for self-contained special education programs or as pull-out spaces as appropriate with the number of students in the class.
- D. Where space is limited, schools are encouraged to use cafeteria, library, and open resource spaces for multi-purpose and pull-out instruction.
- E. Teachers are encouraged to use the teacher's lounges, workrooms, available resource/itinerant spaces, or available conference rooms for collaboration and prep work to make classroom space available to schedule core instruction and allow for more sections for instruction.
- F. Schools are encouraged to make maximum use of the available storage rooms in their buildings. Periodical consolidation and purging of storage rooms are highly recommended.
- G. Computer labs in elementary schools are no longer part of the Educational Specification. Existing computer labs are considered resource rooms and can be used for core instruction and other programs. Elementary schools are offered computers on a cart.
- H. Elementary schools' administrators are encouraged to monitor usage of resource/itinerant and pull-out rooms in order to maximize utilization. Sharing of pull-out rooms by multiple teachers is highly recommended. Scheduling of these room can assist in maximizing the utilization of the space.
- I. Elementary schools are encouraged to use one of two SACC rooms for instructional support, pull-out, and band & strings.
- J. Schools are encouraged to use the stage for music, band, and strings instruction.
- K. FLES, STEM/STEAM, AAP (AART) do not require full-size classrooms per the Educational Specifications. In elementary schools where full-size classrooms are at limited due to overcrowding, it is encouraged to schedule TTT instructions as a push-in model into the classrooms.
- L. Middle and high schools are encouraged to keep their science labs organized and neat to maximize use of lab counters for instructions.
- M. Temporary classrooms are provided as a last resort for schools with a capacity deficit (also known as overcrowding). Temporary classrooms for and are more suitable for instructional support such as S.E. pull-out, band & strings, electives, and small group instructions.



- N. Temporary classrooms are instructional spaces and must not be used as storage spaces. Schools are encouraged to submit maintenance request if trailers have mechanical, structural, or safety issues that prevent them from instructional use.

**147. Schedule closed session discussion on safety assessments and improvements made or needed, including administrative facilities.**

Closed session to be scheduled.

**148. Provide Board with timeline of when we will review metrics for next Goal 4 report.**

Superintendent will work with School Board Office to schedule

**149. Staff to review existing SACC MOU, bring recommendations to Board to reduce trailer usage and SACC waitlist and potential creation of a SACC working group with BOS, to renegotiate the MOU.**

FCPS Facilities and Transportation Services staff met with staff from the county's SACC office on January 27, 2020, to discuss the SACC MOU. Following this discussion, recommendations on the topics of diminished trailer usage and SACC waitlist will be developed.

**150. Staff to review and present alternatives to expedite vestibule renovations.**

After accounting for schools that have security vestibules (SVs), schools under renovation or within a 5 year window of renovation, there are approximately 114 schools without SVs.

Of those schools 73 are ESs, 19 are MSs, 13 are HSs and 9 are other school centers. The approximate cost for a SV at different school levels is:

- ES-\$46k (\$3.4m total)
- MS-\$68k (\$1.3m total)
- HS-\$92k (\$1.2m total)
- Centers-\$55k (\$.5m total)
- Total-\$6.4m\*

\*Estimates provided by D&C.

Should any school be considered for SVs, it is presumed that the renovation would occur over the summer break. D&C would be able to install 20 SVs each summer resulting in a 5 year project implementation plan for SVs at all schools.

**151. Staff to present how FCPS ensures the integrity of security measures being implemented, especially in elementary schools.**

The integrity of implemented FCPS safety and security (S&S) measures and programs are ensured and accomplished primarily through 3 inspection processes, compliance certifications, drills and threat assessment.

Inspection Processes

1. The uniformed security section of the Office of S&S conducts unannounced S&S inspections during and after normal school hours (~5482 inspections SY 18-19)
2. All schools receive an annual S&S inspection that contains 256 items for inspection
3. The State Fire Marshall's Office conducts unannounced inspections at schools throughout the year

Compliance Certifications (Required annually)

Crisis management plans

S&S surveys

Safety inspections

Drills

Fire (13 annually)

Lockdown (Four annually)

Bus evacuation (Twice annually)

Tornado (Once annually)

Threat Assessment (TA)

FCPS has a TA process at all schools. This process provides mental health intervention measures that can address and ultimately prevent violent behavior. The system is monitored by OSS for compliance and reporting requirements.

Secondarily, and supported by OSS S&S training, school administrators and staff members monitor and enforce S&S programs and regulations routinely at schools.

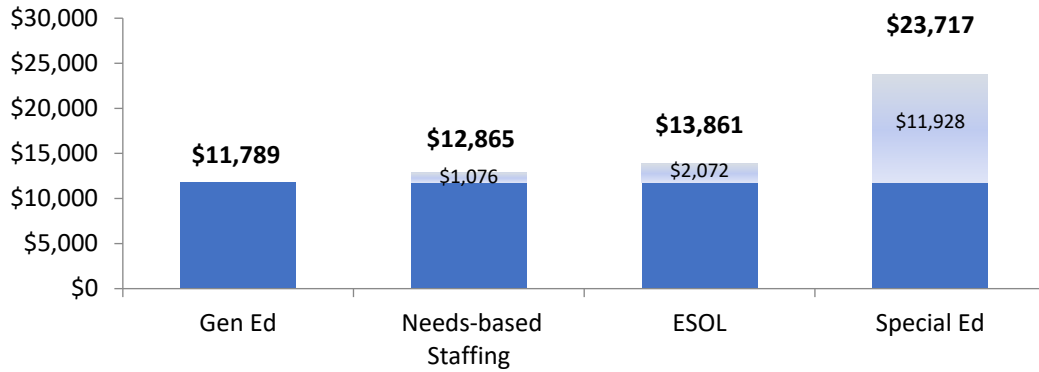
Lastly, all schools have an elaborate after hours intrusion alarm system (~30k system wide alarm points) that when activated result in the immediate response of uniformed school security officers and police officers.

Elementary Schools

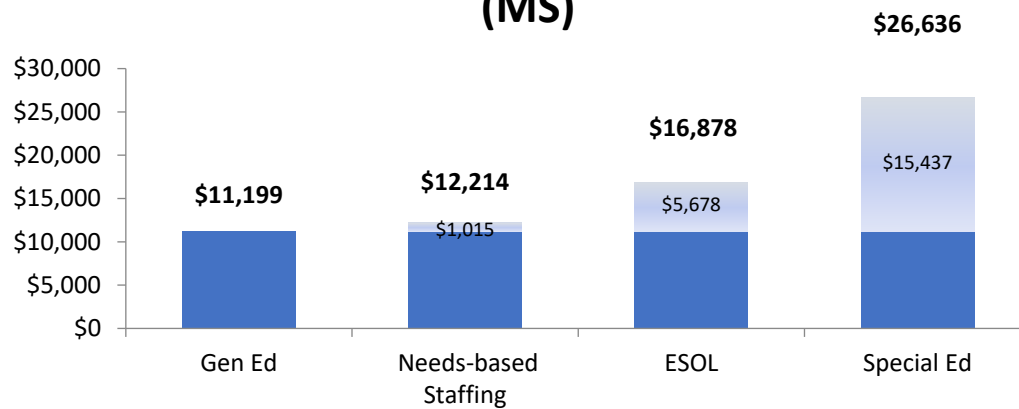
In addition to the above, OSS routine security patrols are primarily focused on elementary schools.

**152. Show cost per pupil disaggregated by elementary, middle, high school, and alternative school in the goal report or a link.**

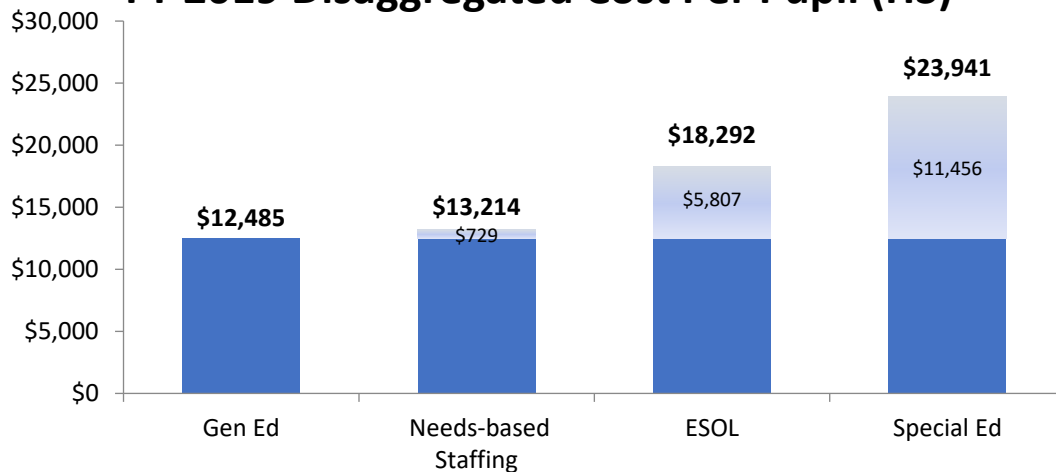
### FY 2019 Disaggregated Cost Per Pupil (ES)



### FY 2019 Disaggregated Cost Per Pupil (MS)



### FY 2019 Disaggregated Cost Per Pupil (HS)



153. **Schedule work session to discuss what board expects to see in goal reports.**

Superintendent will work with School Board Office to schedule work session.

**11/12/19 FY 2021 Fiscal Forecast**

154. **Add slide to presentation showing revenue assumptions being made in developing the forecast, including potential tax increase**

As part of the Joint Board of Supervisors and School Board meeting presented on November 26, 2019, FY 2021 FCPS revenue assumptions were included on slide 23. Below is a link to the joint fiscal forecast presentation.

<https://go.boarddocs.com/vsba/fairfax/Board.nsf/goto?open&id=BH6LSY57F696>

155. **Map expenditures by strategic goal area**

As part of the Superintendents FY 2021 Proposed Budget, the change in expenditures will be aligned by strategic plan goal area.

156. **Are the costs included for FCPSOn in addition to the costs already established for both high school and middle school?**

The funding included in the fiscal forecast represents the costs to sustain the high school lease obligation and new costs of middle school of 1.1million in fee revenue.

**FCPSOn High School Implementation<sup>1</sup>**

Expenditure Category	Amount (\$ in millions)	Year of Cash Flow						
		FY 19	FY 20	FY 21	FY 22	FY 23	FY 24 <sup>2</sup>	
Devices - Outright Purchase	\$ 9.2	\$ 7.6	\$ 0.4	\$ 0.4	\$ 0.4	\$ 0.4	\$ -	
Devices - Leased	22.4	-	-	5.6	5.6	5.6	5.6	
Accessories and Preparation Services	1.6	0.4	1.1	0.0	0.0	0.0	-	
Positions	9.2	-	2.3	2.3	2.3	2.3	-	
Professional Development and Program Evaluation	2.4	0.3	0.7	0.7	0.3	0.4	-	
<b>Total</b>	<b>\$ 44.9</b>	<b>\$ 8.3</b>	<b>\$ 4.5</b>	<b>\$ 9.1</b>	<b>\$ 8.6</b>	<b>\$ 8.7</b>	<b>\$ 5.6</b>	

<sup>1</sup> Does not add due to rounding.

<sup>2</sup> Only lease obligations from the HS implementation are included in the year.

FCPSOn Middle School Implementation<sup>1</sup>

Expenditure Category	Amount (\$ in millions)	Year of Cash Flow				
		FY 21	FY 22	FY 23	FY 24	FY 25 <sup>2</sup>
Devices - Outright Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Devices - Leased	16.0	-	4.0	4.0	4.0	4.0
Accessories and Preparation Services	0.8	0.8	0.0	-	-	-
Positions	2.0	0.5	0.5	0.5	0.5	-
Professional Development and Program Evaluation	0.9	0.4	0.4	0.1	0.1	-
<b>Total</b>	<b>\$ 19.7</b>	<b>\$ 1.7</b>	<b>\$ 4.9</b>	<b>\$ 4.6</b>	<b>\$ 4.6</b>	<b>\$ 4.0</b>

<sup>1</sup> Does not add due to rounding.

<sup>2</sup> Only lease obligations from the MS implementation are included in the year.

157. **How are we increasing staffing support for Title I schools and is it included in this forecast?**

Staffing support for Title I schools is determined by each principal upon receipt of the projected allocation provided by the Office of Professional Learning and Family Engagement in March of each year. Schools which are exiting Title I in the 2020-2021 school year are projected to continue the full time AART position in FY21. No other positions are included in the Fiscal Forecast for Title I schools.

158. **Correlate staffing to enrollment changes over the last 5 years, including subgroup and demographic changes**

159. **Provide the narrative talking points for this presentation**

Below please find the FY21 Fiscal Forecast talking points of each expenditure chart discussed at the Nov 12, 2019 work session. Note many of these numbers are now obsolete as better information has become available since development of the Fiscal Forecast. Expenditure Charts 7, 8 and 10 included.



**Enrollment Growth / Student Demographics – (\$20.2 estimated – cost of growth will be calculated with updated enrollment)**

The FY 2021 Proposed Budget includes \$20.2 m in growth as a placeholder for an expected growth of 1,696 new students, plus assumptions made about growth in Sped, F&R and ESOL. These numbers are current estimates and will most certainly change for the Supt Proposed Budget.

### **Health and Retirement Increases \$31.4 m**

- Health insurance costs are projected to increase by about \$13.3m, or 5% over FY20.
- VRS employer contribution rates are projected to increase based on the FY19 actuarial valuation – total \$15.6 m.
- VRS retirement - from 15.68% to 16.62%    VRS RHCC- from 1.20% to 1.21%    VRS Life Insurance – from 1.31% to 1.34%
- ERFC (6.44%) and FCERS (28.35%) rates are projected to remain unchanged.
- WC - Increased funding of \$2.5m is required to cover all employee medical and indemnity expenses that are a result of work-related illness and injuries under the workers' compensation program.

### **FCPSOn High School**

An additional \$2.8m is required to maintain FCPSOn initiative at high schools. FCPSOn funding supports devices and parts, professional development, program evaluation, a national evaluation tool, and positions including TSSpecs and education specialists.

### **Textbook Reserve**

The forecast includes \$2.8m funding replenishment of math and social studies textbooks. Since FY12, newly adopted textbooks are purchased centrally with the provision that the schools will pay for these textbooks over a six-year period. At the end of the six-year period, the accumulated funds are available for a new textbook adoption cycle. (FY18 SS \$7.9m next FY24) (FY19 Math \$13.4m next FY25)

### **Recurring Year End Agenda Items**

Funding of \$2.2m reflects the recurring cost of items included at the FY 2019 Final Budget Review - CIS scale of \$0.7m; Intranet Accessibility of \$0.2m; Trades for Tomorrow - \$0.2m; MS After School - \$0.2m; Restraint and Seclusion - \$0.3m ; Substance Abuse Prevention Specialist - \$0.6m.

### **Contractual Increases**

The forecast assumes \$6m will be required in FY21 for cost escalation increases in contracts and funding for major IT projects (Unicom expansion due to FCPSOn, Oracle licensing, Schoology, FOCUS), FX Co. DVS bus operations, AP/IB/PSAT test fees,, utilities. (\$7.3 m FY20 contractual increases)

## Transfer to other funds

The FY21 budget requires an increase of \$1.9m (FY20 Approved Budget for the equipment transfer is \$0.3m). The increase of the transfers will support a portion of the classroom equipment for the following 8 schools Braddock ES, Fairfax /Oakton ES, Fox Mill ES, Frost MS, Hybla Valley ES, Madison HS, Oak Hill ES, and West Potomac HS. The increase to the transfer is also for the early preK program and to offset the reduction in cox communication cable funding received from the County.

<b>Employee Salaries</b>	
• <b>Step Increases for Eligible Employees</b> 2.5% average increase for employees	\$50.1 million
• <b>Market Scale Adjustment (MSA)</b> 1.0% for all employees	\$25.3 million
• <b>Instructional Assistant/PHTA Salary Scale Enhancement</b> Second year of a three-year implementation plan	\$2.7 million
• <b>Scale Enhancement</b>	\$15.4 million
• <b>Staffing needs placeholder</b> Equity activities per pupil, School Board Supports, renaming	\$6.0 million
• <b>Base Savings and Lapse</b>	(\$23.1) million
<b>TOTAL</b>	<b>\$76.4 million</b>



## Step – [\$46.8 m in FY20]

The projected cost of a step increase is \$50.1m which will provide an average step increase of 2.5% per employee.

## Market Scale Adjustment – [\$8.2m in FY20 for non-teacher scales]

Funding of \$25.3m is included in the FY21 budget to provide a 1.0 percent MSA for all employees.

## CIS Scale Enhancement - [\$2.7m in FY20; \$2m FY20 approved and \$0.7m in FY19 Final YE Review]

The FY20 budget included funding to support the first year of a multi-year implementation plan to bring the salaries of the IAs /PHTAs on the CIS scale to 50% of the teacher salaries on the BA lane. Funding of \$2.7m is the 2 of 3 year phase

## Scale Enhancement

Placeholder funding of \$15.4m is included to provide options for additional salary.

### **Staffing Initiatives**

Funding of \$6m is included for the SB to target staffing initiatives beyond the forecast.

### **Base Savings and Lapse - [\$33.6 m base savings in FY20] (tight – more accurate budgeting - history**

The \$23.1m represents base savings and a lapse adjustment. Base savings reflects the recurring savings due to turnover in FY20. Position turnover represents the savings realized when experienced employees retire or leave the system and are replaced by employees with less experience who earn a lower salary. In addition to turnover, the other component of lapse is vacancy savings which results when positions are vacant and are waiting to be filled. A small adjustment was made to the lapse budget to better reflect actual lapse experience; however, the FY21 maintains the budgeted lapse rate of 2.1%

**Teachers** – Step 2.48% + MSA 1.0% = 3.48%

**CIS** – Step 2.69% + MSA 1.0% + Scale Enhancement 2.32% = 6.01%

**Nonteacher and Non CIS** – Step 2.36% + MSA 1.0% = 3.36%

Fairfax County Calculation for MRA: The market rate adjustment is based on a formula of 40% consumer price index, 50% employment cost index, and 10% federal wage adjustment. For FY21, it is calculated at 2.067. FCPS same calc.



Lastly are potential Strategic Investments:

Items under consideration, depending on revenue estimates, are:



- FCPSON MS, (\$1.1 m increase in revenue - \$1.1m increase in expenses
- Substance Abuse Prevention,
- Project Momentum,
- Funding for Restraint and Seclusion,
- ES principal pay, and
- ES special ed. lead teacher

160. **Provide cost estimate and breakdown of items requested in approved budget follow-on motions and other Board directed budget items**

FY20 Follow-On Requests								
	Topic	Request	Timeline	FY21 Budget Reference	Resolution	Additional Funds in FY21 Budget	Dept	SB
1	IA Salaries & Living Wage	Multi-Year Plan	None	No	IA Yr 1 FY20	\$2.7m - Yr 2 of 3 Yr Phase-in	HR	KCS
2	Equity of Opportunity	Options & Recommendations	1-May-19	No	Completed	Perhaps funded with SB Staffing \$6m	CEO	SE/MM
3	Title 1	Multi-Year Plan	1-May-19	No	Completed	No - Plan Initiated FY19	CEO	KKG
4	School-Based Clinics	Findings & Recommendations	30-Apr-19	No	Completed - In Supt Office	No Funds Requested	DSS	MM
5	Staffing Formula Review	Recommendations for High-Poverty	None	Yes	In Progress	No	FS	SE
6	Living Wage	Multi-Year Plan	None	Yes	In Progress	Yes FY21 \$15.66 (FY20 Co. \$15.14; FCPS \$15.50)	HR	DP
7	Custodial & Trades	Multi-Year Plan	None	Yes	In Progress	Partial - \$225,000	FTS	DP/MM
8	Language Services	Review	None	No	Completed - In Supt Office	Not a Priority 1 request - \$200k-\$600k range	DSS	DP
9	Recruitment & Retention	Recommendations	30-Nov-19	No	In Progress	Yes - TAM Reorg - MISTER Initiative	HR	IM
10	Employee Ombudsman	Plan	31-Dec-19	Yes	Completed	Yes - Baseline	CEO	MM
11	ES Principal Pay	Recommendations	None	Yes	FY21 Budget	Yes - phase-in	HR	MM
12	Speech Language (Enrollment)	Fund	ASAP	FY20	Funded FY20	Yes - Baseline	FTS	MM
13	MS Start Times	Study	ASAP	No	Completed - In Supt Office	No~\$54m for least disruption	FTS	SE
14	Revenue-Sharing	Analysis	None	No	In Progress	No Funds Needed	FS	ES

161. **Show mandatory/fixed costs in presentation**

Assuming “mandatory/fixed costs” is contractual services which are cost escalation clauses in existing contracts or increases in existing contractual work, the estimated systemwide FY21 total is \$6 million and identified by Department and Office in the chart below.

Department	Office/school	Initiative	Total
SO	COMMUNICATIONS AND	Web Design Project	50,000
DSS	INTERVENTION AND	IPS Contractually Required-Kognito Contract	96,705
DSS	INTERVENTION AND	IPS Contractually Required-Youth Survey	53,332
FTS	DESIGN AND CONSTRUCTION	Lease Bus Parking-Industrial Road	16,791
FTS	DESIGN AND CONSTRUCTION	Fairfax County Adult HS/(Former ACE space)-	5,725
FTS	DESIGN AND CONSTRUCTION	OFM Support Center-Memfield	23,206
FTS	DESIGN AND CONSTRUCTION	OFM Support Center-Herndon	8,615
FTS	DESIGN AND CONSTRUCTION	IPSC Warehouse	(587)
FTS	DESIGN AND CONSTRUCTION	Willow Oaks Administration Center	82,605
FTS	DESIGN AND CONSTRUCTION	Galehouse-Signal Park Maintenance Contract	2,547
FTS	SAFETY AND SECURITY	Visitor Management System Licensing and	70,000
FTS	SAFETY AND SECURITY	Auto Cad Software, user license fees	6,000
FTS	FACILITIES MANAGEMENT	Custodial Supplies	120,799
FTS	TRANSPORTATION	Fairfax County - Dept of Vehicle Services	45,549
FTS	TRANSPORTATION	Synovia - Mobile Data Terminals	3,400
FTS	TRANSPORTATION	Kingmor/Bus Operations	5,460
FTS	TRANSPORTATION	App Garden	31,000
IT	ENTERPRISE INFORMATION	Oracle (vendor chosen based on price)- Mythics/	46,954
IT	ENTERPRISE INFORMATION	Novell Licenses Identity Mgmt.	5,807
IT	ENTERPRISE INFORMATION	EDSL	2,070
IT	ENTERPRISE INFORMATION	Webmethods	14,639
IT	ENTERPRISE INFORMATION	IEPs	11,660
IT	ENTERPRISE INFORMATION	Naviance	41,041
IT	ENTERPRISE INFORMATION	E-Cart	28,504
IT	ENTERPRISE INFORMATION	HRIS, MyTime	19,993
IT	ENTERPRISE INFORMATION	EDSL	12,492
IT	ENTERPRISE INFORMATION	Professional Development & Evaluation System	166,149
IT	ENTERPRISE INFORMATION	Assessment Coach Database (ACDB)	(219,061)
IT	ENTERPRISE INFORMATION	Mapnet Transportation Software	2,014
IT	ENTERPRISE INFORMATION	LoadRunner	4,122
IT	ENTERPRISE INFORMATION	Integratable Learning Management System (ILMS)	677,598
IT	INFORMATION TECHNOLOGY	Azure Cloud services	194,400
IT	INFORMATION TECHNOLOGY	Sandvine	230,000
IT	INFORMATION TECHNOLOGY	Cisco Router Support	2,937
IT	INFORMATION TECHNOLOGY	Security Information & Event Management (SIEM)	5,100
IT	INFORMATION TECHNOLOGY	Remedy Licenses / Kinetics Licenses	22,215
IT	INFORMATION TECHNOLOGY	Remedy Upgrade	84,000
IT	INFORMATION TECHNOLOGY	Student Information Systems	602,400
IT	INFORMATION TECHNOLOGY	Microsoft - Education Enrollment Subscription	32,277
IT	INFORMATION TECHNOLOGY	McAfee License	119,000
IT	INFORMATION TECHNOLOGY	Google Management Tools	5,000
IT	INFORMATION TECHNOLOGY	FFX County Computer Center Charges	62,727
ISD	CURRICULUM AND	Instrument Maintenance & Repairs	175,000
ISD	CURRICULUM AND	Advanced Academic Program	144,330
ISD	CURRICULUM AND	Post-Season Activities	15,000
ISD	OPERATIONS,	Centrally purchased online databases for students	45,574
ISD	COUNSELING & COLLEGE &	PSAT and SAT School Day	78,025
CEO	TJHSST ADMISSIONS	Jefferson Admissions System electronic (JASe)	20,000
CEO	OFFICE OF PROFESSIONAL	Family and Community Engagement-FACE	492,000
COO	OFFICE OF RESEARCH AND	Software Maintenance Costs	7,000
FTS	FACILITIES MANAGEMENT	Snow Removal	1,000,000
FTS	FACILITIES MANAGEMENT	Utilities	1,452,886
CEO	NBCT	NBCT	(225,000)
			6,000,000.90

**162. More detail on staffing needs placeholder, change title for accuracy to Board Initiatives**

As part of the FY21 proposed budget a \$6.0M placeholder is included for targeted investments. The Superintendent's recommendations for the funds will likely include the following. Definitive recommendations will be made as part of the FY21 Proposed Budget to be delivered January 9, 2020.

**\$1.5M Dropout Prevention**

- Provide new data systems to track student interventions and progress toward graduation.
- Additional supports specializing in English learners (school counselor, social worker, or instructional coach).
- On-time graduation coordinators to monitor student progress toward graduation and to collaborate among teachers, administrators, and operational staff.

**\$1.0M Advanced Academic Programs**

- FCPS is currently participating in an external review of elementary and middle school Advanced Academics Programs.
- The study will result in recommendations for changes to FCPS policy and practices in order to eliminate gaps in opportunity, access, and achievement for all student subgroups. Recommendations are to be delivered in March 2020.
- Placeholder funding of \$1.0M is included to address recommendations resulting from the study.

**\$0.8M Equity Per Pupil**

- To address concerns that some schools have greater access to student activity funds obtained through fundraisers, donations from PTA and PTOs, boosters and grants. These funds are typically used to support student field trips, extra supplies, support for extracurricular activities, athletic programs, and after school programs.
- Funds are being recommended to provide a per-pupil allocation with the utmost flexibility based on the number of students eligible for free and reduced meals (FRM).
- \$0.8M provides \$50 per HS student eligible for FRM with plans to phase in the remainder at \$30 per eligible student at MS and \$20 per eligible student at ES.

**\$1.3M School Board Support**

- The FY20 Midyear Budget Review included funding of \$0.6M to provide staffing support to assist the School Board with accomplishing their duties. \$1.3M is included in FY21 to address the recurring cost for the full year.

**\$1.4M School Counselors**

- Begin to address the forthcoming SOQ changes prescribed by the Virginia Board of Education

163. **How will a change to middle school start times without changing elementary school or high school start times impact the hours of bus drivers?**

Based on the follow-on motion, we have begun a preliminary review of middle school start times. However, there are concerns within the boundaries of civil twilight and costs. Therefore, we have not proposed an operational plan for middle school start times in FY 2021. Further review will continue by staff to address these concerns.

164. **Provide explanation of the numbers sent in response to next step #94 and include the costs to maintain FCPSOn in high schools.**

**FCPSOn Middle School Implementation<sup>1</sup>**

Expenditure Category	Amount (\$ in millions)	Year of Cash Flow				
		FY 21	FY 22	FY 23	FY 24	FY 25 <sup>2</sup>
Devices - Outright Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Devices - Leased	16.0	-	4.0	4.0	4.0	4.0
Accessories and Preparation Services	0.8	0.8	0.0	-	-	-
Positions	2.0	0.5	0.5	0.5	0.5	-
Professional Development and Program Evaluation	0.9	0.4	0.4	0.1	0.1	-
<b>Total</b>	<b>\$ 19.7</b>	<b>\$ 1.7</b>	<b>\$ 4.9</b>	<b>\$ 4.6</b>	<b>\$ 4.6</b>	<b>\$ 4.0</b>

<sup>1</sup> Does not add due to rounding.

<sup>2</sup> Only lease obligations from the MS implementation are included in the year.

**Explanations for the Middle School Implementation:**

- Devices - Outright Purchase**  
 If one-to-one device were to implement at MS level in FY 2021, no devices will be purchased outright due to the timing of funding required for outright purchases. Additional devices required due to enrollment growth during FY 2022 to FY 2024 will be purchased outright. However, since enrollment growth is minimum over the years, no enrollment growth is assumed at MS level at this time.
- Devices – Leased**  
 It is assumed that devices will be received prior to the beginning of school year 2020-21 when the FCPSOn expands in middle schools. The device costs totalling \$16.0 million will be due to four installments and include interest of \$0.8 million based on an estimated finance rate. Based on current financing terms, the annual lease payment of \$4.0 million will begin in FY 2022, with the last payment due in FY 2025.
- Accessories and Preparation Services**  
 Since devices with accessories will be received in FY 2021, payments to accessories and preparation services totalling \$0.8 million will be due in FY 2021. Preparation services include vendor services for ordering and receiving protective sleeves; affixing FCPS barcodes, property stickers and clear plastic ID sleeve; creating a spreadsheet listing the devices serial number and matching affixed FCPS barcode for each school; placing devices and power adapters with protective sleeves and packaging prior to inside delivery to individual schools.
- Positions**  
 Based on the TSspec staffing formula proposed for FCPSOn, enrollments in 8 middle schools are projected to be over 1,250 per school. This requires an additional 0.5 position for each of the school,

reflecting an increase of 4.0 positions for a total cost of \$0.5 million as compared to current staffing standard. TSspec positions provide technology support on-site to meet the requirements of ongoing enrollment growth and more technology, applications and devices used in the classrooms.

Level	FCPSOn Proposed Staffing	FY 2020 Staffing
MS	Enrollment < 1,250; 1.0 per school Enrollment >= 1,250; 1.5 per school	1.0 per school

- Professional Development and Program Evaluation

The following includes the middle school portion of expenditures, and excludes the PD and evaluations expenditures which have been included in the high school model.

1. Middle school portion of external program evaluation and an data analytics application is estimated at \$0.1 million.
2. Annual PD of \$0.3 million from year FY 2021 to FY 2022 will support development of a learner-centered environment and full implementation of the FCPS Learning Model.

Based on assumptions included in this finance model, new resources of \$2.3 million for the middle school expansion will be required in FY 2022 in order to maintain the sustainability of the MS model. It is noted that the finance model is built based on the most recent data available. Any changes in assumptions, such as method of purchase, enrollment growth, interest rates, or new model device cost, will impact the estimated costing. Staff will provide as much updated information as possible at time of each presentation/response.

#### FCPSOn High School Implementation<sup>1</sup>

Expenditure Category	Amount (\$ in millions)	Year of Cash Flow					
		FY 19	FY 20	FY 21	FY 22	FY 23	FY 24 <sup>2</sup>
Devices - Outright Purchase	\$ 9.2	\$ 7.6	\$ 0.4	\$ 0.4	\$ 0.4	\$ 0.4	\$ -
Devices - Leased	22.4	-	-	5.6	5.6	5.6	5.6
Accessories and Preparation Services	1.6	0.4	1.1	0.0	0.0	0.0	-
Positions	9.2	-	2.3	2.3	2.3	2.3	-
Professional Development and Program Evaluation	2.4	0.3	0.7	0.7	0.3	0.4	-
<b>Total</b>	<b>\$ 44.9</b>	<b>\$ 8.3</b>	<b>\$ 4.5</b>	<b>\$ 9.1</b>	<b>\$ 8.6</b>	<b>\$ 8.7</b>	<b>\$ 5.6</b>

<sup>1</sup> Does not add due to rounding.

<sup>2</sup> Only lease obligations from the HS implementation are included in the year.

#### Explanations for the High School Implementation:

- Devices - Outright Purchase

Due to one time funding set aside prior to FY 2020, partial devices were purchased outright totalling \$7.6 million and received by the close of fiscal year FY 2019. Additional devices required due to enrollment growth during FY 2020 to FY 2023 will be purchased outright, averaging \$0.4 million per year.

- Devices – Leased

After accounting for outright purchase devices, the remaining devices will require financing purchase. The lease devices were received in the summer prior to the beginning of school year 2019-20 when the FCPSOn expanded at high schools. The remaining device costs totalling \$22.4 million which include

interest of \$1.0 million will be due to four installments. Based on current financing terms, the annual lease payment of \$5.6 million will begin in FY 2021, with the last payment due in FY 2024.

- **Accessories and Preparation Services**

Due to the timing of accessories received, payments to accessories and preparation services of \$0.4 million and \$1.1 million were due in FY 2019 and FY 2020 respectively. Cost for accessories and preparation services required for additional devices due to enrollment growth ranges between \$22,000 and \$24,000 per year from FY 2021 to FY 2023. Preparation services include vendor services for ordering and receiving protective sleeves; affixing FCPS barcodes, property stickers and clear plastic ID sleeve; creating a spreadsheet listing the devices serial number and matching affixed FCPS barcode for each school; placing devices and power adapters with protective sleeves and packaging prior to inside delivery to individual schools.

- **Positions**

Based on the TSspec staffing formula required for FCPSOn, enrollments in 8 schools are over 2,500 per school, and enrollments in 17 high schools are over 1,250 but less than 2,500 per school. This requires an additional 1.0 position for each of the 8 schools, and an additional 0.5 position for each of the 17 schools, reflecting an increase for a total of 16.5 positions at \$2.0 million as compared to FY 2019 staffing standard. TSspec positions provide technology support on-site to meet the requirements of ongoing enrollment growth and more technology, applications and devices used in the classrooms.

Level	FCPSOn Proposed Staffing	FY 2019 Staffing
HS	Enrollment < 1,250; 1.0 per school Enrollment <= 1,250 and < 2,500; 1.5 per school Enrollment >= 2,500; 2.0 per school	1.0 per school

Additionally, 2.0 education specialist positions are required to provide divisionwide professional development due to the implementation of the one-to-one devices. The total cost for the two positions is \$0.3 million.

In summary, the additional 18.5 positions for TSspecs and education specialists cost a total of \$2.3 million per year.

- **Professional Development and Program Evaluation**

The following chart includes the high school portion of expenditures, and excludes the PD and evaluation expenditures which have been included in the middle school model.

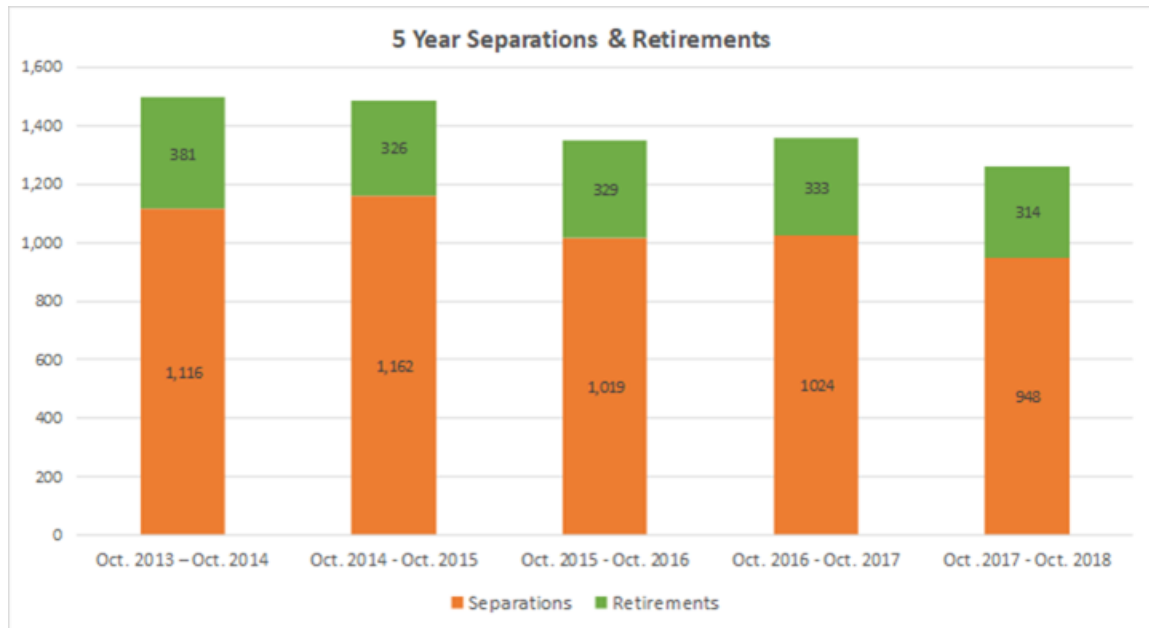
Professional Development and Program Evaluations	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Program Evaluation	\$ 0.1	\$ 0.1	\$ 0.1	\$ 0.1	\$ 0.2
Device Usage Analytics Tool	-	0.1	0.1	0.1	0.1
Divisionwide PD for materials and supplies	0.1	0.1	0.1	0.1	0.1
Preparation year PD to support culture and readiness	0.1	-	-	-	-
Year 1 PD to support development of learner centered environment	-	0.4	-	-	-
Year 2 PD to support full implementation of the learning model	-	-	0.4	-	-
<b>Total</b>	<b>\$ 0.3</b>	<b>\$ 0.7</b>	<b>\$ 0.7</b>	<b>\$ 0.3</b>	<b>\$ 0.4</b>

Based on assumptions included in this finance model, new resources of \$2.8 million and \$0.6 million will be required respectively in FY 2021 and FY 2022 in order to maintain the sustainability of the HS model. It is noted that the finance model is built based on the most recent data available. Any changes in assumptions, such as

method of purchase, enrollment growth, interest rates, or new model device cost, will impact the estimated costing. Staff will provide as much updated information as possible at time of each presentation/response.

165. **Provide trend analysis of teacher staffing for the past 5 years, how much of it was based on retirement and how much for other reasons, then project retirement trends 3-5 years**

The 5-year average for number of retirees per year is 337 or 24.2% of overall separations. I would assume we will continue to see between 300 to 375 retirements per year through the next 3-5 years.



#### 11/12/19 Membership Analysis and Trends

166. **More explicitly pull out TJ from the rest of Region 2 in same way that we've addressed alternative schools and centers on page 10**
167. **Compare accuracy of staffing and enrollment projections for this year and last year, highlight any schools that may be significant outliers when compared to the accuracy county-wide**
168. **Clarify process for Board members to get regional analysis of trends and membership data with RAS and facilities staff**
169. **What are we planning to do to address issues in schools that may have poor perception in the community?**
170. **Look at accuracy of projections in the past and how they have influenced our decisions**
171. **Number of foster students in school system and if there is any concentration**

- 172. **Associate impact of cost to student population changes**
- 173. **Identify for Board the professional development for staff that will facilitate data analysis to improve strategic decision making of the Board**
- 174. **Find out about data analysis training County human services staff completed and report back to board**
- 175. **Consider scheduling a follow-up work session for Board to receive Superintendent's analysis of this membership data report**

Staff in the Office of Research and Strategic Improvement (ORSI) are working with the staff who compiled the membership trends report to provide analysis and interpretation of the data. The Superintendent will aim to schedule a work session in the Spring to review ORSI's conclusions with the School Board.

#### **11/12/19 Strategic Plan Goal 1: Student Success**

- 176. **Provide a plan on how to start measuring progress of individual cohorts when looking at SOL pass rates.**

Staff will share a plan for measuring individual cohorts as part of the Board's annual review of Strategic Plan metrics and targets.

- 177. **Compare SOL pass advanced and pass rates of students in local level IV students vs. AAP center students.**

The following table displays the number and percent of AAP Level IV students passing the SOL test and scoring in the Pass Advanced range on the SOL test. Results for reading and mathematics are provided for students served in a Local Level IV program and those served in a Level IV Center program.



**SY 2018-19 AAP Level IV Comparison of Reading and Math SOL Performance  
by Service Site Type (Pass and Pass Advanced)**

Reading										
AAP Center Programs						Local Level IV Programs				
	# Level IV Center students	Pass Rate		Advanced Rate		# Local Level IV students	Pass Rate		Advanced Rate	
		# passing test	%	# pass advanced	%		# passing test	%	# pass advanced	%
<b>All Students</b>	14,929	14,802	99%	7,438	50%	7,236	7,161	99%	3,271	45%
Asian	5,345	5,312	99%	2,828	53%	1,883	1,873	99%	847	45%
Black	1,042	1,022	98%	346	33%	421	406	96%	108	26%
Hispanic	1,411	1,381	98%	502	36%	885	854	96%	273	31%
White	5,979	5,948	99%	3,152	53%	3,487	3,473	100%	1,752	50%
Econ. Dis.	1,552	1,508	97%	490	32%	1,011	968	96%	250	25%
EL	108	86	80%	5	5%	153	121	79%	8	5%
SWD	441	431	98%	199	45%	230	228	99%	113	49%

Mathematics										
AAP Center Programs						Local Level IV Programs				
	# Level IV Center students	Pass Rate		Advanced Rate		# Local Level IV students	Pass Rate		Advanced Rate	
		# passing test	%	# pass advanced	%		# passing test	%	# pass advanced	%
<b>All Students</b>	14,929	14,734	99%	9,558	64%	7,236	7,191	99%	4,050	56%
Asian	5,345	5,284	99%	4,047	76%	1,883	1,877	100%	1,223	65%
Black	1,042	1,025	98%	463	44%	421	413	98%	152	36%
Hispanic	1,411	1,386	98%	642	45%	885	873	99%	359	41%
White	5,979	5,906	99%	3,650	61%	3,487	3,471	100%	1,979	57%
Econ. Dis.	1,552	1,511	97%	718	46%	1,011	994	98%	391	39%
EL	108	105	97%	32	30%	153	150	98%	43	28%
SWD	441	430	98%	242	55%	230	229	100%	132	57%

Note: This table reflects SOL and alternate assessment results for students receiving AAP Level IV services disaggregated by program type (Local Level IV or Level IV Center). Pass rate calculations include all results at the Pass Proficient and Pass Advanced ranges (400-600). Advanced rates include the subset of passing tests at the Pass Advanced range only (500-600). The English Learner (EL) Strategic Plan reporting group includes only students eligible for ESOL services (ELP levels 1-5). The Students with Disabilities (SWD) Strategic Plan reporting group includes only students with IEPs. Data source: Student Information System and Education Decision Support Library

178. **Provide data over the past 10 years as to how many Pre-K classrooms and how many slots (students) FCPS has added -and how many Pre-K classrooms and how many slots (students) the County has added.**

Fairfax County Public Schools and Fairfax County Office for Children collectively increased the number of slots available to children six weeks to four years old by 885 over the past 10 years.

FCPS programming for young children increased by 657 slots. The increase was achieved by adding four Early Head Start and 29 PreK classrooms and increasing PreK class size to 18.

Fairfax County Office for Children increased programming for children by 228 slots. Thirty-six were Early Head Start slots in family child care and 192 were PreK slots in community programs throughout the county. In addition, the County has increased funding for the Child Care Assistance and Referral program.

**179. Move some of the successes captured in the appendix to front of reports including the info on Justice and Lee that we got from the staff Q & A results**

Staff concentrated on the approved goal metrics in the main content of the report metrics. Staff have provided an appendix with additional data which details context and background on additional metrics associated with the Desired Outcomes in Goal 1. That information can be found beginning on page 60 of the report found at this [link](#).

**180. Provide definitions of various groups (SLIFE, etc.) in the report and plans on how to address their needs**

SLIFE is a term used to describe Students with Limited and/or Interrupted Formal Education. SLIFE usually are new to US schools and have had interrupted or limited schooling opportunities in their home country. Many have limited backgrounds in reading and writing in their home languages and may have academic skills below grade level.

In FCPS, we identify SLIFE in two ways. First, when students enter FCPS, families complete an educational history as part of the ESOL Entry Assessment process. Students in grades 3-12 who have a WIDA English Language Proficiency (ELP) Level 1 or 2 and have 2 or more years of *interruption* (consecutive or cumulative) receive an SF status code in SIS and are considered SLIFE.

Second, as school personnel notice that students have limited backgrounds in reading and writing in their home languages and are below grade level in most academic skills, they may contact the Office of ESOL Services for a SLIFE consultation. Students with significant gaps in their home language history may be identified as SLIFE due to *limited* home language literacy and numeracy skills.

The Office of ESOL Services partners with schools to meet the needs of SLIFE in a variety of ways. Through SLIFE consultations the ESOL Office supports schools in identifying SLIFE, and determining social, emotional and academic needs. The ESOL Office partners with schools to design interventions. At the secondary level, there are specialized courses and resources in literacy and numeracy that may be offered to SLIFE. At the elementary level, ESOL Services is collaborating with Bailey's Upper ES, Hutchison ES and Lynbrook ES to implement bilingual interventions for SLIFE.

FCPS also supports SLIFE holistically through the work of Community Liaisons, Parent Liaisons, school social workers and psychologists, school counselors, and family reunification classes.

**181. Put together information from these reports for legislators so they are better equipped to advocate for our legislative agenda**

Each year, the Student Success report is provided to the FCPS Leadership and shared with Michael Molloy to support the legislative agenda.

**182. Disaggregate SIFE numbers on a school-by-school basis**

School	SLIFE Sep-19
ANNANDALE HIGH	42
BAILEY'S UPPER ELEMENTARY	21
BELVEDERE ELEMENTARY	<
BRADDOCK ELEMENTARY	12
BRYANT HIGH	15
BUSH HILL ELEMENTARY	<
CARSON MIDDLE	<
CENTRE RIDGE ELEMENTARY	<
CENTREVILLE HIGH	25
CHANTILLY HIGH	<
CLEARVIEW ELEMENTARY	<
DOGWOOD ELEMENTARY	<
EDISON HIGH	11
FAIRFAX COUNTY ADULT HIGH	91
FAIRFAX HIGH	16
FALLS CHURCH HIGH	61
GLASGOW MIDDLE	<
GRAHAM ROAD ELEMENTARY	<
HAYFIELD HIGH	<
HERNDON ELEMENTARY	<
HERNDON HIGH	41
HERNDON MIDDLE	<
HOLMES MIDDLE	<
HUTCHISON ELEMENTARY	10
HYBLA VALLEY ELEMENTARY	<
JACKSON MIDDLE	<
JUSTICE HIGH	109

KEY MIDDLE	<
LAKE ANNE ELEMENTARY	<
LAKE BRADDOCK HIGH	<
LEE HIGH	21
LEMON ROAD ELEMENTARY	<
LIBERTY MIDDLE	11
LITTLE RUN ELEMENTARY	<
LONGFELLOW MIDDLE	<
LYNBROOK ELEMENTARY	16
MADISON HIGH	<
MARSHALL HIGH	<
MOUNT VERNON HIGH	18
MOUNTAIN VIEW HIGH	20
MULTI-AGENCY SERVICES	<
OAKTON HIGH	<
POE MIDDLE	<
RIVERSIDE ELEMENTARY	<
SANDBURG MIDDLE	<
SLEEPY HOLLOW ELEMENTARY	<
SOUTH LAKES HIGH	13
TIMBER LANE ELEMENTARY	<
WEST POTOMAC HIGH	11
WEST SPRINGFIELD HIGH	<
WESTFIELD HIGH	<
WESTGATE ELEMENTARY	<
WESTLAWN ELEMENTARY	<
WOODBURN ELEMENTARY	<
WOODSON HIGH	<
TOTAL	649

A value of "<" indicates that the number is too small to report.

