

Executive Limitation #10: Learning Environment and Relationships with Students



The Superintendent shall not fail to establish and maintain a learning environment that is safe, respectful, non-discriminatory, and conducive to high student achievement and well-being for each student. The ideal learning environment for students, of all ages, will promote a sense of belonging, inclusivity, and have rules that are fair and equitable. Student voice will be prioritized and non-discriminatory protections will be in place for all students. The Superintendent will engage with students and families as educational partners.

The Superintendent shall not fail to:

- 1. Maintain a climate that is characterized by support and encouragement for high student achievement across all demographic subgroups and identify barriers and solutions to inclusion and participation.*
- 2. Implement policies and procedures that promote a safe, welcoming, inclusive, accessible, and equitable learning environment for all students that promotes respect, belonging, and well-being.*
- 3. Protect against discrimination, harassment, bullying, or other unsafe conditions that might threaten the academic performance, health or well-being of students, and provide a clear method to report and resolve such incidents.*
- 4. Promote structures to engage students in providing input into their learning experience.*
- 5. Ensure that each and every student and their family receive regular feedback on student progress through appropriate and effective communication that facilitates effective educational partnerships at all levels.*
- 6. Engage with teachers, administrators, students, and families in the development of administrative student discipline regulations that are clear, consistent, fair, and developmentally appropriate.*
- 7. Ensure all discipline policies and procedures are clearly communicated and enforced fairly, consistently, equitably, and proportionally across schools and demographic groups.*
- 8. Take reasonable steps to identify students at risk of failing to meet academic, behavioral, or attendance expectations and provide them with the necessary support in a clear and timely manner.*
- 9. Ensure that all confidential student information is properly used and protected.*

Superintendent's Interpretation:

This Executive Limitation calls on the Superintendent to establish and maintain a learning environment that is safe, respectful, non-discriminatory, and conducive to high student achievement and well-being for each student.

I interpret this to mean that the Superintendent shall not fail to pursue the creation of learning environments for all students designed to promote a sense of belonging, inclusivity, and have rules that are fair and equitable. The Superintendent will also prioritize student voice and ensure that non-discriminatory protections are in place for all students. Additionally, the Superintendent will engage with students and families as educational partners.

Further, I also interpret this Executive Limitation to mean that it is the responsibility of the Superintendent to direct the work of the Division so that organizational structures are in place to implement and monitor our progress in these areas and to share updates related to this progress with the Board on a regular basis.

Evidence of Compliance:

Certification:

I hereby present my monitoring report on Executive Limitation #10: Learning Environment and Relationships with Students (EL-10) in accordance with the reporting schedule set forth in the Board calendar. I certify that the information contained in the report is true as of November 14, 2024 to the best of my knowledge, information, and belief.

Evidence of Compliance: November 14, 2024

At the time of this report, to the best of my knowledge, information, and belief, I have gathered information and evidence that I believe supports compliance with the Board's Executive Limitation associated with this topic. In particular, I share with the board the following information and indicators which I believe meets Executive Limitation #10.

Indicators Include, But Are Not Limited To, The Following:

1. Maintain a climate that is characterized by support and encouragement for high student achievement across all demographic subgroups and identify barriers and solutions to inclusion and participation.

Newly Added or Updated Evidence:

- Universal Design for Learning (UDL) is a division initiative that started in the spring of 2024 which supports the work of inclusion and breaking down barriers for a variety of diverse learners. Professional development for school administrators, school-based instructional leaders and central office leaders began in spring 2024 where over 1,000 school leaders and 500 central office leaders participated in initial professional development. In August 2024 during the Staff Development day, all school staff across all FCPS schools engaged with initial learning of UDL. The 2024-25 school year will focus on continuing to deepen the UDL knowledge and practices of school and central office leaders with a variety of training sessions in order to better support division implementation in the 2025-26 school year. During the summer 2024 Leadership Kickoff week several optional sessions were offered around UDL. These included:
 - Exploring the Updated UDL Framework 3.0
 - UDL Implementation: From "Why" to "How"
 - Universal Design for learning Introduction for Operational Staff
 - Preview of August 14th UDL Kickoff PD and Planning for the Fall
- The Chief Equity Office provides collaboration, consultation, and coaching to support region leaders, school-based administrators, teachers, and central office staff to create spaces of inclusion, belonging, and participation. This sustained support happens during quarterly region principal meetings, and on demand support around differentiated needs. In addition to continuing topics of utilizing the cultural proficiency continuum to manage the dynamic of difference and Culturally Responsive Instructional and Leadership Practices, this year's topics also include Reimagining Equity Leadership: A Universal Approach.
- FCPS provides professional learning to increase equity literacy and understanding of structural inequities, marginalization and its impact on students, staff, and families. Training for this year includes:
 - Equity Symposium Summer 2024

- 404 employees attended. For the past 3 years, attendance at the Summer Equity Symposium has consistently been at capacity for the location.
 - 96.7% reported that the content was relevant to their work and role in FCPS.
 - 92.7% indicated they were likely to attend the next Equity Symposium.
- Equity Lead Institute Fall 2024
- Equity leads at all schools provide turn-around training to staff on Recognizing and Addressing Discrimination and Oppression in our Schools.
- Equity Leads receive training on UDL, Neurodiversity, and Equity Literacy Abilities.
- During the 2023-24 school year, FCPS implemented the use of a Least Restrictive Environment (LRE) Tool to assist IEP teams as they consider the appropriate setting for a student to receive their special education services and is utilized to document the discussion and data being used for this critical conversation. Additionally, the LRE Tool helps to keep at the forefront of conversations that LRE begins with the presumption that the student will access general education for the entirety of the school day. The IEP team bases the decision to remove a student from the general education environment on the data and discussion that is gathered using this tool.
 - Full implementation of the LRE Tool began with the start of the second semester during the 2023-24 school year and, as of July 1, 2024, 4,643 staff