**183. Provide an overview of current efforts to review the curriculum through an equity and anti-racist lens and what means by which we seek community input on equity issues**

For the past fifteen months, many actions have taken place to review the curriculum through an equity and anti-racist lens. It began with the development of culturally responsive curriculum and pedagogy tools to support both curriculum revision and the development and/or purchase of new resources. Though these efforts have spanned across curriculum areas, the most intentional work has been done in Social Studies. The review has begun at all three levels, but the most extensive work is taking place at the fourth-grade level. For more information please see the [November 22, 2019 Brabrand Briefing](#).

Staff is currently investigating initiating a community task force or engaging in community conversations to gain community input on curriculum. The Equity & Culturally Responsive Team, in the Office of Professional Learning & Family Engagement, does have an Equity Stakeholder group that provides input/feedback on equity in FCPS.

**184. On page 71, clarify type of diploma students in class of 2019 with disabilities who graduated on-time**

The following table displays the number and percent of students within each primary disability type in the Class of 2019 who earned the diploma type.

**Class of 2019 Students with Disabilities Diploma Types Earned, by Primary Disability**

	# in cohort	Advanced Studies Diploma		Standard Diploma		Applied Studies and Modified Standard Diploma	
		# diplomas	%	# diplomas	%	# diplomas	%
<b>Total SWD</b>	1,940	325	17%	1,166	60%	296	15%
Autism	229	50	22%	90	39%	81	35%
Deaf-Blindness	<	<	<	<	<	<	<
Developmental Delay	0	0	n/a	0	n/a	0	n/a
Emotional Disability	256	26	10%	175	68%	13	5%
Hearing Impairment/Deafness	12	4	33%	5	42%	3	25%
Intellectual Disability	90	0	0%	4	4%	77	86%
Multiple Disabilities	33	1	3%	1	3%	29	88%
Orthopedic Impairment	<	<	<	<	<	<	<
Other Health Impairment	339	89	26%	215	63%	16	5%
Specific Learning Disability	924	139	15%	660	71%	58	6%
Speech or Language Impairment	28	10	36%	12	43%	4	14%
Traumatic Brain Injury	<	<	<	<	<	<	<
Visual Impairment/Blindness	<	<	<	<	<	<	<
Other	14	0	0%	0	0%	10	71%

Note: This table reflects the state board-approved diploma types earned by the Class of 2019 within four years of entering ninth grade. Calculations allow adjustments for students with disabilities who, under federal and state law, may take longer than four years to earn a diploma and still count as "on-time" graduates. A value of "<" indicates that the number in the cohort is too small to report. The Students with Disabilities group reports only students with IEPs. Students designated as "other" are those for whom a primary disability could not be found in available data. The Students with Disabilities group reports only students with IEPs. Data source: Student Information System and VDOE Single Sign-on for Web Systems.

**185. Provide data on fidelity of implementation of Young Scholars models across the division, success, and plans for expanding the program and maintaining fidelity in the future**

Though we do not have data on fidelity of implementation, staff does look at Young Scholar data, examining the level of services received in elementary school and participation in advanced coursework in middle and high school. In November, Region leadership met to review this data and plan for next steps with their school leaders, including the expansion to schools who have not yet begun a program. The Advance Academic Team has created several processes and tools for schools to use during all phases of implementation. These have been optional in past years, but with the new full time Advance Academic Resource teachers (AARTs) in all Title 1 elementary schools, requirements have been put in place to increase the monitoring of fidelity.

**186. Direct the Superintendent to review and revise the Goal 1 Metrics, and bring these proposed recommended changes to a future Work Session. (In particular, consider the removal of metrics where subgroups baselines are performing at 90% or higher.)**

The SY 2018-19 report supports performance and progress toward the 2019-20 targets for each of the associated Aspirations. Staff will discuss possible revised Goal 1 metrics to support targets beyond 2020 and discuss these revisions with the School Board Governance Committee.

**187. Direct the Superintendent to provide non-budgetary options for the POG Presentations of Learning field test program.**

Staff will continue to provide professional development through the current cohort structure funded by existing budget, but additional staff will be needed to scale the work and meet the timeline and outcome described in the strategic plan metrics.

**188. Direct the Superintendent to provide data analysis on the Goal 1 metrics, beyond the data charts.**

Staff will work with the Board to review expectations for report formatting during the annual review of the strategic plan.

**11/14/19 Goal 2: Caring culture****189. Express School Board support for the SHAC recommendation to include a question on drowsy driving on the Fairfax Youth Survey.**

Fairfax County Public Schools and the Fairfax County Government will explore options from other national/regional surveys regarding this topic. If a vetted question is found or can be crafted the addition will be considered. This is the process followed in the past when issues of interest were brought forward for consideration.

**190. Refer the issue of establishing Indigenous Peoples' Day as a step toward creating an inclusive, caring culture to the Calendar Committee.**

Referred to Department of Human Resources.

**191. Develop a plan for communicating the availability of these social and emotional help tools to our students body and their parents.**

Messaging may be added to our blog with rotating "blurbs" in "News to Choose" and Tweets to social media. Psychology services will work with communications as needed. The link on student Blackboard FCPS 24/7 accounts has not changed. Link provided to the Student Tips & Strategy website will remain.

**192. Gather post-survey reactions of students.**

The Department of Special Services has reached out to the Superintendent's Student Advisory Council for consultation.

**193. More detail on 3<sup>rd</sup> bullet on page 21 of report.**

FCPS continues to focus on many areas of wellness, including stressors. Special Services staff met with the Superintendent's Student Advisory Council (SAC) to explore reasons for student reported stress. The collaboration with SAC included discussion on academics, extra curriculars, social media, family, and sleep. Student representatives also presented to the School Health Advisory Committee (SHAC) to share their experiences, opinions, and observations. Student representatives also stated their recommendations that the Fairfax County Youth Survey (FCYS) be revised to remove some questions and to include additional questions about student mental health.

Fairfax County Youth Survey (FCYS) briefings are used to foster protective factors by training psychologists (available also to social workers and counselors) to interpret and present FCYS data to administrators and school staff on how to increase school, family, and community assets. Staff continued to train adults in Youth Mental Health First Aid to recognize signs of need and assist families to access support. Evidence-based trainings are provided to clinicians in the areas of anxiety, depression, and trauma in partnership with the Healthy Minds Consortium of Fairfax County. Students who participated in evidence-based interventions demonstrated positive outcomes.

FCPS continued to organize the Mental Health and Wellness Conference. The 2018 keynote speaker spoke directly about the positive aspects of stress and managing stress in your day-to-day life; she offered a breakout session for attendees in addition to the keynote; she also worked with students in the student strand.

**194.Add additional information about what we are doing to provide a welcoming environment on page 9 of report.**

FCPS provides a welcoming environment in many ways, and the following are examples of strategies employed to meet this goal:

- The Parent Resource Center (PRC) provides information about the PRC, FCPS You Tube Channel, library, tutor list and workshop list to families in 8 languages. OPLFE records many of our workshops and posts to You Tube Channel. You Tube videos may be captioned in over 100 languages so that all families have access to this important information
- Professional development on building a positive culture and climate is provided for candidates in the principal pool and first year principals
- School teams conduct Welcoming Walks at the beginning of the school year to build relationships with families
- Welcoming Atmosphere Walk-throughs are provided to schools by Family and School Partnerships staff
- Title I schools create Family Engagement compacts each year
- "Getting to Know FCPS" New Family Orientation is provided by Family and School Partnerships
- A forum titled "Valuing the African American Voice in Education K-12" is being provided for teachers
- Phone lines are available in eight languages for families who have questions or concerns
- Parent liaisons serve as the connectors between home and school
- Multi-cultural panels are held at schools to explore cultural values and practices

**195.Provide the 'n' data for student statistics on sleep and homework in table in Response 11.**

The Fairfax County Youth Survey report from which these data were excerpted does not present the number of students used to calculate the percentages. Based on Youth Survey data files available to FCPS, staff have provided an estimate of the numbers (n). These n values represent the approximate count of students who affirmed each of the statements below in their survey responses.

8th Grade	Year					
	2013	2014	2015	2016	2017	2018



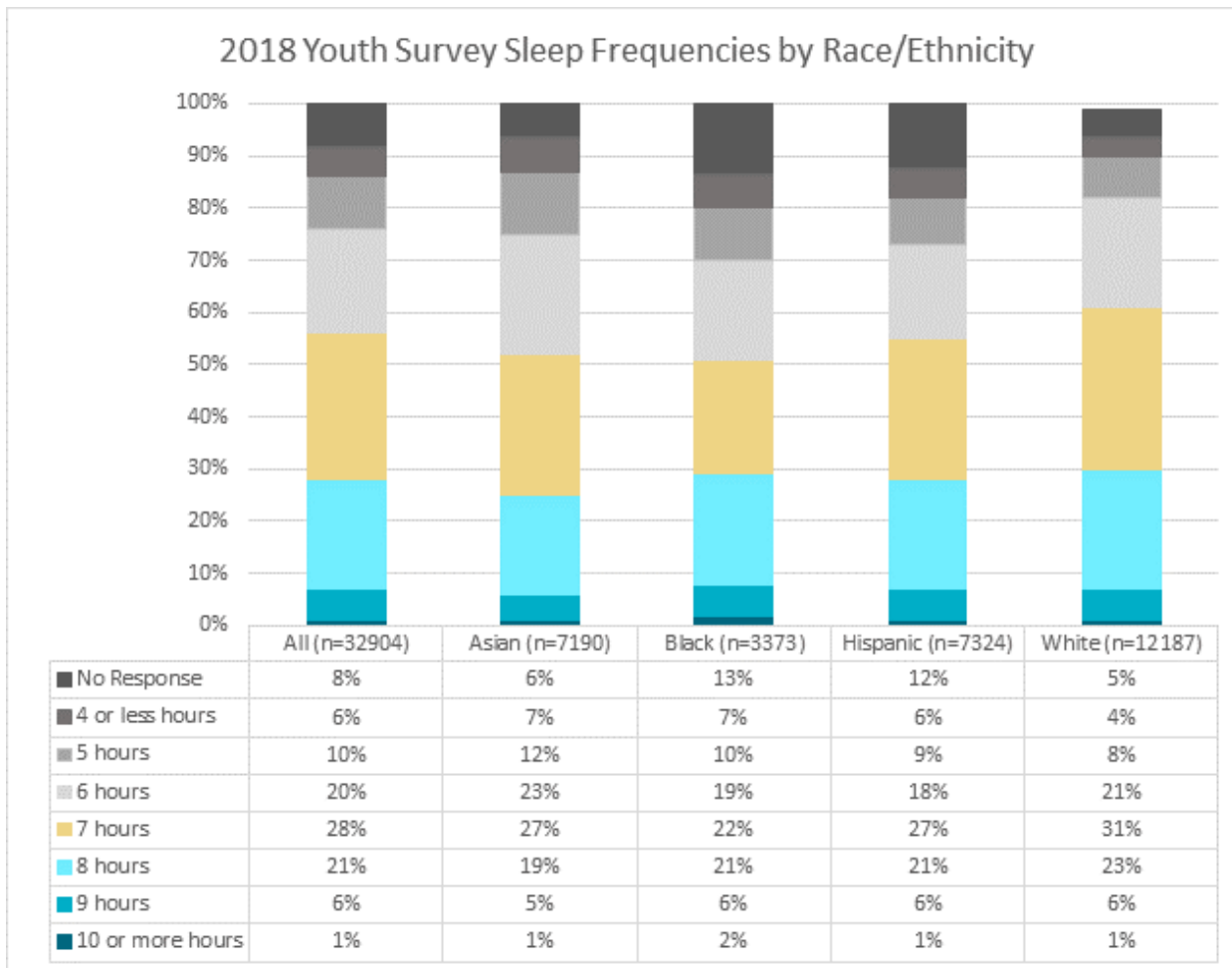
Got 8 or more hours of sleep on a school night	57.5% n≅6000	50.6% n≅5550	50.0% n≅5000	48.5% n≅4800	48.8% n≅5000	48.2% n≅4800
Did homework for 3+ hours per day			13.1% n≅1400	11.3% n≅1200	12.0% n≅1300	10.5% n≅1100

10th Grade	Year					
	2013	2014	2015	2016	2017	2018
Got 8 or more hours of sleep on a school night	26.1% n≅2800	22.0% n≅2450	28.4% n≅3150	28.4% n≅3000	26.4% n≅2800	27.3% n≅2800
Did homework for 3+ hours per day			35.5% n≅4100	32.0% n≅3600	30.1% n≅3400	30.1% n≅3300

12th Grade	Year					
	2013	2014	2015	2016	2017	2018
Got 8 or more hours of sleep on a school night	16.4% n≅1650	14.0% n≅1450	17.2% n≅1750	16.1% n≅1600	17.4% n≅1750	16.9% n≅1700
Did homework for 3+ hours per day			39.5% n≅4200	38.1% n≅3900	35.8% n≅3800	35.7% n≅3800

#### 196.Breakout data for student subgroups regarding various numbers of sleep they are getting.

Below are student responses to the sleep question among all students and for racial/ethnic subgroups. Information for other subgroups is not available from the Fairfax County Youth Survey data.



**197. Have Superintendent consider adding BHMS data on future goal 2 reports.**

FCPS staff is considering adding this data to future reports and will be reviewing all metric data in the Spring of 2020.

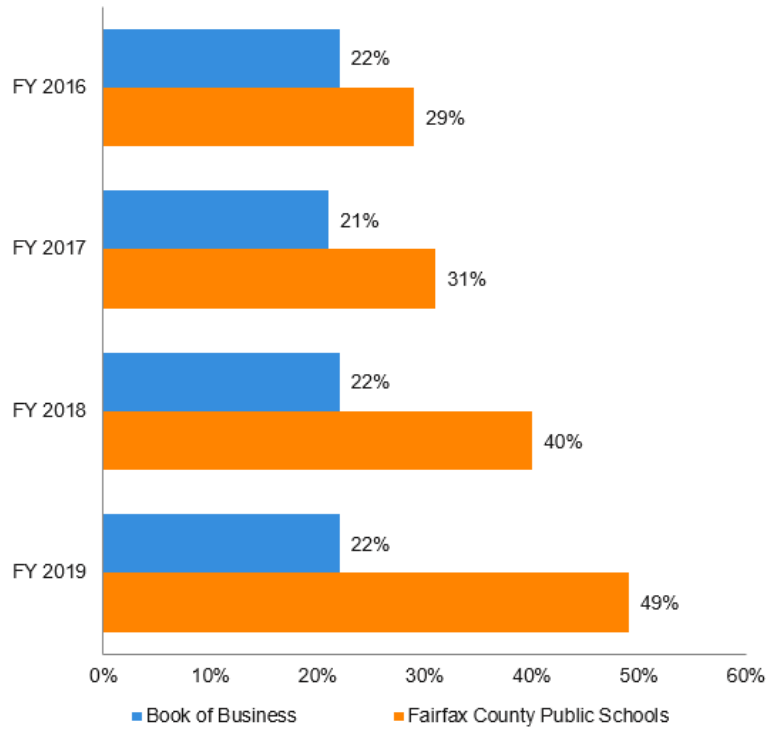
**198. Provide more contextual info about and contract costs of EAP program compared to industry.**

FCPS contracts with ComPsych Corporation (Guidance Resources GR) for EAP services. GR is a global provider of EAP services and one of the largest EAP providers in the world. CPS utilization has steadily increased year to year. An article by the Society of Human Resource Management from 2016 relates that about 77% of employers offer an EAP and typical engagement rates hover in the 5% range on average.

FCPS' high utilization rate is due to a number of factors directly related to a strong marketing and promotion program which includes overviews for employees of available resources, a multi-media communication campaign, personal development workshops, and critical support response for employees during crisis. Since the use of the EAP services is anonymous the utilization is determined by the number of touch points both online and in-person vs individual member utilization.

FCPS EAP utilization compared to industry:

- Utilization exceeds industry and Book of Business (BoB) norms
- FY 2019 utilization is more than double vendor BoB



## EAP Costs

- The contracted rate for the EAP has remained constant via contract since 2013 at \$13.64 per employee per year (PEPY), however, a new contract will provide some cost savings and increased services for the coming year.
- EAP costs PEPY can vary depending on the services chosen. GR and other EAP providers customize the suite of services based on utilization, employee requests, and best practices.
- The total cost for the FCPS EAP is offset as it is shared with health vendors as part of the wellness services. FCPS portion of payment fluctuates with contract alterations.

Year	Total *	FCPS	Health Vendor Contribution
2013	369,814.01	40,611.51	329,202.50
2014	375,192.96	29,114.38	345,988.58
2015	360,471.99	14,971.99	345,500
2016	379,585.08	54,791.87	317,201.52
2017	378,185.96	230,598.46	147,587.50
2018	379,302.22	238,705.88	140,596.34
2019	382,332.06	250,389.71	131,942.35

\*includes 2% discount for pre-pay

## EAP Full Suite of Services Includes:

- Access 24/7, 365 days/year for employees and household members in-person and via website
- Confidential counseling 4-sessions face to face with a master's level counselor
- Legal and financial consultations and recourses
- Work/Life balance specialist who can assist in finding resources for employees on a vast array of topics including childcare/eldercare, moving, large item purchases, college/scholarship planning, event planning, pet care, travel and more.
- Content-rich website with chat feature and estate planning
- Wellness coaching for lifestyle management including tobacco-cessation; weight management; fitness; diabetes; stress; and low back issues
- Workshops and webinars for personal development
- Critical incident support for crisis situations which provides an onsite counselor for employees

**12/9/19 WS: FY20 Midyear Budget Review****199: Provide a plan for ensuring all middle schools obtain cameras and the plan should include timeline and costs for getting them cameras**

With FY20 midyear funds (~\$737K), the first 8 schools listed below would have camera systems installed and operating by no later than the end of the fiscal year. The installations would begin immediately upon receipt of funds with approximately 2 schools being completed per month.

Glasgow, Lanier, Poe and South County were selected because all have external cameras and the necessary infrastructure in place to install and fully deploy internal cameras. The remaining 4 schools all require internal and external cameras and were selected for the following reasons. Selected schools:

- Represent each region in the county
- Would benefit from increased security measures
- Maximize the allowed budget

The remaining 11 schools require internal and external cameras and can be completed in the following fiscal years. Assuming funding is provided (~\$1.9M), schools would be selected based upon the same criteria and be completed at the same rate (2 per month). The table below provides detail.

<b>Middle School Video Monitoring (Cameras) Plan (\$2.6M)</b>						
<b>Fiscal Year 20 Mid-Year Funds, \$737K Non-Recurring</b>						
<b>REGION</b>	<b>SCHOOL NAME</b>	<b>TOTAL PRICE</b>	<b>PERIPHEALS</b>	<b>INT CAMS</b>	<b>EXT CAMS</b>	<b>COMMENTS</b>
2	Glasgow MS	\$70,834.29		48	24	Needs Int
5	Lanier MS	\$83,733.51	\$13,962.95	40	15	Needs Int
2	Poe MS	\$64,341.82	\$13,962.95	29	16	Needs Partial Int&Ext
4	South County MS	\$73,469.91	\$13,962.95	39	12	Needs Int
1	Herndon MS	\$122,328.65	\$13,962.95	44	17	Needs Int&Ext
3	Twain MS	\$98,404.75	\$13,962.95	25	16	Needs Int&Ext
4	Irving MS	\$110,912.01	\$13,962.95	30	16	Needs Int&Ext
2	Holmes MS	\$95,079.25	\$13,962.95	26	16	Needs Int&Ext
	<b>Totals</b>	\$719,104.19	\$97,740.65	281	132	

Fiscal Year 21 Funds, \$1.9M (\$1.4M Non-Recurring, \$.5M Recurring)						
Non-Recurring, \$1.3M						
REGION	SCHOOL NAME	TOTAL PRICE	PERIPHEALS	INT CAMS	EXT CAMS	COMMENTS
1	Carson MS	\$153,796.95	\$13,962.95	57	18	Needs Int&Ext
5	Franklin MS	\$123,954.28	\$13,962.95	24	21	Needs Int&Ext
2	Jackson MS	\$114,196.25	\$13,962.95	31	17	Needs Int&Ext
3	Key MS	\$141,465.65	\$13,962.95	51	20	Needs Int&Ext
2	Kilmer MS	\$111,141.07	\$13,962.95	34	19	Needs Int&Ext
4	Liberty MS	\$153,004.82	\$13,962.95	60	17	Needs Int&Ext
2	Longfellow MS	\$117,253.00	\$13,962.95	35	19	Needs Int&Ext
5	Stone MS	\$99,617.54	\$13,962.95	31	14	Needs Int&Ext
1	Thoreau MS	\$125,139.59	\$13,962.95	39	15	Needs Int&Ext
1	Cedar Lane School	\$50,000.00		14	5	Needs Int&Ext
4	Burke School	\$19,000.00		12		Needs Int
	<b>Totals</b>	1,208,569.15	\$125,666.55	388	165	
Other Non -Recurring, \$.1M						
	<b>ITEM</b>	<b>TOTAL PRICE</b>				
	1-Vehicle	\$30,000.00				
	Equipment	\$70,000.00	Car Radio, Radios, Computing, Uniforms, Smart Phones, Training, Security Center Upgrades, etc.			
	<b>Totals</b>	\$100,000.00				
Recurring, \$.5M for out years						
	<b>ITEM</b>	<b>TOTAL PRICE</b>				
	2-Technical Specialists	\$200,000.00				

	Licensing & Support	\$300,000.00				
	<b>Totals</b>	\$ 500,000.00				
<b>Other Middle Schools and CCTV Status</b>						
<b>Renovations (Current or less than 5 years Out)</b>						
	Cooper MS	\$101,868.66	\$ 13,962.95			
	Frost MS	\$105,081.42	\$ 13,962.95	28	16	
	Hughes MS	\$89,347.31	\$ 13,962.95			
	Rocky Run MS	\$108,007.21	\$ 14,258.97	25	14	
	<b>Grant</b>					
	Whitman MS	\$110,551.60	\$ 13,962.95	26	18	
	<b>Has Full Deployment</b>					
	Sandburg MS		\$13,800.00	51	21	

**200: Include in CIP a section on security enhancements and timelines for achieving them.**

A section on security enhancements and related timelines will be developed and incorporated in the 2022-2026 CIP.

**201: Provide information about the plans to repair bleachers as identified in the Audit report.**

FCPS has completed three out of five bundled bleacher inspections at fifteen high schools. The remaining two bundles will be completed by the end of FY2020 – totaling twenty four schools. All minor repairs that are identified during inspections are addressed immediately. Any recommended upgrades are being added to the Office of Facilities Management's planned major maintenance project list for future capital funding.

**202: Provide details on use of ms after school funds provided at year end, what activities were added, what has student participation been this year and in previous years.**

[Response](#)

**203: Gather feedback from current middle school principals who have the cameras about impacts the cameras have had Provided by Principal Shawn DeRose, President of the Middle School Principals Association:**

Footage from internal cameras allows school administrators to more quickly and accurately identify students who are involved in incidents. Furthermore, the footage minimizes the number of students who are brought to speak with an administrator as part of an investigation. In any investigation, one of the goals is to ensure only those students directly involved have to speak to administrators. Cameras allow staff to conduct targeted conversations with students who were directly involved without causing undue stress to students and parents who might otherwise have been interviewed. Camera evidence reduces the impact of false accusations, mistaken identities, and potential bias in identifying students involved in incidents. In summary, being able to identify the students involved in an incident quickly and accurately reduces the impact to the school community overall and ensures innocent students remain uninvolved in our investigations.

**204: Provide prepared statement related to merits of security cameras in middle schools**

Cameras are a fundamental security measure in today's society to include schools. Ensuring the safety and security of students and staff is the highest priority for school leaders. The installation of cameras (with an emphasis on interior cameras) in all middle schools will support administrators, school security, teachers, staff, students and parents in prioritizing student safety. Cameras provide the following:

1. **Deterrent:** Cameras act as a deterrent for anyone who may choose to display inappropriate or disruptive behavior. Secondary school principals shared that incidents are rare in areas of the building that are monitored by cameras because students know they will be caught. Cameras serve this same deterrent to those intending to vandalize, trespass, or intentionally harm students and staff.
2. **Analytics:** Camera systems have analytic capabilities that can react to unusual behavior and alert system users before an incident. These same analytics work with other technical security systems to identify problems before and when they develop.
3. **Verification and Accountability:** Cameras provide school staff members the ability to compare video footage of any incident where cameras are installed. The ability to review camera footage allows staff to verify individual accounts of the incident ensures that the person(s) who display inappropriate or disruptive behavior are held accountable. Additionally, many incidents occur in the evenings and on the weekends when buildings are open for community use. The ability to review camera footage holds groups/organizations who use school space for events accountable if an incident were to occur.
4. **More focus on Instruction:** FCPS Middle Schools can have nearly the same square footage of high schools, yet are staffed with one Safety and Security Assistant (US-11) as compared to 5 like positions at high schools. As a result, and without cameras, middle schools must find creative ways to monitor student behavior throughout the day by assigning staff in non-instructional roles. Cameras would ease that burden and allow teachers to use this time to improve their classroom instruction (i.e. more time for planning lessons, attending CLT meetings, collaborate with colleagues).
5. **Instructional Leadership:** The amount of time administrators spend investigating



Inappropriate or disruptive behavior directly impacts the amount of time they have available to support instruction. Cameras allow administrators to quickly identify individuals involved, or those who may have witnessed the incident, and complete the investigation in a much shorter time frame. As a result, administrators can use this time to focus on their role as an instructional leader.

The Office of Safety and Security collects annual data from high schools regarding the number of times internal cameras assisted in the successful resolution of an incident. Over the past 2 years the number averaged 600 times per year.

**12/9/19 WS: CIP- Impact of New Development**

- 205: Provide the information on slide 8 with zoning classifications and density**
- 206: Provide a plan to loop back with magisterial district and at-large members on upcoming new development issues seen by facilities staff**
- 207: Provide 10 year (or as many years as possible) look back showing accuracy of projections**
- 208: Include greater peer to peer discussions on planning between SB and BOS and Planning Commission, rather than SB only going through schools committee of Planning Commission, including joint meeting in January, include ideas on educating community on planning issues**

**12/16/19 Strategic Plan Goal 3: Premier Workforce**

**209 Provide number of Hispanic applicants to the principal pool over past 3 years.**

[Answered in materials posted for 12/19 meeting](#)

**210 Include in presentation comparison of contract length relative to salary in region.**

[Answered in materials posted for 12/16 ws](#)

**211 Provide information on retention of staff in special education compared to general education, and broken out by high school, middle school and elementary school.**

**Oct2018-  
Oct2019**

<b>Special Ed Teachers (FT)</b>	<b>Turnover (Terms and Retires)</b>	<b>Count</b>	<b>Terms</b>	<b>Retires</b>	<b>Retained, Transferred, Promoted, Demoted</b>

Elementary	10.35%	1643	132	38	1473
Middle	8.52%	481	33	8	440
High/Secondary	7.14%	1078	52	25	1001
Other/Non-region	3.75%	240	6	3	231
<b>Totals</b>	<b>8.63%</b>	<b>3442</b>	<b>223</b>	<b>74</b>	<b>3145</b>

<b>General Ed Teachers (FT)</b>	<b>Turnover (Terms and Retires)</b>	<b>Count</b>	<b>Terms</b>	<b>Retires</b>	<b>Retained, Transferred, Promoted, Demoted</b>
Elementary	8.76%	6381	442	117	5822
Middle	8.03%	1595	87	41	1467
High/Secondary	7.22%	3725	192	77	3456
Other/Non-region	5.56%	162	4	5	153
<b>Totals</b>	<b>8.13%</b>	<b>11863</b>	<b>725</b>	<b>240</b>	<b>10898</b>

**212 Provide to the new board a coherent plan of action on how we are going to attract and retain best in class going forward, 5 and 10 years in future, plan should be developed in collaboration with teacher and principal associations.**

[Answered in materials posted for 12/16 ws](#)

**213 Provide details on how we are going to remake the skype part of interview process for principal pool and plan on how we can reach back out to people who may have dropped out of the application process due to the skype interview.**

**214 Slide 18, lists retention by school is under development, need to also include retention also by job category, school level and region.**

**215 Develop plan to discuss improvements in retention, recruitment, and ongoing discussions with the board specifically regarding the principal pool and teachers.**

[Answered in materials posted for 12/19 meeting](#)

1/13/20 CIP

**216 Consider reinstating joint Capital committee/task force with the County; Add the discussion of development and its impact on the joint SB/BOS retreat with the intent of having a Board to Board broader discussion**

**217 Disaggregate the data on enrollment and building capacity for alternative programs and special education.**

**218 Provide the cost per mile for bus transportation for students**

The operational cost per mile (CPM) we reflected in the state report for 2018-2019 was the following:

Regular \$7.05/mile

Exclusive \$10.51/mile (rounded)

Cost per mile by vehicle for FY2020 (parts, labor, fuel divided by number of miles):

Bus Fleet: \$1.35/mile

Van Fleet: \$0.19/mile

**219 Provide options to build sustainability into the CIP within the ed specs****220 Provide link to transfer breakdown data by school****221 With increased capacity becoming available in our alternative schools, consider developing a 2E alternative school****222 Begin work on developing a new queue****223 Have staff clarify and then Board look at how we define capacity and how we define core programs****224 Look at how multifamily units are addressed in CIP****225 Outline steps for communication and outreach to educate and engage public in CIP process**

A press release issued Dec. 20 announced the proposed fiscal year (FY) 2021-25 Capital Improvement Program (CIP), <https://www.fcps.edu/news/fcps-announces-proposed-fy-2021-25-capital-improvement-program> . The release also announced the Jan. 7 CIP public hearing at Jackson Middle School, the School Board work session scheduled for January 13, and the final vote on the CIP scheduled for January 23. The same information was shared on FCPS's Twitter account. Jan. 7, information was distributed to the community by press release and on social media when the CIP public hearing was postponed because of winter weather and then rescheduled. A second release was issued Feb. 7 when the School Board approved the CIP <https://www.fcps.edu/news/school-board-approves-fy-2021-25-capital-improvement-program> The release included a link to the full CIP document.

**226 Analyze program impact on re-segregation and equitable access in terms of geography of programming****227 Analyze best practices in education and analyze impact on FCPS ed specs and impact on capacity****228 Consider adding key item list to CIP**

**1/30/20 FY21 Proposed Budget**

- 229. **Provide crosswalk comparing budget numbers presented to Board last year and what is being proposed this year**
- 230. **Provide more detail on what is included in the \$15.4 million for the salary enhancements**
- 231. **Highlight how much of increased expenditures are for fixed costs for employee benefits**
- 232. **Analysis of IAs (pay scale, vacancies, turnover rate, plan to get to \$30,000, how many are currently earning less than \$30,000)**
- 233. **What are plans to address ERFC increasing unfunded liability**
- 234. **Provide numbers about the 504 population in the budget showing any increases by school**
- 235. **Include some history and analysis regarding reductions that have been made in the budget this year and last year**
- 236. **Provide Board with an update on the Board directives related to increasing school nurses and middle school start times**
- 237. **Provide detailed information and costs on slides 9-12**
- 238. **Provide update on the resources related to equity plan resources and costs related to discipline study**
- 239. **Provide details about rollout of HS FCPSOn structure, cost, efficacy, comparison of what was briefed to board for original investment plan and what was contracted and what is planned, what families are impacted by \$1.1 million cost for tech support**
- 240. **How much would expansion to middle and elementary schools cost for equity in per pupil high school**
- 241. **Could freeze in steps impacting retirement pay be retroactively addressed?**
- 242. **Provide detailed review of PD budget ask for inclusion-based PD**
- 243. **What would it cost for us to be at best practice levels for school support personnel?**
- 244. **Provide information about costs of converting space and increasing privacy in spaces considering everyone's input**
- 245. **Review potential efficiencies and alternatives for textbook dollars**
- 246. **Determine cost for additional support for Office of Planning**

#### **1/21/2020 CIP and Renewable Energy Report**

- 247. **Include a list of capacity enhancement priorities and boundary adjustment options in the CIP.**
- 248. **Include in the CIP, an outline of the Community Engagement process.**
- 249. **Include specific delineation, by school, of the steps taken in the scoping process.**

250. **Schedule a work session to discuss possible Board communication priorities leading up to the discussion with the boundary consultant and also improved communication with the public on the topic.**
251. **Change the title of Table 8 – Staff will suggest a new title.**
252. **Provide the dollar amount that the lack of funding to replace aging equipment is costing in energy savings.**
253. **Prioritization of schools for rolling out the solar power enhancements.**
254. **Provide information on what measures have been taken at schools listed at 115% capacity to help maximize capacity.**

### 1/21/2020 AAP Updates

255. **Add to the appendix of the report, the data on the SOL pass advance rates for ES for Level 4 across all ES.**

#### 2018-19 AAP Level IV Pass Rate for Reading and for Math, by Service Site Type

*Percent of AAP Level IV participating students who score Pass on the SOL Reading and/or Mathematics test*

	Reading						Math					
	AAP Center Programs			Local Level IV Programs			AAP Center Programs			Local Level IV Programs		
	# Level IV participants	# passing test	%	# Level IV participants	# passing test	%	# Level IV participants	# passing test	%	# Level IV participants	# passing test	%
<b>All Students</b>	14,929	14,802	99%	7,236	7,161	99%	14,929	14,734	99%	7,236	7,191	99%
Asian	5,345	5,312	99%	1,883	1,873	99%	5,345	5,284	99%	1,883	1,877	100%
Black	1,042	1,022	98%	421	406	96%	1,042	1,025	98%	421	413	98%
Hispanic	1,411	1,381	98%	885	854	96%	1,411	1,386	98%	885	873	99%
White	5,979	5,948	99%	3,487	3,473	100%	5,979	5,906	99%	3,487	3,471	100%
Econ. Dis.	1,552	1,508	97%	1,011	968	96%	1,552	1,511	97%	1,011	994	98%
EL	108	86	80%	153	121	79%	108	105	97%	153	150	98%
SWD	441	431	98%	230	228	99%	441	430	98%	230	229	100%

Note: For purposes of the AAP participation metric, the students with disabilities reporting group omits Category B, Level 2 students.

Percentages for each program type reflect the advanced performance for AAP Level IV students enrolled within the program type.

For example, out of 14,929 students served in Level IV centers, 11,327--76 percent--scored pass advanced on their reading and/or mathematics SOL test.

**2018-19 AAP Level IV Pass Advanced Rate for Reading and for Math, by Service Site Type***Percent of AAP Level IV participating students who score Pass Advanced on the SOL Reading and/or Mathematics test*

	Reading						Math					
	AAP Center Programs			Local Level IV Programs			AAP Center Programs			Local Level IV Programs		
	# Level IV participant	# pass advanced	%	# Level IV participant	# pass advanced	%	# Level IV participant	# pass advanced	%	# Level IV participant	# pass advanced	%
<b>All Students</b>	14,929	7,438	50%	7,236	3,271	45%	14,929	9,558	64%	7,236	4,050	56%
Asian	5,345	2,828	53%	1,883	847	45%	5,345	4,047	76%	1,883	1,223	65%
Black	1,042	346	33%	421	108	26%	1,042	463	44%	421	152	36%
Hispanic	1,411	502	36%	885	273	31%	1,411	642	45%	885	359	41%
White	5,979	3,152	53%	3,487	1,752	50%	5,979	3,650	61%	3,487	1,979	57%
Econ. Dis.	1,552	490	32%	1,011	250	25%	1,552	718	46%	1,011	391	39%
EL	108	5	5%	153	8	5%	108	32	30%	153	43	28%
SWD	441	199	45%	230	113	49%	441	242	55%	230	132	57%

Note: For purposes of the AAP participation metric, the students with disabilities reporting group omits Category B, Level 2 students.

Percentages for each program type reflect the advanced performance for AAP Level IV students enrolled within the program type.

For example, out of 14,929 students served in Level IV centers, 11,327--76 percent--scored pass advanced on their reading and/or mathematics SOL test.

256. Add row to page 11 to show total FCPS population in each of the subgroups.

**FCPS District Demographics**

Data below indicate each sub-group's percentage of the total FCPS population in grades 3-8. For example, of all students in grades 3-8, 26% are Hispanic.

	All	Asian	White	Black	Hispanic	ELLs (levels 1-5)	ELLs (levels 6-10)	FRM	SWD (IEP)	504 Plans
<i>Percent of Total Population (gr 3-8)</i>		20%	38%	10%	26%	19%	18%	34%	12%	4%

**AAP by Percent of Subgroup**

(ex. of all Asian students in grades 3-8, 33% are eligible for level IV services; of all ELLs level 6-10 in grades 3-8, 25% of that group are eligible for level IV services)

	All	Asian	White	Black	Hispanic	ELLs (levels 1-5)	ELLs (levels 6-10)	ELLs (levels 1-10)	FRM	SWD (IEP)	504 Plans
<b>Level IV: 3-8</b> (eligible only)	19%	33%	20%	12%	7%	1%	25%	16%	6%	5%	21%
<b>Level IV: 3-8</b> (eligible, school-designated, and 4H in middle school)	26%	42%	29%	17%	10%	2%	33%	22%	9%	6%	28%
<b>Level III: 3-8</b> (including 3H in middle school)	12%	11%	16%	9%	8%	2%	14%	10%	8%	5%	14%
<b>Level II: 3-8</b> (including 1-2H in middle school)	14%	13%	14%	15%	13%	8%	18%	14%	14%	8%	20%
<b>Total of Level II-IV: 3-8</b> (eligible, School-designated, and 1-4H in middle school)	<b>52%</b>	<b>66%</b>	<b>59%</b>	<b>41%</b>	<b>31%</b>	<b>12%</b>	<b>46%</b>	<b>31%</b>	<b>19%</b>	<b>19%</b>	<b>62%</b>

Source: Certified Membership 2018 and Sea Stars (special ed and 504)

257. Provide data on the AAP access by intersectionality of subgroups – such as Hispanic students who are also FRM students or students of color who also have an IEP plan.

ALL FCPS Grades 3-8	# in membership	# participating level IV	% in level IV	# participating in level III	% in level III	# participating in level II	% in level II	# participating in levels II-IV	% in levels II-IV
Both Econ. Dis. and EL	12,323	164	1%	287	2%	865	7%	1316	11%
Both Econ. Dis. and SWD	4,585	52	1%	96	2%	210	5%	358	8%
Both EL and SWD	3,333	12	0%	37	1%	121	4%	170	5%
Both Asian and Econ. Dis.	3887	711	18%	453	12%	568	15%	1732	45%
Both Asian and EL	2802	74	3%	92	3%	270	10%	436	16%
Both Asian and SWD	840	110	13%	53	6%	79	9%	242	29%
Both Black and Econ. Dis.	4,584	542	12%	411	9%	558	12%	1511	33%
Both Black and EL	1,202	18	1%	36	3%	94	8%	148	12%
Both Black and SWD	1,251	24	2%	22	2%	52	4%	98	8%
Both Hispanic and Econ. Dis.	16,024	925	6%	1127	7%	1682	10%	3734	23%
Both Hispanic and EL	9,977	144	1%	223	2%	630	6%	997	10%
Both Hispanic and Non-EL	12,327	2,152	17%	1756	14%	1841	15%	5749	47%
Both Hispanic and SWD	3,698	66	2%	96	3%	184	5%	346	9%
Both White and Econ. Dis.	3,301	322	10%	358	11%	378	11%	1058	32%
Both White and EL	1,746	20	1%	35	2%	123	7%	178	10%
Both White and SWD	3,955	414	10%	344	9%	420	11%	1178	30%

258. **What percent of students are identified by testing, referral, and appeal by school?**

Students Identified by testing(pool) and referrals has been captured by Region:

**2018-2019 Identified Students**

Screening 2018-2019											
Region	Total Screened	Total Eligible		Number and Percent of Students Found Eligible by Pool		Number and Percent of Students Found Eligible by Parent Referral		Number and Percent of Students Found Eligible by Teacher Referral		Number and Percent of Students Found Eligible by Self Referral	
Region 1	1626	918	56.5%	378	41.2%	485	52.8%	54	5.9%	1	0.1%
Region 2	1457	824	56.6%	272	33.0%	388	47.1%	148	18.0%	16	1.9%
Region 3	1030	576	55.9%	100	17.4%	298	51.7%	170	29.5%	8	1.4%
Region 4	1049	594	56.6%	217	36.5%	293	49.3%	80	13.5%	4	0.7%
Region 5	1195	688	57.6%	314	45.6%	319	46.4%	52	7.6%	3	0.4%
<i>Percent is out of total students found eligible</i>											

Appeal data has been captured at that division level:



**2018-19 School Year Appeals Information for Level IV Screening**

<b>Ethnic Group</b>	<b>Number of Files Screened for Level IV</b>	<b>Number found eligible</b>	<b>% found eligible</b>	<b>Number of ineligible who decide to appeal</b>	<b>% of ineligible who decide to appeal</b>	<b>Number of cases overturned on appeal</b>	<b>% of cases overturned on appeal</b>
White	2918	1647	56.4%	281	20.1%	130	46.3%
Black	505	281	55.6%	9	4.0%	1	11.1%
Hispanic	689	432	62.7%	18	6.8%	8	44.4%
American Indian	20	10	50.0%	2	18.2%	1	50.0%
Asian	2129	1242	58.3%	231	23.5%	94	40.7%
Two or more	511	298	58.3%	46	19.7%	21	45.7%
Native Hawaiian	7	6	85.7%				
<b>Total</b>	<b>6779</b>	<b>3916</b>	<b>57.8%</b>	<b>587</b>	<b>18.8%</b>	<b>255</b>	<b>43.4%</b>

**2017-18 School Year Appeals Information for Level IV Screening**

<b>Ethnic Group</b>	<b>Number of Files Screened for Level IV</b>	<b>Number found eligible</b>	<b>% found eligible</b>	<b>Number of ineligible who decide to appeal</b>	<b>% of ineligible who decide to appeal</b>	<b>Number of cases overturned on appeal</b>	<b>% of cases overturned on appeal</b>
White	2972	1796	60.4%	244	18.7%	128	52.5%
Black	470	343	73.0%	9	6.8%	5	55.6%
Hispanic	731	532	72.8%	10	4.8%	8	80.0%
American Indian	16	8	50.0%	1	11.1%	1	100.0%
Asian	2168	1280	59.0%	182	18.3%	106	58.2%
Two or more	470	309	65.7%	27	15.4%	14	51.9%
Native Hawaiian	10	7	70.0%	1	25.0%	1	100.0%
<b>Total</b>	<b>6837</b>	<b>4275</b>	<b>62.5%</b>	<b>474</b>	<b>16.8%</b>	<b>263</b>	<b>55.5%</b>

259. **Which community groups were invited to participate in the focus groups or other interviews? In particular, were members from SEPTA, CASA and other groups mentioned in previous work session invited? How many of those groups participated in focus groups or other interviews?**

ACSD was invited to send representatives and included two people who are members of SEPTA. The full group of focus groups and how they were selected include:

<b>Group</b>	<b>Selection Method</b>
Representatives of the Minority Student Achievement Oversight Committee	chair/lead of the group provided the names of representatives to participate
Representatives of the Fairfax Chapter of the NAACP	chair/lead of the group provided the names of representatives to participate

Title I Parent Advisory Committee	chair/lead of the group provided the names of representatives to participate
Advisory Committee for Students with Disabilities	chair/lead of the group provided the names of representatives to participate
Representatives of Fairfax County Association for Gifted	chair/lead of the group provided the names of representatives to participate
Representatives of FEA and FCFT	chair/lead of the group provided the names of representatives to participate
Representatives of the Advanced Academic Programs Advisory Committee	chair/lead of the group provided the names of representatives to participate
School Board Members	all were invited
Elementary Principals (Each region had its own principal focus group)	5 schools per region were selected by researchers to represent diverse types of schools
General education teachers (level I-II services)	4-6 teachers from each region were selected and each region had its own focus group of teachers. ORSI and OST did sampling of teachers from the schools selected by researchers - first year teachers were not included in the sampling.
Level IV Teachers (center and local level IV)	4-6 teachers for each focus group of teachers in the regions. ORSI and OST did sampling of teachers from the schools selected by researchers - first year teachers were not included in the sampling.
Advanced Academic Resource Teachers	AARTs were randomly sampled from all elementary schools by ORSI/OST. They were selected for three different focus groups: a group of AARTs at YS schools, a group of AARTs who are full-time at a mix of Title I and non-Title I schools, and a group of part-time AARTs from a mix of regions
Leadership team members	Dr. Brabrand, Dr. Ivey, Sloan Presidio, Teresa Johnson, 2 regional assistant superintendents, Jeff Platenburg, Helen Nixon, Marty Smith

	some were interviewed individually and some as a focus group depending on schedules
Directors from Instructional Services	all were invited (early childhood, preK-12 C&I, school counseling, ESOL, strategic operations)
Content Coordinators from Instructional Services	all were invited
Central Office Equity Team	all were invited
School-based Equity Leads	named by Equity office and included both elementary and middle school
AAP team	all were invited and past coordinator was also interviewed for historical information
Representatives from local school screening committees	randomly sampled from ORSI/OST from schools selected by researchers in all five regions
Representatives from central selection committee	purposeful sampling from ORSI/OST - random but with the parameter of including a variety of roles (school psychologist, ESOL, special ed, teachers, administrators, specialists)
Students (level II, III, and IV)	randomly sampled from ORSI/OST from schools selected by researchers in all five regions
Parents (level II, III, and IV)	randomly sampled from ORSI/OST from schools selected by researchers in all five regions
Middle School students (AAP and gen ed)	randomly sampled from ORSI/OST from selected schools
Middle School parents (AAP and gen ed)	randomly sampled from ORSI/OST from selected schools
Middle School teachers (AAP and gen ed)	randomly sampled from ORSI/OST from selected schools

260. **How were focus group members chosen?**

See answer to question number 259.

261. **How many twice exceptional parents were interviewed as part of the focus groups?**

ACSD included parents of twice exceptional students in their focus group. They will also have the opportunity to share through the parent survey which will be conducted during the month of February. Researchers also shared that they have received many direct emails from 2e parents.

262. **Provide the data by region regarding the number of teacher and parent referrals to AAP Level IV?**

<b>Screening 2018-2019</b>									
Region	Total Screened	Pool Candidate	Pool Candidate	Parent Referral	Parent Referral	Teacher Referral	Teacher Referral	Self Referral	Self Referral
Region 1	1626	421	25.9%	1111	68.3%	91	5.6%	3	0.2%
Region 2	1457	289	19.8%	868	59.6%	276	18.9%	24	1.6%
Region 3	1030	105	10.2%	646	62.7%	264	25.6%	15	1.5%
Region 4	1049	243	23.2%	684	65.2%	118	11.2%	4	0.4%
Region 5	1195	351	29.4%	767	64.2%	72	6.0%	5	0.4%

263. **Are we studying the cultural differences/cultural lens/implicit bias that may affect parent or teacher referrals to AP?**

While this question was not directly asked within the scope of the current study, researchers have indicated that they will likely have recommendations to mitigate inequities that are inadvertently infused into overall identification outcomes during the referral and appeals processes.

**2/10/2020      Family Engagement Policy and Plan**
264. **Include in the FCPS Family Engagement Action plan specific actions to address the needs of families of students with disabilities.**265. **Ensure that our cultural proficiency definition and professional development includes neurodiversity, students with disabilities and how specific cultures approach the identification of disabilities.**266. **In the policy, expand definition of engagement to include regarding proactive and systematic engagement and communication with the community including diversity of families and caregivers, being respectful of linguistic, cultural, and varying abilities.**267. **Consider possibilities of requesting more unique identifiers to provide disaggregated data demographics from our parent survey moving forward and trying to find other ways to gather this data.**268. **Include communication provided to parents in a language and format they can understand, not just language.**

269. **Ensure cultural proficiency lessons include neurodiversity and disability awareness/acceptance as diversity.**
270. **Provide draft of systemic approach to external stakeholder engagement.**
271. **Develop portion of plan for family engagement team to identify tiered approach and coordinate with RAS and Board members by region to see how tiered approach and policy would work in individual schools.**
272. **Review how we measure diversity with regards to information collection.**
273. **Define targeted universalism and how it is being incorporated into policy and ensure we consider how the policy will impact various groups.**
274. **Consider implementing “Walk in my Shoes” program throughout division.**
275. **Provide to Board information on how to ensure we are doing appropriate outreach using best practices.**
276. **Develop a communications plan to inform parents and students of this policy and available resources.**
277. **Provide information to Board on how we can expand access to interpreters in the most effective way, including costs.**
278. **Send current job description of Parent Liaison to the Board members.**
279. **Consider modifying the draft policy to focus on engagement and inclusion. Under rationale paragraph B. read, “The School Board supports a comprehensive, strength-based, capacity-building approach to inclusion and family engagement which includes, but is not limited to, the following elements:**
  - Under subparagraph 4) to read “all students are treated fairly and have equitable access to opportunities for inclusion in learning and non-curricular opportunities.”
  - Under subparagraph 6) to read, “enhance opportunities for inclusion, learning, community service, and civic participation.”
280. **Post the link for K12’s Analysis of the Family Engagement survey data.**
281. **Provide a written report on FCPS staff research on the 8 school divisions listed in the PPT as well as the other 3 sources cited on the Power Point Slide (Background Information).**
282. **Provide a written report with the Summary of the Stakeholder Feedback.**
283. **Provide the Membership List of the Equity Stakeholder Group.**
284. **Explore intentional measures that include community organizing tools and data-informed best practices for proactive family engagement.**
285. **Outline intersections between OCCR and this work structurally and procedurally to develop workflows and areas of collaboration.**

At the division level, family engagement includes a weekly Family Newsletter distributed to 256,000 recipients each week during the school year. The newsletter covers a variety of topics regarding division news, school news, employee and student profiles along with parent tips, such as monitoring student screen time. Each newsletter is also translated into eight other languages for distribution. Engagement across social media is also utilized through Twitter (349,200 followers), Facebook (89,000 followers), Instagram (9679 followers) and YouTube.

At the school level, administrators use a variety of strategies to overcome challenges to parent engagement. Strategies include welcome walks before the first day of school, home visits, connecting with parents by sharing culture, celebrations and foods, open house presentations, parent conferences, coffee talks, yearly community engagement calendar (movie nights, art openings, etc.), school supplies distribution, accessibility to health care, and food assistance.

Many schools are using the REMIND app as another vehicle to communicate school events and happenings with families.

Examples from Feb. 12, 2020 that schools were promoting:

- Columbia ES Family Heritage Night event
- Sunrise Valley ES parent speaker series event
- South Lakes Pyramid Parent Digital Citizenship Night
- Silverbrook ES's annual STEAM night
- Hayfield Pyramid Wellness Conference
- Crossfield ES rising kindergarten orientation
- Holmes Middle School hosting a Parent Coffee for Rising Sixth Grade families

This work supports the draft policy elements of welcoming all families, communicating effectively, supporting student success, speaking up for every child, sharing responsibility, and collaborating with the community.

**286. Express needs related to budgetary supports and resources to actualize this plan and meet goals.**

**2/10/2020 Wireless Telecommunications**

- 287. **Make safety checks and all reports available to the public in the Brabrand Briefing and on the website.**
- 288. **An overview of how other large jurisdictions handle placement of cell towers, including those that prohibit cell towers on school property.**
- 289. **Publicize the communications plan on placement of cell towers, including public engagement process on proposed towers.**
- 290. **What fees are FCPS schools receiving and how much?**

**3/9/2020 COVID19**

- 291. **Identify all employees who are not typically paid during school closures (bus drivers, custodians, cafeteria workers, etc. and determine the cost associated with paying these employees during any potential closures associated with COVID-19.**
- 292. **Identify all hourly/temporary staff who are not covered by the expanded administrative leave policies for those quarantined or ill with COVID-19 and determine the cost associated with including them in such situations.**
- 293. **Give guidance to Superintendent to talk to principals about proactive communication related to public health and hygiene practices for students as well as anti-stigma messaging.**
- 294. **Develop parent/family training to help families support distance learning with translation/varied languages.**
- 295. **Ensure Phase 2 has plans for staff to help students who may not be as adept at self-directed learning or need “catch up” from phase one.**
- 296. **Proactive communication to community should use all available medium and varied forms of communications.**
- 297. **Plan for asynchronous and synchronous learning (ie organizational and executive functioning challenges) in Phase 1 and 2 for ELL, SWDs, and other populations who may need more support.**
- 298. **Consider developing a One Fairfax approach to communications that includes reaching diverse communities through both county and FCPS resource.**
- 299. **Plan for sharing of checking out of computers, MIFI and possibly providing other options such as providing broadband on buses.**

- 300. **Ensure we are making our community aware of mental health supports available to students and staff to address anxiety and concerns they have, and students who may be experiencing family losses as a result of the condition.**
- 301. **Determine plans to prepare staff for intervention in reported bullying cases targeting afflicted students or those of particular backgrounds as a result of the outbreak and include messaging about our position as a division on this.**
- 302. **Give consideration to the gap in virus testing and detection when assessing risk given that most symptoms are not distinguishable from the common cold.**

#### **4/27/20 Student Rights and Responsibilities**

- 303. **Provide the Board an opportunity to speak with Judge Carr and Mr. Bermingham about the work to minimize referrals to the Court.**

Response:

The Department of Special Services (DSS) meets on a regular basis throughout the year with the director of the Juvenile Domestic Relations District Court (JDRDC). DSS staff is currently in collaboration with the Director on developing a Memorandum of Understanding to establish a process to divert from court Fairfax County Public Schools (FCPS) students involved in misdemeanor substance violations. If the School Board chair would like to invite Judge Carr and Mr. Bermingham to speak to the School Board, DSS staff will coordinate with the Clerk of the School Board to schedule this meeting.

- 304. **Please provide the Board a clear description of safeguards that have or can be implemented to address concerns regarding guarding against disparities.**

Response:

To ensure consistent understanding of FCPS regulations and practices, required training is provided to all school-based administrators on the Student Rights and Responsibilities (SR&R) regulation at the Leaders Need to Know conference each summer. Presentations on various SR&R and discipline topics are scheduled throughout the year at All County Principals Meetings, All County Assistant Principals Meetings, and new administrator cohort professional development sessions. The Hearings Office offers training on Searches and Investigations. There is also a plan to develop a new collaborative training to include the Hearings Office, Safety and Security, Equity & Employee Relations, Equity and Student Conduct, and Student Safety and Wellness for next year, as well as training with the Early Childhood office for elementary administrators to address supporting children with challenging behaviors in early childhood settings.

A Self-Assessment of Multi-tiered Systems of Support (MTSS) was completed by all schools in the fall of 2020 to determine where each school is in the implementation of the MTSS framework to address the whole child (academics, behavior, wellness). The results of the assessments were shared with regional assistant superintendents (RAS), the executive principals (EP), and the Region team educational specialists from Office of School Support (OSS) in order for discussions to take place with principals to determine needed supports for full implementation of the framework. The MTSS self-assessment will be completed by all schools annually.

The MTSS team provides continuous training and coaching for schools throughout the year. MTSS professional development opportunities provide a general framework and focused coaching to ensure tiered supports for academics, behavior and wellness. Examples of trainings related to proactive behavioral supports include Tier 1 behavior training, Positive Behavior Interventions and Responsive Classroom.



The Office of School Social Work provided trauma informed practices training to Title One schools and will continue to work on implementation to additional schools during the next year. Trauma informed practices are aligned with competencies noted in other practices and programs as described above.

The Department of Special Services provides quarterly updates for RAS and EPs with the Office of School Support (OSS) specialist to share trends, concerns, and needs for supports for schools related to discipline. In addition, monthly data updates are provided to the district senior leadership.

FCPS purchased an MTSS module for the Student Information System (SIS) to bring one systematic format to classroom referrals. Development of this system will enable administrators and support staff to analyze, with instructional staff, areas of need for student groups or individual needs. The information from this new module will also provide the ability for instructional staff to reflect on practice. This will also allow for identification of professional development needs for individual schools and/or Regions.

Future developments include:

- Building out the MTSS module to include student concern referrals
- A report in SIS allowing schools to pull their summary discipline data at any time without a request to central office or Information Technology (IT); macros will be developed this summer to help schools with analysis
- Use of risk ratio tool to assist schools with identifying disproportionalities among subgroups

To address cultural responsiveness, the Equity Office has developed equity modules that are delivered to all FCPS employees throughout the year. Equity leads in each school and office facilitate these required professional development sessions. This year, employees were required to participate in Module IV and V training. Module IV content supported school planning teams in developing and implementing equitable and culturally responsive instructional practices. Module V content supported all county personnel in exploring and discussing issues related to identity, privilege, bias, and power particularly as they relate to disparities in discipline referrals and disruptive behavior referrals.

**305. Outline existing strategies to report, track, and handle discrimination claims.**

Response:

Parents and students report complaints of discrimination at the school level to the school administrator or principal. Each school enters complaint information into the Bullying Harassment Management System (BHMS) which provides a step by step process for investigating complaints. Complaints are handled on a case by case basis depending on the circumstances. Administrators consult with the Office of Equity & Employee Relations about discrimination and harassment complaints based on protected classes. Parents and students may anonymously access the Ombudsman for support as well. Entries into BHMS and the Student Information System are part of the Special Services, Region and Student Support offices quarterly data review.

306. **Explain how families are given notice of these reporting opportunities.**

Response:

There is information and notice about reporting discrimination in both the Student Rights and Responsibilities (SR&R) regulation and the SR&R family guide. There is also more detailed information on the Fairfax County Public Schools webpage for Title IX/Equity and Employee Relations and the Ombudsman.

307. **Provide drafts of signature document for acknowledgement of the right to appeal for both school-level and School Board.**

Response:

Parents are provided a form at the beginning of the year that states they have been provided access to and reviewed the SR&R. They are required to sign this form. Appeals are outlined in both the SR&R regulation and the family guide. When a student is suspended out of school, appeal information is included in the suspension letter that is provided to the family, and an additional copy of Regulation 2602, Disciplinary Procedures, is sent home with the letter. When a parent/student receives a decision letter from the Hearings Office, detailed appeal information is also provided in the letter. The appeal process is clearly explained in both the school and the Hearings Office letters.

308. **List existing institutions and resources available to support restorative justice, from the perspective of the student, and expectations of staff for implementation.**

Response:

The Restorative Justice (RJ) program is staffed by two specialists and five practitioners. The specialists assist with overall program development and guidance while the practitioners, each assigned to a region, provide targeted RJ support to schools in the forms of discipline, preventative discipline, and attendance circles. Specialists and practitioners also provide training for administrators and teachers. Required administrator training ensures consistent understanding and use of RJ across the division while teacher training focuses on how restorative practices can be implemented in classrooms as a tool to prevent inappropriate student behavior and establish and maintain positive classroom relationships.

The majority of education students receive to inform them of the RJ process is at the discretion of school administrative teams. School teams review their school's needs, and implement appropriate supports as needed, RJ being one of those supports. In the event a school chooses to utilize restorative justice as a response to an incident, an administrator will speak with a student and family about RJ and answer any questions they may have. In addition, as part of the RJ process, a RJ practitioner will also speak with the student and parent about the RJ process and answer any questions they may have. RJ practitioners have presented at individual criminal justice classes and some middle school classes have read RJ books at the invitation of teachers.

The Thomas Jefferson High School honor council student-led RJ program has been a great success and is fully implemented and facilitated by the students for honor code violations. The Office of Student Safety and Wellness trains students and supports the program every year. The Department of Special Services RJ program is also supporting Oakton High School as they develop their honor council student led program. Below is a link to the Thomas Jefferson High School program when the students presented a

webinar on their program for Eastern Mennonite University a few years ago. Student Led Restorative Justice in Fairfax County <https://www.youtube.com/watch?v=SeSnOZ8M-6o>. Additional information can be found on FCPS public Restorative Justice site: <https://www.fcps.edu/resources/student-safety-wellness/restorative-justice>

Through a memorandum of understand (MOU) with Fairfax County Police Department, Town of Vienna Police Department, Herndon Police Department, Fairfax County Neighborhood and Community Services, Northern Virginia Mediation Service Conflict Resolution Center, and Fairfax County Juvenile and Domestic Relation District Court, the FCPS RJ program supports the Fairfax County Alternative Accountability Program (AAP). This program supports the county's diversion efforts to reduce youth involvement in the court system. School Resource Officers and patrol officers may refer Fairfax County Youth to this program for involvement in low level incidents to include, but not limited to, theft and larceny, property damage, disorderly conduct, arson, etc. The FCPS RJ program supports the AAP program by enlisting FCPS RJ practitioners to implement the RJ process as a response to an incident. Additional information can be found here: <https://nvms.us/programs/aap/>.

309. **Explain rationale for language on prayer requirements and comment on implementation practices.**

Response:

There is a link provided in the SR&R under the Pledge and Moment of Silence section that directs readers to the FCPS webpage that details guidance around religious accommodations and guidance for students K-12. This is not detailed in depth in the SR&R regulation itself and only mentioned under the Pledge and Moment of Silence because it is not a student conduct issue. There are additional regulations that address religious accommodations and practices as detailed on this link: <https://www.fcps.edu/current-employees/employee-resources/equity-and-employee-relations-eer/guidelines-religious>.

310. **Comment on assessment of current condition and delineate existing plans to ensure fidelity of implementation with particular respect to discrimination by staff.**

Response:

The focus of the Equity Office's Module V professional development, created by the Equity team, is to support all county personnel to explore and discuss issues related to identity, privilege, bias, and power particularly as they relate to disparities in discipline referrals and disruptive behavior referrals. All FCPS employees are required to participate in this professional development.

FCPS has been conducting required Title IX training for school administrators and program managers. This in addition FCPS Department of Human Resources has recently created a Title IX office. This office now employees Title IX specialists assigned to each Region who will be responsible for investigating discrimination related to protected classes.

If a parent feels that they or their child has been treated unfairly or differently than others, a complaint may be filed with the principal or directly with the Title IX office. The principal/Title IX staff will then investigate the claim and determine what appropriate actions should be taken if necessary.

**5/11/20 Return to School Discussion - GRADUATION**

- 311. **Provide comprehensive, but simplified messages that we can include in newsletters or social media for all opportunities for engagement by our community.**
- 312. **Provide health department statistics that Ms. Trouton referred to in presentation on slides 10-12.**
- 313. **Provide data in communications which explains difference between health data in Prince William County vs. Fairfax County, since PWC is offering August graduation ceremonies.**
- 314. **Ask Health Department to develop a variety of ways (a menu of opportunities) for celebrations including virtual celebrations, something where they are doing something together; identify safe choices for graduation which can be in the scope of local control while insuring equity and inclusivity.**
- 315. **Find out how universities and Washington area school districts are planning to hold in person graduation in fall.**
- 316. **Schedule work session with public health officials regarding plans for graduation and return to school.**
- 317. **Provide community with timeline of plans and steps and the board with an outline of the communications plan for the months ahead.**
- 318. **How to ensure equity in implementation.**
- 319. **Provide more detailed data regarding how many students are accessing learning.**  
  
Preliminary reports capturing attendance trends have been compiled and will be shared with the Board through the Superintendent's office.
- 320. **Elaborate on plans to provide wrap-around services to special education students.**
- 321. **Robust communications strategy that includes all the vehicles available including Virtual Virginia and NVCC for summer programs.**  
  
Information about summer program opportunities, including those outside of FCPS, are being communicated in press releases, News You Choose communications, and posted on the FCPS website.
- 322. **Add to plan information about how to better support for ESY including hybrid options for summer learning; when we look at August timeframe for ESY we should look at a hybrid if we return to our buildings through summer SACC.**

- 323. **Provide Board information if we can supplement distance learning with face-to-face safely in early August.**
- 324. **Take a One Fairfax approach to further identify marginalized groups that are being impacted and talk about how we plan to address that under these circumstances.**
- 325. **Provide Board with brief report on options for courses in the artistic realm in IFTA summer programming.**

IFTA is a tuition-based face-to-face arts enrichment camp offered each summer during the month of July, and the tuition is based on the length of the program the students attend. Under the direction of Governor Northam, school buildings could not be used during the month of July. Because school buildings were not accessible and the program is face-to-face, IFTA was cancelled.

The fine arts office is currently developing an online summer learning program to provide students with an arts enrichment opportunity this summer. This will be a free 5-week program with a variety of classes in art, music, theatre and dance made available to FCPS students in K-12. The program is scheduled to run July 6-August 6 and will be announced to the community no later than June 4.

#### **Return to School Discussion – RETURNING IN THE FALL**

- 326. **Very clear criteria for returning to classroom.**
- 327. **Share with Board plans for re-opening in other top 20 large school divisions and other districts in Washington area.**

As of May 15, some states have issued tentative plans for reopening but most districts have not communicated their fall 2020 reopening plans. FCPS leadership will continue to communicate with school leaders in the WABE divisions concerning reopening plans. Efforts will be made to collect reopening information from the top 20 large school districts by June 15, 2020.

- 328. **Provide Board with information regarding functionality of MS laptops, and status of MiFi for both middle school and elementary school students, the plan for retrieving laptops that have already been distributed but are not working as well.**
- 329. **What PD takes place over the summer and throughout the year.**

As part of the planning for Return to School in fall we are defining professional development needs and will be providing a variety of opportunities. Topics will include distance learning, trauma informed instruction, social emotional learning, and digital citizenship, to name a few.

- 330. **Provide more detailed plan for access to PPE for students and staff.**
- 331. **Give recommendations regarding volunteers in schools.**
- 332. **Timeline for review and making the decision to be clearly communicated to public.**

**AAP Report**

- 333. **Schedule a follow-up work session, after the researchers can complete the Board's Next Step Requests.**
- 334. **Provide data, data analysis, findings, and additional recommendations related to FCPS' poverty/FRM subgroup and students with disabilities and English Language Learners (Equity and Opportunity Gaps).**
- 335. **Expand tables 9 and 11 to include the "percent representation" for each of the subgroups within FCPS' general population, and their "percent representation" within the data sets, as well as any corresponding data analysis/narrative (about the sizeable gaps among these subgroups).**
- 336. **DSS and Special Education staff should be highly involved in evaluating recommendations that come from this research.**
- 337. **Develop a multi-year investment plan including fidelity of implementation of young scholars program, consideration of AART positions in all ES and MS, front-loading and greater accountability within regions and pyramids, RAS support and accountability to schools for professional development, and accountability which includes the process and product goals.**
- 338. **Develop a communications plan regarding improving advantages/achievements of our high schools and high school academy programs.**
- 339. **Evaluate multifaced equitable culturally competent identification process that is inclusive and fair of those with test anxiety and other disabilities.**
- 340. **Include students with disabilities in plans for front loading.**
- 341. **Provide clarification on what is considered "European American" in FCPS and review report for accuracy of what terms capture.**
- 342. **Review bias in teacher referral.**
- 343. **Analyze potential trends and patterns specific to FCPS in its implementation related to equity, specifically regionally or concentrations of inconsistency to point out successful strategies that have been working in more effective areas.**
- 344. **Review statistical significance of relationships and identify other relationships that may not be based in academic literature but may point to bias.**
- 345. **Outline predicted consequences of policy recommendations, in particular potential steps backward on equity.**

**6/15/2020 – Return to School**

346. **Include information showing how staff anticipates addressing social distancing in schools that are over-capacity and may not be able to accommodate social distancing, are there plans to utilize space at other buildings that may have capacity, including those that are currently being used for administrative purposes?**
347. **Provide incentives for self-transportation, walking, riding to schools, do we need to have a longer walk route to alleviate pressure on transportation?**
348. **Provide guidance on face shields for teachers that would allow students to see teachers mouths.**
349. **Look at the deadline for staff commitments and resignations at next work session on return to school.**
350. **What are the FALL re-opening plans for other jurisdictions in the region, the Commonwealth, the nation's larger school divisions, and international school systems?**
351. **What are the County's plans for their fall SACC reopening, and how will their operations resemble FCPS' in-person instruction plans?**
352. **Who is the point person/expert for our technology efforts, what are the roles of those participating in the Technology Council, what are their roles and how are they working with staff?**
353. **Provide options for using community and/or county facilities to expand in person learning opportunities.**
354. **Who is the distance learning expert that provides guidance to our efforts and assists us in meeting best practices in this field?**
355. **Include virtual options for students to opt out regardless of medical need.**
356. **Work with Budget Chair and Vice Chair to bring back recommendations at next work session for Board consideration.**
357. **What tests are we doing right now on Schoology to ensure we don't encounter the same problems we did with Blackboard?**
358. **Determine criteria and metrics for what a successful return to school program looks like.**
359. **Produce an HR part for this plan to include what staff roles will be leveraged for, where remaining needs may be (e.g. custodians), contract guarantees, and plans for reviews/evaluations.**
360. **Provide a communications plan with more specificity to demonstrate how stakeholder input will be considered.**
361. **Outline the internal timeline with operational milestones for what the board and community can expect, with particular attention to time sensitive or cascading elements (e.g.**

- completion of projects like laptop distribution, internet access for all families and staff, purchases of PPE/sanitizer/other products in shortage).**
- 362. Develop a risk management plan to mitigate expected issues to include implementation failures and gaps, incorporation of lessons learned, and a clear outline of a crisis management procedure should any unexpected issue arise.**
  - 363. Clarify the CARES budget process.**
  - 364. Identify budgetary needs for additional parent technology support, especially for non-English speaking families.**
  - 365. Include mention in the plan of summer supports for ELL students.**
  - 366. Provide further details on academic supports as well as socioemotional curriculum with the assessment of staffing needs (re the AO/MM budget follow on motion).**
  - 367. Partake in collaboration with the BOS and the SACC parent advisory group regarding county decisions and how they interplay with our plans.**
  - 368. How will we ensure PPE is worn, but not create a discipline issue?**
  - 369. Daily health screenings, reporting, who will monitor, will students be allowed in school and on bus if they are not complete.**
  - 370. Social, emotional, and behavioral supports we will offer.**
  - 371. FCPS collaborate and negotiate with Fairfax County the provision of childcare options for staff and families to potentially include using outdoor spaces at our schools.**
  - 372. The Superintendent deliver a “hybrid” plan for in-person learning/remediation for the summer for more vulnerable populations (such as SPED, ELL) in accordance with the governor’s guidance.**
  - 373. Find innovative approach for regular (i.e. daily) mental health and social emotional support for all students with a particular focus on engagement and well-being.**
  - 374. Use of outdoor spaces for instruction and mental well-being.**
  - 375. Plan for in person IEP/eligibility/evaluations or reevaluations and to “catch up” with what wasn’t done in the spring.**
  - 376. An option between Scenario One and Scenario Two that would allow for more limited in person for students who can least access distance learning in case we remain in Phase 1 or Phase 2 of the Forward Virginia plan.**
  - 377. A discussion of calendar options or more varied options to prepare for future closures – extending the school year, longer winter break as well as consideration for other schedules (one week on one week off).**
  - 378. Keep children from the same family on the same rotation in Scenario 2 (when possible).**



379. **What are plans to ensure consistency and fidelity of implementation for virtual learning?**
380. **Provide a plan for the day programs such as the Key and Kilmer Centers and Pulley.**
381. **Survey staff to determine what staff prefer to provide all virtual learning.**
382. **Given FCPS is the 3rd largest employer in VA, what are the Fall “Return to Work” plans for the DC area and Federal Govt?**
383. **What are the “reduced” Online Campus Fees, as mentioned in the PPT?**
384. **How exactly will FCPS utilize Virtual VA and other Online Instruction organizations to support FCPS’ Distance Learning options?**
385. **Please provide COVID19 data on childcare sites that have remained open for working parents.**
386. **With Scenario 3, what will the plans look like when FCPS moves to 75% capacity, 100% capacity? What is the VA Governor’s estimated time frame for reaching these larger openings?**
387. **Will FCPS consult with MoCo Public Schools about their successful Distance Learning rollout, especially their digital platform?**
388. **Since the mandatory 6’ desk spacing is dropped for Phase 2 and Phase 3, how many students can be seated in a classroom if the distance is dropped to 3’, 4’, or 5’?**
389. **If the 6’ distance isn’t mandatory for Phase 2 & 3, then is this also applicable to school bus seating?**
390. **Which staff member(s) developed the Parent and Staff “Return to School” surveys?**
391. **Please have Dr. G/Public Health Dept provide the comprehensive statistics (raw numbers + percentages) of the number of COVID cases, hospitalizations, and deaths for children ages 5-18 years.**

The table below provides statistics for COVID-19 cases (those that have been confirmed by a positive PCR test and probable cases reported to the health department) in children aged 5-17 years old in Fairfax County. As stated during the presentation, because children are more often asymptomatic or only have mild symptoms, they are less likely to be tested and diagnosed with COVID-19 compared with adults. Therefore, the much lower rate in children does not necessarily reflect true differences in infection. The lower percent of hospitalizations in children compared with the percent of total cases is consistent with lesser severity in children, as is the absence of deaths.

**Table.** Impact of confirmed and probable COVID-19 in children aged 5-17 years in Fairfax County through June 17, 2020.

	Number	Percent of total	Rate per 100,000
<b>Cases</b>	743	5.6%	367
<b>Hospitalizations</b>	26	1.7%	13
<b>Deaths</b>	0	0	0

Because disease in children has not been directly measured, given that infected but asymptomatic children are not tested, mathematical modeling has been used to estimate the infection in children compared with adults. A study published in *Nature Medicine* (<https://www.nature.com/articles/s41591-020-0962-9.pdf>) suggests that susceptibility is less in children than adults and that children 10-19 years old manifest symptoms 21% of the time compared with 69% in adults aged over 70 years old.

**392. Please provide the most current international research/findings about COVID19 risks in school settings.**

The risks of COVID-19 in school settings are difficult to characterize because in most countries, schools were closed early in the course of the epidemic. In China, for example, the pandemic began during the New Years break and schools were not reopened until after the pandemic wave. Schools also were closed early during outbreaks in Hong Kong and other areas. While there is a review of school closures and the impact on community outbreaks that has been published in the *Lancet* (<https://www.thelancet.com/action/showPdf?pii=S2352-4642%2820%2930095-X>). As schools reopen, the Center for Global Development has been tracking the progress of outbreaks in countries around the world. They have found that in some countries, the number of infections has increased, though school opening has occurred coincident with other restrictions being relaxed making it difficult to discern the impact specifically related to schools (<https://www.cgdev.org/blog/back-school-update-covid-cases-schools-reopen>). While not focused specifically on schools or children, there also has been a review published in the *Lancet* on the effectiveness of physical distancing and face masks, interventions that may occur in schools, on the risk of infection (<https://www.thelancet.com/action/showPdf?pii=S0140-6736%2820%2931142-9>). The study shows a high level of protection related to physically distancing and to use of a mask, though most of the mask data pertain to an N95 or surgical face mask.

**393. Will there be additional measures in place to mitigate the concerns surrounding the disproportionate share of COVID19 occurring in the Hispanic population? What are the implications for the communities involved?**

The Health Department has implemented several interventions to mitigate the increased risk of COVID-19 in the Hispanic population. These interventions recognize that the increased risk in this population relate to underlying factors such as the need for people to continue going to work, inability to socially distance at work, sharing rides or taking public transportation, lack of sick leave, and more crowded households where isolation of those who are ill is less likely to be achieved. Interventions to reduce risk in the Hispanic population include:

- Establishing a High-Risk Communities Taskforce to coordinate activities addressing disproportional impacts of COVID-19 in specific groups
- Engaging with Hispanic advocacy groups and listening to their insights and suggestions

- Actively recruiting and hiring bi-lingual Community Health Specialists and Community Health Workers to expand culturally competent public health outreach
- Working with trusted non-profit and interfaith partners to enhance public health outreach to limit disease spread in the home setting.
- Working with trusted non-profit and interfaith partners to provide needed supports for families including emergency food and housing financial assistance
- Collaborating with the Department of Neighborhood and Community Services to promote support services through the Coordinated Planning Services (CSP) line, to include a Service Navigation Support Team for COVID-19 referrals.
- Collaborating with the Department of Family Services and the Office to Prevent and End Homelessness to provide locations (hotels) where infected individuals capable of self-care can isolate or quarantine in a temporary shelter.
- Collaborating with One Fairfax to develop broader initiatives to address community needs and underlying factors that increase COVID-19 risk
- Using targeted media to provide culturally appropriate materials to provide education and links to resources
- Hosting a COVID-19 telebriefing for Spanish-language news media and making frequent appearance on Spanish-language radio to share health information with Hispanic audiences.
- Developing a COVID-19 language portal that features information and resources in several languages including Spanish and providing Spanish-only text service. Users can text FFXCOVIDESP to 888777 to get COVID-19 updates from the county.
- Working with federally qualified health centers (HealthWorks of Northern Virginia and Neighborhood Health) and non-profit clinics to increase routine testing opportunities to populations who may lack health insurance or a medical home.
- Promoting increased COVID-19 testing and holding community testing clinics in collaboration with safety net medical providers in areas of increased disease

The implications of increased COVID-19 among high-risk communities include the need to more often self-isolate and self-quarantine contributing to economic consequences and increased stress for families. If the increased risk continues into the school year, another consequence may be that children who are household contacts of a case will not be able to go to school for 24 days or more (the 10-day period of the case isolation plus 14 days for quarantine).

### **6/23/2020 – Return to School**

394. **When will we see a facility plan to show how schools will meet the 50% and how to use neighboring schools for those buildings that are under capacity?**

Accommodating social distancing will depend on the number of students opting for in-person instruction and programming of each school. Staff has been developing resources to assist principals with accommodating social distancing. This may require additional collaboration with schools that are over-capacity and may be achieved by utilizing flexible spaces. Further analysis will be conducted in the weeks following July 15, 2020, which is the deadline for parents to state their preference for virtual or in-person instruction.

395. **Provide more visibility into an overall project management plan with a communication and change management plan that is operational across the entire district and all departments**

- that runs through the next school year (knowing who the PM is/are and key task force heads is ok).**
396. **More developed childcare plan to be shared with staff before June 30 deadline of signing on for the next year or not.**
397. **Provide more information on childcare options for families with students in schools less than 5 days per week.**
398. **Governance Committee to work on policy for health measures and distance learning plans and what has to go into moving forward.**
399. **Explore options to work with County under One Fairfax to support staff with childcare and other needs.**
400. **Provide more information on plan for specials and electives, library, PE, music, chorus.**
401. **Consider online campus model to free up teachers for in person learning in their base schools as opposed to them teaching the fully virtual sections of their classes.**
402. **Clarification on budgetary needs.**

### **Response**

403. **Do we have digital intervention platform to support math and reading at the elementary level?**
404. **Outline how Pre-K to 2 will be done with in person to deal with social distancing and age appropriate learning. Can outdoor learning be used especially for this age group?**
405. **What are the plans for schooling piloting Schoology in the fall? Will this be piloted both in person and virtually?**
406. **Outline how overcrowded schools will be able to handle the 50% in person option. How can families there opt to attend other schools that may have room for more in person learning?**

Accommodating social distancing will depend on the number of students opting for in-person instruction and programming of each school. Staff has been developing resources to assist principals with accommodating social distancing. This may require additional collaboration with schools that are over-capacity and may be achieved by utilizing flexible spaces. Further analysis will be conducted in the weeks following July 15, 2020, which is the deadline for parents to state their preference for virtual or in-person instruction.

407. **Provide more information on childcare options for families with students in schools less than 5 days per week.**
408. **Provide a more full explanation for the need for a day for intervention and teacher planning.**

- 409. **The expectations for school administrators regarding telework – is the option to opt out available for that group of employees?**
- 410. **Provide information about homebound instruction plans and expectations.**
- 411. **Provide information about substitutes for online and virtual instruction.**
- 412. **Provide information about device (laptop/mifis) procurement for our youngest students – type and distribution plan.**
- 413. **Provide information about daily health checks process follow up.**
- 414. **See about expanding July 10 deadline.**
- 415. **Provide more information on Special Education Services: How will IEPs be reconfigured to address needs for students in either scenario? Explain whether TLPs will be used and how intervention and remediation will occur. Explain how related service providers, specialists, ATS, and teachers who provide in home services will be incorporated for either scenario. Explain how inclusion will be supported.**
- 416. **Explain more how singleton classes, academics and worksite-based programs such as Davis and Pulley work. Will we still provide transportation to academics and these programs?**

Accommodating social distancing will depend on the number of students opting for in-person instruction and programming of each school. Staff has been developing resources to assist principals with accommodating social distancing. This may require additional collaboration with schools that are over-capacity and may be achieved by utilizing flexible spaces. Further analysis will be conducted in the weeks following July 15, 2020, which is the deadline for parents to state their preference for virtual or in-person instruction.
- 417. **Explain how program placement works for students who are not currently at their base school due to specialized programs (such as AAP, Special Ed programs, Immersion, Magnet, etc.).**
- 418. **Provide more information on the project and change management plans – timelines, metrics, deliverables, SB meeting, input from community – who is in charge?**
- 419. **Explain how FCPS will implement Scenario 1 for those schools/classes that need to close in conjunction with Scenario 2 and 3. Who teaches those virtual classes? When does Scenario 1 get triggered per class, school, system? If a class or school closes for a two-week quarantine, do they get virtual teaching or just no school? How do subs play a role if a teacher is sick during this closure?**
- 420. **Provide more information on metrics are for closure of class, school and how those metrics are determined.**
- 421. **Explore options for enhanced health screenings, including but not limited to sample testing and modeling to proactively identify potential outbreaks.**
- 422. **Provide more information on who is responsible for materials for Scenario 3 – in person and asynchronous, especially electives and specials teachers. Provide more information**

**on how parents are supported with clear, succinct and easily accessible information to support asynchronous learning, such as pacing guides/syllabi/IT support/answer keys, textbooks or other resources, etc. for parents.**

- 423. **Provide more information on Blackboard and Google's capability to handle the virtual learning for Scenario 1 and 2.**
  - 424. **Provide more details on the plans for extracurricular and co-curricular classes and activities, sports, marching band, etc. Will students who opt for virtual learning be able to participate in some of these activities?**
  - 425. **Explore the possibility of using outdoor spaces for class and other activities.**
  - 426. **Provide more information on the plan for classes with greater dangers such as labs, some CTE, and band/chorus.**
  - 427. **Provide more information on how students will be matched up with teachers in Scenario 2 and Scenario 3.**
  - 428. **Provide a timeline and plan for Board/Superintendent information sharing and collaboration as details are being developed on this plan.**
  - 429. **Explore options to provide more support for special education, ELL, and other vulnerable populations to access asynchronous learning (perhaps specialist/BIT/ABA Coach office hours).**
  - 430. **Explore options for leave sharing and expanded sick leave for staff.**
  - 431. **Explore options for earlier start times for preschool autism classes that typically start later than elementary schools – otherwise you will have special ed preschoolers as young as 2 going to school full day until 6 pm for some schools.**
- OTS is aligning PS and PAC bells were possible with the gen ed bell. Some PM classes will release on the last bell.
- 432. **Outline details about access on the school level to robust and rapid translation services.**
  - 433. **Explain plan to bridge the tech literacy divide for parents (after providing devices) in an effective and timely way utilizing multiple languages.**

Parent education opportunities will be provided to families to better support their technical literacy level at the school and district level. A project team will be created to strategically develop this action plan for family learning. These trainings would be developed in a webinar format, staff office hours, and videos to provide information on how to access the many platforms for distance learning, tools and resources to support their child at home. Cross departmental and office collaboration will occur on the development and delivery of these family trainings in all eight major languages.

Several trainings and videos have been developed and they will be deployed in a systematic way to ensure implementation for our diverse families at all schools. Parent liaisons, community liaisons, other family engagement paraprofessionals, and Language Services interpreters and

translation services will support the multilingual needs of families for the delivery of technology literacy content with IT content experts. Our goal is to provide as much support possible for families to bridge this digital divide.

434. **Determine parent liaison needs and consider merits of full-time positions, including additions.**

Of all Parent liaisons, 162 positions are hourly positions with 72 being contracted hourly positions with benefits for those working a minimum of 20 hours week. Currently, no parent liaison is full-time or what we consider an FTE position. The contracted hourly positions are parent liaisons working from 20 hours to 35 hours per week, with over 76 percent of them working over 35 hours per week. Assuming the 72 contracted positions to staff 72 schools, additional 128 positions for contracted parent liaisons will be required to staff the remaining 128 schools. The 128 positions can be converted from current hourly positions, with remaining needs through recruiting process. The cost of staffing a 1.0 parent liaison at each of the 128 schools will require an additional \$5.8 million, including full benefits.

435. **Identify additional staffing needs needed for socioemotional supports.**

436. **Delineate differences between virtual and in-person education plans with clear expectations and specificity of losses/disadvantages to ensure availability of information prior to enrollment survey.**

437. **Provide clear expectations regarding what will be delegated to school autonomy and what will be the responsibility of central office.**

438. **Develop guidance for staff with more clarity on what planning of virtual offerings look like and what staff, not limited to teachers, can expect.**

439. **Explicate plans for provision and types of PPE, safe hygiene materials (e.g. sanitizer, wipes), custodial expectations and support, realistic health screenings procedures, and back up plans for sick students arriving in schools.**

440. **Address bell schedules and clarify reasoning for return of students during rush hour, at dark, or significantly after breakfast time.**

The school bell adjustment is necessary to allow for additional time to stagger bus arrival and dismissal and to allow time for drivers to sanitize the bus after each school delivery. Bus routes have 3-4 school bells, additional time needed for each bell builds up.

# **Appendix F – FY 2021 Next Steps (as of March 2, 2021)**

**Note:** The total number of next steps noted in Finding 2 (254) is as of November 12, 2020. As such, the response outstanding count noted in Finding 2 (15) does not consider next steps or their respective response for numbers 255-319 below.



## 2020-2021 Next Steps

Work Session next steps are grouped by topic. Topic names are linked to the list of next steps for that topic, responses are linked to the individual next step.

TOPIC	MEETING DATE
<a href="#">AAP</a>	<a href="#">October 27, 2020</a>
<a href="#">Anti-Racism Anti-Bias Curriculum</a>	<a href="#">September 15, 2020</a>
Budget	
• <a href="#">FY21 First Quarter Budget Review</a>	<a href="#">October 20, 2020</a>
• <a href="#">FY20 Final Budget Review</a>	<a href="#">July 22, 2020</a>
<a href="#">Calendar</a>	<a href="#">February 2, 2021</a>
<a href="#">CIP</a>	<a href="#">December 15, 2020</a>
	<a href="#">January 5, 2021</a>
<a href="#">FY21 Legislative Program</a>	<a href="#">October 20, 2020</a>
<a href="#">Membership Trends and Analysis</a>	<a href="#">November 4, 2020</a>
<a href="#">Restraint and Seclusion</a>	<a href="#">December 1, 2020</a>
<a href="#">Return to School</a>	<a href="#">July 13, 2020</a>
	<a href="#">July 21, 2020</a>
	<a href="#">August 18, 2020</a>
	<a href="#">September 22, 2020</a>
	<a href="#">October 15, 2020</a>
	<a href="#">November 12, 2020</a>
	<a href="#">December 10, 2020</a>
	<a href="#">February 2, 2021</a>
<a href="#">SR&amp;R</a>	<a href="#">July 13, 2020</a>
<a href="#">TJHSST Admissions</a>	<a href="#">September 15, 2020</a>
	<a href="#">October 6, 2020</a>
	<a href="#">December 7, 2020</a>

Meeting Date	No	Next Step	Dept.	Response	Due Date
<b>7/13/2020</b>		<b>Return to School</b>			
	1	<a href="#">We need to look at a budget for the level of sanitizer, PPE that we need. Do we have the budget? Should we be asking the BOS and Richmond to allocate/assist us with funding for this? Analysis of this before the August general session is needed.</a>		Posted	
	2	<a href="#">Continue updates on possibility of testing of students and staff before opening and randomly throughout the year.</a>		Posted	

	3	<a href="#">Please engage staff to determine how can we train and support teachers to take their students outside as much as possible? Get2Green has some website resources on classroom management when outside--these need to be highlighted and made available. Coordinate Get2Green, PBL, Science at a minimum to work with teachers before school starts . Most ES science curriculum can be taught outside for the first semester at least. Schools like Centreville ES, Belvedere ES, Braddock ES, Flint Hill ES, Dogwood ES can be models for this. What can Facilities do to support preparing outdoor learning spaces for this fall (i.e. adding outdoor seating/shading areas for teachers to use with students, cleaning courtyards)?</a>		Posted	
	4	<a href="#">Can PE, recess and lunch be outside as much as possible? Can students bring towels to sit on outside for picnic lunches?</a>		Posted	
	5	<a href="#">Do staff need the Board to add items to the upcoming Governance Committee meeting agenda (July 22) to address policy changes raised today? I.e., masks, leave policy, other?</a>		Posted	
	6	<a href="#">Look at leave policy for staff.</a>		Posted	
	7	<a href="#">Clearer policy regarding mask usage outside.</a>		Posted	
	8	<a href="#">Update regarding HEPA filters for all schools.</a>		Posted	
	9	<a href="#">Please explore some synchronous options or plan for students who need to quarantine since this will be more likely this year than a typical year when students don't tend to miss two weeks of school. Or at least more consistent and supported plan for these students to keep up with their classes and get help learning.</a>		Posted	
	10	<a href="#">Confirm that our guidance for what criteria a teacher is able to do virtual learning is fitting with VA DOE guidance.</a>		Posted	
	11	<a href="#">Please provide more details regarding inclusive for special education students, job site programs such as Davis and Pulley and EFEO.</a>		Posted	
	12	<a href="#">Looking at the later start date, the Monday afternoon planning sessions -- how do we make up the 9 days of learning time throughout the year?</a>		Posted	
	13	<a href="#">Please look at our current half day teacher workdays to see if they are still needed given the Monday workday or at least balance those days between T/Th and W/F so they are equally spread out between T/Th or W/F so students who are W/F students are not disproportionately having days shortened.</a>		Posted	
	14	<a href="#">Please consider requiring teachers who are teaching virtually to have their camera on.</a>		Posted	

	15	<a href="#">Please consider requiring staff in IEP, eligibility, 504 and other special ed meetings to have cameras on and share draft documents via email/mail ahead of time to help families better read them then try to read them on the screen.</a>		Posted	
	16	<a href="#">Please discuss specifics of how logistics of the intervention time on Monday will work - bussing, time, parity for special ed teachers who are providing those intervention times.</a>		Posted	
	17	<a href="#">Please explain how dual enrollment with NOVA as well as those who go to other schools for specific classes (i.e. Mandarin).</a>		Posted	
	18	<a href="#">Please explore the use of mandating face shields in lieu of masks for students who can't wear masks for medical or disability related reasons but may be able to wear face shields.</a>		Posted	
	19	<a href="#">Please describe your plan to deal with subs and our sub shortage.</a>		Posted	
	20	<a href="#">Discuss whether we will consider opening some schools all virtually – I am thinking of those schools in “hot spots” in particular.</a>		Posted	
	21	<a href="#">Please discuss how snow days or delays will work – will snow days be virtually learning days?</a>		Posted	
	22	<a href="#">Can testing be done virtually for both in person and virtual students for parity of test conditions and to maximize in person time for learning not testing.</a>		Posted	
	23	<a href="#">Will Honors be offered in MS?</a>		Posted	
	24	<a href="#">Instructional quality: Is the amount of instructional hours that students receive the same for both scenarios? What further details or samples of instruction and resources can be shared with parents, particularly prior to July 15? Please share the math - parents are posting their math.</a>		Posted	
	25	<a href="#">Making up instructional days: Will we make up the instructional days removed from the start of the school year due to changing the student start date to September 8?</a>		Posted	
	26	<a href="#">Compensation: What staff members, if any, are eligible to receive “hazard pay” or time-and-a-half pay?</a>		Posted	
	27	<a href="#">Can we consider at least allowing our graduating seniors to be able to revisit their choice (at least to go from online to in person) at the semester point?</a>		Posted	
	28	<a href="#">Please provide a policy on leave for staff to allow for the time necessary for quarantining or sick leave due to COVID 19.</a>		Posted	

	29	<a href="#">Please provide details for how we will engage students that have had learning loss?</a>		Posted	
	30	<a href="#">Please provide details on the criteria for pivoting between phases or addressing hot spots.</a>		Posted	
	31	<a href="#">Please add a work session to discuss potential of changing to a soft virtual opening.</a>	SBO	Completed	
	32	<a href="#">Are we able to physically separate fragile students in low incidence programs?</a>		Posted	
	33	<a href="#">What possibilities can be explored to provide homebound instruction for students in low incidence programs who elect virtual instruction?</a>		Posted	
	34	<a href="#">Can staff at schools such as Key Center be surveyed to provide in person, virtual or homebound instruction to their students?</a>		Posted	
	35	<a href="#">What protective gear can be provided for students who are biters and cannot tolerate protective gear such as face masks and/or face shields?</a>		Posted	
<b>7/21/2020</b>		<b>Return to School</b>			
	42	<a href="#">Share with the board plans for a pilot prior to the first day of school, approved by the tech council, to ensure all families are able to successfully access technology. Have in this plan clear minimum expectations for administrators on steps to take when families are not responsive or not reached prior to the first day of school.</a>	DIT	Posted	
	43	<a href="#">Share robust plans to ensure access in language for parents. Present to the board guidance for principals on minimum expectations for the division on how to do this successfully, to include use of the TalkingPoints app, parent liaisons, multilingual tech support, rapid translations, etc. for the 90,000 children with families speaking other languages. These should include professional development plans to ensure effective and widespread implementation. Budget needs for this should be reflected in year-end requests.</a>		Posted	
	44	<a href="#">Develop a staging plan to get students into our buildings to learn in person. This plan needs to utilize the solid criteria and data driven metrics, asked for in our motion, for determining when it is safe for students to enter our buildings and when it is wise to utilize a full virtual learning plan. It must be a written plan developed with school-based administrator input that honors the preferences our families have for their student's placement. This plan may bring special education, ELL, transition year students, pre-K-3, Class of 2021 and other select groups in first as it makes sense.</a>		Posted	
	45	<a href="#">Share robust plans to ensure tech literacy resources are available to families in a clear and central place.</a>	DIT	Posted	

		<a href="#">Examples could be walkthrough videos on use of Blackboard, SIS, and other tools required for student success in multiple languages for families that are made available on the main page.</a>			
	46	<a href="#">Share plans with the board for the use of our non-teaching staff, including pay and benefits, during the school year, under distance learning and in-person circumstances.</a>		Posted	
	47	<a href="#">Provide plans for how we will ensure fidelity of implementation for the provision of virtual education to our students K-12.</a>		Posted	
	48	<a href="#">Provide detailed plans on how we will ensure that our students are engaged, contacted who do not engage in virtual learning.</a>		Posted	
	49	<a href="#">Share plans with the board on how our non-teaching and support staff can be utilized to work with cadres of students as mentors to ensure student participation in virtual learning.</a>		Posted	
	50	<a href="#">Ensure that our bus drivers do not have issues with their driver's license with not driving the bus for over 6 months.</a>		Posted	
	51	<a href="#">Discuss adjusting bell schedules while we are virtual to better align with student natural schedules (i.e. not so late for elementary school, later for high school and middle school).</a>		Posted	
	52	<a href="#">Explain whether when/if we phase in students, will this still be limited to those students who selected the in-person option? If so, explore whether parents can re-do their choice before any phasing in begins.</a>		Posted	
	53	<a href="#">Explore options to ensure we do not have an imbalance of staffing as we phase in. This cannot just be on hoping teachers will change their option. Please explore other options for addressing any potential imbalances, such as live streaming of classes (in particular with singleton classes) team teaching, etc.</a>		Posted	
	54	<a href="#">Explore options for safe, outdoor if needed, "open house" for students to at least meet their teachers. This could be done over several days if need be, with social distancing and masks, etc.</a>			
	55	<a href="#">Please explore options for helping students learn how to access the distance learning platforms and each teacher classroom set up before school begins.</a>			
	56	<a href="#">Please explore a soft opening (virtual) for some students who may need more time to get used to the virtual learning environment and to create space to build connections. This could be shorter days or fewer days.</a>			

	57	<a href="#">Please develop a plan for proactive community building, creating virtual and in person social and academic support opportunities, moderated social and academic support groups, creating peer-based pods, and virtual clubs, activities, and options for safe outdoor activities (including staffing and outreach).</a>		Posted	
	58	<a href="#">Give details as to how inclusion will be supported in a virtual environment, how we will ensure parity for special education and general education classes.</a>		Posted	
	59	<a href="#">Discuss family support plans, including clear and easy to use supports to help caregivers know what is being taught each week, how to find resources to support synchronous learning, technology supports, social and emotional support.</a>		Posted	
	60	<a href="#">Please determine a clear communication plan and talking points to for our families and community.</a>		Posted	
	61	<a href="#">Detail plans to academically, socially, emotionally support our middle and high school students, especially those transitioning to middle or high school and our Class of 2021, especially as they are facing college applications or career planning and a senior year starting in a virtual setting.</a>		Posted	
	62	<a href="#">Explore whether an 8-period day in a virtual setting would be better for learning and to reduce screen time per class (i.e. more breaks).</a>		Posted	
<b>8/18/2020</b>		<b>Return to School</b>			
	73	<a href="#">Provide a plan to set up small group digital practice sessions before September 8th to help students who need more support and chances for guided practice for digital learning and etiquette (i.e. special education, EL, and younger children) to set these students up for success on September 8th.</a>	DSS	Posted	
	74	<a href="#">At the suggestion of Mr. Baroni, look at re-instituting the Enterprise Risk Management Plan for FCPS overall - begin with an analysis of IT. Use Office of the Auditor General for plan.</a>	DIT	Posted	
	75	<a href="#">Explore a special education focused town hall before school starts.</a>		Posted	
	76	<a href="#">Develop data metrics for student success in the on-line learning environment. How will we assure parents that their students are progressing?</a>		Posted	
	77	<a href="#">Provide details on how we will ensure that the assessment process is secure.</a>	DIT	Posted	
	78	<a href="#">Provide a plan for ensuring that we are acquiring the best access tools for our younger students and special education students, ensuring that stakeholder input part of the process.</a>		Posted	

	79	<a href="#">Provide a plan for clear, succinct, regular guidance for families regarding how to support their student (i.e. curriculum, assignments, technology access, social emotional, etc.).</a>		Posted	
	80	<a href="#">Provide a plan for utilizing substitute teachers immediately rather than allowing for 2-3 days asynchronous assignments if a teacher is out.</a>		Posted	
	81	<a href="#">Consider a live load testing in the two weeks before school starts or "practice log in day" to test the system and allow parents/students to troubleshoot so as to not overwhelm the Help Desk on the first day of school.</a>		Posted	
	82	<a href="#">Include community, student, and family stakeholder feedback process in Initiative 5 - Technology Action Team and Schoology Pilot.</a>		Posted	
	83	<a href="#">Look at increasing the role of the Auditor General's office to include enterprise risk management in the technology area.</a>	DIT	Posted	
	84	<a href="#">Look at the already approved Business Continuity Plan work for OAG and see how the enterprise risk management work can coincide/collaborate with this. These two plans usually go together.</a>	DIT	Posted	
	85	<a href="#">Include a round of review and input by the equity team of 1. FCPS Responses to the recommendations, and 2. eventual oversight and implementation reports".</a>		Posted	
	86	<a href="#">Engage the OAG to conduct a new Enterprise Risk Management Assessment with specific focus on IT Operations.</a>	DIT	Posted	
	87	<a href="#">Survey Parents and Students in Early Oct about Virtual Learning experience, and include questions related to pros/cons of Google Meet vs BB Collaborate Ultra experiences.</a>		Posted	
	88	<a href="#">Increase the number of check ins with parents and guardians to once a week for the first quarter to ensure a smooth transition.</a>	TS	Posted	
	89	<a href="#">Ensure that our students with assistive learning devices that have been in general education classes are able to be in inclusive classrooms. Make sure that there is adequate PD prior to start of school.</a>		Posted	
	90	<a href="#">Make sure that related service agreements do not pass on costs to parents for those services that are necessary to address learning loss during the virtual environment.</a>		Posted	
	91	<a href="#">Edit slide 18 to indicate that the programs at the public day and career center programs will be virtually.</a>		Posted	

	92	<a href="#">Develop a plan to complete IEP and 504 addendums before school starts that provides support to case managers to be able to complete these addendums in a timely manner and takes into account the spring and summer.</a>	DSS	Posted	
	93	<a href="#">Provide a list of resources and programs available in the virtual setting to families, case managers, and specialists to help inform IEP meetings.</a>		Posted	
	94	<a href="#">Develop a plan for school staff who may not be able to do their usual job in a virtual setting and our ABA coaches, BITs, specialists, and other central office staff to support students and families.</a>		Posted	
	95	<a href="#">Develop a plan to support Executive Functioning, Digital learning etiquette and access, and virtual social skills needs for special education students (IEP/504), in particular for students in the "middle" who may be moving back and forth between the general education and small group settings.</a>	DSS/ISD	Posted	
	96	<a href="#">Review implementation failures as well as gaps and unmet needs from the spring for sped students in virtual learning and put in place measures to anticipate and mitigate/prevent these issues (attendance, executive skills, etc.).</a>		Posted	
	97	<a href="#">Be sure families are given up to date and realistic expectations as to when their IEP will be reviewed and how frequently and how they can expect to be contacted by their case manager.</a>	DSS	Posted	
	98	<a href="#">Develop a communications plan to communicate clearly about metrics and plan for phasing in, how often it will be reviewed, work with health department etc.</a>	TS	Posted	
	99	<a href="#">Develop a plan for Class of 2021 supports.</a>			
	100	<a href="#">Share metrics re COVID testing availability and turnaround time as part of return to school metrics, as well as results of Camp Fairfax and other local in person childcare activities.</a>	COO/DSS	Posted	
	101	<a href="#">Provide report to the Board regarding whether the language used in the Schoology contract to provide Load protections can be included in the BB contract.</a>		Posted	
	102	<a href="#">Provide a detailed plan regarding additional contacts to students that IAs provide either via laptop or telephone access.</a>		Posted	
	103	<a href="#">Provide a detailed plan regarding how we are identifying students who were not accessing DL in the Spring and outreach plans for the Fall to address that gap.</a>	TS	Posted	
	104	<a href="#">Provide a plan that Jason oversees that identifies safeguards per Best Practices to avoid tech problems in the Fall. Please identify safeguards implemented.</a>	DIT	Posted	



	105	<a href="#">Provide a communications plan to cover how we will communicate with Leadership including RAS's, teachers, and staff to make sure they understand the metrics, guiding principles etc. for the dial up or dial down practice described in the presentation. Similarly present a communications plan to the Board on how this will be communicated to the community with specialized emphasis on those communities with particular needs such as SPED, ESOL etc.</a>		Posted	
	106	<a href="#">Include Board representation in the evaluation process for the dial up or dial down process so that the community view is fully represented in this process.</a>		Complete	
	107	<a href="#">Include the availability of testing in the rubric for consideration for dial up and dial down plans.</a>	DSS	Posted	
	108	<a href="#">Provide the board a plan regarding how substitute teachers and staff members will be trained and supported in the virtual classrooms.</a>		Posted	
<b>9/22/20</b>		<b>Return to School</b>			
	145	<a href="#">Take the health data dashboard provided by the state and match them to the FCPS operational levels.</a>		Posted	
	146	<a href="#">Provide data on Distance Learning attendance week-to-week thus far by school.</a>		Posted	
	147	<a href="#">Provide operational metrics for level 3 and 4.</a>		Posted	
	148	<a href="#">In speaking to slide 19, it was stated that we had guidance based on the current health conditions we could proceed with Phase 3. Phase 3 allows for more students in schools per state guidance. Please provide an update to the board ASAP on when we can expect our youngest learners in and what people staff and families can expect for the second quarter.</a>		Posted	
	149	<a href="#">On p. 8 learning challenges are discussed. In March, we asked for a mapping of the non-teaching staff to ensure additional supports for our students, where are we on this mapping? Please share with the board.</a>		Posted	
	150	<a href="#">Please provide a list of the K12 public school districts that your team has evaluated, as part of developing your Return to In-person Plan.</a>		Posted	
	151	<a href="#">Please work with county exec., county health dept., state health dept., state superintendent office to institute the types of testing that are being done in other large school systems like NYCPS, LA Unified, Broward/Dade and proven a successful model to best prevent COVID community spread. This includes proactive random testing as well as more rapid testing (where results can be obtained within 24 -48 hours with regularity).</a>		Posted	

	152	<a href="#">Please provide a summary analysis of Camp Fairfax &amp; SRS including its successes, challenges, and lessons learned, as well as the number of staff &amp; students involved in the program each week. Also what have been the weekly quarantine cases/confirmed COVID cases (both summer and fall sessions).</a>		Posted	
	153	<a href="#">Please provide LOA info for Tier 2 requests.</a>		Posted	
	154	<a href="#">Share an analysis or metrics about the successes and shortcomings of virtual learning, segmented by various programs and cohorts, to aid in decision-making about the point at which groups will return and which are most impacted.</a>		Posted	
	155	<a href="#">Provide information on student engagement in virtual learning.</a>		Posted	
	156	<a href="#">I would like to propose a motion to ask staff to develop an overall plan for moving students into operational level 2 and 3 incorporating health and operational metrics. Be sure the time frame incorporates time that school-based staff need to prepare for each student group to move into the schools. Be clear that as health and operational metrics change, the district may move between operational levels.</a>		Posted	
	157	<a href="#">Provide information on possible limited face to face options for students who may not be phased in for the early groups.</a>		Posted	
	158	<a href="#">Explain whether Pulley, Davis and STEP programs can be included along with CTE classes for in person in Levels 1-4.</a>		Posted	
	159	<a href="#">Please provide the Board an update about increasing in-person days for our SLIFE and Newcomer students.</a>		Posted	
<b>10/15/2020</b>		<b>Return to School</b>			
	174	<a href="#">Please provide a staff engagement plan to hear concerns regarding needed supports, address workload concerns, identify needed equipment for success for the elementary grades, and focus on continued communication for continuous improvement (for concurrent learning).</a>	ISD	Posted	
	175	<a href="#">Please provide a description of a communications plan to ascertain the emotional and well-being status and needs of students and staff members to support planning for this transition phase, or an equivalent approach to address these concerns.</a>	ORSI	Posted	
	176	<a href="#">Consideration for 6<sup>th</sup> grade students in middle schools (Glasgow, Poe, and Holmes) to participate with group 7 in January in lieu of group 8 which will start in February.</a>	ISD	Posted	
	177	<a href="#">Determine how we can engage students in small cohort contact that are not in school – transition year students,</a>	ISD/DSS	Posted	

		<u>7<sup>th</sup> grade, 9<sup>th</sup> grade, 12<sup>th</sup> grade; also identify students needing extra support for well-being as mentioned in next step 75.</u>			
	178	<u>Re-assess the timeline for 3-6 to better align with the cohort model approach.</u>	ISD	Posted	
	179	<u>Look at the schedule to see if we are considering vacation breaks in the schedule, from a staff time and a safety perspective.</u>	ISD/DSS	Posted	
	180	<u>Please provide the board with regular updates from the pilot sites-including updates on technology used, parent and student feedback and challenges discovered that may require changes to plan.</u>		Posted	
	181	<u>Provide details (proposal, timeline) for how PD will be built in for teachers to learn how to instruct and prep concurrently; including options that decrease them having to simultaneously teach virtually as currently doing while learning and prepping for the concurrent approach. Speak to if blocks of time focused just on PD (so having a student holiday) will be used.</u>	OPLFE/ISD	Posted	
	182	<u>Please provide the board with timeline for parent re-survey and share results.</u>	ISD	Posted	
	183	<u>Provide the board with weekly updates on the processing of ADA requests and any concerns with potential teacher shortages.</u>		Posted	
	184	<u>Provide an update regarding consistent in person cohort social or support opportunities, especially for students who are slated to be phased in later. Include outreach and plans for PTA and other partners to provide opportunities for all students to include a plan for opportunities for performing arts and clubs similar to our opportunities for sports, including what sports are already able to do in terms of in person practice or activities.</u>	Deputy/ISD/SIS	Posted	
	185	<u>Provide an update regarding consistent in person and virtual social opportunities and supports for the Class of 2021 that is consistent across the county.</u>			
	186	<u>Provide to the board a plan to survey students and families to determine engagement, mental and physical wellness, and feedback regarding virtual learning.</u>	ORSI	Posted	
	187	<u>Explore the possibility of concurrent model at the secondary level, but hybrid/virtual and concurrent only where needed in elementary level.</u>	ISD	Posted	
	188	<u>Produce more plans for tracking of more specific data, by school, for the dashboard and consider posting on the website home page.</u>		Posted	

	189	<a href="#">Provide a date for an interim report to the Board on the pilot and incoming data regarding the needs associated with the Concurrent plan.</a>		Posted	
	190	<a href="#">Provide a plan for Seniors to enhance their senior year allowing some contact for this celebratory year.</a>			
	191	<a href="#">Present plans regarding pilots specifically for sanitation, distancing, masking, etc. and health/safety protocols as well as long-term expectations.</a>		Posted	
	192	<a href="#">Provide details on whether the Class of 2021 can be phased in earlier as a pilot for the phasing in of secondary students (and potentially concurrent learning).</a>	ISD	Posted	
	193	<a href="#">Provide an assessment on returning HS students earlier than the Feb date.</a>	ISD	Posted	
<b>11/12/2020</b>		<b>Return to School</b>			
	243	<a href="#">Please provide more details on the who, what, where, when of the mitigation audits to include how we will develop more confidence in our mitigation practices to alleviate concerns of staff and restore trust in the availability of PPE, measures in place and enforcement of procedures. Please make sure that our mitigation processes apply to the work crews in buildings where renovations and maintenance are underway.</a>		Posted	
	244	<a href="#">Please provide a follow up report regarding additional emotional support for our principals and other school leaders.</a>			
	245	<a href="#">Please update our communications plan and website to include a clear definition of metrics and compliance measures including but not limited to ventilation measures per EPA guidelines.</a>		Posted	
	246	<a href="#">Please consider options for allowing our specialists to minimize transiting/engaging with multiple cohorts by utilizing technology.</a>		Posted	
	247	<a href="#">Cat B/ID/Enhanced Aut/PAC teachers and staff should be included in our next RTS update.</a>		Posted	
	248	<a href="#">Update on how lessons learned are being disseminated among principals and staff.</a>		Posted	
	249	<a href="#">Update on possible use of Gatehouse/Willow Oaks licensed teachers being deployed creatively to help with monitoring and other staffing challenges.</a>		Posted	
	250	<a href="#">Offer our middle and late elementary school students opportunities to address concerns over socio emotional supports and engagement opportunities prior to the 1/26 date suggested.</a>		Posted	

	251	<a href="#">Update on the dedicated testing site that Dr. Gloria promised all summer?</a>		Posted	
	252	<a href="#">Please provide the requested student success metrics to inform the decision on urgency for returning (attendance, grade performance, and any other data).</a>		Posted	
	253	<a href="#">Please provide a plan for regular testing of staff members and students per availability. Advise the Board regarding whether they can assist in lobbying for these resources.</a>		Posted	
	254	<a href="#">Provide results of the first mitigation survey to the board.</a>	ORSI	Posted	
<b>12/10/2020</b>		<b>Return to School</b>			
	298	<a href="#">Elementary start time.</a>		Posted	
	299	<a href="#">Please provide clarity on thresholds for groups one and two, as well as clarification that plans are conditional at the 10% mark.</a>		Posted	
	300	<a href="#">Please prepare outdoor spaces for use as we open our buildings and allow teachers to be flexible so that they can take their students outside, even if they are in concurrent learning classrooms.</a>			
<b>02/02/2021</b>		<b>Return to School</b>			
	317	<a href="#">Provide the cost and time required to update the attendance monitoring system to provide a separate category for illness decoupled from doctor's appts.</a>		Posted	
	318	<a href="#">Please inform the board of the makeup of the safety teams at each school and the data derived from those reports. I.e. who is collecting this data and what are the scores reflective of.</a>		Posted	
	319	<a href="#">Please inform the Board of mitigation concerns raised by staff/others with the Ombudsman as part of the monthly update on Return to School prepared for the Board. It does not need to be in the work session presentation but should be included with the other information we receive.</a>		Posted	
<b>7/13/2020</b>		<b>SR&amp;R</b>			
	36	<a href="#">Follow up with Dr. Osher to get the report on the work they did with New York City for distribution to board.</a>	DSS	Posted	
	37	<a href="#">Discretionary reporting to the police department be subject to the approval of either the RAS or the Superintendent.</a>	DSS	Posted	
	38	<a href="#">Discuss IEP team support for when students with disabilities are questioned.</a>	DSS	Posted	

	39	<a href="#">Review IEP team involvement when looking at discipline or SRO interaction.</a>	DSS	Posted	
	40	<a href="#">Develop quarterly data package with analysis on discipline data for school board members.</a>	DSS	Posted	
	41	<a href="#">What was the reason for removing the last sentence from the attendance paragraph: Students are fully responsible for completing any missed assignments. <del>Teachers may assist the student and parent in identifying missed work but are not obligated to provide make-up assignments for unexcused absences.</del>?</a>	DSS	Posted	
<b>7/22/20</b>		<b>FY20 Final Budget Review</b>			
	63	<a href="#">Provide a plan and expenditure burn rate for the FNS fund so that we can proactively address anticipated shortfalls, also provide regular updates on FNS fund.</a>		Posted	
	64	<a href="#">Provide a monthly update to the board on each of the COVID relief funds and how they are being spent, similar to the reports provide to the BOS.</a>		Posted	
	65	<a href="#">Survey students on experiences with distance learning.</a>		Posted	
	66	<a href="#">Provide a plan to the Board regarding pay continuity for employees who are unable to telework. Please also share how these employees can be creatively used to support instruction and the needs of our students during virtual instruction.</a>	HR	Posted	
	67	<a href="#">Add slide on County proposed spending on COVID needs.</a>	DFS	Posted	
	68	<a href="#">How do we benchmark our needs in areas of redeployment of employees, cleaning supplies and PPE, and other areas of overlap in comparison to County.</a>	DFS	Posted	
	69	<a href="#">Provide annotation for the BOS budget request.</a>	DFS	Posted	
	70	<a href="#">Prioritize providing the board and the community the detailed plan for meeting our students with disabilities.</a>		Posted	
	71	<a href="#">Provide the board with an assessment of funds realized because of the pivot to virtual for the first quarter vs. additional funds needed to address the COVID19 environment.</a>	DFS	Posted	
	72	<a href="#">Provide an update on the staffing reserve for general education and special education, and how it will be used in the virtual environment.</a>	HR	Posted	
<b>10/20/2020</b>		<b>FY21 First Quarter Budget Review</b>			
	195	<a href="#">Please provide a detailed report of how we have reallocated staff that are not able to perform their</a>	HR	Posted	

		<a href="#">current functions, how many are working on a daily basis, how many are being rotated, etc.</a>			
	196	<a href="#">Give us data from the Concurrent learning pilots on what bandwidth we think we will need in our schools as we return to school and whether or not our current bandwidth is sufficient and whether or not we need more funding, and provide a listing of equipment needed to implement the concurrent model in terms of additional cameras and/or other additional items needed in anticipation of need including anticipated costs.</a>	DIT	Posted	
	197	<a href="#">Give us data regarding staffing needs for classroom monitors and other staffing needs to facilitate different models of in person learning.</a>		Posted	
	198	<a href="#">Technology support for elementary school students.</a>	PD, ISD, DIT	Posted	
	199	<a href="#">Investigate additional support for Title 1 schools including but not limited to parent liaison/parent outreach support, books and supplies for students.</a>		Posted	
	200	<a href="#">Please provide an update regarding the Cox family plan usage.</a>		Posted	
	201	<a href="#">Please consult with Public Health experts and other school divisions re: the use of Plexiglass shields on student desks to maximize mitigation strategies that reduce exposure to COVID. Bring this information and cost estimates back to the School Board.</a>		Posted	
	202	<a href="#">Please provide the Board with a full list of all positions (and # of employees per position) that require redeployment during virtual learning. Additionally, please provide the status of this redeployment effort. Ex: the number of employees who are being paid but not reporting to work and the budget cost estimations associated with this.</a>		Posted	
	203	<a href="#">Please provide a plan for our technology for our youngest learners and budget requirements for Thursday's meeting.</a>	PD, ISD, DIT	Posted	
	204	<a href="#">Conduct an analysis of where the highest anticipated achievement gaps and student needs are and continue to be, with particular attention to budget implications of fully supporting lower-income students, non-English-speaking families, special ed, and mental health.</a>		Posted	
<b>9/15/20</b>		<b>TJHSST Admissions</b>			
	109	<a href="#">Review of Middle school offerings. i.e. Algebra courses and STEM programming by region and school.</a>		Posted	
	110	<a href="#">Committee/mechanism to address climate at TJ?</a>		Posted	
	111	<a href="#">Request further delay for submission of plan to state until after our SB discussion on Oct 8th to allow for public engagement and follow up on next steps.</a>		Posted	



	112	<a href="#">Review current STEM offerings at high schools and explore budget priorities to expand STEM programming and options at our schools based on the review.</a>		Posted	
	113	<a href="#">Explore a two-pronged approach.</a>		Posted	
	114	<a href="#">Evaluate the merits of a school-based or pyramid recruitment approach in place of one based on region, to be updated annually, based on enrollment.</a>		Posted	
	115	<a href="#">Include a commitment to provide a letter or use an alternate tool/strategy to mitigate the opt-in bias issue.</a>		Posted	
	116	<a href="#">Outline the priorities of the TJ Admissions Office after the admissions process is changed.</a>		Posted	
	117	<a href="#">Identify budget priorities that reflect increased TJ access as well as consistent middle school programming to strengthen the pipeline.</a>		Posted	
	118	<a href="#">Explore how to address cultural bias that may exist regarding traditionally underrepresented groups.</a>		Posted	
	119	<a href="#">Data regarding diversity of applicant pool and how to increase diversity of applicant pool.</a>		Posted	
	120	<a href="#">Explore outreach efforts to build diversity of applicant pool.</a>		Posted	
	121	<a href="#">Explore additional magnet high schools.</a>		Posted	
	122	<a href="#">Commit to a strategic plan to address long standing issues affecting diversity and equity in AAP including frontloading of math and science curriculum and fidelity of implementation of Young scholars across schools and AARTs in all schools.</a>		Posted	
	123	<a href="#">Explore adding a problem-solving question on the student information sheet.</a>		Posted	
	124	<a href="#">Explore utilizing a weighted GPA.</a>		Posted	
	125	<a href="#">Community outreach and communication plan.</a>		Posted	
	126	<a href="#">By Oct 8th - clearer information on application process, problem solving on student info sheet and holistic review of courses taken by student, including math and science courses as part of the admissions process.</a>		Posted	
	127	<a href="#">Availability of advanced and science across all ES schools.</a>		Posted	
	128	<a href="#">Work sessions and board committee to address ongoing TJ concerns including looking at historical documents.</a>			
	129	<a href="#">Outline possible support for admittees this summer.</a>		Posted	



	130	<a href="#">Programming and capacity issues at base high schools that might be impacted by TJ admissions process change.</a>		Posted	
	131	<a href="#">Look at pros and cons of governor schools versus academies to address equity and access to advanced learning opportunities including ability to serve the area in which the school resides.</a>		Posted	
	132	<a href="#">Summary crosswalk/analysis of the 5 schools' Admissions Process in the appendix.</a>		Posted	
	133	<a href="#">Provide the Numbers &amp; % of applicants of 3.5 Unweighted GPA vs Weighted GPA for 2019 Admissions Class.</a>		Posted	
	134	<a href="#">Provide the Application Numbers for each Middle School for 2019 Admissions Class.</a>		Posted	
	135	<a href="#">Need applicant demographics for 2019 admission class - pool applied, pool accepted, and pool enrolled.</a>		Posted	
	136	<a href="#">Process for regular review and analysis and adjustment of changes.</a>		Posted	
<b>10/06/2020</b>		<b>TJHSST</b>			
	160	<a href="#">Investigate the impact of a pyramid/middle school approach to the allocation.</a>		Posted	
	161	<a href="#">Confirm in our plan submitted to the state that we will not have the admissions test for TJHSST. Establish goal that TJ class will reflect demographics of NOVA Region. Expand the admissions to align with program capacity, e.g. 50 more seats.</a>		Posted	
	162	<a href="#">Discuss how to determine the "highest qualified" when the pool is already down selected by merit. What are the numbers (100 versus normed to gifted in the population as a whole)?</a>		Posted	
	163	<a href="#">Please provide a description of outreach that is designed to reach identified populations within FCPS.</a>		Posted	
	164	<a href="#">Please identify accountability measures and metrics of diversity goals, as well as the proposed method of monitoring same.</a>		Posted	
	165	<a href="#">State plan requires a plan for diversity of staff as well. What is the current status of diversity in the staff? What are the goals for diversity? And what is the plan to achieve it?</a>		Posted	
	166	<a href="#">Examine the possibility of opt-out lottery selection in place of opt-in and share relevant considerations.</a>		Posted	
	167	<a href="#">Do an analysis of the ramifications to our base high schools given a new TJ admissions process. This data driven research will include both an analysis of</a>		Posted	

		<a href="#">increased student enrollment at the high schools and the need for additional courses in advanced math, science, and computer programming such as: differential equations, probability theory, quantum physics, machine learning, post AP courses, etc.</a>			
	168	<a href="#">Update statistical modeling for Dr. Brabrand's two merit lottery plans – factor in what an increased TJ student body would do to these projections. Conduct statistical modeling of what the merit lottery or “holistic” review would mean for admissions numbers when using the middle school approach.</a>		Posted	
	169	<a href="#">Provide a summary of previous attempts to improve the process and results.</a>		Posted	
	170	<a href="#">Bring to the Board a holistic admissions approach that does not contain a lottery as an option for the Board to consider as an alternative plan.</a>		Posted	
	171	<a href="#">Provide the past 5 – 10 years of the recalculated Core GPA data and STEM GPA (broken out by decile) for all FCPS TJ Applicants, Semi-finalists, and Accepted Students. (Per Jeremy's remarks during the Work Session).</a>		Posted	
	172	<a href="#">Provide the past 5 – 10 years of Algebra 1 (or higher Math) data for FCPS TJ Applicants, Semi-finalists, and Accepted students.</a>		Posted	
	173	<a href="#">Provide the past 5 – 10 years of data results related to Young Scholars (and LIFT) Applicants, Semi-finalists, and Accepted students.</a>		Posted	
<b>12/07/2020</b>		<b>TJ Admissions</b>			
	282	<a href="#">Please provide a recommendation of how we can screen students in the latter part of ES, 5th or 6th grade to ensure that they get the supports/encouragements for MS curriculum and activities to provide a pathway to the opportunity of TJ. Maybe WISC.</a>		Posted	
	283	<a href="#">Determine a way to incorporate teacher recommendations as a data point for admissions. Streamline the current recommendation so that teacher workload concerns are addressed and potential bias is removed.</a>		Posted	
	284	<a href="#">Provide additional analysis of by school approach (both merit lottery and holistic approach).</a>		Posted	
	285	<a href="#">Please examine minimums rather than max caps. Provide info on school level minimums as well.</a>		Posted	
	286	<a href="#">Develop accountability metrics that take into account student/academic outcomes to ensure student success and high academic standards for all. Consider including metrics regarding retention and consistent and</a>		Posted	

		<a href="#">proportional utilization of the most advanced classes and labs.</a>			
	287	<a href="#">Please ensure that we have consistent availability of hands on science and science fairs at both the ES and MS level.</a>		Posted	
	288	<a href="#">Develop a rubric for teacher recommendations to ensure that input be available but it is standardized throughout the county. This can be an equity issue.</a>		Posted	
	289	<a href="#">Explain how this new process will work with the process to select Sophomore transfer students.</a>		Posted	
	290	<a href="#">As a new process is implemented, recognize that our base high schools will need to provide more high-level math and science courses for students that do not go to TJ. Expand on these opportunities to get to students that can use them but may choose not to go to TJ for reasons like-sports, transportation, culture, etc. This needs to be part of our overall study of what STEAM opportunities we are offering for all students.</a>		Posted	
	291	<a href="#">Ensure language limitations or disability manifestations is accommodated in the problem-solving essay and student information sheet. IEP accommodations may not be sufficient since those accommodations were not developed with the needs of accessing the TJ application in mind. Consider requiring consulting IEP teams in the process of developing accommodations required for SWD to access the application requirements (SIS and essay).</a>		Posted	
	292	<a href="#">Consider using the TJ alumni to aid in outreach to the potential students in under-represented schools and encourage them to do so.</a>		Posted	
	293	<a href="#">Consider asking current TJ students to be mentors and/or outreach to potential students.</a>		Posted	
	294	<a href="#">Clarify how STEM aptitude, passion, and talent is assessed through the SIS and problem-solving essay.</a>		Posted	
	295	<a href="#">If the Board wants to pursue teacher recommendations, please work with Principal Bonitatibus to develop more helpful processes for this tool.</a>		Posted	
	296	<a href="#">Please consider expanding the pool of recommendations if they are reintroduced to include a teacher or other adult.</a>		Posted	
	297	<a href="#">Confirm that each mechanism for outreach will be thought through with an eye towards best industry practices -- including mailings, email, etc.</a>		Posted	
<b>9/15/2020</b>		<b>Anti-Racism Anti-Bias Curriculum</b>			
	137	<a href="#">Budget request to fully implement.</a>	ISD	Posted	

	138	<a href="#">How will SB be updated?</a>	ISD	Posted	
	139	<a href="#">Guidance for how staff will be handled when racist materials are presented in the classroom.</a>	ISD	Posted	
	140	<a href="#">How to engage parents and stakeholders in conversations and updates.</a>	ISD	Posted	
	141	<a href="#">How to address issues of anti-racism and expanding curriculum to be more representative of our community in earlier grades.</a>	ISD	Posted	
	142	<a href="#">Explore embedding metrics about anti-bias and anti-racist curriculum in our strategic report around student achievement and caring culture reporting as well as in school improvement plans.</a>	ISD	Posted	
	143	<a href="#">Embed intentional lessons on defining cultural broadly to include all ways we are diverse.</a>	ISD	Posted	
	144	<a href="#">Explore intentionally including neurodiversity in our anti-bias work.</a>	ISD	Posted	
<b>10/20/2020</b>		<b>Legislative Program</b>			
	194	<a href="#">Come back with language on binding arbitration and the provision of our student data.</a>		Posted	
<b>10/27/2020</b>		<b>AAP Staff Response</b>			
	205	<a href="#">Please provide the local level 4 options available for each school.</a>	ISD	Posted	
	206	<a href="#">Please provide evidence for the proposed budget items (e.g. Young Scholars).</a>	ISD	Posted	
	207	<a href="#">Please provide an accountability model which includes how we will ensure that each school has a quality program with representation from all student groups. Fidelity of implementation is not consistent. Also provide support for whether an AART creates increased participation in Level IV programs, honors, AP, IB, TJ admission and college level study. Please provide demographic information for same and define metrics used.</a>	ISD	Posted	
	208	<a href="#">Please demonstrate how you are going to ensure that some level of math, science and enrichment activities are at each school.</a>	ISD	Posted	
	209	<a href="#">Audit of current local level provisions in Elementary Schools.</a>	ISD	Posted	
	210	<a href="#">Identify alternative budget items for board discussion that support entry into the pool (e.g. reading/math specialists, tutoring hours).</a>	ISD	Posted	

	211	<a href="#">Provide data showing that the Young Scholars program has impacted improved outcomes for students entering Level IV, honors, AP, IB, TJ and other such higher-level opportunities. This should include demographic information and identify successful schools. Please also include metrics for same.</a>	ISD	Posted	
	212	<a href="#">Please provide a description of those programs that are using a hybrid approach to YS that allows students to experience AAP pedagogy irrespective if the child has been identified for the program.</a>	ISD	Posted	
	213	<a href="#">Please provide a description of how we plan to identify those Level IV programs that are less rigorous than counterpart programs and plans to support improvement.</a>	ISD	Posted	
	214	<a href="#">Provide full costing (already existing) of this program alongside the new costs listed.</a>	ISD	Posted	
	215	<a href="#">Have a work session that will provide a full analysis of our math and science curriculum at our elementary school and middle schools.</a>	ISD	Posted	
	216	<a href="#">Develop projected costs and benchmarks for placing additional AARTs beyond 1.0 in schools with larger student populations.</a>	ISD	Posted	
	217	<a href="#">Define accountability standards to ensure fidelity of implementation for our local level 4 programs. Who will be responsible for oversight-AAP office? RAS and EP's? Or a new team similar to that of Project Momentum. Will there be smart goals across the county to ensure parity in programming?</a>	ISD	Posted	
	218	<a href="#">Please provide the past 5 years of data on the number of Level 4 AAP students for each of the 150 elementary schools, the number of students who chose the Center, and those students who remained at their schools. (Please note on the chart which of the 150 currently have Local Level 4 services).</a>	ISD	Posted	
	219	<a href="#">Please have the Plucker Research Group review all of these FCPS proposed changes and provide their written feedback to the Board, prior to any adoption of these proposed changes.</a>	ISD	Posted	
	220	<a href="#">Please provide the COGAT Test Score "norms" for National, FCPS Division, and each of the 150 elementary schools from the past five years.</a>	ISD	Posted	
	221	<a href="#">Communication plan: Please describe parent engagement and outreach efforts to ensure families are aware of the options/process available on a regular basis to incorporate transient populations.</a>	ISD	Posted	
	222	<a href="#">Provide more information and data/best practices on use of local norms and impact on local norms on</a>	ISD	Posted	

		<a href="#">capacity in our current local level 4 and center-based programs.</a>			
	223	<a href="#">Please provide transportation costs for center students.</a>	ISD	Posted	
	224	<a href="#">Please provide an assessment as to why we are not providing the curriculum to all students similar to the approach taken in the McLean pyramid undertook when Marty Smith was the RAS, as a compliment to the AAP programs. What would be the cost of doing this?</a>	ISD	Posted	
	225	<a href="#">Of the 70% of students that get into the central selection process via referral- please break who/how they are referred parent/teacher/AART-other.</a>	ISD	Posted	
	226	<a href="#">Please provide a budget estimate of increasing the enrichment monies allocated to Level IV students to all students? include in this calculation the cost of increasing technology and enrichment costs provided for TJ students to all students.</a>	ISD	Posted	
	227	<a href="#">Describe proposed identification and implementation changes to level 1-3 AAP services, if any.</a>	ISD	Posted	
	228	<a href="#">Please provide information to identify whether appeals, GBRS and/or 3rd part Assessments can be used more specifically to identify underrepresented groups in the AAP program.</a>	ISD	Posted	
	229	<a href="#">Provide plan for how we might avoid further segregation (problems with TJ admissions) of students by adding another magnet school.</a>	ISD	Posted	
	230	<a href="#">Consider review of STEM, enrichment, advanced programming at other schools outside of TJ to ensure equity of access and robust programming as well as possibility of magnet programs. (See Tholen next step in TJ work session next steps). This can be answered as part of Tholen next steps to TJ work session).</a>	ISD	Posted	
	231	<a href="#">Provide a complete history of gifted education nationally as well as how it evolved in Fairfax County.</a>	ISD	Posted	
	232	<a href="#">Look at these changes to AAP within a strategic framework for our work with providing students with equitable opportunities in Level IV services at local schools, Level IV centers, HS programmatic access across the district, CTE overview and study, etc. -- overall advanced studies and opportunities.</a>	ISD	Posted	
	233	<a href="#">Provide costing as well as justification for maintaining centers in the proposed plan.</a>	ISD	Posted	
	234	<a href="#">Provide a communications plan regarding changes to our AAP.</a>	ISD	Posted	
	235	<a href="#">Communicate to the public 1) COGAT not possible this year due to the pandemic; 2) We will rely on the NNAT</a>	ISD	Posted	

		<a href="#">this year which was administered last year and will provide opportunities for new students to take the test;</a> <a href="#">3) Will work with the local staff to identify students based on their NNAT and available work product for the central screening;</a> <a href="#">4) we will continue to provide opportunities for parents and teachers to refer students to the pool for review.</a> <a href="#">5) the board will continue to deliberate on how the AAP program can be adjusted to ensure greater access to opportunities for students.</a> <a href="#">6) The board has directed the Superintendent to provide a continuing communications plan that will inform the public regarding additional revisions to the AAP process.</a>			
	236	<a href="#">Highlight in the CIP issues at schools as we make programmatic changes--schools that we should watch as we continue on the AAP changes timeline.</a>	ISD	Posted	
<b>11/04/2020</b>		<b>Membership Trends and Analysis</b>			
	237	<a href="#">Develop estimate of long-term impact of ballooning kindergarten population. What does this look like by school and pyramid in the years to come? This can come once we have an idea of who will be back into our schools in the months ahead.</a>			
	238	<a href="#">Please provide the 5-year data and trend analysis on School Level Membership/Enrollment Drops (Slide 5).</a>			
	239	<a href="#">Discuss long-term impact of school enrollment changes at kindergarten, elementary, middle, and high school.</a>			
	240	<a href="#">Please provide the data analysis (Region by Region) about the various factors that are contributing to their specific (or unique) enrollment changes.</a>			
	241	<a href="#">Holistic and strategic conversation with multiple stakeholders (facilities, ISD, DSS, Equity, OSS, and others) to discuss impact of COVID on our CIP, Budget, Strategic Plan, OSS rather than discuss in silos.</a>			
	242	<a href="#">Provide analysis with departments like ORSI to distill contributing factors and identify ones that need to be addressed, in particular disenrollment of students who have been left behind.</a>			
<b>12/01/2020</b>		<b>Restraint and Seclusion</b>			
	255	<a href="#">Please provide more in-depth description in our purpose statement to be focused on positive behavior supports, MTSS, de-escalation and trauma informed care. This should also include our intention to phase out seclusion over time.</a>			
	256	<a href="#">Please provide information on how we can ensure that this policy applies to our private placement contracts as well.</a>			



	257	<a href="#">Please make sure that IXB on page 9 requiring a team to meet to discuss the incident should happen after the first incident, don't wait for the second.</a>			
	258	<a href="#">Please include in D7 on page 7 that the description of the incident should include what occurred prior to the incident, e.g. the triggering event.</a>			
	259	<a href="#">Please include on page 10, section X more details on the specific training that will be required on an annual basis to include at a minimum those listed on page 25 of the briefing.</a>			
	260	<a href="#">Please include a report to the board at a minimum of once a year prior to its submission to the State Superintendent of Public Instruction.</a>			
	261	<a href="#">Please provide a plan to make sure that notifications to parent will occur on the same day that restraint and seclusion occurred. This plan should include collaboration with ACSD.</a>			
	262	<a href="#">Please provide a plan to improve parent/staff interaction to address trust and safety concerns.</a>			
	263	<a href="#">Please provide a clear plan of support for staff (administrators, teachers) and families post such traumatic interventions.</a>			
	264	<a href="#">Please provide an outreach plan to stakeholders as the regulations that go with this policy are reviewed and modified.</a>			
	265	<a href="#">Provide a plan with clear dates and milestones to get us to the point where we can ban seclusion at 100% of our schools.</a>			
	266	<a href="#">Determine the feasibility of having cameras in areas where seclusion may take place.</a>			
	267	<a href="#">Specify the chain of intervention that is to be used before restraint and seclusion is used, clarify the language that the chain is to be skipped only if emergency situations, and be more specific regarding emergencies that merit skipping the chain of intervention.</a>			
	268	<a href="#">Look into the use of sensory integration hallways/areas to de-escalate behavior and for use as time out spaces.</a>			
	269	<a href="#">Page 8 E and F and page 9 B - consider requiring discussing and ameliorating trauma in any principal debrief as well as any potential IEP/504/BIP addition to discussing antecedents, replacement behaviors, schools and teams shall be required to address any potential trauma and use a trauma informed lens.</a>			



	270	<a href="#">Please prepare an alternate version of the policy with a more aggressive timeline for removing the practice of seclusion from all schools.</a>			
	271	<a href="#">List of training for staff and who would be involved in such trainings.</a>			
	272	<a href="#">Consider requiring a trusted adult meeting, a "no later than" for the meeting with trusted adult and allow for people other than the student (i.e. family, case manager) to choose trusted adult if student doesn't identify.</a>			
	273	<a href="#">Consider requiring same day notification to parent, including contacting emergency contacts to help locate parent or guardian as needed, similar to medical issues.</a>			
	274	<a href="#">Consider bringing in Ross Greene to help support teams and build capacity for trauma informed practices.</a>			
	275	<a href="#">Consider requiring specific requirements for what needs to be included in the same day notification, to include greater description of antecedent and behavior and response to help parents/guardians address student needs immediately after the incident of restraint or seclusion.</a>			
	276	<a href="#">Consider a sunset provision so the policy will have to be revised by Dec. 31, 2021.</a>			
	277	<a href="#">Have FCPS staff do a formal crosswalk of the SEPTA 11/30 Recommendations document and incorporate these (as appropriate) prior to finalizing the proposed Policy for the 12/17 School Board vote. Staff needs to provide rationale for any recommendations not utilized.</a>			
	278	<a href="#">Incorporate all staff changes that were presented in today's PPT into the revised Policy prior to 12/17 vote.</a>			
	279	<a href="#">Consider clarifying inconsistencies between VI C and VII C in the policy in terms of number of minutes per age for seclusion.</a>			
	280	<a href="#">Consider including all unanimous ACSD resolutions in the new policy draft and share language for those not included with the board.</a>			
	281	<a href="#">Please bring back to the Board any changes to the corresponding Regulation related to this Policy change.</a>			
<b>12/15/2020</b>		<b>CIP</b>			
	301	<a href="#">Share how we look at new developments and the surrounding area to see what impacts new job centers may have on surrounding communities and school capacities.</a>			

	302	<a href="#">Request a One Fairfax/FCPS CEO review of pending decisions and consider addition of this as a long-term "check" in the process.</a>			
	303	<a href="#">Work with the Board of Supervisors, FCPS staff and county staff to determine what periodic reports FCPS staff and school board members need to proactively monitor development and school capacity. Take advantage of the new computer systems that will be implemented soon.</a>			
01/05/2021		<b>CIP</b>			
	304	<a href="#">Implement last year's follow on motion to include steps taken to reduce capacity challenges at schools scheduled for a boundary changes (based on factors A-H on page 42).</a>			
	305	<a href="#">Implement last work session's next step (with ORSI) to better diagnose student enrollment issues and potential impacts on capacity in the future.</a>			
	306	<a href="#">Provide an inventory, by school, of reflection rooms and private changing facilities that exist, are currently scheduled for implementation, and a plan for how they will be implemented in the remaining buildings.</a>			
	307	<a href="#">Provide information about how the model for 6th grade students came to be at Glasgow, Poe and Holmes Middle Schools.</a>			
	308	<a href="#">Please provide information on how the 6th grade at the Middle School model is being utilized division-wide to address capacity issues.</a>			
	309	<a href="#">Please provide an update on the maintenance of the tennis courts at Walt Whitman.</a>			
	310	<a href="#">Provide language for a follow-on motion for a section on major maintenance and work force readiness in the trades.</a>			
	311	<a href="#">Implement the next step from the last CIP work session: provide CEO (Dr. Williams) review of the plan and include this as a permanent step moving forward. She should attend these meetings and modify plans in advance of these discussions. The previous next step read: Request a One Fairfax/FCPS CEO review of pending decisions and consider addition of this as a long-term "check" in the process.</a>			
	312	<a href="#">Develop a one pager to provide a summary of CIP issues to assist the community in understanding the status of CIP projects and renovations.</a>			
02/02/2021		<b>Calendar</b>			

	313	<a href="#">Evaluate how to reduce impact on hourly and support employees.</a>			
	314	<a href="#">Review regulation 4817: Religious Accommodation for Employees.</a>			
	315	<a href="#">Work to develop a policy and perhaps an updated regulation that provides guidance on how principles and staff can avoid placing undue burden on those who observe cultural or religious celebrations.</a>			
	316	<a href="#">Provide attendance and absenteeism data for all students and staff from the past five years on each of the five holidays presented-- Rosh Hashanah, Yom Kippur, Diwali, Eid Al-Fitr, Indigenous People's Day-- as well as other religious holidays like Veteran's Day, Orthodox Christmas/Easter, Lunar New Year, Eid Al-Adha, and any others considered by the committee.</a>			

### July 13, 2020 Return to School

- 1. We need to look at a budget for the level of sanitizer, PPE that we need. Do we have the budget? Should we be asking the BOS and Richmond to allocate/assist us with funding for this? Analysis of this before the August general session is needed.**

#### Original Response in July 2020:

Currently \$5.2 million has been allocated for PPE with funds coming from the CARES grant. This funding is expected to be adequate and provide cloth mask for each student and employee that requests them, and face shields for employees that would prefer them, as well as non-glare face shields for drivers. Disposable masks will be made available on buses for students who might try and board without a face mask. Additionally, selected staff, primarily in the special education area, will have gowns and gloves made available. Large quantities of hand sanitizer has also been ordered.

At this point we have sufficient PPE to begin the school year. However, should the COVID crisis continue indefinitely, replenishment could become an issue.

The Commonwealth is likely of the belief that they have already provided funding via the CARES grant, of which FCPS will receive nearly \$20 million

#### Updated Response January 2021:

In response to the COVID-19 pandemic, the Office of Procurement Services (OPS) warehouse has purchased and delivered PPE and custodial supplies to support the division. This includes over 30,000 gallons of hand sanitizer to schools and offices. There is currently a stock of approximately 5,000 gallons of hand sanitizer to replenish what has been previously delivered. Hand sanitizer is about \$20 per gallon. Usage rates are still unknown for 100% in person learning. OPS continues to monitor usage to ensure operational metrics are met. Both the County Board of Supervisors and the State provided additional CRF funds to ensure adequate supplies of PPE and technology are available.

Budgeted funding for COVID-related expenses were reviewed with the School Board at the first quarter report on October 20, 2020.

**2. Continue updates on possibility of testing of students and staff before opening and randomly throughout the year.**

Guidance from VDH and VODE state that “VDH does not recommend schools require testing of students or staff upon resumption of in person offerings.” See #12 of this document ([http://www.doe.virginia.gov/support/health\\_medical/office/covid-19-faq-reopening.shtml](http://www.doe.virginia.gov/support/health_medical/office/covid-19-faq-reopening.shtml)).


Providing a negative baseline test is not helpful since it would only indicate that the individual was not likely infected with COVID-19 at the time the test sample was collected. (Ex: if a staff member/student receives a negative test result the Friday before school starts, a negative test would not provide reassurance because the individual can have an exposure in the time between the test sample being collected and school starting. It is even possible for an individual to be exposed in the time between the test sample collection and when the results are received.)


Additionally, a test may be negative in the early incubation period and would give a false sense of security. Key is to use face coverings, handwashing, and social distancing and having a negative test may result in people being more lax.

If a staff member or student becomes ill or is a contact, it is recommended they see their private physician or one of our community partners (FQHC) for an evaluation and testing (if needed).

**3. Please engage staff to determine how can we train and support teachers to take their students outside as much as possible? Get2Green has some website resources on classroom management when outside--these need to be highlighted and made available. Coordinate Get2Green, PBL, Science at a minimum to work with teachers before school starts . Most ES science curriculum can be taught outside for the first semester at least. Schools like Centreville ES, Belvedere ES, Braddock ES, Flint Hill ES, Dogwood ES can be models for this. What can Facilities do to support preparing outdoor learning spaces for this fall (i.e. adding outdoor seating/shading areas for teachers to use with students, cleaning courtyards)?**

Resources are being created to support teachers with taking students outside:

- Return to School 2020 – 2021 PreK-12 Google Website will house all curriculum and include:
  - “Instructional Considerations for Social Distancing” section that includes suggestions and guidelines for taking students outside. (e.g. Getting Started Learning Outside, Get2Green)
  - Curriculum connections for learning outside across content areas (e.g. Get2Green).
  - The FCPS Get2Green website is included as a separate tile. The site is a resource for teachers to engage in environmental stewardship projects at their schools, incorporate **sustainability in the classroom, find their school’s energy and recycling data, and learn more about green initiatives in FCPS.**
- 2020-2021 Science Addendums
  - Outdoor learning opportunities are highlighted in the pacing of essential standards by an icon . Specific guidance for completing the lesson outdoors is provided.
  - Updated FCPS Elementary Science Lessons – Going Outside the Classroom resource is available in eCART.

- 2020-2021 Secondary Streamlined Curriculum Guide
  - Outdoor learning opportunities are highlighted in the pacing of essential standards by an icon 
  - Get2Green resources are hyperlinked in the “Additional Resources” section of each content area with a direct connection to outdoor learning.

Professional Development opportunities will be available to support teachers with taking students outside.

- District-Wide PD Day – 19 August 2020
  - Outdoor Learning will be offered as an asynchronous session as part of menu of optional PD
  - The session will include a narrated video walking through all of the available resources on outdoor learning.
  - Through this session, teachers will have the opportunity to collaborate with other teachers by sharing ideas and/or creating additional resources to support taking students outside.
- Teacher Planning Mondays
  - Outdoor Learning will remain as an asynchronous session as part of menu of optional PD.

Additional optional PD sessions will be offered by community partners, such as Chesapeake Bay Foundation. These sessions may be tailored to meet the specific needs of a school.

**4. Can PE, recess and lunch be outside as much as possible? Can students bring towels to sit on outside for picnic lunches?**

Outdoor spaces will be used to the fullest extent possible.

**5. Do staff need the Board to add items to the upcoming Governance Committee meeting agenda (July 22) to address policy changes raised today? I.e., masks, leave policy, other?**

FCPS staff have drafted a policy and regulation that addresses the requirement of face coverings for all students and staff. These documents will be shared with the School Board during the work session on July 21st.

**6. Look at leave policy for staff.**

Staff continues to review FCPS' options for continued pay and leave benefits as we experience varied and evolving challenges related to the COVID-19 crisis. Leave needs and utilization will continue to vary based on the frequency of exposures, severity of the symptoms and remote working arrangement availability. Potential additional supports are being evaluated based on evolving available data, ability to provide equitable, timely and consistent employee assistance while accomplishing the mission of educating Fairfax's children.

Current employee support options for accessing pay/leave for those effected by COVID-19 are varied depending on the reason(s) for the leave request. Supports take the form of a number of different programs and in many cases coordinate to maximize support to the effected employee: FFCRA (EPSL

and E-FMLE), administrative leave, STD, LTD, FML 'classic', LOA, and employee accruals (sick, annual).

The FFCRA, which provides for an additional pay/leave in two ways - Emergency Paid Sick Leave (EPSL) and Emergency Family Leave Expansion (E-FMLE). EPSL provides 2 weeks of leave for employees for COVID-19 related reasons (self or family member illness/quarantine/care and childcare) and E-FMLE provides for up to 12 weeks of pay/leave for childcare reasons. There is also FML "classic" which provides for up to 12 weeks of leave and the pay is based on available leave balances.

Short Term Disability (STD) provides for pay/leave supports for the more severe experience, picking up after the 20<sup>th</sup> day of illness for five months and then Long Term Disability (LTD) could provide continued supports. Employee sick leave accruals were established to provide for excess balances annually so that balances would increase over time to be used in a time of health crisis. Those are also available to employees but vary based on both utilization and service (allowing the additional balance to accrue).

A Notice has been drafted to assist with the potential for multiple quarantine staff absences with the use of administrative leave where needed.

## **7. Clearer policy regarding mask usage outside.**

These details will be outlined in the drafted policy and regulation requiring face coverings while on school property (to include the grounds, the buildings, school buses and other school-provided vehicles) during the school day or during any school-sponsored activity.

Only a school official can permit a temporary exception and then only when physical distancing and safety can be maintained. Any exception to the requirement of a face covering requires the specific direction or approval of a school official and will be temporary. Such an exception may be made only when safe to do so and when students are appropriately distanced, such as when eating and drinking, or when exercising under the supervision of a school official.

## **8. Update regarding HEPA filters for all schools.**

FTS is developing a plan regarding the use of HEPA filters in all schools should the CDC and VADOH provide new guidance about aerosol-based transmission of coronavirus.

FCPS follows the Minimum Efficiency Reporting Value (MERV) that establishes the efficiency of an air filter at its lowest performing level. The American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE), established the MERV rating in 1987 as a method of testing general ventilation air-cleaning devices for removal efficiency by particle size. MERV 8 are the most commonly used air filters in FCPS. They are effective at controlling mold spores, pollen, dust, etc. These filter types are present in most commercial buildings, residences, and schools.

HEPA, which stands for High Efficiency Particulate Air, is a pleated mechanical filter designed to trap up to 99.97% of particles as small as 0.3 microns – coronavirus is between .06 and 1.4 microns in size. They would be more effective in catching an aerosol-based particle the size of coronavirus. However, HEPA filters present more resistance to air flow than MERV filters. This means the blower on HVAC equipment has to work harder to push air through the filter. This uses more energy and could reduce

the life expectancy on some equipment. HEPA filters cost more, whereas MERV 8 filters are inexpensive and easily serviced.

**9. Please explore some synchronous options or plan for students who need to quarantine since this will be more likely this year than a typical year when students don't tend to miss two weeks of school. Or at least more consistent and supported plan for these students to keep up with their classes and get help learning.**

Staff has worked with school-based leaders to determine the best strategy for supporting students who are quarantined.

- Students would remain enrolled in the same courses
- Teachers(s) would provide work to make up for the missed in-person time.
- Students would complete asynchronous assignments.
- Students would have access to office hours Tuesday-Friday.
- Classroom teacher(s) would schedule time on Mondays to connect, check in, and ensure the student is staying on track.

**10. Confirm that our guidance for what criteria a teacher is able to do virtual learning is fitting with VA DOE guidance.**

Confirmed. VDOE guidance says, Remote learning exceptions and teleworking should be options for students and staff who are at a higher risk of severe illness (as defined by the CDC). FCPS is currently responding to all ADA accommodation requests to telework based on an underlying health condition.

**11. Please provide more details regarding inclusive for special education students, job site programs such as Davis and Pulley and EFEO.**

High school students taking WAT or EFEO courses will be receiving instruction during their designated class time similar to the other classes on their schedule. For these students as well as students who attend Davis or Pulley Career Center on-line, work readiness skills instruction will continue through on-line curricula supplemented by instructional activities that incorporate skills and tasks that can be worked on at home. Work-based readiness skills instruction for all students enrolled in these classes/programs will continue through on-line curriculum and work-related hands-on activities. Community work experience for students choosing in-person instruction will resume based on parent permission, employer participation, scheduling, and transportation considerations.

IEP teams will determine the amount of time that students will be included in general education classrooms in both the online and in-person return to school options. Secondary students will follow their class schedule and will be included during the school day in classes and settings outlined in their IEP. Elementary special education case managers will work with general education teachers to include students during their school day during times outlined in their IEP.

**12. Looking at the later start date, the Monday afternoon planning sessions – how do we make up the 9 days of learning time throughout the year?**

We plan to pursue a waiver with the State Superintendent.

**13. Please look at our current half day teacher workdays to see if they are still needed given the Monday workday or at least balance those days between T/Th and W/F so they are equally spread out between T/Th or W/F so students who are W/F students are not disproportionately having days shortened.**

We are still reviewing and will provide an update at the August work session.

**14. Please consider requiring teachers who are teaching virtually to have their camera on.**

Staff is working on policies for use of cameras and the recording of sessions. More guidance will be forthcoming.

**15. Please consider requiring staff in IEP, eligibility, 504 and other special ed meetings to have cameras on and share draft documents via email/mail ahead of time to help families better read them then try to read them on the screen.**

The updated guidance that we plan to provide to school staff includes the option to utilize the video feature in either Blackboard Collaborate Ultra or Google Meet. The earlier connectivity issues when using the video feature have largely been resolved. Recommended procedure also includes the use of the share documents screen to show SEA-STARs during meetings. The Department of Special Services has previously recommended to school-based special education staff that electronic copies of documents should be sent to parents ahead of meetings.

**16. Please discuss specifics of how logistics of the intervention time on Monday will work - bussing, time, parity for special ed teachers who are providing those intervention times.**

Central office and school-based leaders are collaborating to determine criteria, schedules, and logistics for the intervention time on Monday mornings. There is a need to balance the academic and social emotional needs of our students and the potential for staff inequities.

Once student assessments are completed, transportation support will be scheduled based on the student and school assignment.

**17. Please explain how dual enrollment with NOVA as well as those who go to other schools for specific classes (i.e. Mandarin).**

Staff is working closely with NOVA to prepare for in-person and virtual dual enrollment courses. Dual enrollment students have access to NOVA resources and will continue to be assigned to an FCPS teacher for instruction. High school academy programs are also preparing for in-person and virtual courses, and instructional staff members are collaborating with transportation to explore the availability of busses during the school day for students who travel to an academy and require bus transportation.

**18. Please explore the use of mandating face shields in lieu of masks for students who can't wear masks for medical or disability related reasons but may be able to wear face shields.**

Per the VDOE FAQ, staff and students (as medically and developmentally appropriate) should wear a cloth face covering, especially when six foot distancing cannot be maintained. CDC and VDH recognize that wearing cloth face coverings may not be possible in every situation or for some people. Per CDC, adaptations and alternatives should be considered whenever possible to increase the feasibility of wearing a cloth face covering or to reduce the risk of COVID-19 spreading if it is not possible to wear one.

Face shields that cover the front and sides of the face and go below the chin may be considered as an alternative for those who have trouble using a cloth face covering but do not have trouble with a face



shield. Face shields can provide a partial barrier to respiratory droplets and may be considered in classroom environments or situations where the cloth face covering may interfere with teacher instruction (e.g. teaching deaf or hard of hearing students, or situations in which it is important to see an instructor's lips or facial expressions, such as teaching a language), in combination with physical distancing.

CDC states that it is not known if face shields provide any benefit as source control to protect others from the spray of respiratory particles. In general, [CDC](#) does not recommend use of face shields for normal everyday activities or as a substitute for cloth face coverings.

**19. Please describe your plan to deal with subs and our sub shortage.**

The Office of Talent Acquisition and Management (TAM) is actively recruiting and hiring substitute teachers to fill both in-person and virtual teaching assignments for the upcoming school year. An advertisement campaign has been launched on social media and job ads placed at area colleges as well.

Substitutes will be required to complete the Health and Safety Training to ensure they are prepared to safely re-enter the work environment. Substitutes who express a desire to fill virtual assignments will receive training to do so.

**20. Discuss whether we will consider opening some schools all virtually – I am thinking of those schools in “hot spots” in particular.**

Students may have to move from in-person learning to online learning at some point in the year if health data and recommendations from the Fairfax County Health Department necessitate closing an individual school or multiple schools.

FCPS will regularly monitor developments with Fairfax County Health Department authorities regarding cases, exposures, and hospitalizations that might require a change in school operating status.

We are working with the Virginia Department of Health to come up with a risk assessment tool to help us address pivoting between phases.

**21. Please discuss how snow days or delays will work – will snow days be virtually learning days?**

The division will need to develop a plan for sudden delays or closures resulting from inclement weather. Due to increased access to technology and comfort with online instruction, all students will be well positioned to continue with learning from home, either synchronously or asynchronously. It is recommended that the expectations be determined and communicated well in advance of any potential delay or closure.

**22. Can testing be done virtually for both in person and virtual students for parity of test conditions and to maximize in person time for learning not testing.**

Staff agrees that it would be preferable to use in-school time for meaningful learning experiences that allow for communication and collaboration. To support teachers with this change to assessment, summer curriculum development teams are developing best practices on how students might demonstrate their learning in secure ways while at home.

**23. Will Honors be offered in MS?**

Middle School Honors classes in the 4 core subjects will be available in both in person and online model.

- 24. Instructional quality: Is the amount of instructional hours that students receive the same for both scenarios? What further details or samples of instruction and resources can be shared with parents, particularly prior to July 15? Please share the math - parents are posting their math.**

When looking at Tuesday-Thursday, the number of minutes for in person instruction plus the at-home/asynchronous learning is equivalent to the number of minutes for full time online students.

<b>Grades K-2 Comparison</b>	<b>In-Person Day</b>	<b>At-Home/ Asynchronous Day</b>	<b>Full Time Online</b>
4 Core + SEL	215	115	150
Specialized Instruction/Intervention/Asynchronous Tasks	30	0	60
Office Hours (provided by full-time online teacher)	0	60	0
Specials	30	30	30
<b>Total Instructional Minutes PerDay (T-F)</b>	<b>275</b>	<b>205</b>	<b>240</b>
<b>Total Instructional Minutes Per Week (T-F)</b>	<b>960</b>		<b>960</b>

<b>Grade 3-6 Comparison</b>	<b>In-Person Day</b>	<b>At-Home/ Asynchronous Day</b>	<b>Full Time Online</b>
4 Core + SEL	215	175	180
Specialized Instruction/Intervention/Asynchronous Tasks	30	0	60
Office Hours (provided by full-time online teacher)	0	60	0
Specials	30	30	30
<b>Total Instructional Mind per Day (T-F)</b>	<b>275</b>	<b>265</b>	<b>270</b>
<b>Total Instructional Minutes per Week(T-F)</b>	<b>1080</b>		<b>1080</b>

- 25. Making up instructional days: Will we make up the instructional days removed from the start of the school year due to changing the student start date to September 8?**

We do not have plans to do that at this time.

- 26. Compensation: What staff members, if any, are eligible to receive “hazard pay” or time-and-a-half pay?**

On Monday, July 13, the FCPS operating status under emergency administrative leave was ended. As a result of the operating status change, overtime pay for individuals designated as “critical personnel” was ended.

**27. Can we consider at least allowing our graduating seniors to be able to revisit their choice (at least to go from online to in person) at the semester point?**

The decision for a student’s service model (full-time online or in-person) is intended as a year-long commitment. Any need to change a student’s service model will be addressed on an individual basis at the school level, based on identified changes to a student’s or family’s needs.

**28. Please provide a policy on leave for staff to allow for the time necessary for quarantining or sick leave due to COVID 19.**

Staff continues to review FCPS’ options for employee supports as we continue to experience varied and evolving challenges related to the COVID pandemic. Staff has prepared a Notice, which affords staff providing in-person support for students who may be exposed to COVID-19 in the workplace and required to quarantine multiple times throughout the school year, access to administrative leave. Leave needs and utilization will continue to vary based on the frequency of exposures, severity of the symptoms and remote working arrangement availability. Potential additional supports are being evaluated based on evolving available data, ability to provide equitable, timely and consistent employee assistance while accomplishing the mission of educating FCPS students.

**29. Please provide details for how we will engage students that have had learning loss?**

The unexpected closure created uneven learning conditions and likely resulted in significant learning loss for many of our students. In the fall, we will implement diagnostic testing, including iReady, in mathematics and reading. These results will provide data to determine students who are in need of interventions to address learning gaps. Depending on the severity of these gaps, students' needs may be met through additional instruction provided by the teacher during regular instructional blocks or attend intervention on Monday. In addition, new digital instructional resources have been purchased to provide more personalized, adaptive instruction for students.

**30. Please provide details on the criteria for pivoting between phases or addressing hot spots.**

We are working with the Virginia Department of Health to come up with a risk assessment tool to help us address pivoting between phases.

**31. Please add a work session to discuss potential of changing to a soft virtual opening.**

**32. Are we able to physically separate fragile students in low incidence programs?**

Guidance has been given to principals to utilize the 6 feet social distancing practice whenever possible. Students who are medically fragile are in low student to teacher programs and principals are reviewing room square footage for capacity. The Department of Special Services recommends to principals that they consider moving rooms to accommodate programs for low incidence students to allow for distance.

**33. What possibilities can be explored to provide homebound instruction for students in low incidence programs who elect virtual instruction?**

Home-based instruction shall be made available to children whose IEPs require the delivery of services in the home or other agreed-upon setting. IEP teams may determine that some related services, not easily or able to be delivered by virtual means may require home or school-based services during times when less staff/students are present. If a student requires home-based instruction in all areas, those provisions would need to be considered as part of the IEP process as this is a placement option for special education apart from the virtual option.

Homebound instruction will be available for students where other options for school attendance or remote learning provided for FCPS students is not practicable and there is a demonstrated medical need that meets eligibility requirements outlined by R2140. This instruction could be delivered in person with proper safety procedures in place, be provided through an online instructional platform, or provided remotely. Homebound instruction is designed to be temporary and not intended to supplant school-based instruction. FCPS staff is currently working on safety plans that would mirror what is being planned for schools and investigating what additional needs may exist if instruction is provided inside of student's homes. VDOE requires that students who are at high risk of severe illness due to the pandemic be provided with options for remote learning that is comparable to the learning opportunities of the rest of the student population. Homebound instruction is designed to be supplemental and is not a sufficient substitute for long term instructional needs.

**34. Can staff at schools such as Key Center be surveyed to provide in person, virtual or homebound instruction to their students?**

School-based instructional teachers from Key Center and Kilmer Center were included in the FCPS survey that was sent to employees regarding their preference for online or in-person instruction. Principals have access to their teacher responses and will use that information to help inform their decision making around instructional programming for students who attend their programs.

**35. What protective gear can be provided for students who are biters and cannot tolerate protective gear such as face masks and/or face shields?**

As shared by the CDC, [adaptations and alternatives](#) should be considered whenever possible to increase the feasibility of wearing a face covering or to reduce the risk of COVID-19 spreading if it is not medically recommended to wear one. The expectation to wear facial (mouth and nose) coverings has been and will continue to be communicated to parents, students and staff. Staff will set the expectation, model, instruct on the importance of this measure, positively reinforce and know that there will be some challenges due to the various developmental levels of students. The compliance to this requirement will consider factors of student understanding and needs based on developmental levels, similar to other expectations set by schools. Teams often consider individual factors when addressing behavioral concerns and this will be the same for the practice of wearing facial coverings/masks.

**July 13, 2020 SRR**

**36. Follow up with Dr. Osher to get the report on the work they did with New York City for distribution to board.**

[Response](#)

**37. Discretionary reporting to the police department be subject to the approval of either the RAS or the Superintendent.**

The intent of this new Virginia legislation is to **reduce** the violations that are reported to law enforcement by allowing the principal to have discretion. The statute gives principals the ability to make the report, which does not mean that charges are filed. In cases where weapons or drugs need to be turned over to police, but the infraction does not rise to the level of a felony, principals still need to be able to report the infraction to the police in order for the contraband to be removed from the premises.

A document is being developed for school administrators that will detail what is a mandatory report, discretionary report and a “do not” report. Central office staff will be available to consult with school teams who need assistance in deciding about reporting. Adding an additional layer of approval from the Region or Superintendent’s office could cause a delay when there is a safety issue at hand. Law enforcement reporting data will be reviewed quarterly with the Region Assistant Superintendent and support provided to schools on an as needed basis.

The language proposed in the Student Rights and Responsibilities (SR&R) comes directly from the Code of Virginia.

*Except as may otherwise be required by federal law, regulation, or jurisprudence, the principal **shall immediately report** to the local law-enforcement agency any act enumerated in clauses (ii) through (vii) of subsection A that may constitute a **felony** offense and **may report** to the local law-enforcement agency **any incident described in subsection A**. Nothing in this section shall require delinquency charges to be filed or prevent schools from dealing with school-based offenses through graduated sanctions or educational programming before a delinquency charge is filed with the juvenile court.*

- (i) *the assault or assault and battery, without bodily injury, of any person on a school bus, on school property, or at a school-sponsored activity; (ii) the assault and battery that results in bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, abduction of any person as described in § [18.2-47](#) or [18.2-48](#), or stalking of any person as described in § [18.2-60.3](#), on a school bus, on school property, or at a school-sponsored activity; (iii) any conduct involving alcohol, marijuana, a controlled substance, imitation controlled substance, or an anabolic steroid on a school bus, on school property, or at a school-sponsored activity, including the theft or attempted theft of student prescription medications; (iv) any threats against school personnel while on a school bus, on school property or at a school-sponsored activity; (v) the illegal carrying of a firearm, as defined in § [22.1-277.07](#), onto school property; (vi) any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in § [18.2-85](#), or explosive or incendiary devices, as defined in § [18.2-433.1](#), or chemical bombs, as described in § [18.2-87.1](#), on a school bus, on school property, or at a school-sponsored activity; (vii) any threats or false threats to bomb, as described in § [18.2-83](#), made against school personnel or involving school property or school buses; or (viii) the arrest of any student for an incident occurring on a school bus, on school property, or at a school-sponsored activity, including the charge therefor.*

### 38. Discuss IEP team support for when students with disabilities are questioned.

See the response below to question four.

### 39. Review IEP team involvement when looking at discipline or SRO interaction.

There is current language in the SR&R that requires IEP team member involvement for all special education students and additional language for students with intellectual or developmental disabilities regarding parent notification.

#### *Parent Notification*

*When a disciplinary incident involving a student with an intellectual or developmental disability may result in a suspension of any kind, school staff shall not request a statement from the student until a parent has been provided notice.*

*Consultation with the Student's IEP Team*

*Prior to making a decision to suspend or refer to the Division Superintendent a student with a disability, the principal of the school (or the principal's designee) shall consult with the student's case manager or another key member of the IEP team if the case manager is not available, review the student's IEP—including any BIP—and take into consideration any special circumstances regarding the student.*

*If any written statement concerning a disciplinary incident is requested of a student with a disability, school staff shall consult with the student's case manager or another key member of the IEP team if the case manager is not available, review the IEP or 504 plan and ensure all necessary accommodations are provided to the student.*

IEP team members may not be available any time that a school administrator may want to question a student. In addition, "questioning" could involve discussing a minor incident or a more significant event related, or not related, to a discipline incident. In addition, "SRO interaction" would need to be clarified as SROs should not be involved in discipline incidents and many often have positive interactions with students throughout a school day.

**40. Develop quarterly data package with analysis on discipline data for school board members.**

Quarterly data reviews with Region staff will begin in November and this information, along with a brief analysis, can be shared with the School Board. In addition, information will be provided with end of year 2019-20 summary data as soon as it is available.

**41. What was the reason for removing the last sentence from the attendance paragraph: Students are fully responsible for completing any missed assignments. ~~Teachers may assist the student and parent in identifying missed work but are not obligated to provide make-up assignments for unexcused absences.~~**

This language was deleted with the intent that teachers should provide access to make up work for **excused** and **unexcused** absences.

**July 21, 2020 Return to School**

**42. Share with the board plans for a pilot prior to the first day of school, approved by the tech council, to ensure all families are able to successfully access technology. Have in this plan clear minimum expectations for administrators on steps to take when families are not responsive or not reached prior to the first day of school.**

Information was shared at the 8/18/20 work session.

**43. Share robust plans to ensure access in language for parents. Present to the board guidance for principals on minimum expectations for the division on how to do this successfully, to include use of the TalkingPoints app, parent liaisons, multilingual tech support, rapid translations, etc. for the 90,000 children with families speaking other languages. These should include professional development plans to ensure effective and widespread implementation. Budget needs for this should be reflected in year-end requests.**

Information was provided in the 8/14/20 Brabrand Briefing.

- 44. Develop a staging plan to get students into our buildings to learn in person. This plan needs to utilize the solid criteria and data driven metrics, asked for in our motion, for determining when it is safe for students to enter our buildings and when it is wise to utilize a full virtual learning plan. It must be a written plan developed with school-based administrator input that honors the preferences our families have for their student's placement. This plan may bring special education, ELL, transition year students, pre-K-3, Class of 2021 and other select groups in first as it makes sense.**

Information will be provided at the 8/18/20 School Board Work Session.

- 45. Share robust plans to ensure tech literacy resources are available to families in a clear and central place. Examples could be walkthrough videos on use of Blackboard, SIS, and other tools required for student success in multiple languages for families that are made available on the main page.**

This information was shared with the Board, though I am not sure when or in what format. It included information about our PTHD activities, as well as the work that Leona's team did to assemble and distribute tech support resources in the form of printed and electronic materials, as well as self-help videos in multiple languages. <https://www.fcps.edu/return-school/technology-support-families>

- 46. Share plans with the board for the use of our non-teaching staff, including pay and benefits, during the school year, under distance learning and in-person circumstances.**

Our primary goal is to keep employees assigned to roles for which they were hired. When that is not possible, employees will be offered an alternative assignment through a Job Match Program. Several committees are working to identify approaches that can be utilized under distance learning. These approaches cover a wide variety of responsibilities including serving as student mentors, working with small groups in breakout rooms, providing support to families through materials distribution, language support, and technology support.

- 47. Provide plans for how we will ensure fidelity of implementation for the provision of virtual education to our students K-12.**

Information will be provided in the *FCPS Reopening of Schools Plan* on 8/18/20 School Board Work Session

[https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BSKJGM4A22C4/\\$file/Fairfax\\_ReopeningSchoolsPlan\\_08-14-2020.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BSKJGM4A22C4/$file/Fairfax_ReopeningSchoolsPlan_08-14-2020.pdf)

- 48. Provide detailed plans on how we will ensure that our students are engaged, contacted who do not engage in virtual learning.**

Information will be provided in the *FCPS Reopening of Schools Plan* on 8/18/20 Work Session

[https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BSKJGM4A22C4/\\$file/Fairfax\\_ReopeningSchoolsPlan\\_08-14-2020.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BSKJGM4A22C4/$file/Fairfax_ReopeningSchoolsPlan_08-14-2020.pdf)

- 49. Share plans with the board on how our non-teaching and support staff can be utilized to work with cadres of students as mentors to ensure student participation in virtual learning.**

Non-teaching and support staff that have access to technology may support students as mentors and provide classroom teachers with support during instructional times. Mentoring programs and instructional support systems would be coordinated at the school level.



**50. Ensure that our bus drivers do not have issues with their driver's license with not driving the bus for over 6 months.**

School bus drivers are required to renew their CDL licenses following renewal laws in the state where the license is issued. Driving or not driving a school bus during this period does not affect renewal requirements. However, the OTS is offering "refresher" courses in driving for any drivers who have been absent from driving for 6 months or more and feel the need for a refresher, such as drivers who were new to FCPS in March of 2020.

**51. Discuss adjusting bell schedules while we are virtual to better align with student natural schedules (i.e. not so late for elementary school, later for high school and middle school).**

A Revised bell schedule for virtual learning was shared with the community on 8/4/2020 and continues to remain in place today.

**52. Explain whether when/if we phase in students, will this still be limited to those students who selected the in-person option? If so, explore whether parents can re-do their choice before any phasing in begins.**

At this time re-surveying is not being done but parents will have the opportunity to work with their school administration to update their choice.

**53. Explore options to ensure we do not have an imbalance of staffing as we phase in. This cannot just be on hoping teachers will change their option. Please explore other options for addressing any potential imbalances, such as live streaming of classes (in particular with singleton classes) team teaching etc.**

Staffing has been allocated based on FY 21 enrollment projections. Class size regulations remain in effect, even in the virtual environment. Staff will continue to monitor student enrollment levels. The central staffing committee plans to meet on August 20, September 3, and September 24. After reviewing current student enrollment, historical trends, and any extenuating circumstances, the committee will make the needed adjustments to school staffing allocations, to include returning positions to the reserve. Given the unique challenges brought on by the pandemic this past spring, careful consideration will be given to special education allocations as the team reviews the data. Looking ahead, positions will be reallocated from over ratio schools to under ratio schools. Additionally, over ratio schools falling outside of the established flexibility parameters will be asked to return unfilled positions to the staffing reserve. A replenished staffing reserve will provide additional flexibility as the division phases in face-to-face instruction.

In addition, we are expanding our bandwidth to allow both a hybrid teaching model and concurrent teaching, in which a teacher could use his/her laptop to do a "live" conferencing session from home to a classroom or from the classroom to virtual students. We are also exploring the possibility of incorporating camera/microphone conferencing units into that model to enhance the learning experience. We have tested one option at WSHS that provided useful information. One challenge, however, is that these units are in high demand across the country and many are on back-order. We were able to secure a few test units, and we will be scheduling additional field tests at other schools over the next several weeks.

**54. Explore options for safe, outdoor if needed, "open house" for students to at least meet their teachers. This could be done over several days if need be, with social distancing and masks etc.**



- 55. Please explore options for helping students learn how to access the distance learning platforms and each teacher classroom set up before school begins.**
- 56. Please explore a soft opening (virtual) for some students who may need more time to get used to the virtual learning environment and to create space to build connections. This could be shorter days or fewer days.**
- 57. Please develop a plan for proactive community building, creating virtual and in person social and academic support opportunities, moderated social and academic support groups, creating peer-based pods, and virtual clubs, activities, and options for safe outdoor activities (including staffing and outreach) .**

Information will be provided in the *FCPS Reopening of Schools Plan* on 8/18/20 Work Session  
[https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BSKJGM4A22C4/\\$file/Fairfax\\_ReopeningSchools\\_Plan\\_08-14-2020.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BSKJGM4A22C4/$file/Fairfax_ReopeningSchools_Plan_08-14-2020.pdf)

- 58. Give details as to how inclusion will be supported in a virtual environment, how we will ensure parity for special education and general education classes.**

IEP teams consider the least restrictive environment (inclusion) opportunities for each student per their individualized needs. In the virtual platform, special educators, related service providers and support staff join into virtual classrooms to provide the specialized instruction and/or accommodations per the IEP. Schools ensure parity by developing schedules that enable the special education staff to meet the needs of all their students.

- 59. Discuss family support plans, including clear and easy to use supports to help caregivers know what is being taught each week, how to find resources to support synchronous learning, technology supports, social and emotional support.**

A collaborative team from IS, DSS, OCCR, and IT developed several resources prior to the start of the school year to support caregivers with virtual learning:

- Developed a [Technology Support for Families](#) web page, including Technology Tips and more than a dozen how-to videos, available in all languages.
- Mailed Technology Tips to all families in home correspondence language.
- Launched a new podcast series on mental health and wellness
- [Webpage](#) dedicated to supporting student social emotional health resources, all available in other languages.

- 60. Please determine a clear communication plan and talking points to for our families and community.**

OCCR, in coordination with DSS and FTS, has provided talking points for the School Board and Leadership Team as Return to School planning has evolved. The talking points have included information on health metrics, virtual learning, parent choice survey, COVID-19 information, concurrent instruction, cleaning and disinfection, transportation safety, food distribution, and other related topics.

61. **Detail plans to academically, socially, emotionally support our middle and high school students, especially those transitioning to middle or high school and our Class of 2021, especially as they are facing college applications or career planning and a senior year starting in a virtual setting.**

Information will be provided at the 8/18/20 School Board Work Session.

62. **Explore whether an 8-period day in a virtual setting would be better for learning and to reduce screen time per class (i.e. more breaks)**

At this time establishing a virtual 8 period day would be challenging because class schedules would need to be recreated when students returned to school in person. Teachers are encouraged to reduce screen time by increasing stretch or mindfulness breaks, offer more offline hands-on activities that are aligned with the curriculum. Families can follow up with the teacher to create times in the day for their child to log in and build his/her stamina

### 7/22/2020 FY20 Third Quarter Budget Review

63. **Provide a plan and expenditure burn rate for the FNS fund so that we can proactively address anticipated shortfalls, also provide regular updates on FNS fund.**

#### Revenue

Food and Nutrition Services (FNS) anticipates a significant reduction in the two major revenue sources (food sales and Federal aid), resulting from a reduction in program participation under full-time virtual learning (Federal aid is based on cash reimbursements and commodities).

#### Participation

FNS is projecting a reduction in program participation of roughly 70 percent. Pre-COVID daily participation was approximately 80,000 lunches and 30,000 breakfast meals.

#### Explanation of Significant Fund and Position Changes

Based on the current 100% virtual learning model, revenue is expected to decline to \$30.1 million due to the projected decrease in meal participation (or approximately \$3,009,898 per month). Operational and administrative expenses have been adjusted to \$67.8 million, representing a net decrease of \$34 million. The total number of full-time equivalent positions for this fund is 55.5, which will remain unchanged from the FY 2021 Approved Budget. Employee compensation for the nearly 1300 hourly FNS employees remains a major cost to the program. Total monthly operating expenses are approximately \$6,778,600. The FY 2021 Budget has roughly \$5.0 million in the general reserve. (Financial Services)

Revenue:	\$3,009,898	Cash Reserve:	\$5,000,000
Operating Expenses	(\$6,778,600)	Gross Burn Rate:	0.44402944560823810
Operating Profit:	(\$3,768,702)	Net Burn Rate:	1.3267167316492510

64. **Provide a monthly update to the board on each of the COVID relief funds and how they are being spent, similar to the reports provide to the BOS.**

The Coronavirus Aid, Relief, and Economic Security (CARES) Act was signed into law on March 27,

2020. CARES Act funds (under the Elementary and Secondary School Emergency Relief Fund). The Virginia Department of Education (VDOE) received approximately \$238.6 million through the ESSER Fund. Ninety percent of this award was distributed to school divisions based on each school division's relative share of Title I, Part A, Federal Fiscal Year (FFY) 2019 funds.

Following the School Board work session on July 21, 2020, this memorandum provides the School Board with an update on funding FCPS has received from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, as well as other funds that FCPS has applied for to support the divisions response to the COVID-19 pandemic.

### **Coronavirus Relief Fund**

FCPS was awarded one-time funding totaling \$21.7 million. The allocation includes funding for the City of Fairfax and federally mandated equitable services for private schools. The award period allows for the expenditure of funds from March 13, 2020 – September 30, 2022.

Funding may be used to support school divisions as follows:

- Activities authorized by the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), and the McKinney-Vento Homeless Education Assistance Act;
- Coordination of preparedness and response efforts to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus;
- Providing principals and other school leaders with the resources necessary to address school needs;
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;
- Developing and implementing procedures and systems to improve preparedness and response efforts;
- Training and professional development for staff on sanitation and minimizing the spread of infectious diseases;
- Purchasing supplies to sanitize and clean facilities;
- Planning for and coordinating during long-term closures, including how to provide meals, technology for online learning, guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements;
- Purchasing educational technology (including hardware, software, and connectivity) for students that aids in regular and substantive educational interactions between students and their classroom teachers, including assistive technology or adaptive equipment;
- Providing mental health services and supports;
- Planning and implementing activities related to summer learning and supplemental afterschool programs and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care; and
- Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.

The following tables summarizes FCPS' allocation by programmatic area:

<b>FCPS Coronavirus Relief Fund Allocation</b>		
<b>Program</b>	<b>Description</b>	<b>Amount</b>
<b>Academic Advising</b>		

Academic Advising	Hourly funds will support academic advising, scheduling, and family communication needs. The allocation will be distributed at the school level as follows: each elementary school will receive 50 hours, middle schools will receive 75 hours, and high schools will receive 100 hours with the per diem rate capped at \$47.77.	\$617,093
<b>Curriculum Resources</b>		
Digital Resources	Funding totaling \$2.7 million is included for curriculum resources for self-paced digital resources for K-8 students. Instructional Services in collaboration with DIT and Procurement are evaluating products and negotiating pricing and contracts with various vendors. Several digital curriculum services have been purchased to date and will be available divisionwide including Imagine Learning (K-6), ST Math (K-8), Pioneer Valley (K-3), and Waterford (PreK).	\$2,722,000
Social Emotional Screener	FCPS will be addressing social and emotional learning (SEL) by providing professional development to instructional staff and administrators. The required training bundle will consist of five courses and will be based on a review of the Collaborative for Academic, Social and Emotional Learning (CASEL) competencies and CASEL implementation guidelines with connections to the FCPS Portrait of a Graduate, Equity and Cultural Responsiveness, and the MTSS process. VA recently became part of the CASEL Collaborating States Initiative and use of the CASEL competencies and implementation guidelines were chosen as the basis for our training model to ensure alignment with planning by VDOE in the area of SEL. CASEL competencies include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, while the CASEL implementation guidelines identify the importance of explicit SEL skills instruction, academic curriculum integration, teacher instructional practices, and organizational, culture and climate strategies as key components of an effective approach to SEL. Teachers and administrators will receive specific information on how to integrate SEL into their classrooms, schools, and communities. Further, they will learn how to recognize and respond to students who may be exhibiting signs and symptoms of mental health concerns. The purchase of a screener is a critical piece of building a solid social and emotional learning focus across all our classrooms and schools. A social, emotional brief screener, at times referred to as a wellness screener, is defined as follows:	\$945,000

	<p>A brief psychometrically sound, strength focused assessment of social and emotional competencies, aligned to the CASEL model, that will guide decision making within a multi-tiered system of support. There are measures available which assess these competencies across age and grade levels, are streamlined for application to large groups of students, and allow for multiple respondents and repeated measurement for progress monitoring. Most desirable is a screener in which the competencies assessed are aligned with a framework for prioritizing instructional practices and intervention for groups and individual students.</p> <p>Clinical teams (school psychologists, social workers and counselors) will be involved at the district and school levels in the rollout and use of the screener, as data is incorporated into district and school-wide and student level planning via the MTSS process.</p>	
Curriculum Development	Funding totaling \$0.1 million will be used to develop and write lessons, focused on social and emotional learning. The hourly funding will be used to allow content experts (i.e. teachers) to consult and write lessons to be used directly with students.	\$107,650
<b>Facilities Cleaning</b>		
Custodial Cleaning Supplies	The CARES grant included a per school allocation based on the square footage of each school building for custodial cleaning supplies of \$0.3 million and \$0.3 million for additional cleaning supplies for buses.	\$600,000
<b>Intervention Support</b>		
Intervention Hourly Per Pupil Funding	Intervention support funding is allocated based on \$13 per pupil for general education students and \$26 per pupil for each English learner or special education student. Funding is provided to elementary schools, middle schools, high schools, and other programs, such as the alternative high schools and centers.	\$4,781,095
<b>Personal Protective Equipment</b>		
Personal Protective Equipment	This category includes masks, gowns, face shields, free standing counter shields, mounted shields for schools and offices, hand sanitizer, virex, gloves, and thermometers.	\$6,552,302
<b>Remediation and Recovery</b>		

Remediation and Recovery	<p>Department of Special Services will be assisting schools with holding recovery discussions within IEP meetings. Funding is included to address expenses for recovery services.</p> <p>Funds will also support FCPS staff in conducting psychological evaluations in a safe and timely manner. Pending evaluations for special education services will require the dedication of considerable time and staff in order to complete. Evaluations and assessments will be conducted by school psychologists, school social workers, speech and language pathologists, special education teachers, occupational and physical therapists and assistive technology resource teachers. Evaluations will need to be conducted in accordance with CDC guidelines to ensure the health and safety of staff and students. These funds will also support consultant testing, and testing conducted outside of contracted work hours, which will allow for more evaluations to be completed in a timely manner.</p>	\$2,899,793
<b>Student Registrar</b>		
Student Registration Support	There are at least 5,519 students that will need registrations verified in person. Of those students, 5,059 are elementary school aged students. To support student registration, \$0.1M for 30 central multilingual registrars for registration needs, \$0.4M for registrars at 142 elementary schools, \$0.2M for student information assistants at 142 elementary schools, \$0.1M for technology equipment to support 10 central multilingual registrars and 50 school based SIA's/registrars. This additional funding will be used for hourly support and technology equipment and will help resolve unverified registrations and ongoing summer registrations including potential backlog.	\$720,014
<b>Technology Connectivity</b>		
MiFi Devices	To ensure student success in distant learning, FCPS works to ensure that every student has access to reliable technology and the Internet through innovative programs, coordinating and supporting divisionwide and school initiatives, and developing public and private partnerships. FCPS' MiFi devices are available for students who need technology connectivity in accessing virtual classrooms. Currently, there are over 4,000 MiFi devices in use, and it is anticipated that more MiFi devices with data connectivity will be required in the fall when the academic year begins. An additional 2,000 MiFi devices was included in the CARES grant to provide students with access to the internet.	\$200,000
<b>Other Costs</b>		

Private School Equitable Services, Administrative, Indirect Cost	Costs associated with the grant include federally mandated private school equitable services, grant administration cost, and the Virginia department of education approved indirect rate recovery costs.	\$1,546,894
<b>Total</b>		<b>\$21,691,840</b>

#### **FY21 Approved COVID-19 Response Placeholder - \$9,323,206 (recurring)**

The COVID placeholder was included as part of the FY 2021 Approved Budget. After the adoption of the FY21 Approved Budget, the School Board approved additional staffing as follows: 10.0 school counselors, 10.0 psychologists, 13.5 SBTS and 16.5 TSSpec positions at elementary schools, and 5.0 school health nurses. In addition, funding also includes custodial overtime for facilities cleaning and MiFi internet access for student technology.

#### **Technology and Infrastructure Supports - \$2,000,000 (recurring)**

Placeholder funding of \$2.0 million was included in the FY21 Approved Budget to address current distance learning challenges, to provide ongoing support to enhance distance learning in a K-12 environment, to utilize best practices in technology architecture and infrastructure, to examine emerging software that will enhance online learning opportunities, and to recommend cutting edge educational technology for teachers and students. After the adoption of the FY 2021 Approved Budget, the School Board approved utilization of \$1.0 million to provide an additional 8.0 TSSpec positions at the elementary school level.

#### **FY20 Year End COVID-19 Response Placeholder - \$9,728,598 (one-time)**

One-time placeholder funding of \$9.7 million was included as part of the FY20 Year End Budget Review to address FCPS' pandemic preparedness and response activities

#### **FEMA Reimbursements**

Staff is working on submitting claims to FEMA for reimbursement. Expense eligibility differs between CARES and FEMA so each expense is closely examined to determine the appropriate allocation. FEMA claims go through an approval process and all expenses submitted may not be approved. It is anticipated that expenses related to PPE, cleaning supplies, and related expenses that are not purchased with grant dollars will be submitted for reimbursement. Typically, FEMA reimburses no less than 75% of eligible costs, with Virginia providing the state share of 12% and localities providing their share of 13%. On June 1, 2020 Governor Northam requested that FEMA provide 100% coverage for eligible reimbursements, which would eliminate the local share component. At minimum, localities would bear the burden of the 13%, however, it is possible the state may require localities to also cover their 12% share. FEMA reimbursements are not always received in the same fiscal year costs are incurred.

#### **CARES Act State Set-Aside Funding**

The Coronavirus Aid, Relief, and Economic Security (CARES) Act awarded emergency relief funds to states for elementary and secondary education through the Elementary and Secondary School Emergency Relief (ESSER) Fund and the Governor's Emergency Education Relief (GEER) Fund.

From the ESSER funds reserved for state level programs and activities, the VDOE will award \$17.75 million to school divisions and school division consortia through formula-based and competitive grants to support the programs and activities below.

- Special Education Services and Supports
- School-Based Mental Health Services and Supports
- Social-Emotional Universal Screener
- Summer Academic Academy Success (SAAS)
- Instructional Delivery Supports (IDS)
- Cleaning/Sanitizing Supplies for Schools and School Buses

- Facilities Upgrades/Protective Equipment

Virginia received approximately \$66.77 million through the GEER Fund; \$43.39 million of the GEER award was earmarked for elementary and secondary education. The VDOE will award \$21 million to school divisions through formula-based and competitive grants to support the programs and activities below.

- GEER Funding Support for School Nutrition Operations
- Virginia Initiative to Support Internet Outside of school Networks (VISION)

The consolidated application for ESSER and GEER state set-aside funding was provided to school divisions and the completed application was submitted to VDOE on August 14, 2020. An update will be provided to the School Board once award notification is received from VDOE.

### **CARES Act ESSER Part-time Regional Programs Funding**

The VDOE also provided support to part-time regional programs that may not have otherwise benefited from CARES Act ESSER Funds. An estimated \$0.3 million in award funding for school divisions is available to part-time regional programs. Three categories of part-time regional programs were eligible to apply for these funds: academic year Governor's Schools, career and technical programs, and alternative education programs. Part-time regional special education programs were not eligible to apply, as they are supported by a separate source of ESSER state set aside funding. FCPS' Transition Support Resource Center qualified for the grant and an application was submitted on August 21, 2020. An update will be provided to the School Board once award notification is received from VDOE.

#### **65. Survey students on experiences with distance learning.**

Arrangements will be made to survey student experiences with distance learning after the students have been in online a few weeks.

#### **66. Provide a plan to the Board regarding pay continuity for employees who are unable to telework. Please also share how these employees can be creatively used to support instruction and the needs of our students during virtual instruction.**

Our primary goal is to maintain pay continuity for all employees. As we move incrementally through the FCPS levels of reopening, more employees will be able to engage in their assigned roles. For individuals who are not able to perform the job for which they were hired in the virtual environment, an alternative work assignment will be offered. Employee associations have offered several recommended alternative work assignments for redeployment. Suggested alternative assignments could include: building maintenance, serving as student mentors, working with small groups of students in virtual breakout rooms, providing support to families through food/materials distribution, language support, completing office tasks, school library support, serve as substitutes, technology support, etc.

#### **67. Add slide on County proposed spending on COVID needs.**

The chart linked [here](#) includes the CARES Stimulus funding update provided to the Board of Supervisors on August 12, 2020.



**68. How do we benchmark our needs in areas of redeployment of employees, cleaning supplies and PPE, and other areas of overlap in comparison to County.**

Based on the funding from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, a comparison of allocations between the County and FCPS is listed in the chart below, with three common areas in cleaning supplies and services, personal protective equipment (PPE) and IT needs for operations. It should be noted that the County allocated \$6.0 million for redeployment of employees.

Currently, HR is working to provide alternative work assignments, via a Job Match Program, for operational employees whose work assignment has been impacted by the virtual start. A questionnaire will be going out to principals to gather information about school-specific needs to assist with building a comprehensive list of possible assignments. A questionnaire to impacted operational employees will follow. HR will use data from both questionnaires to assist in matching individuals with alternative work assignments.

	County	FCPS	Notes
CARES Act	Coronavirus Relief Fund (CRF)	Elementary and Secondary Emergency Relief Fund (ESSER Fund)	
IT needs for Operations	\$ 11,000,000	\$ 200,000	a)
Personal Protective Equipment <sup>3</sup>	7,000,000	3,334,750	b)
Expanded Cleaning Supplies and Services	2,000,000	3,817,552	c)
Other Allocations	98,817,427	13,736,591	d)
Unallocated Balance <sup>1</sup>	81,418,058		e)
<b>Total Funding</b>	<b>\$ 200,235,485</b>	<b>\$ 21,088,893</b>	
Number of Budgeted Positions <sup>2</sup>	13,199	25,478	

<sup>1</sup>As of July 2, 2020 report of CARE Act Stimulus Funding Update.

<sup>2</sup>Data from the FY21 Approved Budget; FCPS positions do not include bus drivers, bus driver attendants, parent liaisons and cafeteria staff.

<sup>3</sup>Reclassification of \$3.2 million in FCPS category from PPE to Cleaning Supplies and Services for comparison purpose.

- a) The County allocated \$11.0 million to support enhanced teleworking, including laptops; software licenses such as Citrix, Zscaler and enhanced Microsoft; as well as remote technical support licenses to allow IT staff additional capabilities to assist with technical support for remote users. In comparison, FCPS allocated \$0.2 million to support students' distant learning for MiFi devices.
- b) For PPE, the County allocated \$7.0 million in masks, gowns, face shields and gloves for the County's Health Department workers, first responders and other employees who may interact with residents in close proximity.

In comparison, FCPS allocated \$3.3 million for masks, shields, gloves, gowns, and thermometers. Please note that \$2.2 million for hand sanitizer and \$1.0 million for care packages are reclassified to cleaning supplies and services category for the purpose of comparison based on the County's descriptions for both categories.

- c) In the area of expanded cleaning supplies and services, the County allocated \$2.0 million for cleaning supplies and hand sanitizer. In comparison, FCPS allocated \$3.8 million for hand sanitizers, care packages (spray bottles, wipes, vyrex, and paper towels), and custodial supplies for all schools and buses.
- d) In addition to the \$6.0 million allocated to redeployment of employees, other allocations from the County CRF funds include \$25.0 million for Fairfax RISE Grant program, \$21.0 million to support community and business, \$16.7 for public health program, \$8.5 million in homeless services/medical isolation program, \$7.2 million for contribution to towns, \$5.1 for nonprofit

sustainability program, \$1.0 million for facility modifications and \$0.8 million to support federally qualified health centers.

In comparison, FCPS' other allocations of \$13.7 million support remote learning such as digital resources in language arts and math for grades K-8; instructional intervention; and mental, emotional, and social well-being for students; and provides additional resources to address operational and instructional needs in schools as part the return-to-school plan. In addition, the allocation includes funding for the City of Fairfax and private schools.

**69. Provide annotation for the BOS budget request.**

Additional information ([here](#)) for each Board of Supervisors budget request shared with the School Board at the work session on July 21, 2020. It should be noted that an update to the Board of Supervisors request will be presented to the School Board at a work session on August 27, 2020.

**70. Prioritize providing the board and the community the detailed plan for meeting our students with disabilities.**

The plan for students with disabilities was shared with the School Board and community at the August 18<sup>th</sup> School Board work session. [Fairfax Reopening Schools Plan](#).

**71. Provide the board with an assessment of funds realized because of the pivot to virtual for the first quarter vs. additional funds needed to address the COVID19 environment.**

Staff is in the process of assessing the cost incurred and savings realized as a result of a virtual start in the first quarter. A significant amount of activity is currently underway to stand up FCPS' Return to School plans.

**72. Provide an update on the staffing reserve for general education and special education, and how it will be used in the virtual environment.**

FCPS began the year with 260 positions available in the staffing reserve. As of the end of July, 180 positions had been allocated, leaving a balance of 80 positions. Last year's balance, as of the end of July (after beginning with 294 positions), was 50 positions.

We have temporarily suspended a large majority of reserve use requests as we evaluate the various impacts of the pandemic. The virtual start is one of many considerations for each staffing reserve request. Internal staffing guidelines may need to be exceeded and the need to provide stability throughout the pandemic may outweigh the need to make position adjustments in certain circumstances. Ultimately, State class size regulations remain in effect, even in the virtual environment, and some position adjustments will be necessary as enrollment and class sizes fluctuate.

**8/18/2020 Return to School**

**73. Provide a plan to set up small group digital practice sessions before September 8th to help students who need more support and chances for guided practice for digital learning and etiquette (i.e. special education, EL, and younger children) to set these students up for success on September 8th.**

The Office of Special Education Instruction in collaboration with the Instructional Services Department has created a document of supports available to teachers as they conduct virtual orientations and set up virtual classroom routines and expectations for students in the first weeks of school. Students with disabilities may require more direct instruction, increased time to practice, and more frequent reminders about how to use a virtual platform and what the norms are for virtual participation. Support resources are available for setting expectations in the virtual environment, how/when to use interaction tools, and how to support positive communication.

The document can be found on the [Special Education Virtual Instruction Resource Hub](#) under Additional Resources.

**74. At the suggestion of Mr. Baroni, look at re-instituting the Enterprise Risk Management Plan for FCPS overall- begin with an analysis of IT. Use Office of the Auditor General for plan.**

CIO will discuss with OAG office during OAG-DIT agenda setting meeting scheduled for Jan 29, 2021.

**75. Explore a special education focused town hall before school starts**

FCPS hosted a town hall on 8/26/20 focused on special education. The link to view the town hall is available at: <https://www.fcps.edu/blog/town-hall-meetings-superintendent-brabrand>

**76. Develop data metrics for student success in the on-line learning environment. How will we assure parents that their students are progressing?**

Parents will continue to receive progress reports and information from their child's teacher for the grading and reporting guidelines. At the division level, staff are developing metrics in three areas, preparation, participation, and performance. Preparation includes ensuring each student has access to technology and connectivity at each school by matching identified student needs with laptop and check-out records at each school and making these data available to teachers. Participation monitors attendance reports at the school, region, and division level. Performance metrics include the use of the assessments including diagnostic tests such as iReady, curriculum-based assessment, and mandated assessments to assess student progress. Additional details about progress monitoring are included in question 70 and 96.

**77. Provide details on how we will ensure that the assessment process is secure?**

Assessment in 2020-21 will continue to represent a blend of mandated assessments and classroom-based assessments. FCPS will continue to use the same two strategies that have been successful in prior years to ensure that the assessment process remains secure within each of the FCPS operational levels.

- **Across all operational levels:** FCPS utilizes an identify and access management system for students to access digital instructional and assessment applications. Students may access these applications both at school and at home during both teacher-directed and independent work time, as assigned by their teachers. The login process uses individualized student IDs and passwords to ensure that data is tied to the student who took the assessment, which allows for analysis of student performance trends over time. Assessments accessed virtually through digital applications include Horizon, iReady, Math Inventory, Reading Inventory, and assessments embedded in digital resources, such as Imagine Learning,

ST Math, NoRedInk, and MathSpace. Caregiver and student communication help to clarify the intention of these assessments are learning tools to support student growth. Additionally, training and resources help teachers leverage authentic tasks for more meaningful formative and summative assessment across instructional environments.

- **Operational levels 2-4:** Beginning in operational level 2 (cohort learning), students are permitted to access in-person assessments at school by appointment. This in-person assessment approach will be used throughout the year to deliver standardized assessments that require a secure test environment defined by VDOE (such as SOL and WIDA) or by the assessment developer (such as SAT, NNAT, and WorkKeys). All required test security protocols in addition to new health and safety protocols will be applied for each in-person standardized assessment. In rare cases where a standardized assessment may be permitted by the developer to be accessed remotely from home (such as seen for AP exams last spring), FCPS staff will support school teams to understand the remote testing parameters and communicate expectations to affected families and students.

**78. Provide a plan for ensuring that we are acquiring the best access tools for our younger students and special education students, ensuring that stakeholder input part of the process.**

From a device perspective, we will be reviewing the technology needs for our preK-4 and special ed students this fall to develop requirements for our next round of device refresh at the elementary level. This work will begin in our Technology Action Team, which includes school based, DSS, IS and IT representatives, and will expand to additional stakeholder input throughout the process.

**79. Provide a plan for clear, succinct, regular guidance for families regarding how to support their student (i.e. curriculum, assignments, technology access, social emotional, etc.).**

Building relationships and trust through regular ongoing two-way communication and meaningful interactions with families will be critical to creating effective partnerships during our virtual return to school and beyond. Our focus will be on developing and nurturing as many communication channels – teacher, school, and division to provide supports, capacity building and partnerships with families to support academic success and healthy development both physically and emotionally of their children. This will be achieved through collaboration between all central offices and departments in support with individual schools to deliver programming and experiences.

We are working with schools to deliver Virtual Orientations prior to the first day of school and Back to School Night during the months of September and October. Families will be provided information to prepare students for a successful virtual experience with an overview of curriculum, attendance, schedules, procedure and routines, and explanations on grading and assessments. Family meetings and non-traditional parent teacher conferences is also a strategy to strengthen our partnerships with families to support their child at home.

Many parent workshops and parent coffees have been scheduled at the Parent Resource Center and at the school level to provide direct support to families on several topics to build family capacity to support their child at home. Town Hall formatting will also be used to provide timely information and supports to families throughout the year. Parent education programs offered in FCPS provide direct curricula and learning to families on educational topics that affect their student.

Technology supports have been developed to support families to include tip sheets and videos in multiple languages. Workshops and parent coffees to support family's computer literacy and skills and education about applications used by students that are being hosted within FCPS schools and offices, as well as, in collaboration with community-based organizations and Opportunity Neighborhoods partners. A specific website has been developed "Technology Supports for Families" to house all technology supports and hands-on resources and tutorials for families. Additionally, a family and

student help desk has been established to provide support with the various technology learning platforms students will use.

Trauma-informed networks have been established throughout Fairfax County and many learning opportunities have been planned to provide education around social emotional learning, trauma informed practices and culturally responsive classroom environments.

**80. Provide a plan for utilizing substitute teachers immediately rather than allowing for 2-3 days asynchronous assignments if a teacher is out**

The currently active substitute pool is comprised of 3,949 individuals. Prior to the pandemic, the average number of subs needed on a given day was 1,100-2,000. A recent survey sent to active substitutes provided limited information on their preference for working in the virtual or in-person environment. When the limited responses are extrapolated, concerns about the limited number of substitutes potentially available to cover absences surfaced. Based on the available data, a decision was made to utilize a phased-in approach to deploying substitutes. Staff will monitor data and adjust when possible.

**81. Consider a live load testing in the two weeks before school starts or "practice log in day" to test the system and allow parents/students to troubleshoot so as to not overwhelm the Help Desk on the first day of school.**

Many schools provided instruction to families during laptop distribution to ensure devices were working properly. Additionally, schools were able to provide virtual orientations for families prior to the start of school, which provided an opportunity to surface many initial technology issues and solve them prior to start of school. Even with these positive efforts, families who may not have attended virtual orientations and experienced technical difficulties on day one created unprecedented call volume on the first day of school. The call volume has steadily declined since day 1 and we continue to improve the ability of the Parent Technology Help Desk to provide solutions to inquiries.

**82. Include community, student, and family stakeholder feedback process in Initiative 5 - Technology Action Team and Schoology Pilot.**

The Schoology project plan has multiple pathways to collect feedback from all stakeholder groups. This includes ensuring that we will be hearing from our Early Childhood, ESOL, and Special Education staff and communities. Here are several steps that are current and in-progress:

1. We had a recent 3-hour professional learning session called, "Strategies to Meet Diverse Learning Needs" which included educational strategies and tools within Schoology. This training was attended by staff members from Early Childhood, ESOL, and Special Education. This staff will use this learning to help support their staff, parents and students and gather feedback on gaps that need to be filled.
2. The Professional Learning and Skills Team holds weekly meetings with SBTS and project Sponsors have started a bi-weekly Administrator meeting to receive critical feedback from schools and school communities. This will allow project leaders to hear about specific stakeholder needs, including those from our Early Childhood, ESOL, and Special Education communities.
3. Data from the Parent Help Desk and Parent Help Line have given the Schoology Project Team insight into the needs of our different communities. Responses have included the creation of additional support videos, handouts, and webpages. In addition, it has led to additional conversations with Schoology surrounding the critical needs of completing accessibility that is part of the contract. This work will allow materials posted to be automatically converted to other accessible formats. The tool will also give staff insight into the accessibility of materials.

4. The Success Team is working with Schoology to extend the feedback plan for the entire school year and take into account the need to do this in a virtual space. The feedback plan has a monthly calendar to ensure a regular feedback loop. Feedback opportunities will be a combination of live conversations and surveys that will go out to staff, parents and students. The plan needs to be approved by school administrators to ensure it meets the needs of schools. We are happy to share with the board once it is complete.

**83. Look at increasing the role of the Auditor General's office to include enterprise risk management in the technology area.**

CIO will discuss with OAG office during OAG-DIT agenda setting meeting scheduled for Jan 29, 2021

**84. Look at the already approved Business Continuity Plan work for OAG and see how the enterprise risk management work can coincide/collaborate with this. These two plans usually go together.**

CIO will discuss with OAG office during OAG-DIT agenda setting meeting scheduled for Jan 29, 2021.

**85. Include a round of review and input by the equity team of 1. FCPS Responses to the recommendations, and 2. eventual oversight and implementation reports**

The equity and cultural responsiveness team had representation at the inception of the task force and throughout many of the work streams. The work of the task force identified several key recommendations that reflects our commitment at keeping equity at the center. The recommendation and creation of the FCPS help desk along with the recommendations to translate all materials aligns with our aspiration to ensure families have access to the support they need in a format that meets their individual linguistic needs. Creating culturally responsive classrooms is another important component of keeping equity at the center. The plan recommends the implementation of professional development, a strategic LMS roll out inclusive of specialized populations and access to highly engaging digital tools for teachers, all of which support teachers' development of creating culturally relevant and engaging classroom spaces. Finally, consideration to the availability and type of device per students' developmental needs aligns with the definition of equity in creating child-centered environments.

**86. Engage the OAG to conduct a new Enterprise Risk Management Assessment with specific focus on IT Operations.**

CIO will discuss with OAG office during OAG-DIT agenda setting meeting scheduled for Jan 29, 2021.

**87. Survey Parents and Students in Early Oct about Virtual Learning experience, and include questions related to pros/cons of Google Meet vs BB Collaborate Ultra experiences.**

As part of its ongoing study of FCPS' distance learning efforts, the Office of Research and Strategic Improvement will be surveying parents and students and will include the pros and cons of Google Meet vs. Blackboard Collaborate Ultra experiences.

**88. Increase the number of check ins with parents and guardians to once a week for the first quarter to ensure a smooth transition.**

Check-in plan provided in response to Question 103.

**89. Ensure that our students with assistive learning devices that have been in general education classes are able to be in inclusive classrooms. Make sure that there is adequate PD prior to start of school.**

Assistive technology resource teachers are engaged in the following supports to schools.

- Collaborate with school-based technology teams and special education teams to implement assistive technology (AT) accommodations for student learning.
- Distribute assistive technology devices, software and extensions to students.
- Provide training for students, school staff & families in the utilization of appropriate AT accommodations in virtual learning environments.
- Continue developing asynchronous online support resources that promote the use of AT in diverse learning environments.
- Promote student & family understanding of appropriate technology accommodations such as word prediction, text to speech, speech to text, augmentative communication, etc.
- Continue participation in IEP teams to determine appropriate AT student accommodations.
- Develop virtual AT evaluation processes for student specific AT placements.
- Provide professional development and resources to special education and special education teachers to support the return to school for students with disabilities.

**90. Make sure that related service agreements do not pass on costs to parents for those services that are necessary to address learning loss during the virtual environment.**

Related services have been provided to students in the virtual environment when appropriate as well as in-person. No costs for the delivery of related services that are outlined in student IEPs have been passed on to parents.

**91. Edit slide 18 to indicate that the programs at the public day and career center programs will be virtually.**

Students attending our public day sites (Burke, Key, Kilmer) were a part of the fall cohort 3 and attended in person if the parent chose in person learning. All students were supported virtually in public day and career centers per their IEPs.

**92. Develop a plan to complete IEP and 504 addendums before school starts that provides support to case managers to be able to complete these addendums in a timely manner and takes into account the spring and summer.**

Special education staff were given guidance to utilize two different possible methods of fulfilling the expectations for revisions to IEPs. The first was to conduct an IEP revision outside of a meeting, if the parent agrees. Second, to offer to the parent that no IEP revision is necessary because it can be implemented in the virtual schedule and provide the parent with the prior written notice (PWN). School teams have been working diligently to have completed plans in place for the start of school.

**93. Provide a list of resources and programs available in the virtual setting to families, case managers, and specialists to help inform IEP meetings.**

FCPS maintains a list of resources for families and staff related to social and emotional learning. These resources, activities and the theory of the importance of social and emotional learning is available on

the FCPS website by search and periodically highlighted. School websites may also provide links to these resources. Further the parent resource center provides topical webinars and print resources for families specifically to inform families regarding social and emotional learning. Teachers and other instructional staff have been guided to resources through a series of professional development modules, consultation with clinical staff, and are encouraged to share practices and implement direct instruction in this area. All of these avenues may be discussion points to address the specialized instruction that may be considered by IEP teams with regards to goals in the social and emotional areas. It may also be that IEP teams would consider related services in these areas in addition to instruction, those practices may be based on the use of evidence-based practices delivered by clinical staff or in combination with instructional staff; those are more individualized discussions.

The Department of Special Services has developed a [Return to School](#) webpage for parents of students with disabilities that includes information and resources related to curriculum, nontraditional school programs, public day and career center programs, homebound and home-based instruction, multi-agency services, special education procedural support, IEP parent information and a contact list. The webpage also includes links to a guidance document for IEP teams for COVID recovery services, virtual IEP information for parents, roles and responsibilities for special education school personnel, the special education newsletter, and the special education *Frequently Asked Questions* (FAQ) page.

**94. Develop a plan for school staff who may not be able to do their usual job in a virtual setting and our ABA coaches, BITs, specialists, and other central office staff to support students and families.**

School Social Workers and School Psychologists will be delivering services, teaming and consulting with teachers in virtual, concurrent or in person settings. They continue to join building meetings focused on student needs, such as, local screening committee and MTSS meetings. Social Work staff continue to provide child services act prevention and intervention meetings on virtual platforms. Substance Abuse Prevention staff have been reaching out to students on virtual platforms and have been working with a variety of stakeholders to communicate about substance misuse needs. Also, teaming with instructional staff to inform students about substance use and concerns. Restorative Justice staff have converted services to virtual platforms if reasonable for the concern. Some assessments related to possible initial special education services or continued services may require in person assessment, those activities have been continuing.

**95. Develop a plan to support Executive Functioning, Digital learning etiquette and access, and virtual social skills needs for special education students (IEP/504), in particular for students in the "middle" who may be moving back and forth between the general education and small group settings.**

The Office of Special Education Instruction in collaboration with the Instructional Services Department has created a document of supports available to teachers as they conduct virtual orientations and set up virtual classroom routines and expectations for students in the first weeks of school. Students with disabilities may require more direct instruction, increased time to practice, and more frequent reminders about how to use a virtual platform and what the norms are for virtual participation. Support resources are available for setting expectations in the virtual environment, how/when to use interaction tools, and how to support positive communication.

The document can be found on the [Special Education Virtual Instruction Resource Hub](#) under Additional Resources



**96. Review implementation failures as well as gaps and unmet needs from the spring for sped students in virtual learning and put in place measures to anticipate and mitigate/prevent these issues (attendance, executive skills, etc.)**

Attendance information shared through answer to similar question 8/18/20

**Quarter 4 2020:**

- All schools directed to identify any student with limited to no participation in distance learning
- Students data were entered in Responsive Instruction (RI) Worksheet in EDSL (data tool to support MTSS)
  - Yielded a list of students by school with limited to no participation in distance learning
- Throughout June data entries were communicated to leadership

**Summer 2020:**

- Connections with students through summer programming
- Ongoing delivery of devices, MiFis, other internet provisions to enhance ability to connect in the fall- student/family communication

**August 2020:**

Updated Attendance Process & MTSS Attendance Guidance and PD

- Updated Attendance definitions and attendance process
- Enhancements to the SIS system to capture synchronous/asynchronous participation, enotify system update
- Ongoing PD to stakeholders (roll out began August 14th)
  - Administrators, teachers, office staff, System of Support Advisors (SOSAs), deans, On Time Graduation (OTG) staff
- MTSS Attendance Guidance Resource supports in documents and links made available, office hour supports from central departments provided for questions, clarifications

**August 2020:**

- Enhancements to support Attendance and MTSS added RI Worksheet in EDSL
- All schools have access to the lists of student in RI Worksheet that were entered by the school at the end of DL (students by grade level)
- New report and enhancements in RI Worksheet support schools in ongoing attendance work (communication via infogram and email to MTSS Contacts), these lists allow for priority grouping for outreach efficiency

**August 2020: Attendance Communication Plan**

- Ongoing communications to families and administrators about attendance expectations
- Website updates regarding Return to School and attendance
- FAQs for parents and administrators
- Schools and Staff - through Infograms, newsletters, MyPDE training, etc.
- Outreach and documentation in the Student Contact Log (SCL)

**September 2020:**

Connection and Outreach

- Schools are reaching out to students who had little to no participation during distance learning and need additional support to have a successful start to the school year
  - Outreach examples include messaging (i.e. phone calls, email, connection with neighborhood resources), back to school night activities, laptop/supply pickup.

- Focus on past worksheet lists for reconnection and students transitioning as examples of tiered approach to contacting families
- Students and family contacts will continue throughout year as schools work within the MTSS framework to note needs based on attendance/intervention data
- Centralized data regarding student attendance will be made available to leadership to highlight schools both with model systems and those needing support- daily is being shared, weekly report is in development
- Resources decisions and systems to share practices may be discussion points by Region leaders.

### **September 2020**

- Opportunity Neighborhood network fanned out information regarding attendance and school opening (this was a focused, but continuing effort)
- Neighborhood visits are being conducted and further discussed with focus on safe connections

**97. Be sure families are given up to date and realistic expectations as to when their IEP will be reviewed and how frequently and how they can expect to be contacted by their case manager.**

Principals were given the information that case managers were expected to touch base with parents at a minimum of every two weeks. For the start of the school year, each family should have received contact in order to have the virtual services begin. IEP meetings were held before school for those cases where either school or parents believed the meeting was indicated.

Lead Teacher and Department Chair Meetings as well as Administrator Return to School meetings emphasized that case managers were expected to contact parents at least every two weeks. IEP teams reviewed student IEPs as needed to address learning needs and services for virtual or in person programming.

**98. Develop a communications plan to communicate clearly about metrics and plan for phasing in, how often it will be reviewed, work with health department, etc.**

Metrics for dialing up and dialing down were provided at the 8/18/20 School Board Work session and revised at subsequent work sessions based on updated CDC and Virginia Department of Health guidance and in collaboration with the Fairfax County Health Department.

**99. Develop a plan for Class of 2021 supports.**

**100. Share metrics re COVID testing availability and turnaround time as part of return to school metrics, as well as results of Camp Fairfax and other local in person childcare activities**

Testing is available at over 40 sites in Fairfax County including sites where no medical referral is needed. Data provided by the Fairfax County Health Department (FCHD) indicates that there have been an average of about 12,000 tests per week since July, with a positivity rate ~5.7%. The turn-around-time for commercial labs is 1-2 days for tests sent to LabCorp and Quest; and typically 1 day for tests through FCHD lab. The implications for the school health metric rests with the turnaround of 1-2 days which will assist in the ability to dial up and down for each of the identified stages.

FCPS continues to collaborate with the Fairfax County Health Department regarding options for testing of FCPS students and employees.

However, guidance from VDH and VODE state that “VDH does not recommend schools require testing of students or staff upon resumption of in person offerings.”

([http://www.doe.virginia.gov/support/health\\_medical/office/covid-19-faq-reopening.shtml](http://www.doe.virginia.gov/support/health_medical/office/covid-19-faq-reopening.shtml)).

CDC guidance regarding antibody testing for COVID-19 is that serologic test results should not be used to make decisions about grouping people residing in or being admitted to congregate settings, such as schools, dormitories, or correctional facilities. Additionally, serologic test results should not be used to make decisions about returning people to the workplace (or in this case specifically, return to school). The CDC states that serologic testing should not be used to determine immune status in individuals until the presence, durability, and duration of immunity is established. The AAP recommends this guidance be applied to school settings as well. (extracted and modified from AAP).

In schools where testing has been implemented, it is not clear that such testing would reduce the likelihood of spread within schools. It is important to recognize that virologic testing only shows whether a person is infected at that specific moment in time. Mitigation remains a critical factor in containing the spread of COVID-19.

**101. Provide report to the Board regarding whether the language used in the Schoology contract to provide Load protections can be included in the BB contract.**

BB performance was tuned to achieve a successful start of SY 2020. No additional contract changes are needed.

**102. Provide a detailed plan regarding additional contacts to students that IAs provide either via laptop or telephone access.**

Our paraprofessionals play an extremely important role in providing support to both students and teachers in the virtual environment. Many will work to help create positive classroom environments and assist in helping to build strong relationships with students. They will be supporting classroom routines and procedures, monitoring for student engagement and understanding, and may work with individual or small groups of students to reteach a concept, review material, or play a game. They may also support the classroom teacher in the creation of online instructional materials and collecting data related to student IEP goals. The OSEI has developed training for our paraprofessionals related to the many ways in which they can support both our teachers as well as our students as we reopen schools in the virtual environment. This training has included ways in which paraprofessionals can support classroom teachers by scheduling time to connect with students online or through phone contact. Paraprofessionals will support students under the direction of the special education case manager.

**103. Provide a detailed plan regarding how we are identifying students who were not accessing DL in the Spring and outreach plans for the Fall to address that gap.**

- **Quarter 4 2020:**
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  - Students data were entered in Responsive Instruction (RI) Worksheet in EDSL (data tool to support MTSS)
    - Yielded a list of students by school with limited to no participation in distance learning
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- Centralized data regarding student attendance will be made available to leadership to highlight schools both with model systems and those needing support- daily is being shared, weekly report is in development
- Resources decisions and systems to share practices may be discussion points by Region leaders.

- **September 2020:**

- Opportunity Neighborhood network fanned out information regarding attendance and school opening (this was a focused, but continuing effort)
- Neighborhood visits are being conducted and further discussed with focus on safe connections

**104. Provide a plan that Jason oversees that identifies safeguards per Best Practices to avoid tech problems in the Fall. Please identify safeguards implemented.**

Over the summer, we worked directly with Jason Reed about our planned activities and received very favorable feedback from him. We included both our Blackboard and Schoology testing benchmarks, the security measures put in place in our digital environments, and our plan to address technology support requests for students and parents. Jason attended our IT leadership meetings and had multiple

conversations with IT teams to examine our project plans.

- 105. Provide a communications plan to cover how we will communicate with Leadership including RAS's, teachers, and staff to make sure they understand the metrics, guiding principles etc. for the dial up or dial down practice described in the presentation. Similarly present a communications plan to the Board on how this will be communicated to the community with specialized emphasis on those communities with particular needs such as SPED, ESOL, etc.**

OCCR developed a plan to share information about Return to School with stakeholders weekly in the six weeks leading up to the start of the school year. The information was also communicated in town hall meetings for families and staff, social media, newsletters, and the website. Town hall meetings were also held with FCCPTA and SEPTA. The Superintendent also held two town hall meetings in Spanish. Additionally, the Leadership Team established regular Action Team meetings and a Task Force to work on the Return to School Plan and communicate with principals and teachers accordingly.

- 106. Include Board representation in the evaluation process for the dial up or dial down process so that the community view is fully represented in this process.**

The Superintendent will provide the Board with an update on the dialing up process at the 9/22/20 School Board work session and can provide additional reopening of schools updates at future work sessions as the Board desires. Once any cohorts of students return to face-to-face FCPS learning, should there be a change in the health or operational metrics that would indicate a need to dial down as a division, the Superintendent will provide an update to the Board prior to an operational change. Should an individual school require closure due to a COVID-19, the Board will receive notification of the need to close.

- 107. Include the availability of testing in the rubric for consideration for dial up and dial down plans.**

FCPS reviewed many different metrics and models, both nationally and internationally, when developing our metrics. FCPS determined that we will be using the 8 pandemic metrics developed by VDH that have been made available to local health departments through the VDH dashboard to inform our decision-making. This data will indicate the COVID-19 burden and trend data, as well as the extent of community transmission in our region. As indicated by the VDOE, FCPS will be working with our local health department weekly to review these pandemic metrics, as related to COVID-19 disease burden and disease trends in our region. These metrics are used consistently in determining the COVID-19 burden.

The availability of testing will not be part of the rubric to dial up or dial down in the FCPS COVID-19 response for the following reasons:

- It is important to recognize that virologic testing only shows whether a person is infected at that specific moment in time. It is also possible that the nasal swab virologic test result can be negative during the early incubation period of the infection. So, although a negative virologic test result is reassuring, it does not mean that the student or school staff member is not going to subsequently develop COVID-19.
- At the current time, serologic testing should not be used for individual decision-making for entrance to or exclusion from school. CDC guidance regarding antibody testing for COVID-19 is that serologic test results should not be used to make decisions about grouping people in congregate settings such as schools. The CDC states that serologic testing should not be used to determine immune status in individuals until the presence, durability, and duration of immunity is established.

FCPS continues to collaborate with the Fairfax County Health Department regarding options for testing of FCPS students and employees. However, guidance from VDH and VODE state that “VDH does not recommend schools require testing of students or staff upon resumption of in person offerings.” ([http://www.doe.virginia.gov/support/health\\_medical/office/covid-19-faq-reopening.shtml](http://www.doe.virginia.gov/support/health_medical/office/covid-19-faq-reopening.shtml)).

CDC guidance regarding antibody testing for COVID-19 is that serologic test results should not be used to make decisions about grouping people residing in or being admitted to congregate settings, such as schools, dormitories, or correctional facilities. Additionally, serologic test results should not be used to make decisions about returning people to the workplace (or in this case specifically, return to school). The CDC states that serologic testing should not be used to determine immune status in individuals until the presence, durability, and duration of immunity is established. The AAP recommends this guidance be applied to school settings as well. (extracted and modified from AAP).

In schools where testing has been implemented, it is not clear that such testing would reduce the likelihood of spread within schools. It is important to recognize that virologic testing only shows whether a person is infected at that specific moment in time. Mitigation remains a critical factor in containing the spread of COVID-19.

As shared in our RTS presentation on 1/5/2021, FCPS’ metrics that will impact the dialing up and dialing down of instruction will include the assessment of levels of community transmission (as recommended by the CDC) as well as transmission within our school facilities. These will include: 1) New cases per 100k; 2) PCR % Positivity; 3) Transmission within the school facility (influenced by mitigation strategies) and 4) Staff Capacity to conduct classes and school operations.

Transmission within schools will be measured as outlined below.

Low: Zero or sporadic cases with no evidence of unexplained transmission within the school setting.

Medium: Two (2) unexplained outbreaks\* (based on contact investigations) in the school within 14 days of each other

High: Greater than two (2) unexplained outbreaks\* (based on contact investigations) in the school within 14 days of each other

**108. Provide the board a plan regarding how substitute teachers and staff members will be trained and supported in the virtual classrooms**

Substitute teachers will be required to complete PD training modules prior to accepting an assignment. Modules will be available in MyPDE. Substitutes will be paid for completing the training. Training topics include information on how to successfully navigate our virtual learning platforms, online classroom management, and health and safety protocols. Teachers and school administrators can best prepare for a substitute by providing clear substitute plans.

**9/15/2020 TJHSST Admissions****109. Review of Middle school offerings. i.e. Algebra courses and STEM programming by region and school .**

<b>Courses</b>	<b>School Offered</b>
Algebra 1	All
Algebra 1 Honors	All
Algebra 2 Honors*	7 (Carson, Copper, Frost, Jackson, Longfellow, Robinson, Rocky Run)
Online Campus Algebra 2 Honors	All
Engineering 1	All
Engineering 2	All
Engineering 3	8 (Carson, Jackson, Kilmer, Hughes, Lake Braddock, Lanier, Robinson, South County)

Students across the division have access to Algebra 2 Honors via the Online Campus. Many students meet the prerequisite for this course by completing Geometry Honors via the Online Campus during the summer between grade 7 and grade 8.

**110. Committee/mechanism to address climate at TJ? .**

[See October 6, 2020, Revised Merit Lottery presentation.](#)

**111. Request further delay for submission of plan to state until after our SB discussion on Oct 8th to allow for public engagement and follow up on next steps.**

Superintendent confirmed an extension of the deadline for the submission of the state plan following the October 8, 2020 Board presentation. Two town halls will be held prior to the October 8<sup>th</sup> Board Vote (9/23/20 and 10/7/20).

**112. Review current STEM offerings at high schools and explore budget priorities to expand STEM programming and options at our schools based on the review.**

HS STEM programing and options will be reviewed and budget priorities developed as part of the HS Academy Review to be completed during SY 2020-21.

**113. Explore a two-pronged approach.**

If this refers to changing the admission process, while strengthening the pipeline, that is the intention of this plan presented.

**114. Evaluate the merits of a school-based or pyramid recruitment approach in place of one based on region, to be updated annually, based on enrollment.**

[See October 6, 2020, Revised Merit Lottery presentation.](#) and [Additional Next Steps Responses](#)

**115. Include a commitment to provide a letter or use an alternate tool/strategy to mitigate the opt-in bias issue.**

[See October 6, 2020, Revised Merit Lottery presentation.](#)

**116. Outline the priorities of the TJ Admissions Office after the admissions process is changed.**

[See October 6, 2020, Revised Merit Lottery presentation.](#)

**117. Identify budget priorities that reflect increased TJ access as well as consistent middle school programming to strengthen the pipeline.**

The recently completed AAP Study provides recommendations for strengthening the TJ pipeline by expanding Local Level IV AAP programs at the elementary and middle school levels, as well as, frontloading talent development through consistent implementation of the division's Young Scholars program.

**118. Explore how to address cultural bias that may exist regarding traditionally underrepresented groups.**

When we consider the biases that are present for our underrepresented, minority students as they work to gain access to TJ, we offer the following thoughts and guiding questions:

- In what ways are our schools being transparent and open when supporting all families in understanding the requirements and processes for accessing TJ?
- How do overrepresented students benefit from enrichment after school provided by the school and through private means?
- What systems are in the pipeline that support select groups of students being prepared for TJ in the elementary and middle years?
- How does the FCPS vision and mission (i.e., POG) align with admission to TJ?

When we think about cultural bias, we want to assert that the instructional practices required and advocated for in order to access TJ are not aligned with the culturally responsive educational practices that have been forwarded by FCPS. Culturally Responsive instruction is neither standardized nor scripted and requires the opportunity for students to demonstrate their learning in ways that build off of their assets.

Additionally we need to consider the support necessary for underrepresented students once they are admitted to TJ. Many black and Hispanic students have articulated the difficulties they face once they have been accepted and continue to feel disenfranchised from the school itself.



Ultimately, although we can name and list ways in which the process for admissions, preparation, and support are not culturally responsive to all students this is not the most important question that we need to be asking. The questions we pose that need to be asked are:

- What do we believe it means to be worthy of being accepted at TJ?
- How are we defining meritocracy? And what are the biases entrenched in meritocracy belief systems?
- What systems and practices do our schools implement that allow our school system to perpetuate the racial disproportionalities that are present beginning in elementary school?
- How are we providing equal opportunities for all students to receive the services and experiences essential for access to TJ?
  - Afterschool enrichment
  - Test preparation
  - Access to Level IV curricula

**119. Data regarding diversity of applicant pool and how to increase diversity of applicant pool.**

[See October 6, 2020, Revised Merit Lottery presentation.](#)

**120. Explore outreach efforts to build diversity of applicant pool.**

[See October 6, 2020, Revised Merit Lottery presentation.](#)

**121. Explore additional magnet high schools.**

Staff will engage with the School Board Office to determine priorities related to additional magnets.

**122. Commit to a strategic plan to address long standing issues affecting diversity and equity in AAP including frontloading of math and science curriculum and fidelity of implementation of Young scholars across schools and AARTs in all schools.**

These topics will be addressed in the October 27th School Board work session in which the recommendations from the external APP study will be reviewed and prioritized.

**123. Explore adding a problem-solving question on the student information sheet 10.**

[See October 6, 2020, Revised Merit Lottery presentation.](#)

**124. Explore utilizing a weighted GPA.**

[See October 6, 2020, Revised Merit Lottery Proposal Additional Next Step Responses.](#)

**125. Community outreach and communication plan.**

[See October 6, 2020, Revised Merit Lottery presentation.](#)

- 126. By Oct 8th - clearer information on application process, problem solving on student info sheet and holistic review of courses taken by student, including math and science courses as part of the admissions process.**

[See October 6, 2020, Revised Merit Lottery presentation.](#) and [Additional Next Steps Responses](#)

- 127. Availability of advanced and science across all ES schools.**

Staff is currently reviewing current opportunities and access to advanced mathematics across elementary schools. Eligibility criteria and programming are also under review.

We do not currently have an advanced science program. The Jason Project curriculum, used in Level IV AAP, is also included in our general education science units.

- 128. Work sessions and board committee to address ongoing TJ concerns including looking at historical documents.**

- 129. Outline possible support for admittees this summer.**

[See October 6, 2020, Revised Merit Lottery presentation.](#)

- 130. Programming and capacity issues at base high schools that might be impacted by TJ admissions process change.**

FCPS high school students have a wide selection of courses available to them. Staff will need to consider what additional courses may be added in the future. Current offerings will meet the needs of the incoming grade 9 students.

- 131. Look at pros and cons of governor schools versus academies to address equity and access to advanced learning opportunities including ability to serve the area in which the school resides.**

**Governors Schools:** The Virginia Department of Education, in conjunction with localities, sponsors regional Academic-Year Governor's Schools that serve gifted high school students during the academic year. Currently, 19 Academic-Year Governor's Schools across the state provide students with acceleration and exploration in areas ranging from the arts, to government and international studies, and to mathematics, science, and technology.

**FCPS Academies:** A high school academy is a center within an existing high school that offers advanced technical and specialized courses that successfully integrate career and academic preparation. Enrollments in the Academy elective course offerings will provide students with career and academic preparation for postsecondary education and/or career fields. Students enrolling in Academy elective courses will be provided with opportunities to participate in a variety of career experiences including shadowing, mentoring, and/or internships with local businesses.

- 132. Summary crosswalk/analysis of the 5 schools' Admissions Process in the appendix.**

[See October 6, 2020, Revised Merit Lottery Proposal Additional Next Step Responses.](#)

**133. Provide the Numbers and % of applicants of 3.5 Unweighted GPA vs Weighted GPA for 2019 Admissions Class.**

[See October 6, 2020, Revised Merit Lottery Proposal Additional Next Step Responses.](#)

**134. Provide the Application Numbers for each Middle School for 2019 Admissions Class.**

These were sent to the School Board on September 25, 2020.

**135. Need applicant demographics for 2019 admission class – pool applied, pool accepted, and pool enrolled.**

These were sent to the School Board on September 25, 2020.

**136. Process for regular review and analysis and adjustment of changes.**

After each freshman class is admitted to TJHSST, the Office of TJ Admissions conducts a thorough review of the background of admitted applicants. The Board has received this information in Closed sessions, due to their confidential nature. The Office of TJ Admissions is committed to continuing this review. Additionally, the results of enhanced outreach elements will be measured to ensure that future outreach is done in the most effective ways.

**9/15/2020 Anti-Racism Anti Bias Curriculum**

**137. Budget request to fully implement.**

**Social Studies**

**Staffing Requests:**

3 Resource Teacher Positions, \$225,000 annually for four years

- One year-only contracts as “teachers-in-residence”
- Re-advertised annually as needed for specific content expertise for grade-level curriculum work
- Support development of anti-bias, anti-racism curriculum, culturally responsive pedagogy, and system-wide professional development projects in social studies.

1 Resource Teacher Position, \$75,000 annually

- Support the development and management of site-based learning experiences at museums and historical sites for students and teachers (see funding request below); provide additional logistical support for Finance Park and Court Tours
- Support implementation of anti-bias education lessons and ongoing curriculum revision and professional development across grade levels

**Funding Request** (To be explored for full implementation 2022-2023): \$250,000 annually, centrally managed budget

- Grade-level museum field trips, estimated cost of \$80,000 per grade-level each year
- U.S. Holocaust Memorial Museum, National Museum of the American Indian, National Museum of African American History and Culture
- Grade levels to be determined with stakeholder input

**Professional Development:** \$225,000 annually for four years

- Hourly pay and teacher substitutes

- Piloting curriculum and deepening understanding of anti-bias, anti-racism education and culturally responsive pedagogy
- Understanding curriculum changes based on revision of VDOE History & Social Science Standards

### **Equity and Cultural Responsiveness**

**Current Staffing:** 5 equity and cultural responsiveness specialists, 2 resource teachers, and one coordinator, primarily utilized for school support and creating system-wide professional development for all FCPS staff, funded through federal grant monies.

**Staffing Request:** \$91,949.00 annually

1.0 Equity Specialist to support expansion of cultural responsiveness professional development and collaboration with instructional services implementation of anti-bias /hate curriculum

**Professional Development:** \$150,000 annually

- Hourly pay and teacher substitutes
- Participation for 14 cohorts approximate 400 teachers annually in 4 day culturally proficiency cohorts examining culture and bias mindset work needed to implement an anti-bias/hate curriculum.

### **Total Funding Requests:**

- **FY22:** \$766,949 *Centrally managed fund for field trips not yet needed*
- **FY23-25:** \$1,016,949
- **FY26 and beyond:** \$791,949 *Three of the social studies resource teacher positions to expire after FY25*

### **138. How will SB be updated?**

Staff will return to another work session, as scheduled by the School Board, to discuss a process for community engagement on topical anti-bias lessons and an update on ongoing curriculum development. As VDOE releases information on the process to revise the current curriculum standards, FCPS will provide Brabrand Briefings to the Board.

### **139. Guidance for how staff will be handled when racist materials are presented in the classroom.**

Through supervision of instruction and teacher evaluation, school administrators should address concerns with teachers and departments and are encouraged to consult with FCPS Social Studies and Equity & Cultural Responsiveness to calibrate understanding of the existing [Regulation 3011.3](#), the Treatment of Women and Minority Groups in Instructional Materials.

FCPS Social Studies will provide additional professional development at the winter in-service to educate teachers on culturally responsive teaching practices and will continue to consult with teachers and administrators when questions or concerns arise about instructional practices.

### **140. How to engage parents and stakeholders in conversations and updates.**

Information on the Essential Standards for this school year, including social studies, are currently posted on [the public website](#). FCPS Social Studies will also update the public-facing website with information about curriculum updates during this school year. FCPS Social Studies will continue to collaborate with teachers and a variety of content-area experts from community institutions throughout curriculum revision processes.

To develop topical, required lessons on anti-bias education, the Office of Curriculum and Instruction proposes the following process: *Content areas teams will*

- Collaborate with one or more external organizations to develop a collection of recommended resources.
- Post the lessons for public review; provide form for public input
- Form a group of reviewers including community members named by School Board, teachers, students, and administrators who will provide a rationale to approve or not to approve the recommended resources, taking public comment into account
- Share the recommendations with the School Board for approval and/or next steps

**141. How to address issues of anti-racism and expanding curriculum to be more representative of our community in earlier grades.**

Revisions to elementary curriculum guidance and resources for social studies are currently underway as part of the Return-to-School streamlined curriculum. These revisions reflect the FCPS Design Principles of Cultural Responsiveness and are anti-racist in their inclusion of diverse perspectives and narratives, commitment to historical integrity, and opportunities for rigorous learning experiences. After this school year, these revisions will provide a foundation to overhaul the Planning & Pacing Guides for every elementary grade level.

In addition, Elementary and Secondary Language Arts provide curriculum resources (such as the interactive read-alouds at the elementary level and text sets in Secondary Language Arts) that represent diverse voices and perspectives, and encourage students to grow in empathy, to think critically, and to make personal connections to diverse narratives. In Elementary Language Arts, critical literacy units in grades 1-6 foster student skill development for analyzing perspective, bias, and power. The three enduring understandings that are developed through these critical units are:

- Understand that authors bring experiences, cultural influences, and ideas to their writing; no text is neutral. “Every text is just one set of perspectives on the world, a representation of it; language...works to construct reality” (Janks, 2005).
- Understand that texts work to position their readers and readers have a responsibility to interrogate the text. “The ideal reader, from the point of view of the writer, is the reader who buys into the text and its meanings” (Janks, 2005).
- Understand that critical literacy is a way to read the world and develop agency. “Passive voice allows for deletion of the agent” (Janks, 2005).

One of the main goals of this year’s professional development for elementary literacy leaders is to develop a layered understanding of critical literacy and anti-racist literacy practices. Teacher leaders will critically examine the systems in which we participate and intentionally redesign them for more equitable and just experiences for students.

**142. Explore embedding metrics about anti-bias and anti-racist curriculum in our strategic report around student achievement and caring culture reporting as well as in school improvement plans.**

It is suggested that this be included in the Board process to revise FCPS Strategic Plan metrics for Student Success and Caring Culture

**143. Embed intentional lessons on defining cultural broadly to include all ways we are diverse.**

The Office of Curriculum & Instruction, particularly FCPS Social Studies and FCPS Language Arts, will continue to develop curriculum resources that foster understanding and appreciation of diversity through ongoing curriculum revision processes. One particular instructional practice in Elementary Language Arts that fosters a diverse understanding of culture is interactive read-alouds that explore perspective, bias, and power. These critical discussions promote student agency and equal representation in the classroom community.

Secondary Language Arts units have been developed to support the county's stance on anti-bias, anti-racist curriculum. Concept-based curriculum materials for Secondary Language Arts have been created using the [Design Principles of Cultural Responsiveness](#). Through a commitment to student engagement, these resources allow for multiple entry points providing students opportunities to use a critical lens, experience relevance and rigor while simultaneously building relationships.

The development of topical lessons for anti-bias education will attend to defining culture broadly and include all the ways we are diverse.

#### **144. Explore intentionally including neurodiversity in our anti-bias work.**

Staff will seek to increase the depth of knowledge of neurodiversity and explore how best to address it in anti-bias curriculum work.

#### **9/22/2020 Return to School**

#### **145. Take the health data dashboard provided by the state and match them to the FCPS operational levels.**

As shared during the 10/15/2020 work session, FCPS aligned Operational Levels with the Governor's Phase In Guidance and CDC Risk of Transmission Levels as follows:

Operational Level 1- 100% Virtual Learning: CDC's highest level of risk with <200 cases per 100K in the last 14 days. FCPS will consider Phase 1 Guidance and dial back to 100% virtual learning.

Operational Level 2- Cohort Learning: CDC's moderate to higher level of risk with 20 - ≤ 200 cases per 100K in the last 14 days. FCPS will consider Phase II Guidance and implementation of a cohort learning model.

Operational Level 3- Hybrid Learning: CDC's lower to lowest risk levels of transmission with 20 - < 5 cases per 100K in the last 14 days. FCPS will consider Phase III Guidance and implement in-person learning, up to and including a hybrid learning model, based on what FCPS operational metrics will allow.

Operational Level 4- 100% In-Person Learning: FCPS' ability to transition back to 100% in-person learning, operational level 4, will be determined at a later date based on Public Health and Governor's Phased Guidance for School Reopening.

As shared in our RTS presentation on 1/5/2021, FCPS' metrics that will impact the dialing up and dialing down of instruction will include the assessment of levels of community transmission (as recommended by the CDC) as well as transmission within our school facilities. These will include: 1) New cases per 100k; 2) PCR % Positivity; 3) Transmission within the school facility (influenced by mitigation strategies) and 4) Staff Capacity to conduct classes and school operations.

**146. Provide data on Distance Learning attendance week-to-week thus far by school.**

This information will be provided at the 10/15/20 Return to School Work Session.

**147. Provide operational metrics for level 3 and 4.**

This information will be provided at 10/15/20 Return to School Work Session.

**148. In speaking to slide 19, it was stated that we had guidance based on the current health conditions we could proceed with Phase 3. Phase 3 allows for more students in schools per state guidance. Please provide an update to the board ASAP on when we can expect our youngest learners in and what people staff and families can expect for the second quarter.**

The tentative phase-in timeline for students is broken into 8 groups:

- October 5, 2020 - Group 1: Select Specialized Career Prep Classes
- October 19, 2020 - Group 2: Preschool Autism, Preschool Class Based, and Select Specialized Career Prep Classes
- October 26 - Group 3 & 4: Select EL, Specialized Career Prep Classes, and Spec. Ed. Key Center and Kilmer Center, Adapted Curriculum: Enhanced Autism Classrooms (EAC), K-12 Intellectual Disabilities (ID), K-12 Intellectual Disabilities Severe (IDS), Noncategorical Elementary (NCE) students accessing curriculum in a special education setting, Elementary Comprehensive Services Sites (E-CSS), Burke School-Elementary
- November 16 - Group 5: Early Head Start (infants and toddlers) PreK (three and four year-olds), and Kindergarten, Intensive Support Needs (students instructed w/ modified curriculum for at least 50% of their core courses and instructed in special education settings 50% or more of their instructional day), Specialized Center-based Programs—Spec. Ed. [Vision Program at Robinson and Deaf/Hard-of-Hearing (DHH) Programs at Canterbury Woods ES, Frost MS and Woodson HS—students with 50% or more of core content areas in special ed. settings]
- November 30 - Group 6: Grades 1-2, and Specialized Career Centers- Spec .Ed. (Davis & Pulley Center class of 2021 & students who have been unable to access virtual instruction)
- January 4 - Group 7: Elementary School Students in Grades 3-6, Secondary Public Day Programs—Spec. Ed. (Burke MS, Cedar Lane, Quander Rd.) and Davis & Pulley Center (students w/ target learner profile)
- February 1 - Group 8: Middle and High School Students in Grades 6-12 and Davis & Pulley Career Centers

**149. On p. 8 learning challenges are discussed. In March, we asked for a mapping of the non-teaching staff to ensure additional supports for our students, where are we on this mapping? Please share with the board.**

Following Dr. Brabrand's message to all FCPS staff regarding his commitment to keep the FCPS family 100 percent intact, Human Resources staff reached out in late August to school principals about any

timely needs as well as Food Services and Transportation employees about their experiences and skills by which they could support such needs in schools.

Following the data collection phase, a determination was made that matches for alternative assignments/duties could most efficiently and effectively be made directly between schools and the Food & Nutrition Services and Transportation departments. Influencing the decision was the fact that a number of schools had already requested employee help from the two departments for both temporary and ongoing needs, and those departments were already aware of which employees were involved and where. Furthermore, with the eventual “ramping up” of school access to students would mean that Food & Nutrition Services and Transportation employees would be called back to their traditional roles by their supervisors.

Many schools reached out to their Transportation coordinators and supervisors to fulfill needed roles even before the job matching was implemented. Employees have been working in a variety of roles, including supporting the work in school main offices, assisting librarians, working in the outdoor gardens, and delivering textbooks and other supplies. As they accumulated employee and school information, Transportation coordinators and supervisors reached out to principals in September to identify employees who lived and/or worked in their geographical area and would serve FCPS schools in nontraditional roles. Currently, 86% of bus drivers and 60% of bus attendants are performing regular, daily work duties connected to either their traditional roles, such as the SRS and Grab & Go programs, or working in schools, assisting teachers as well as helping out in libraries and offices. The remaining drivers and attendants are responding to temporary needs of schools as well as meeting the runs and duties that are being added daily.

Food and Nutrition Services (FNS) employees returned to work in late August and continue to support the growing food distribution efforts throughout the County. Food Services Managers and Van Drivers are reporting daily, while Food Services Workers are rotating at central production facilities, distribution sites, and on bus routes. FNS employees have also supported school-based work, assisting with the distribution of laptops and books. Currently, FNS is offering meals on 74 bus routes, at 45 Grab & Go sites, at 5 Fairfax Meal Kit sites, and at the 37 schools hosting the SRS program. New Grab & Go and Fairfax Meal Kit sites are in the process of being expanded and supper and snack will soon be available at all locations.

As FCPS continues to dial up to in-person learning, FNS and Transportation employees will continue to transition back to their traditional duties.

**150. Please provide a list of the K12 public school districts that your team has evaluated, as part of developing your Return to In-person Plan.**

The reopening plans of all local jurisdictions including Prince William County, Loudoun County, Manassas City, Falls Church City, Arlington County, Alexandria City, Montgomery County, and Prince Georges County are being considered as the FCPS leadership team finalizes the FCPS reopening plan. FCPS leaders also consult with school leaders in Virginia to share best practice and gain additional insight on a variety of topics including phase-on planning and instructional models. In addition, the division receives regular updates from our research partner, EAB, on the reopening plans of the largest school divisions in the U.S. such as Miami-Dade and LAUSD. EAB also provides information related to modified school operations in various countries including Denmark and Germany.



**151. Please work with county exec., county health dept., state health dept., state superintendent office to institute the types of testing .that are being done in other large school systems like NYCPS, LA Unified, Broward/Dade and proven a successful model to best prevent COVID community spread. This includes proactive random testing as well as more rapid testing (where results can be obtained within 24 -48 hours with regularity).**

FCPS continues to collaborate with the Fairfax County Health Department regarding options for testing of FCPS students and employees.

However, guidance from VDH and VODE state that “VDH does not recommend schools require testing of students or staff upon resumption of in person offerings.” ([http://www.doe.virginia.gov/support/health\\_medical/office/covid-19-faq-reopening.shtml](http://www.doe.virginia.gov/support/health_medical/office/covid-19-faq-reopening.shtml)).

CDC guidance regarding antibody testing for COVID-19 is that serologic test results should not be used to make decisions about grouping people residing in or being admitted to congregate settings, such as schools, dormitories, or correctional facilities. Additionally, serologic test results should not be used to make decisions about returning people to the workplace (or in this case specifically, return to school). The CDC states that serologic testing should not be used to determine immune status in individuals until the presence, durability, and duration of immunity is established. The AAP recommends this guidance be applied to school settings as well.

In schools where testing has been implemented, it is not clear that such testing would reduce the likelihood of spread within schools. It is important to recognize that virologic testing only shows whether a person is infected at that specific moment in time. Mitigation remains a critical factor in containing the spread of COVID-19.

**152. Please provide a summary analysis of Camp Fairfax & SRS including its successes, challenges, and lessons learned, as well as the number of staff & students involved in the program each week. Also what have been the weekly quarantine cases/confirmed COVID cases (both summer and fall sessions).**

Additional information will be provided at the 10/15/2020 work session on Return to School.

**153. Please provide LOA info for Tier 2 requests.**

In response to a June survey where teachers were asked to provide their preference for return to work, those responding with a preference for virtual instruction include:

<b>Tier</b>	<b>Number of Teacher Requests</b>	<b>Percentage of Total Teaching Population</b>
<b>Tier 1</b> -Personal health condition making them at-risk	2,005	12.8%
<b>Tier 2</b> -Member of household with health condition making them at-risk	1,536	9.8%
<b>Tier 3</b> -Childcare concerns	928	5.9%
<b>Tier4</b> -General preference for virtual	3,072	19.6%

FCPS extended the Leave of Absence (LOA) deadline from March 1 to July 31, 2020. During the extension period, 12 teachers requested and were approved for a LOA.

At the School Board Work Session on September 22, the School Board asked staff to offer greater flexibility for staff in Tiers 2-4 to request a LOA. In a recent survey of teachers needed to support in-person instruction for student groups 1-4, 30 teachers indicated a desire to request a LOA. Of the 30 teachers who indicated a desire to take a LOA, 10 previously identified as Tier 2. It is important to note that the response rate on the survey was 56% and only accounts for teachers supporting groups 1-4.

**154. Share an analysis or metrics about the successes and shortcomings of virtual learning, segmented by various programs and cohorts, to aid in decision-making about the point at which groups will return and which are most impacted.**

The Office of Research and Strategic Improvement (ORSI) is conducting an evaluation on distance learning. Results from this evaluation will be shared with the School Board and division leadership to help inform future programmatic changes that may be necessary to support student learning and engagement. School MTSS teams are closely monitoring students and providing additional support to students as needed.

**155. Provide information on student engagement in virtual learning.**

This information provided at 11/12/20 School Board Work Session as a part of an ongoing study conducted by FCPS Office of Research and Strategic Improvement.

**156. I would like to propose a motion to ask staff to develop an overall plan for moving students into operational level 2 and 3 incorporating health and operational metrics. Be sure the time frame incorporates time that school-based staff need to prepare for each student group to move into the schools. Be clear that as health and operational metrics change, the district may move between operational levels.**

*The tentative phase-in timeline for students is broken into 8 groups:*

- *October 5, 2020 - Group 1: Select Specialized Career Prep Classes*
- *October 19, 2020 - Group 2: Preschool Autism, Preschool Class Based, and Select Specialized Career Prep Classes*
- *October 26 - Group 3 & 4: Select EL, Specialized Career Prep Classes, and Spec. Ed. Key Center and Kilmer Center, Adapted Curriculum: Enhanced Autism Classrooms (EAC), K-12 Intellectual Disabilities (ID), K-12 Intellectual Disabilities Severe (IDS), Noncategorical Elementary (NCE) students accessing curriculum in a special education setting, Elementary Comprehensive Services Sites (E-CSS), Burke School-Elementary*
- *November 16 - Group 5: Early Head Start (infants and toddlers) PreK (three and four year-olds), and Kindergarten, Intensive Support Needs (students instructed w/ modified curriculum for at least 50% of their core courses and instructed in special education settings 50% or more of their instructional day), Specialized Center-based Programs—Spec. Ed. [Vision Program at Robinson and Deaf/Hard-of-Hearing (DHH) Programs at Canterbury Woods ES, Frost MS and Woodson HS—students with 50% or more of core content areas in special ed. settings]*
- *November 30 - Group 6: Grades 1-2, and Specialized Career Centers- Spec .Ed. (Davis & Pulley Center class of 2021 & students who have been unable to access virtual instruction)*
- *January 4 - Group 7: Elementary School Students in Grades 3-6, Secondary Public Day Programs—Spec. Ed. (Burke MS, Cedar Lane, Quander Rd.) and Davis & Pulley Center (students w/ target learner profile)*

- *February 1 - Group 8: Middle and High School Students in Grades 6-12 and Davis & Pulley Career Centers*

**157. Provide information on possible limited face to face options for students who may not be phased in for the early groups.**

We all recognize the value of student activities as an important component of the school experience that connects students with their peers and their school community. Student activities also plays a key role in the social emotional health of our students. Schools have been offering clubs virtually during this time, in fact, our high schools have seen over 150 requests for new clubs this year. The following is a timeline for additional in-person opportunities contingent on health metrics:

**As Early as November 16**

- VHSL Athletics - use of gyms/weight rooms
- VHSL Activities - use of indoor and outdoor facilities
- Ex: Theater, Debate, Robotics, etc.

**As Early as November 30**

- HS Co-curricular activities - use of indoor and outdoor facilities
- Ex: Marching Band, DECA, FBLA, Student Government, etc.
- HS Performing Arts and Instrumental Program Curricular Activities

**As Early as January 11**

- HS Extracurricular Clubs and Activities
- As Early as January 26
- MS Extracurricular Clubs and Activities

**158. Explain whether Pulley, Davis and STEP programs can be included along with CTE classes for in person in Levels 1-4.**

The current proposal for Davis and Pulley (not inclusive of STEP), developed in collaboration with school administrators, is to have a gradual phased return of students beginning in Group 6 in Operational Level 2: Cohort Learning. In Group 6, students whose eligibility ends this year (2021) would return and be served in small cohorts to receive intense, individualized supports. The remainder of the students at Davis and Pulley would return in Operational Level 3: Hybrid Learning. Students whose eligibility ends in 2022 would return in Group 7 and students whose eligibility ends in 2023 and beyond would return in Group 8. The staggered return of students at both centers enables students, leaving FCPS soon as a result of aging out of special education, to receive intensive, targeted support in an environment structured to foster the consistent implementation mitigation measures (e.g. social distancing).

**159. Please provide the Board an update about increasing in-person days for our SLIFE and Newcomer students.**

SLIFE and Newcomer students will receive in-person supplemental instruction on Mondays for 3 hours from October 26th through December 7th, when in-person instruction was paused due to health metrics. Increasing the number of in-person days was in the planning phase when in-person instruction was paused, and at that point, the phase-in plan indicated that all students, including English Learners, would return with their grade levels.

10/06/2020 TJHSST

**160. Investigate the impact of a pyramid/middle school approach to the allocation.**

Please see [TJ White Paper](#) for next step response.

- 161. Confirm in our plan submitted to the state that we will not have the admissions test for TJHSST. Establish goal that TJ class will reflect demographics of NOVA Region. Expand the admissions to align with program capacity, e.g. 50 more seats.**

Please see [TJ White Paper](#) for next step response.

- 162. Discuss how to determine the “highest qualified” when the pool is already down selected by merit. What are the numbers (100 versus normed to gifted in the population as a whole)?**

Please see [TJ White Paper](#) for next step response.

- 163. Please provide a description of outreach that is designed to reach identified populations within FCPS.**

Please see [TJ White Paper](#) for next step response.

- 164. Please identify accountability measures and metrics of diversity goals, as well as the proposed method of monitoring same.**

Please see [TJ White Paper](#) for next step response.

- 165. State plan requires a plan for diversity of staff as well. What is the current status of diversity in the staff? What are the goals for diversity? And what is the plan to achieve it?**

Current Staff Diversity Data for TJHSST:

Employee Categories	Asian Percent	Black or African American Percent	Hispanic or Latino Percent	Multi-racial (two or more races) Percent	White Percent	Female Percent	Male Percent
Teachers	10.00%	3.33%	2.50%	3.33%	80.83%	58.33%	41.67%
Principals, APs, Student Services and Activities Directors	0.00%	28.57%	0.00%	0.00%	71.43%	57.14%	42.86%
Instructional and Specialized Assistants	50.00%	0.00%	0.00%	0.00%	50.00%	75.00%	25.00%
Office Support	0.00%	9.09%	18.18%	0.00%	72.73%	100.00%	0.00%

Specialists and Technical Personnel	0.00%	9.09%	9.09%	0.00%	81.82%	63.64%	36.36%
Food Services Personnel	80.00%	0.00%	10.00%	0.00%	10.00%	80.00%	20.00%
Trades Personnel	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%
Custodial Personnel	62.50%	6.25%	25.00%	6.25%	0.00%	31.25%	68.75%
Total	17.78%	5.00%	6.11%	2.78%	68.33%	60.00%	40.00%

Goal 3: Premier Workforce of the FCPS Strategic Plan includes two aspirations centered around the diversity of staff. These aspirations drive the work for all schools within the division.

- The diversity of qualified teacher applicants will match the diversity of Fairfax County residents.
- The diversity of hired teachers will match the diversity of qualified teacher applicants.

**166. Examine the possibility of opt-out lottery selection in place of opt-in and share relevant considerations.**

If an opt out lottery process was put in place, we would likely conduct the lottery based on criteria such as a GPA and course requirements, and it would not allow for one of the most important factors, passion for STEM. It may also result in extending invitations to a large number of students who have no interest in attending the school, and therefore create the need for multiple communications and delayed information to families.

**167. Do an analysis of the ramifications to our base high schools given a new TJ admissions process. This data driven research will include both an analysis of increased student enrollment at the high schools and the need for additional courses in advanced math, science, and computer programming such as: differential equations, probability theory, quantum physics, machine learning, post AP courses, etc.**

Staff will need to do an analysis of course offerings at TJHSST and determine the best way to provide opportunity and access more broadly. This could be through a combination of school based optional course offerings, inclusion in the Online Campus, or Dual Enrollment agreements with university partners.

**168. Update statistical modeling for Dr. Brabrand's two merit lottery plans – factor in what an increased TJ student body would do to these projections. Conduct statistical modeling of what the merit lottery or “holistic” review would mean for admissions numbers when using the middle school approach.**

Please see [TJ White Paper](#) for next step response.

**169. Provide a summary of previous attempts to improve the process and results.**

Please see [TJ White Paper](#) for next step response.

**170. Bring to the Board a holistic admissions approach that does not contain a lottery as an option for the Board to consider as an alternative plan.**

Please see [TJ White Paper](#) for next step response.

**171. Provide the past 5 – 10 years of the recalculated Core GPA data and STEM GPA (broken out by decile) for all FCPS TJ Applicants, Semi-finalists, and Accepted Students. (Per Jeremy's remarks during the Work Session).**

	GPA			Math/Science GPA		
%iles	Applicants	Semifinalists	Offers	Applicants	Semifinalists	Offers
<b>Across 5 Years</b>						
Valid	8800	3737	1591	3737	3737	1591
Missing	13	0	0	5076	0	0
10	3.370	3.640	3.880	3.583	3.583	3.892
20	3.591	3.795	3.943	3.758	3.758	3.950
30	3.730	3.871	3.986	3.875	3.875	3.977
40	3.824	3.940	4.000	3.917	3.917	4.000
50	3.895	3.967	4.000	3.975	3.975	4.000
60	3.943	3.986	4.000	4.000	4.000	4.000
70	3.986	4.000	4.000	4.000	4.000	4.000
80	4.000	4.000	4.000	4.000	4.000	4.000
90	4.000	4.000	4.000	4.000	4.000	4.000
<b>SY 2015-16</b>						
Valid	1824	827	313	827	827	313
Missing	6	0	0	1003	0	0
10	3.338	3.604	3.907	3.550	3.550	3.900
20	3.562	3.781	3.949	3.765	3.765	3.975
30	3.715	3.871	3.986	3.850	3.850	4.000
40	3.805	3.929	4.000	3.900	3.900	4.000
50	3.875	3.946	4.000	3.975	3.975	4.000
60	3.933	3.986	4.000	4.000	4.000	4.000
70	3.971	4.000	4.000	4.000	4.000	4.000
80	4.000	4.000	4.000	4.000	4.000	4.000
90	4.000	4.000	4.000	4.000	4.000	4.000
<b>SY 2016-17</b>						
Valid	1757	962	323	962	962	323
Missing	5	0	0	800	0	0
10	3.405	3.644	3.907	3.567	3.567	3.900
20	3.600	3.783	3.943	3.733	3.733	3.975
30	3.729	3.867	3.986	3.850	3.850	4.000
40	3.819	3.929	4.000	3.900	3.900	4.000
50	3.888	3.952	4.000	3.950	3.950	4.000
60	3.943	3.986	4.000	4.000	4.000	4.000
70	3.986	4.000	4.000	4.000	4.000	4.000
80	4.000	4.000	4.000	4.000	4.000	4.000

90	4.000	4.000	4.000	4.000	4.000	4.000
<b>SY 2017-18</b>						
Valid	1988	772	333	772	772	333
Missing	0	0	0	1216	0	0
10	3.343	3.648	3.910	3.575	3.575	3.875
20	3.585	3.805	3.967	3.758	3.758	3.975
30	3.729	3.895	3.986	3.875	3.875	4.000
40	3.829	3.943	4.000	3.917	3.917	4.000
50	3.895	3.985	4.000	3.975	3.975	4.000
60	3.943	4.000	4.000	4.000	4.000	4.000
70	3.986	4.000	4.000	4.000	4.000	4.000
80	4.000	4.000	4.000	4.000	4.000	4.000
90	4.000	4.000	4.000	4.000	4.000	4.000
<b>SY 2018-19</b>						
Valid	1632	574	312	574	574	312
Missing	1	0	0	1059	0	0
10	3.382	3.633	3.865	3.583	3.583	3.888
20	3.602	3.795	3.940	3.767	3.767	3.950
30	3.740	3.869	3.967	3.875	3.875	3.975
40	3.838	3.940	3.986	3.925	3.925	4.000
50	3.905	3.971	4.000	3.975	3.975	4.000
60	3.943	4.000	4.000	4.000	4.000	4.000
70	3.986	4.000	4.000	4.000	4.000	4.000
80	4.000	4.000	4.000	4.000	4.000	4.000
90	4.000	4.000	4.000	4.000	4.000	4.000
<b>SY2019-20</b>						
Valid	1599	602	310	602	602	310
Missing	1	0	0	998	0	0
10	3.370	3.660	3.810	3.642	3.642	3.851
20	3.614	3.795	3.940	3.767	3.767	3.922
30	3.738	3.890	3.970	3.875	3.875	3.975
40	3.824	3.943	3.986	3.917	3.917	4.000
50	3.910	3.985	4.000	3.975	3.975	4.000
60	3.943	4.000	4.000	4.000	4.000	4.000
70	3.986	4.000	4.000	4.000	4.000	4.000
80	4.000	4.000	4.000	4.000	4.000	4.000
90	4.000	4.000	4.000	4.000	4.000	4.000

**172. Provide the past 5 – 10 years of Algebra 1 (or higher Math) data for FCPS TJ Applicants, Semi-finalists, and Accepted students.**

Please see [TJ White Paper](#) for next step response.

**173. Provide the past 5 – 10 years of data results related to Young Scholars (and LIFT) Applicants, Semi-finalists, and Accepted students.**

Young Scholars			
	Applicants	Semi-finalists	Offers
<b>2019-20</b>	184	22	TS*
<b>2018-19</b>	156	22	10
<b>2017-18</b>	202	26	TS*
<b>2016-17</b>	167	45	13
<b>2015-16</b>	168	28	TS*

\* denotes data that is too small for reporting.

**10/15/2020 Return to School**

**174. Please provide a staff engagement plan to hear concerns regarding needed supports, address workload concerns, identify needed equipment for success for the elementary grades, and focus on continued communication for continuous improvement (for concurrent learning).**

Ongoing opportunities to collect feedback from staff related to concurrent instruction have been put in place:

- Ongoing data collection from staff involved in pilots
- Teacher survey completed as part of Concurrent Instruction PD
- Team reflection protocol for Team leaders, SBTS, Instructional Coaches and others to collect feedback around the strategies implemented and ongoing needs of teams
- Informal data collection through content specific office hours

The data collected will inform the need for:

- Additional curriculum development that will decrease workload and is applicable to concurrent instruction
- Additional professional development opportunities to address identified gaps

Continued creation of videos and other resources to support the use of new technologies

**175. Please provide a description of a communications plan to ascertain the emotional and well-being status and needs of students and staff members to support planning for this transition phase, or an equivalent approach to address these concerns.**

As part of its ongoing study of FCPS' distance learning efforts, the Office of Research and Strategic Improvement is regularly surveying students, families, and staff about student well-being, as well as principals and teachers about staff well-being. The data collected as part of this study will be released via an interim report in February 2021 and a final report in Fall 2021.

Additionally, a series of professional trainings around social and emotional learning (SEL) and mental health were prepared and assigned to all instructional staff. These modules addressed relationship building in a virtual environment, provided teachers with a foundational understanding of SEL at Tier 1, guided teachers on how to incorporate SEL into their school culture using the Collaborative for Academic, Social, and Emotional Learning (CASEL) implementation model to ensure a socially and



emotionally healthy school environment, and discuss the ways that student mental health needs manifest at school and describe a range of tiered responses for educators.

All schools were to continue their current practice of morning meetings and advisory time, or, implement those structures. Within that time a series of lessons were provided to assist teachers in touching base with students, building relationships within the framework of SEL, which reached beyond their usual classroom practices. These times were and are intended to be instructional, but, also provide opportunities for students to build skills in key areas as noted by CASEL competencies. This also offers a common time for teachers and support staff to check in with students. A review training for school-based crisis teams was developed and delivered to support administrators, counselors, psychologists, and social workers in preparing for a crisis. This training includes a link to a central repository of resources for school staff. These resources include guidance documents related to suicide prevention in schools. Links to resources, messaging to students and families regarding access continues to be pushed out on websites and through social media, in addition to contacts with instructional staff. The SB authorized monies for purchasing of a universal wellness screener and the procurement process is projected to be complete in February 2021. This tool will allow schools a common method to plan for SEL instruction and also assess informally student needs in the area of wellness.

**176. Consideration for 6<sup>th</sup> grade students in middle schools (Glasgow, Poe, and Holmes) to participate with group 7 in January in lieu of group 8 which will start in February.**

Glasgow, Poe, and Holmes grade 6 students are now included in Group 7. The date for Group 7 to return to in-person learning will be determined based on establish metrics.

**177. Determine how we can engage students in small cohort contact that are not in school – transition year students, 7<sup>th</sup> grade, 9<sup>th</sup> grade, 12<sup>th</sup> grade; also identify students needing extra support for well-being as mentioned in next step 75.**

Staff continue to engage principals and teacher in conversation about the best way to support all students. School-level efforts are underway to build a sense of school community during the phase-in period including creative social media posting, virtual celebrations, and virtual activities. In addition, supports are in place for students to communicate with counseling and clinical staff as needed.

**178. Re-assess the timeline for 3-6 to better align with the cohort model approach.**

With CDC guidance FCPS developed operational and health metrics to develop a timeline for phasing in cohorts of students to return to in-person learning. These operational metrics include FCPS' capacity to support in-person instruction based on staffing, school preparedness including ability to implement CDC mitigating measures, and ensure transportation is available for students returning. The Division would not be able to successfully meet these operational and health metrics to phase grades 3-6 in earlier.

**179. Look at the schedule to see if we are considering vacation breaks in the schedule, from a staff time and a safety perspective.**

The school calendar is always considered before making any changes to the return to school phase-in schedule. Staff are encouraged to make vacation plans and give advanced notice to their supervisors as they have done in the past. Where possible, the leadership team will consider adding asynchronous learning days for students to support teacher planning and staff development time.

**180. Please provide the board with regular updates from the pilot sites-including updates on technology used, parent and student feedback and challenges discovered that may require changes to plan.**

Updates to the Board on the in-person pilots are being provided in the Brabrand Briefing beginning on 10/30/2020.

**181. Provide details (proposal, timeline) for how PD will be built in for teachers to learn how to instruct and prep concurrently; including options that decrease them having to simultaneously teach virtually as currently doing while learning and prepping for the concurrent approach. Speak to if blocks of time focused just on PD (so having a student holiday) will be used.**

Through the collaboration of staff from many offices across the division a Professional Development guidebook has been developed to provide school administrators and teacher with information and examples, through the use of videos and instructional resources, to support teachers who are beginning to implement concurrent instruction model. The PD Guidebook is organized into seven sections that reflect the key considerations for concurrent instruction. This is a living document that will continue to evolve as additional groups of teachers prepare for students to return to buildings, therefore, the beginning stages of this document address the most immediate groups that are returning with plans to quickly scale up to support future returning groups.

Three guiding principles used in the design of this support resource are:

- Concrete – actionable items and resources grounded in practical steps
- Discrete – small topics with one or two learning objectives so staff can find their individual entry points and resources to support their needs.
- Concise – consider the time demands on staff and ensure the topics are specific

As groups are scheduled to phase-in, teachers are provided 2 full day Mondays and 2 additional days to prepare. This time will be used for professional development, room set up, and team planning. Students will complete asynchronous assignments on these days.

**182. Please provide the board with timeline for parent re-survey and share results.**

Parents were re-surveyed in October and the data captured reflects the following:

Student Intent General Trends:

- Elementary students trended towards changing to in-person
- Middle school students trended towards changing to in-person
- High school (especially juniors and seniors) trended towards online preference

**183. Provide the board with weekly updates on the processing of ADA requests and any concerns with potential teacher shortages.**

We all recognize the value of student activities as an important component of the school experience that connects students with their peers and their school community. Student activities also plays a key role in the social emotional health of our students. Schools have been offering clubs virtually during this time, in fact, our high schools have seen over 150 requests for new clubs this year. The following is a timeline for additional in-person opportunities contingent on health metrics:

**As Early as November 16**

- VHSL Athletics - use of gyms/weight rooms
- VHSL Activities - use of indoor and outdoor facilities
- Ex: Theater, Debate, Robotics, etc.

**As Early as November 30**

- HS Co-curricular activities - use of indoor and outdoor facilities
- Ex: Marching Band, DECA, FBLA, Student Government, etc.
- HS Performing Arts and Instrumental Program Curricular Activities

**As Early as January 11**

- HS Extracurricular Clubs and Activities

**As Early as January 26**

- MS Extracurricular Clubs and Activities

Updates on ADA requests were/are shared with the Board starting 11/6/2020 via the Brabrand Briefing.

- 184. Provide an update regarding consistent in person cohort social or support opportunities, especially for students who are slated to be phased in later. Include outreach and plans for PTA and other partners to provide opportunities for all students to include a plan for opportunities for performing arts and clubs similar to our opportunities for sports, including what sports are already able to do in terms of in person practice or activities.**
- 185. Provide an update regarding consistent in person and virtual social opportunities and supports for the Class of 2021 that is consistent across the county.**
- 186. Provide to the board a plan to survey students and families to determine engagement, mental and physical wellness, and feedback regarding virtual learning.**

As part of its ongoing study of FCPS' distance learning efforts, the Office of Research and Strategic Improvement is regularly surveying students and families involved in virtual instruction about their engagement, mental and physical wellness, and other areas, as well as surveying families and students involved in in-person instruction. Quick check-in surveys with items about engagement and wellness are administered approximately every two weeks, while more comprehensive surveys with more in-depth survey questions were collected in December and will be collected again in the Spring. Additionally, feedback from our students and families about these topics is being gathered via focus groups to hear the narratives behind the survey responses that we are receiving.

- 187. Explore the possibility of concurrent model at the secondary level, but hybrid/virtual and concurrent only where needed in elementary level.**

Limiting this model to secondary, would negatively impact the amount of teacher interaction for our in-person elementary students. The use of the concurrent model allows for students who have chosen in-person learning 2 days a week to connect with their teacher/class on the other 2 days. This provides more consistency to what students have been experiencing thus far and what they would experience if

the division must pause in-person learning due to changing conditions. Professional development is being tailored to support teachers with concurrent instruction at the different levels.

**188. Produce more plans for tracking of more specific data, by school, for the dashboard and consider posting on the website home page.**

FCPS currently makes all student, staff and visitor COVID case data available on our webpage at <https://www.fcps.edu/return-school/fcps-confirmed-covid-19-case-reporting>. The data is viewable at the Division level and by school. FCPS is currently in the process of updating our COVID metrics dashboard to include additional health metrics data (mitigation audit score, staff capacity and outbreak count).

**189. Provide a date for an interim report to the Board on the pilot and incoming data regarding the needs associated with the Concurrent plan.**

Information was provided at the 11/12/2020 work session.

**190. Provide a plan for Seniors to enhance their senior year allowing some contact for this celebratory year.**

**191. Present plans regarding pilots specifically for sanitation, distancing, masking, etc. and health/safety protocols as well as long-term expectations.**

FCPS has developed a comprehensive health and safety guidance document available at <https://www.fcps.edu/return-school/student-health-and-safety-guidance-document>. Health and safety protocols included are applicable to all students and staff attending in-person learning in FCPS schools and facilities. Additionally, Safety Team Observations currently being conducted include students attending in-person learning in our pilot programs. FCPS is committed to the long-term implementation of mitigating measures as recommended by public health officials and will continue to monitor our ability to consistently and correctly implement these measures in our schools and facilities.

**192. Provide details on whether the Class of 2021 can be phased in earlier as a pilot for the phasing in of secondary students (and potentially concurrent learning).**

With CDC guidance, FCPS developed operational and health metrics to develop a timeline for phasing in cohorts of students to return to in-person learning. These operational metrics include FCPS' capacity to support in-person instruction based on staffing, school preparedness including ability to implement CDC mitigating measures, and ensure transportation is available for students returning. The Division would not be able to successfully meet these operational and health metrics to phase in the Class of 2021 in earlier.

**193. Provide an assessment on returning HS students earlier than the Feb date.**

Please see answer to question 193.

**10/20/2020 Legislative Program**

**194. Come back with language on binding arbitration and the provision of our student data.**

This was incorporated as an amendment to the Legislative Program which the Board adopted at its regular meeting on November 16, 2020.

## 10/20/2020 FY21 First Quarter Budget Review

### **195. Please provide a detailed report of how we have reallocated staff that are not able to perform their current functions, how many are working on a daily basis, how many are being rotated, etc.**

As we shared last month, Human Resources began in August to match underutilized employees from Food & Nutrition Services and Transportation Services to fulfill critical tasks identified by school principals. As of November 2, 2020, all 215 food service managers and 98% of food service workers (1,099 of 1,123) were supporting meals programs five days a week. The other 24 food service workers were supporting meals programs three days a week. These programs included offering meals on bus routes, at Grab & Go sites, at Fairfax Meal Kit sites, and schools hosting the SRS program. Additionally, Food & Nutrition Services employees have supported individual schools with tasks such as distributing laptops, library books and supplies; performing clerical tasks; and serving as classroom monitors. Starting November 4, all Food & Nutrition Services employees began working daily schedules.

Transportation Department employees were among the first and more frequent to be utilized by schools in non-traditional roles. Some employees have transitioned back to traditional assignments as conditions changed. As of November 2, 60% of bus/van drivers (759 of 1,240) and 92% (440 of 478) attendants were working regular assignments. Employees not working regular assignments were assisting schools by supporting the meals program, checking student temperatures at bus stops, monitoring classrooms and supporting school needs on an intermittent basis. There are approximately 132 drivers and 24 attendants – less than 10% of the drivers and attendants – who are not assigned duties at this time, of which 97 are on leave or have pending ADA accommodation requests. Those who are available to return will support student transportation needs for students in Group 5.

It should be noted that cutting or furloughing these employees is a calculated risk. These positions directly impact our students' safety and well-being and have been historically difficult to fill. Any further shortages in these positions would jeopardize our schools' ability to open fully at any time.

We have continued to maintain sensible stewardship of our financial and human resources during this unprecedented challenge. We are proud of how our schools have worked together with central office staff to engage a large number of employees whose traditional duties have been dramatically impacted by the pandemic. Our ability to make adjustments and find ways for them to contribute in other ways will reinforce their commitment to FCPS during this challenging time.

### **196. Give us data from the Concurrent learning pilots on what bandwidth we think we will need in our schools as we return to school and whether or not our current bandwidth is sufficient and whether or not we need more funding, and provide a listing of equipment needed to implement the concurrent model in terms of additional cameras and/or other additional items needed in anticipation of need including anticipated costs.**

The district had set aside \$8M for a concurrent classroom technology setup. The camera which was enhanced to create an A/V equipment catalog (cameras, monitors, projectors, microphones, etc.) providing schools with maximum flexibility in designing their unique concurrent classroom space. DIT has processed 2 rounds of equipment orders as of Nov 30th and the third and final round is being

prepared. Schools have placed orders for 11,400 unique technology items amounting to \$6.4M as of Round 2. DIT has processed those orders and is tracking for direct delivery to schools in the coming weeks.

Network use is continuously monitored by DIT and capacity needs tuned up at every level of the infrastructure in response to ever increasing demand. Over the summer, network bandwidth was doubled from SY 2019's peak demand at our data center. Over the upcoming winter break additional components of the core network will be installed to add an additional 50% capacity, effectively tripling our bandwidth capacity in 6 months. Bandwidth testing and monitoring of our video conferencing tools has also been ongoing over the past 3 months. The results indicate that the recent network enhancements and bandwidth upgrades will provide adequate capacity for all teachers to conduct simultaneous concurrent sessions, where the in-classroom instruction is live broadcasted to remote students. As noted in previous discussions, in-person students should not be simultaneously connected to the BBCU/Meet session to watch the teacher lesson as it can cause audio visual feedback. In certain unique circumstances, schools can allow students to connect directly to video conferencing sessions while being physically present at the school (small group instruction, ADA accommodation etc.). The increased network capacity should provide flexibility for all students to browse online instructional tools and for a smaller subset of in-person students to connect to online classrooms for small group interactions.

**197. Give us data regarding staffing needs for classroom monitors and other staffing needs to facilitate different models of in person learning.**

Based on estimates submitted by principals in late October/early November, FCPS projects 1,220 classroom monitors will be needed to support in-person instruction. However, as schools finalize their master schedules, the number of actual classroom monitors needed will change. Updated data is being collected for groups 5-7.

Student Group Estimated Number of Classroom Monitors Needed

5 - 129

6 - 234

7 - 379

8 - 478

**198. Technology support for elementary school students.**

UPDATE from Nov 24th BB - PreK-2 Device Expansion Roadmap

The Fairfax School Division would like to pursue a cohesive roadmap for FCPS ON program expansion to provide age appropriate devices for PK2 students. Any program expansion would include inputs from school-based staff, central office teams and parents. Any future device purchases should support a rich user interface which ensures ease of use for our youngest learners and high levels of content engagement. While the recent purchases of new laptops for grades 3-5 provides some relief to support the immediate remote technology needs of PK2 students, we will be pursuing an accelerated device selection and budget creation process to ensure we have appropriate devices reviewed and selected for SY 2021 deployment, should budget priorities support the expansion.

The current expansion estimates purchase of an additional 49,000 devices for PK2 student and staff. To support a smooth program expansion, it would also require proportionate levels of resource infusion such as increasing tech support to a 1.0 FTE at elementary schools with student enrollment greater than 600, and adding team members to appropriate service delivery teams (PD, ISD, DIT).

We are currently on track with aligned internal FCPS resources to deliver to a tight timeline of a device evaluation, discussion, and recommendation by spring 2021 with potential for procurement and setup over summer 2021.

**199. Investigate additional support for Title 1 schools including but not limited to parent liaison/parent outreach support, books and supplies for students.**

What we have done to Support Title I Schools

1. Purchased two rounds of school supply kits for every child (over 33,000) in every Title I school totaling \$224,229
2. Funding 3 hourly instructional assistants as classroom monitors to support classrooms with concurrent teaching for each of our 41 Title I schools (123 support staff funded), Approx. \$1,470,063
3. Purchased \$22,000 on books from Scholastic for all 41 schools to distribute at a family literacy night
4. Provided the office of Family School Partnership with additional \$98,000 to support more Parent Liaisons and their time in Title I schools
5. Funded approx. \$43,000 for Literacy Collaborative Professional Development to build capacity in literacy
6. Funded (2) additional Title I staff members (Educational Specialist and Finance Assistant) and Equity Team (2) staffing positions Educational Specialist and Curriculum Development Resource Teacher). approx. \$346,834
7. AVMR professional development training for the AVMR coach. \$3,800

Total funding = \$2,207,926

Why do we have so much Title I funding?

- There was a division-wide hold on expenditures as a result of COVID-19 related school closures
- Schools are prioritizing CARES Act expenditures resulting in funding shifts with hourly teacher and hourly technical
- October reimbursement currently on hold until an Amendment can be submitted (\$1.2M); Amendment on hold until we determine how best to spend the additional \$2M (below)
- \$2M increase in Allocation from VDOE (Oct 2020)

**200. Please provide an update regarding the Cox family plan usage.**

As of Monday, November 30, we have 506 families that have been approved for Cox Connect2Compete Service so far. Of those 506, 77 families have completed the registration process and are receiving Cox services. We continue to work with both Cox and our schools to register as many families as possible. School staff, including social workers and parent liaisons, have been instrumental in walking families through the process.

Cox continues to iron out their registration system for partnerships like ours. We believe that a combination of language barriers and digital literacy gaps have created a number of challenges for families trying to complete registration in the system.

In the meantime, we have continued to provide MiFi's for those families that have not yet successfully registered for Cox or that did not qualify for the program and have no other internet service.

**201. Please consult with Public Health experts and other school divisions re: the use of Plexiglass shields on student desks to maximize mitigation strategies that reduce exposure to COVID. Bring this information and cost estimates back to the School Board.**

FCPS has consulted with Prince William County and Virginia City Beach Schools to obtain information about plexiglass shields for student desks. Both divisions have purchased quantities for select student groups and provided purchasing information to FCPS. The Office of Procurement Services has reached out to multiple vendors to obtain quotes desk shields with prices ranging from \$10-\$50 per shield - depending on size, type and quantity.

**202. Please provide the Board with a full list of all positions (and # of employees per position) that require redeployment during virtual learning. Additionally, please provide the status of this redeployment effort. Ex: the number of employees who are being paid but not reporting to work and the budget cost estimations associated with this.**

As we shared last month, Human Resources began in August to match underutilized employees from Food & Nutrition Services and Transportation Services to fulfill critical tasks identified by school principals. As of November 2, 2020, all 215 food service managers and 98% of food service workers (1,099 of 1,123) were supporting meals programs five days a week. The other 24 food service workers were supporting meals programs three days a week. These programs included offering meals on bus routes, at Grab & Go sites, at Fairfax Meal Kit sites, and schools hosting the SRS program. Additionally, Food & Nutrition Services employees have supported individual schools with tasks such as distributing laptops, library books and supplies; performing clerical tasks; and serving as classroom monitors. Starting November 4, all Food & Nutrition Services employees began working daily schedules.

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We have continued to maintain sensible stewardship of our financial and human resources during this unprecedented challenge. We are proud of how our schools have worked together with central office staff to engage a large number of employees whose traditional duties have been dramatically impacted by the pandemic. Our ability to make adjustments and find ways for them to contribute in other ways will reinforce their commitment to FCPS during this challenging time.

**203. Please provide a plan for our technology for our youngest learners and budget requirements for Thursday's meeting.**

UPDATE from Nov 24th BB - PreK-2 Device Expansion Roadmap



The Fairfax School Division would like to pursue a cohesive roadmap for FCPS ON program expansion to provide age appropriate devices for PK2 students. Any program expansion would include inputs from school-based staff, central office teams and parents. Any future device purchases should support a rich user interface which ensures ease of use for our youngest learners and high levels of content engagement. While the recent purchases of new laptops for grades 3-5 provides some relief to support the immediate remote technology needs of PK2 students, we will be pursuing an accelerated device selection and budget creation process to ensure we have appropriate devices reviewed and selected for SY 2021 deployment, should budget priorities support the expansion.

The current expansion estimates purchase of an additional 49,000 devices for PK2 student and staff. To support a smooth program expansion, it would also require proportionate levels of resource infusion such as increasing tech support to a 1.0 FTE at elementary schools with student enrollment greater than 600, and adding team members to appropriate service delivery teams (PD, ISD, DIT).

We are currently on track with aligned internal FCPS resources to deliver to a tight timeline of a device evaluation, discussion, and recommendation by spring 2021 with potential for procurement and setup over summer 2021.

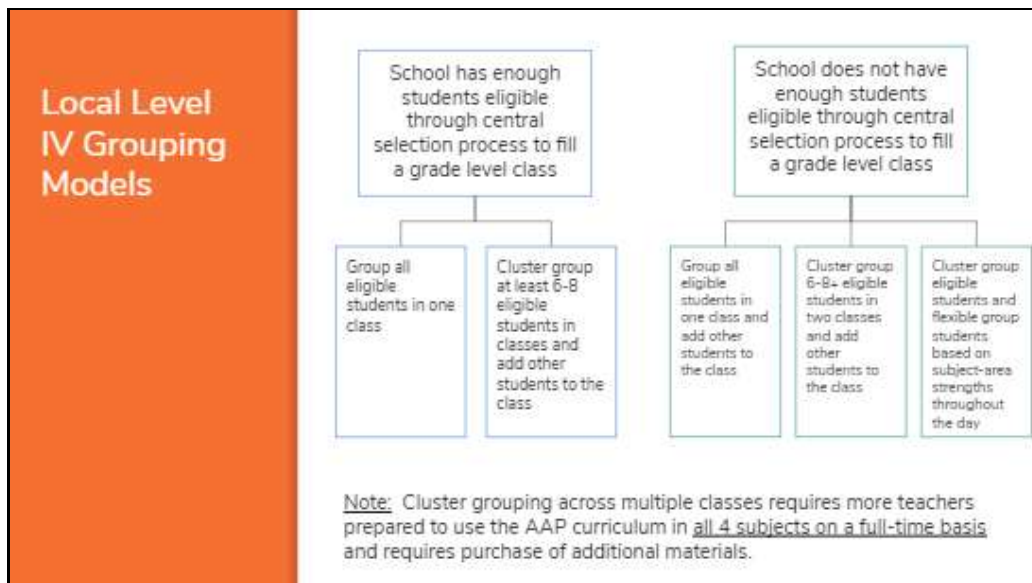
**204. Conduct an analysis of where the highest anticipated achievement gaps and student needs are and continue to be, with particular attention to budget implications of fully supporting lower-income students, non-English-speaking families, special ed, and mental health.**

In January, the Board will be receiving information on student achievement outcomes in the Goal 1 Strategic Plan report. This includes data and analysis on achievement gaps and student needs. That information can be used in the FY22 budget development process. Through the FY22 Fiscal Forecast process departments are currently submitting budget priority requests based on achievement gaps and student need. For example, the Office of ESOL Services has requested annual funding for tools such as United Language Group and Talking Points that are used for two-way communication with English learner families. The Office of ESOL Services has also requested additional ESOL teacher staffing based on student English language proficiency level.

**10/27/2020 AAP Staff Response**

**205. Please provide the local level 4 options available for each school.**

When presenting to parent groups about possible grouping models that local level IV schools can consider, we use the following graphic to help them understand the choices and considerations that local schools use to decide on the best option for their school:



**206. Please provide evidence for the proposed budget items (e.g. Young Scholars).**

Accountability measures for the proposed budget items are described on slide 47 of the October 27 presentation:

- Local level IV-related items would measure: fidelity of implementation, types of grouping models used, benefits to collaborative teams and increased access to AAP opportunities, and impact to AAP participation
- Young Scholars -related items would measure: extracurricular opportunities for Young Scholars, monitoring of school goals, growth of program integrity, increases to access in AAP curriculum and support interventions, Young Scholars identified for AAP services (levels II-IV in elementary and advanced coursework at secondary)
- AART-related items would measure: degree of coaching role in the AART role, impact to YS fidelity and local level IV growth and fidelity, increases in access to AAP curriculum

**207. Please provide an accountability model which includes how we will ensure that each school has a quality program with representation from all student groups. Fidelity of implementation is not consistent. Also provide support for whether an AART creates increased participation in Level IV programs, honors, AP, IB, TJ admission and college level study. Please provide demographic information for same and define metrics used.**

Accountability measures for the proposed budget items are described on slide 47 of the October 27 presentation and in question #2. A plan for accountability specifically on fidelity of local level IV and Young Scholars implementation will be created during the 2020-21 school year with stakeholder input. There are currently level IV program standards and a Young Scholars model implementation rubric that describe the desired states, and Instructional Services will work with the leadership team to determine the protocols for monitoring program implementation.

**208. Please demonstrate how you are going to ensure that some level of math, science and enrichment activities are at each school.**

There are Planning and Pacing Guides for each content area including one for advanced math that teachers follow in order to implement AAP curriculum on a full-time basis. In addition, this year the AAP Office has created Level IV addenda that are interdisciplinary, concept-based units articulating

how to use the AAP curriculum during virtual instruction. During the 2020-21 school year, Instructional Services will work with regions to articulate accountability measures for fidelity of implementation.

**209. Audit of current local level provisions in Elementary Schools.**

Each local school has an inventory of their curriculum units and receives an annual budget based on their per pupil allocation to purchase any needed curriculum. When teachers attend specific AAP professional learning opportunities, they also receive curriculum for their school professional library. In addition, for the past several years the AAP office has provided specific units to all schools that are part of the Tier One Access to Rigor Guides that support schools in meeting strategic plan goals around access and opportunity to the AAP curriculum.

**210. Identify alternative budget items for board discussion that support entry into the pool (e.g. reading/math specialists, tutoring hours).**

Though staff supports additional funding for math specialists, afterschool programs, and other school supports, we would recommend the School Board prioritize the budget items recommended in the presentation. Items such as additional AARTs, investment in the Young Scholars effort and an educational specialist to support program fidelity, were supported by the external study.

**211. Provide data showing that the Young Scholars program has impacted improved outcomes for students entering Level IV, honors, AP, IB, TJ and other such higher-level opportunities. This should include demographic information and identify successful schools. Please also include metrics for same.**

This data is not readily available at this time. As we ensure all schools implement a Young Scholars program with fidelity, staff will consider efficient ways of preparing these types of data sets and analysis.

**212. Please provide a description of those programs that are using a hybrid approach to YS that allows students to experience AAP pedagogy irrespective if the child has been identified for the program.**

All Young Scholars are identified with a level of AAP service (Level II, III, or IV) in addition to their YS designation. Schools serve YS in many different ways as the model allows flexibility to meet the needs of YS, but access to AAP strategies and curricula is a common element at all schools. Additionally, access to AAP curricula is available to all K-6 students, not just YS or students identified for levels II-IV, a minimum of one time per quarter, per the FCPS strategic plan goal. Young Scholars would receive additional opportunities through level II, III, or IV services.

**213. Please provide a description of how we plan to identify those Level IV programs that are less rigorous than counterpart programs and plans to support improvement.**

There are self-assessment tools for administrators (FCPS Self-Study Tool to Support Fidelity of Implementation) and teachers (FCPS AAP Classroom Reflective Practice Tool) to use to evaluate their program at their school site. During the 2020-21 school year, Instructional Services will work with regions to articulate accountability measures for fidelity of implementation.

**214. Provide full costing (already existing) of this program alongside the new costs listed.**

Any budget impacts of AAP adjustments will be shared with the Board.

**215. Have a work session that will provide a full analysis of our math and science curriculum at our elementary school and middle schools.**

Staff will work with the Board Chair to schedule based on Board priorities.

**216. Develop projected costs and benchmarks for placing additional AARTs beyond 1.0 in schools with larger student populations.**

School Population	Number of Schools	Number of Schools Already Staffed with 1.0 FTE/Number with 0.5 FTE	Total FTE Needed	Total Cost (1.0 Teacher = \$97,000 including benefits)
Over 1000	3	2	3.5	\$340,000
Over 900	9	3	12	\$1,164,000
Over 800	19	5	26	\$2,522,000

**217. Define accountability standards to ensure fidelity of implementation for our local level 4 programs. Who will be responsible for oversight-AAP office? RAS and EP's? Or a new team similar to that of Project Momentum. Will there be smart goals across the county to ensure parity in programming?**

There are currently several tools to assess fidelity of programming, including a: a Self Study for schools for levels I-IV based on NAGC Programming Standards, a Classroom Reflective Practice Tool for Level IV teachers, an AART School Agreement Form, and the YS Model Implementation Rubric. During the 2020-21 school year, Instructional Services will work with regions to articulate accountability measures for fidelity of implementation.

**218. Please provide the past 5 years of data on the number of Level 4 AAP students for each of the 150 elementary schools, the number of students who chose the Center, and those students who remained at their schools. (Please note on the chart which of the 150 currently have Local Level 4 services).**

	Number of Eligible Students with Choice	Number Choosing Level IV Center	Percent Choosing Center	Number Choosing Local Level IV	Percent Choosing Local Level IV	Deferred Level IV	Percent Deferring Level IV
Choice for 2020-21 SY	1,537	446	29.0%	1,000	65.1%	91	5.9%
Choice for 2019-20 SY	1,680	464	27.6%	1,114	66.3%	102	6.1%
Choice for 2018-19 SY	1,767	536	30.3%	1,076	60.9%	155	8.8%
Choice for 2017-18 SY	1,841	537	29.2%	1,127	61.2%	177	9.6%
Choice for 2016-17 SY	1,782	576	32.3%	1,079	60.5%	127	7.1%

The data above is only for students who have a choice between local level IV and center. A list of local level IV schools is available at <https://www.fcps.edu/academics/elementary-school-academics-k-6/advanced-academics/advanced-academic-level-iv-center>.

**219. Please have the Plucker Research Group review all of these FCPS proposed changes and provide their written feedback to the Board, prior to any adoption of these proposed changes.**

We have been in touch with the research team. They gave feedback that proposed changes are aligned with their recommendations and will work on written feedback for the Board on the FCPS staff response to the recommendations. Due to the timebound nature of the decision around using local building norms to create the second-grade screening pool, the team did provide written feedback to express strong support for the FCPS plan.

**220. Please provide the COGAT Test Score "norms" for National, FCPS Division, and each of the 150 elementary schools from the past five years.**

Growth in general cognitive skills is a developmental process that begins at birth and continues throughout most of one's life. It is strongly related to age and, after age six or seven, to the level of education. Since cognitive growth is a developmental process, performance on any cognitive task can be interpreted and given meaning by comparing an individual's performance on the task with that of a representative sample of peers of the same age or the same grade in school. These types of normative comparison are used when interpreting scores on CogAT. (CogAT Score Interpretation Guide, Form 7). Scores can be normed by comparisons by age, by grade, by local school system, or local school.

Nationally, an average CogAT Standard Age Score (SAS) is 100. FCPS student's mean and median CogAT scores have tended to skew higher than the national norm for the past five years as follows:

	FCPS District Grade 2 Mean	FCPS District Grade 2 Median	FCPS District Grade 2 Mode
Subtest: Verbal	106-108	107-108	103-109
Subtest: Quantitative	109-111	109-111	104-120
Subtest: Nonverbal	108-110	109-111	102-107
Composite Score	109-111	109-111	105

	Minimum Mean in Local School	Maximum Mean in Local School
Subtest: Verbal	93	118
Subtest: Quantitative	93	123
Subtest: Nonverbal	94	120
Composite Score	94	124

**221. Communication plan: Please describe parent engagement and outreach efforts to ensure families are aware of the options/process available on a regular basis to incorporate transient populations.**

The following communications are required of each local school:

- Newsletters articles about the continuum of services and the screening process are sent home in multiple languages.
- All schools host two parent information sessions on AAP Services and AAP Identification Processes.
- Local schools engage families through a variety of ways, to include News You Choose messages, hosting parent meetings at local community centers, and working with parent liaisons and translation services to ensure all feel welcome and supported in AAP processes.

Additionally:

- Narrated slides, in English and Spanish, are available on the FCPS public web for all families, including those who may be unable to attend a school-based meeting. Narrated Slides are in English and Spanish.
- The AAP office shares messages with other offices or groups (e.g. Family Engagement, Title I, TPAC, etc.) so that they can share information and raise awareness of available resources through their communications.

**222. Provide more information and data/best practices on use of local norms and impact on local norms on capacity in our current local level 4 and center-based programs.**

Universal screening and use of local norms are prominent recommendations to address inequity and excellence gaps. Use of local norms is defined as comparing students' performance on assessments with other students in their local educational setting (e.g., school or district) with the rationale that if gifted programming is aimed at identifying students who are in need of advanced instruction because they are not being challenged in their current educational setting, national comparisons are not helpful. (Plucker & Peters, 2016).

Historically, national comparisons where students must score above a certain percentage of test takers have been a measure used in gifted identification; however, this approach is not always consistent with the overall goal of gifted education and many scholars have argued for the use of local normative criteria. Under local norms, gifted students are identified as the higher performing students in their local school. The logic behind this approach is that these are the students most likely to go underchallenged and thus in need of additional services to be appropriately challenged.

Use of local norms is an emerging practice in closing excellence gaps. The proposed use of local norms in FCPS would be to identify screening pool candidates, not as an immediate eligibility for level IV. It would prompt the portfolio creation for consideration at Level IV Central Selection and the scores would be used along with other data points to determine if the student is eligible.

**223. Please provide transportation costs for center students.**

From the FCPS Budget Book/Explanation of Costs:

The FY 2020 budget for the Advanced Academic Transportation program totals \$4.5 million. As compared to FY 2019, this is a decrease of \$10,264, or 0.2 percent. Hourly salaries total \$2.7 million for bus drivers, a decrease of \$14,468, or 0.5 percent, primarily due to a decrease in projected mileage. This funding provides bus transportation service for students attending AAP centers from outside the school's normal attendance boundary. The methodology that is used to determine hourly salaries is based on a per-mile calculation. In addition, funding for salaries and benefits reflects expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for employees on non teacher salary scales, funding to bring the salary of all contracted employees to the living wage minimum of \$15.50, rate changes for retirement and health, and an adjustment for employee turnover. Employee benefits total \$1.6 million for retirement, health, dental, disability and other employee benefits. Operating expenses total \$0.3 million, a decrease of \$8,153, or 2.9 percent, primarily due to a decrease in projected mileage resulting from

more students attending their base schools where level 4 services or two new AAP sites are added, as well as consolidating bus stops. Operating expenses provide funding for vehicle fuel to transport students participating in the AAP program.

**224. Please provide an assessment as to why we are not providing the curriculum to all students similar to the approach taken in the McLean pyramid undertook when Marty Smith was the RAS, as a compliment to the AAP programs. What would be the cost of doing this?**

The Tier 1 Access to Rigor goal in the FCPS strategic plan does move towards increased access for students to use the AAP curriculum at least once per quarter. There is a continuum/range of use between that goal and use in all four content areas on a full-time basis that happens in Level IV programming. Pedagogical approaches to use AAP curriculum require ongoing professional learning for teachers. Depending on how schools have spent their per pupil allowances for AAP materials, they will have varying numbers of curriculum units in professional libraries, but all schools have at least:

- 2 DBQ binders for students in grades 3-6
- Online access to all Jason Learning units for all students
- at least one M<sup>2</sup> math unit for each grade level (K,1,2) and one M<sup>3</sup> math unit for each grade level (3,4,5,6)
- at least one Jacob's Ladder book for each grade level (K-6)
- at least one Project Clarion Science unit for each grade (K,1,2,3)

Additionally, teachers who attend professional learning on AAP curriculum receive books for their school professional library.

**225. Of the 70% of students that get into the central selection process via referral- please break who/how they are referred parent/teacher/AART-other.**

Approximately 17-18% of referrals at central selection are from teachers (approximately 750-800). Approximately 81-82% of referrals at central selection are from parents (approximately 3500-3700).

**226. Please provide a budget estimate of increasing the enrichment monies allocated to Level IV students to all students? include in this calculation the cost of increasing technology and enrichment costs provided for TJ students to all students.**

Virginia districts receive state allocations for curriculum materials needed for differentiation requirements outside of general education programming:

- At the **elementary level**, there are two per pupil allocations that local schools receive to purchase materials:
  - \$16.07 per pupil for Level IV-eligible students is provided to 10,203 students (\$156,055)
  - \$0.765 per pupil is provided for all elementary students 84,417 students who are not identified for level IV (\$64,579)
  - The cost to provide an additional \$15.305 per pupil (the difference between \$16.07 and \$0.765) for 84,417 students would be **\$1,292,002**
- At the **middle school level**, there are two per pupil allocations that local schools receive to purchase materials:
  - \$16.07 per pupil for Level IV-eligible students is provided to 5,469 students (\$87,887)
  - \$0.765 per pupil is provided for all students for 30,606 students (\$23,414)
  - The cost to provide an additional \$16.07 per pupil for 25,137 students would be **\$403,952**
- At **Thomas Jefferson High School for Science and Technology**:

- The supply per pupil for TJ is \$20.26 higher than other HS, the textbook per pupil is \$11.12 higher, and the software per pupil is 10.90 higher for a total of \$42.28 per pupil
- The cost to provide \$42.28 per pupil for 57,487 students is **\$2,430,550**

**227. Describe proposed identification and implementation changes to level 1-3 AAP services, if any.**

AAP Level I services are for all students and there is not an identification process. There are no proposed changes to identification or implementation for level II (specific academic area differentiation) or III (part-time/multiple subjects) AAP services.

**228. Please provide information to identify whether appeals, GBRS and/or 3rd part Assessments can be used more specifically to identify underrepresented groups in the AAP program.**

Staff will continue to seek tools and metrics to support the identification of underrepresented groups in the AAP program.

**229. Provide plan for how we might avoid further segregation (problems with TJ admissions) of students by adding another magnet school.**

Staff will continue to engage with the School Board to address possibilities of an additional magnet school.

**230. Consider review of STEM, enrichment, advanced programming at other schools outside of TJ to ensure equity of access and robust programming as well as possibility of magnet programs. (See Tholen next step in TJ work session next steps). This can be answered as part of Tholen next steps to TJ work session).**

Staff will continue to engage stakeholders in determining course and program gaps, as well as potential solutions. Our yearly course review process may be leveraged to meet this goal.

**231. Provide a complete history of gifted education nationally as well as how it evolved in Fairfax County.**

Gifted education has evolved with new understandings and research on conceptions of intelligence and talent over the past century. A brief history of that evolution is available in [this article](#).

In Fairfax County AAP was originally called gifted education. Due to the focus on academic strengths and needs the name was changed to Advanced Academics in 2007. Fairfax County believes that there are two focus areas for advanced learners: a talent development model and differentiated services to meet the individual student's needs. This is accomplished through our continuum of services which includes the Young Scholar Model and Levels of Service as well as open enrollment/access to honors and AP/IB. For more detailed information please see the [FCPS Local Plan for the Gifted](#).

**232. Look at these changes to AAP within a strategic framework for our work with providing students with equitable opportunities in Level IV services at local schools, Level IV centers, HS programmatic access across the district, CTE overview and study, etc. --overall advanced studies and opportunities.**

Staff will continue to look at AAP as a continuum of services from elementary through high school and include the various rigorous pathways.

**233. Provide costing as well as justification for maintaining centers in the proposed plan.**



As staff works with the School Board to implement the external study recommendations, discussions around the benefits and costs of maintaining Level IV Centers will continue as desired by the Board. Any decisions leading to moving to all Local Level IV programs and eliminating Level IV Centers will require consideration around facilities capacity and staffing, as well as a community engagement strategy.

**234. Provide a communications plan regarding changes to our AAP.**

Staff will work to develop a communication plan as we continue to determine what recommendations from the external study will be implemented. In the interim, the AAP public website, paired with targeted school communications, will continue to provide timely updates to the community.

**235. Communicate to the public 1) COGAT not possible this year due to the pandemic; 2) We will rely on the NNAT this year which was administered last year and will provide opportunities for new students to take the test; 3) Will work with the local staff to identify students based on their NNAT and available work product for the central screening; 4) we will continue to provide opportunities for parents and teachers to refer students to the pool for review. 5) the board will continue to deliberate on how the AAP program can be adjusted to ensure greater access to opportunities for students. 6) The board has directed the Superintendent to provide a continuing communications plan that will inform the public regarding additional revisions to the AAP process.**

The test administration changes (no CogAT administration due to COVID-19, using NNAT as the one required nationally-normed ability test for 2020-2021 identification) have been posted on the public website since September. Many School Board members included a link to the website with these announcements after it came out. These updates were also published in local school news communications and are included in the Parent Information Sessions delivered by AARTs to individual school communities.

It is important to remember that test scores are only one part of a holistic screening file. AARTs will work with school staff and parents/guardians to highlight students' strengths and potential areas of need for full-time/Level IV screening.

There is no change to the referral process. We value the parent/guardian perspective and encourage all parents to submit the referral and Parent/Guardian Questionnaire as a part of the holistic screening file.

**236. Highlight in the CIP issues at schools as we make programmatic changes--schools that we should watch as we continue on the AAP changes timeline.**

Staff has analyzed the facility capacity of each elementary school that does not yet have a Local Level IV program. There are currently fifteen schools who are on the "do not recommend" list due to lack of facility capacity. An additional seven schools are "recommended with reservation," mostly due to how it would impact the space available for other programs, such as Special Education.

**11/04/2020 Membership Trends and Analysis**

**237. Develop estimate of long-term impact of ballooning kindergarten population. What does this look like by school and pyramid in the years to come? This can come once we have an idea of who will be back into our schools in the months ahead.**

- 238. Please provide the 5-year data and trend analysis on School Level Membership/Enrollment Drops (Slide 5).**
- 239. Discuss long-term impact of school enrollment changes at kindergarten, elementary, middle, and high school.**
- 240. Please provide the data analysis (Region by Region) about the various factors that are contributing to their specific (or unique) enrollment changes.**
- 241. Holistic and strategic conversation with multiple stakeholders (facilities, ISD, DSS, Equity, OSS, and others) to discuss impact of COVID on our CIP, Budget, Strategic Plan, OSS rather than discuss in silos.**
- 242. Provide analysis with departments like ORSI to distill contributing factors and identify ones that need to be addressed, in particular disenrollment of students who have been left behind.**

#### **11/12/2020 Return to School**

- 243. Please provide more details on the who, what, where, when of the mitigation audits to include how we will develop more confidence in our mitigation practices to alleviate concerns of staff and restore trust in the availability of PPE, measures in place and enforcement of procedures. Please make sure that our mitigation processes apply to the work crews in buildings where renovations and maintenance are underway.**

OCCR has promoted the use of the Safety Teams to collect data on adherence to the mitigation strategies in newsletters, town Halls, articles, media interviews, and videos. Facilities and Transportation Services staff and contractors are to follow COVID-19 protocol and guidance when working on construction and maintenance sites.

- 244. Please provide a follow up report regarding additional emotional support for our principals and other school leaders.**
- 245. Please update our communications plan and website to include a clear definition of metrics and compliance measures including but not limited to ventilation measures per EPA guidelines.**

The website was updated in October with information about air ventilation protocols:

A comprehensive review of school ventilation systems was performed to ensure facilities are operated in accordance with CDC and American Society of Heating, Refrigerating and Air-Conditioning Engineers guidance and the manufacturer's recommendations. Assessments and improvements include:

- Ensured all schools and offices have sufficient air ventilation
- Purchased initial allocation of MERV 13 filters (based on availability) and upgrading school HVAC systems where possible
- Purchased HEPA filters and air purifiers for use in select areas
- Continued review of the use of UV-C lighting in classrooms and ventilation systems and its best application
- Third-party health and safety verification for all buildings

**246. Please consider options for allowing our specialists to minimize transiting/engaging with multiple cohorts by utilizing technology.**

In collaboration with IT we will consider opportunities to use technology to minimize specialists with engaging in multiple cohorts.

**247. Cat B/ID/Enhanced Aut/PAC teachers and staff should be included in our next RTS update.**

Information related to Groups 1-4 which included PAC, Special Education Preschool, Enhanced Autism Classrooms, and CAT B was included in return to school update work sessions beginning in August 2020.

**248. Update on how lessons learned are being disseminated among principals and staff.**

Weekly meetings are scheduled to share and disseminated new information and lessons learned with principals and staff.

**249. Update on possible use of Gatehouse/Willow Oaks licensed teachers being deployed creatively to help with monitoring and other staffing challenges.**

A plan is being developed to provide cover to schools by redeploying central office staff for short term assignments should staffing shortages exist as in-person learning phases in.

**250. Offer our middle and late elementary school students opportunities to address concerns over socio emotional supports and engagement opportunities prior to the 1/26 date suggested.**

Staff continue to engage principals and teacher in conversation about the best way to support all students. School-level efforts are underway to build a sense of school community during the phase-in period including creative social media posting, virtual celebrations, and virtual activities. In addition, supports are in place for students to communicate with counseling and clinical staff as needed.

**251. Update on the dedicated testing site that Dr. Gloria promised all Summer?**

As shared in the 11/20/2020 Brabrand Briefing, the FCHD has established their own testing labs to provide access to **FREE** testing with PCR tests (most reliable test) for the following individuals with results in **one (1) day**.

- Symptomatic students and staff
- Staff and students who have been identified as close contacts through contact tracing as a result of a positive staff or student at school

There are currently (6) six sites available. In order to access PCR testing, staff is required to make a request to the school's PHN who would then coordinate testing. Fairfax County Health Department makes information [available online](#) about where to get tested for COVID-19 in Fairfax and surrounding jurisdictions.

**252. Please provide the requested student success metrics to inform the decision on urgency for returning (attendance, grade performance, and any other data).**

This information will be addressed in the December 10, 2020 Return to School presentation.

**253. Please provide a plan for regular testing of staff members and students per availability. Advise the Board regarding whether they can assist in lobbying for these resources.**

As shared in the 11/20/2020 Brabrand Briefing, the FCHD has established their own testing labs to provide access to **FREE** testing with PCR tests (most reliable test) for the following individuals with results in **one (1) day**.

- Symptomatic students and staff
- Staff and students who have been identified as close contacts through contact tracing as a result of a positive staff or student at school

There are currently (7) seven sites available. In order to access PCR testing, staff is required to make a request to the school's PHN who would then coordinate testing. Fairfax County Health Department makes information [available online](#) about where to get tested for COVID-19 in Fairfax and surrounding jurisdictions.

**254. Provide results of the first mitigation survey to the board.**

The results of the safety team data for the first two weeks of observations (weeks of December 7<sup>th</sup> and December 14<sup>th</sup>) were shared at the 1/5/21 School Board Work Session.

**12/01/2020 Restraint and Seclusion**

**255. Please provide more in-depth description in our purpose statement to be focused on positive behavior supports, MTSS, de-escalation and trauma informed care. This should also include our intention to phase out seclusion over time.**

**256. Please provide information on how we can ensure that this policy applies to our private placement contracts as well.**

**257. Please make sure that IXB on page 9 requiring a team to meet to discuss the incident should happen after the first incident, don't wait for the second.**

**258. Please include in D7 on page 7 that the description of the incident should include what occurred prior to the incident, e.g. the triggering event.**

**259. Please include on page 10, section X more details on the specific training that will be required on an annual basis to include at a minimum those listed on page 25 of the briefing.**

**260. Please include a report to the board at a minimum of once a year prior to its submission to the State Superintendent of Public Instruction.**

**261. Please provide a plan to make sure that notifications to parent will occur on the same day that restraint and seclusion occurred. This plan should include collaboration with ACSD.**

262. Please provide a plan to improve parent/staff interaction to address trust and safety concerns.
263. Please provide a clear plan of support for staff (administrators, teachers) and families post such traumatic interventions.
264. Please provide an outreach plan to stakeholders as the regulations that go with this policy are reviewed and modified.
265. Provide a plan with clear dates and milestones to get us to the point where we can ban seclusion at 100% of our schools.
266. Determine the feasibility of having cameras in areas where seclusion may take place.
267. Specify the chain of intervention that is to be used before restraint and seclusion is used, clarify the language that the chain is to be skipped only if emergency situations, and be more specific regarding emergencies that merit skipping the chain of intervention.
268. Look into the use of sensory integration hallways/areas to de-escalate behavior and for use as time out spaces.
269. Page 8 E and F and page 9 B - consider requiring discussing and ameliorating trauma in any principal debrief as well as any potential IEP/504/BIP addition to discussing antecedents, replacement behaviors, schools and teams shall be required to address any potential trauma and use a trauma informed lens.
270. Please prepare an alternate version of the policy with a more aggressive timeline for removing the practice of seclusion from all schools.
271. List of training for staff and who would be involved in such trainings.
272. Consider requiring a trusted adult meeting, a "no later than" for the meeting with trusted adult and allow for people other than the student (i.e. family, case manager) to choose trusted adult if student doesn't identify.
273. Consider requiring same day notification to parent, including contacting emergency contacts to help locate parent or guardian as needed, similar to medical issues.
274. Consider bringing in Ross Greene to help support teams and build capacity for trauma informed practices.

- 275. Consider requiring specific requirements for what needs to be included in the same day notification, to include greater description of antecedent and behavior and response to help parents/guardians address student needs immediately after the incident of restraint or seclusion.**
- 276. Consider a sunset provision so the policy will have to be revised by Dec. 31, 2021.**
- 277. Have FCPS staff do a formal crosswalk of the SEPTA 11/30 Recommendations document and incorporate these (as appropriate) prior to finalizing the proposed Policy for the 12/17 School Board vote. Staff needs to provide rationale for any recommendations not utilized.**
- 278. Incorporate all staff changes that were presented in today's PPT into the revised Policy prior to 12/17 vote.**
- 279. Consider clarifying inconsistencies between VI C and VII C in the policy in terms of number of minutes per age for seclusion.**
- 280. Consider including all unanimous ACSD resolutions in the new policy draft and share language for those not included with the board.**
- 281. Please bring back to the Board any changes to the corresponding Regulation related to this Policy change.**

#### **12/07/2020 TJ Admissions**

- 282. Please provide a recommendation of how we can screen students in the latter part of ES, 5th or 6th grade to ensure that they get the supports/encouragements for MS curriculum and activities to provide a pathway to the opportunity of TJ. Maybe WISC.**

Each year, our elementary teachers screen each student with the Gifted Behavior Rating Scale. This data, combined with grades and standardized test scores, provides information to support the academic advising process as students transition to Middle School. School counselors encourage students to leverage middle school open enrollments opportunities across the curriculum areas to ensure preparation for advance academic coursework at TJHSST or other comprehensive high schools.

- 283. Determine a way to incorporate teacher recommendations as a data point for admissions. Streamline the current recommendation so that teacher workload concerns are addressed and potential bias is removed.**

Teacher recommendations have been a part of the application process in previous years. The recommendations can be modified to limit bias and ease workload. The Office of Admissions will collaborate with the Office of Research and Strategic Improvement to streamline the recommendation.

**284. Provide additional analysis of by school approach (both merit lottery and holistic approach).**

The table below provides the breakdown of a school level approach for the holistic review model with both the school level caps along with the regional caps.

School Allocations		
Region	385 Seats	
1	Carson	20
1	Cooper	13
5	Franklin	12
5	Frost	16
2	Glasgow	18
3	Hayfield	13
1	Herndon	16
2	Holmes	9
1	Hughes	14
4	Irving	15
2	Jackson	15
3	Key	11
2	Kilmer	16
4	Lake Braddock	21
5	Lanier	15
4	Liberty	15
2	Longfellow	18
2	Poe	10
4	Robinson	15
5	Rocky Run	14
3	Sandburg	21
4	South County	14
5	Stone	10

Region Caps	
385 Seats	
Region 1	80
Region 2	85
Region 3	73
Region 4	79
Region 5	67

Participating Jurisdiction	
165 Seats	
Arlington	20
Falls Church	2
Loudoun	68
Pr. William	75

1	Thoreau	17
3	Twain	15
3	Whitman	13

The table below provides the school level allocations for the hybrid lottery. (Note: the top 100 selected students do not impact the individual school allocations).

School Allocations		
Region	315 Seats	
1	Carson	16
1	Cooper	11
5	Franklin	10
5	Frost	13
2	Glasgow	14
3	Hayfield	11
1	Herndon	13
2	Holmes	7
1	Hughes	12
4	Irving	12
2	Jackson	12
3	Key	9
2	Kilmer	13
4	Lake Braddock	17
5	Lanier	12
4	Liberty	12
2	Longfellow	15
2	Poe	8
4	Robinson	12
5	Rocky Run	11
3	Sandburg	17
4	South County	11

Region Caps	
315 Seats	
Region 1	66
Region 2	69
Region 3	60
Region 4	65
Region 5	55

Participating Jurisdiction	
135 Seats	
Arlington	16
Falls Church	2
Loudoun	55
Pr. William	62



5	Stone	8
1	Thoreau	14
3	Twain	12
3	Whitman	10

**285. Please examine minimums rather than max caps. Provide info on school level minimums as well.**

See above tables. The Caps are seat allocations for each school.

**286. Develop accountability metrics that take into account student/academic outcomes to ensure student success and high academic standards for all. Consider including metrics regarding retention and consistent and proportional utilization of the most advanced classes and labs.**

The Office of Admissions will collaborate with the Department of Instructional Services and the Office of Research and Strategic Improvement to develop metrics to ensure that students at TJHSST are retained and successful at the school.

**287. Please ensure that we have consistent availability of hands on science and science fairs at both the ES and MS level.**

Both our elementary and middle school science curriculums are developed to be inquiry experiences in which students engage in hands- on learning to develop a deep understanding of science concepts and processes. Our formal FCPS science fair program begins in high school but we will continue to encourage elementary and middle schools to participate in programs, such as Science Olympiad.

**288. Develop a rubric for teacher recommendations to ensure that input be available but it is standardized throughout the county. This can be an equity issue.**

Should a recommendation be added to the application process, the Admissions Office will collaborate with Office of Research and Strategic Improvement to develop a rubric for the teacher recommendations.

**289. Explain how this new process will work with the process to select Sophomore transfer students.**

The Sophomore Application process will remain a part of the admissions process. The testing component for Sophomores has been removed based on School Board vote at the meeting in October (eliminating the requirement of a PSAT/SAT). The remaining elements are still in place for Sophomore students to complete an application. If the School Board opts to utilize a holistic approach, no other changes would be required for the Sophomore Round. If the board opts to utilize the hybrid lottery, then a lottery approach would be used for our Sophomore Round applicants based on the Freshman model.

**290. As a new process is implemented, recognize that our base high schools will need to provide more high-level math and science courses for students that do not go to TJ. Expand on these opportunities to get to students that can use them but may choose not to go to TJ for reasons**

**like-sports, transportation, culture, etc. This needs to be part of our overall study of what STEAM opportunities we are offering for all students.**

The proposed admissions process is offering more available seats to applicants than in previous years. This approach (either hybrid lottery or holistic) ensures more students will be selected in future years. Continued support for the base high schools by ISD will provide resources to schools to support its students. Options may include dual enrollment, online campus courses, etc.

- 291. Ensure language limitations or disability manifestations is accommodated in the problem-solving essay and student information sheet. IEP accommodations may not be sufficient since those accommodations were not developed with the needs of accessing the TJ application in mind. Consider requiring consulting IEP teams in the process of developing accommodations required for SWD to access the application requirements (SIS and essay).**

Students with Disabilities (IEP/504 plan) and students with LSAP (ELL students) are considered throughout the application process. All appropriate accommodations are provided to these students. The admissions office works with families and schools to ensure accommodations that are necessary. In some cases, addendums are made to IEP or 504 plans and LSAPs are rewritten to ensure accommodations are provided.

- 292. Consider using the TJ alumni to aid in outreach to the potential students in under-represented schools and encourage them to do so.**

We will consider.

- 293. Consider asking current TJ students to be mentors and/or outreach to potential students.**

We will consider.

- 294. Clarify how STEM aptitude, passion, and talent is assessed through the SIS and problem-solving essay.**

STEM aptitude, passion and talent is assessed throughout the entire application. Students who apply demonstrate a level of passion in applying to a high school that includes a Science and Technology focus. This is repeated by students being required to be in honors classes in math and science. Further, the questions regarding the Student Portrait Sheet link STEM aptitude, passion and talent to the portrait of a graduate and 21<sup>st</sup> century skills. Finally, the problem-solving essay is a math or science based multiple variable question requiring applicants to use quantitative skills and problem-solving ability to come to a solution.

- 295. If the Board wants to pursue teacher recommendations, please work with Principal Bonitatibus to develop more helpful processes for this tool.**

The TJHSST Admissions process is intentionally designed to separate the admissions office from the school. School administration (including the principal) are not a part of the development of the teacher recommendations. However, collaboration between the admissions office and the school will continue to ensure the admissions processes is a focus for continued improvement.

**296. Please consider expanding the pool of recommendations if they are reintroduced to include a teacher or other adult.**

By adding an adult other than a classroom teacher, there is possible inequity for students. Usually those students who are more affluent are the ones who request that their tutors or coaches write recommendations for them. The classroom teachers are equitable for all students.

**297. Confirm that each mechanism for outreach will be thought through with an eye towards best industry practices -- including mailings, email, etc.**

Outreach initiatives and the success of these initiatives will be evaluated. Metrics have been designed to measure their effectiveness. Baselines will be created for evaluation. Once established, engagement, applicants' numbers, etc. will be analyzed for effectiveness.

**12/10/2020 Return to School**

**298. Elementary start time.**

An updated bell schedule was developed and shared with the Board and community in December. The information was also provided at the 1/5/21 School Board Work Session.

**299. Please provide clarity on thresholds for groups one and two, as well as clarification that plans are conditional at the 10% mark.**

FCPS currently shares thresholds for decision-making for student groups at <https://www.fcps.edu/index.php/return-school/groups-and-metrics-returning-person-learning>. These thresholds include the two CDC Core Indicators that address community transmission. These thresholds align community transmission (# of cases and percent positivity) with the risk levels outlined in the Phased Guidance for Schools.

As shared in our RTS presentation on 1/5/2021, FCPS' updated metrics will include the assessment of levels of community transmission (as recommended by the CDC) as well as transmission within our school facilities. These will include: 1) New cases per 100k; 2) PCR % Positivity; 3) Transmission within the school facility (influenced by mitigation strategies) and 4) Staff Capacity to conduct classes and school operations.

Transmission within schools will be measured as outlined below.

Low: Zero or sporadic cases with no evidence of unexplained transmission within the school setting.

Medium: Two (2) unexplained outbreaks\* (based on contact investigations) in the school within 14 days of each other

High: Greater than two (2) unexplained outbreaks\* (based on contact investigations) in the school within 14 days of each other

**300. Please prepare outdoor spaces for use as we open our buildings and allow teachers to be flexible so that they can take their students outside, even if they are in concurrent learning classrooms.**

**12/15/2020 CIP**

- 301. Share how we look at new developments and the surrounding area to see what impacts new job centers may have on surrounding communities and school capacities.
- 302. Request a One Fairfax/FCPS CEO review of pending decisions and consider addition of this as a long-term "check" in the process.
- 303. Work with the Board of Supervisors, FCPS staff and county staff to determine what periodic reports FCPS staff and school board members need to proactively monitor development and school capacity. Take advantage of the new computer systems that will be implemented soon.

01/05/2021 CIP

- 304. Implement last year's follow on motion to include steps taken to reduce capacity challenges at schools scheduled for a boundary changes (based on factors A-H on page 42).
- 305. Implement last work session's next step (with ORSI) to better diagnose student enrollment issues and potential impacts on capacity in the future.
- 306. Provide an inventory, by school, of reflection rooms and private changing facilities that exist, are currently scheduled for implementation, and a plan for how they will be implemented in the remaining buildings.
- 307. Provide information about how the model for 6th grade students came to be at Glasgow, Poe and Holmes Middle Schools.
- 308. Please provide information on how the 6th grade at the Middle School model is being utilized division-wide to address capacity issues.
- 309. Please provide an update on the maintenance of the tennis courts at Walt Whitman.
- 310. Provide language for a follow-on motion for a section on major maintenance and work force readiness in the trades.
- 311. Implement the next step from the last CIP work session: provide CEO (Dr. Williams) review of the plan and include this as a permanent step moving forward. She should attend these meetings and modify plans in advance of these discussions. The previous next step read: Request a One Fairfax/FCPS CEO review of pending decisions and consider addition of this as a long-term "check" in the process.
- 312. Develop a one pager to provide a summary of CIP issues to assist the community in understanding the status of CIP projects and renovations.

02/02/2021 Calendar

- 313. Evaluate how to reduce impact on hourly and support employees.**
- 314. Review regulation 4817: Religious Accommodation for Employees.**
- 315. Work to develop a policy and perhaps an updated regulation that provides guidance on how principles and staff can avoid placing undue burden on those who observe cultural or religious celebrations.**
- 316. Provide attendance and absenteeism data for all students and staff from the past five years on each of the five holidays presented-- Rosh Hashanah, Yom Kippur, Diwali, Eid Al-Fitr, Indigenous People's Day-- as well as other religious holidays like Veteran's Day, Orthodox Christmas/Easter, Lunar New Year, Eid Al-Adha, and any others considered by the committee.**

**02/02/2021    Return to School**

- 317. Provide the cost and time required to update the attendance monitoring system to provide a separate category for illness decoupled from doctor's appts.**

This request was reviewed and discussed at an attendance meeting (cross functional team) this past Friday, 2/29/2021. In consideration of the many current changes for the schools this SY and the concerns about the fidelity of the implementation, the team collectively felt that this would be best implemented over the summer for SY2021. The technology related work involved to add a new code to SIS is relatively low effort, but documentation, communication, and continued support of this change adds complexity that the team determined would outweigh the perceived benefits.

We estimate approximately 30 technician hours of technical work, and secondary to the additional cost/burden on the schools to perform follow-up with families and correctly code the absence (i.e. differentiating medically related absences from absence due to illness). Adding a new attendance code would also require uniform procedural communication in writing to schools and specific guidance needs to be integrated with existing protocols where applicable.

If this change were implemented for the next SY, guidance would be included in the standard summer training and presentation provided by school attendance teams.

- 318. Please inform the board of the makeup of the safety teams at each school and the data derived from those reports. I.e. who is collecting this data and what are the scores reflective of.**

Safety Teams include staff from the Department of Facilities and Transportation Services, as well as retired FCPS administrators who have returned to support Safety Team observations, totaling approximately 30 staff. To date, most safety team observations have been conducted by pairs of observers on the Safety Team. Due to the importance of the data being collected by Safety Teams, observers have received special training on the protocol used to observe in schools and to ensure reliability of the ratings collected when conducting observations. The Safety Team conducts observations whether or not students are in buildings to ensure that school-based staff are well versed in implementing all five strategies correctly and consistently toward the aim of having well-established mitigation strategies in place both when staff are in buildings with and without students. This ensures

FCPS is well prepared for welcoming back students as the number of students attending in-person instruction increases.

The observation protocol followed by Safety Team members requires them to observe multiple locations throughout the building (including classrooms, front office, kitchen, cafeteria, arrival/dismissal) for approximately ten minutes each. Following each observation, the Safety Team member(s) who conducted the observation debriefs with the principal or the principal's designee(s) to review what was observed during the roughly two to two and one half hour visit. The debriefing focuses primarily on the correctness and consistency that the observers found in the school's implementation of the CDC's five key mitigation strategies for decreasing the likelihood of COVID-19 transmission:

- Consistent and correct use of masks
- Social distancing to the largest extent possible
- Hand hygiene and respiratory etiquette
- Cleaning and disinfection
- Contact tracing in collaboration with the health department\*

Correctness and consistency ratings from each observer are collated to determine an overall grade for each school visit. This grade can be used to support decision-making about an individual school, if needed. The five potential overall grades to be assigned are based on the CDC and Fairfax County Health Department guidelines, as follows:

Overall Grade	Description	Correctness Count	Consistency Count
5	All 5 strategies correctly and consistently Implemented	5	5
4	All 5 strategies correctly but inconsistently Implemented	5	4
3	3-4 strategies consistently and correctly Implemented	at least 3 or 4	3 or 4
2	1-2 strategies correctly and consistently	at least 1 or 2	1 or 2
1	Implemented no strategies	0	0

**319. Please inform the Board of mitigation concerns raised by staff/others with the Ombudsman as part of the monthly update on Return to School prepared for the Board. It does not need to be in the work session presentation but should be included with the other information we receive.**

Information will be included in the March Return to Work School work session materials

# **Appendix G –** **Benchmarking**

OAG benchmarked and performed research on school districts within the Commonwealth of Virginia, including the top 10 by size (excluding FCPS) and neighbouring jurisdictions, as well as one district in Maryland, to inquire about use of governance software and communication protocols between the respective School Board and district management. OAG found that, 10 of 12 districts utilized BoardDocs to manage meeting documents and post related documents.

Additionally, we were unable to identify any school district which utilized a next step process similar to the one established for FCPS, which publicly tracks School Board member requests for additional information and the related responses.

We performed this through a combination of interviews and research of publicly available information.

### **Benchmarking**

<b>Size (VA)</b>	<b>Jurisdiction</b>	<b>BoardDocs</b>	<b>Public Next Steps (or similar) Process</b>
2	Prince William	Yes	None Identified
3	Loudon	Yes	None Identified
4	Virginia Beach	No	None Identified
5	Chesterfield	Yes	None Identified
6	Henrico	Yes	None Identified
7	Chesapeake	Yes	None Identified
8	Norfolk	Yes	None Identified
9	Stafford	Yes	None Identified
10	Newport News	Yes	None Identified
11	Arlington	Yes	None Identified; publicly posted questions and answers specific to CIP and Budget questions only
16	Alexandria	No	None Identified
n/a	Prince Georges (MD)	Yes	None Identified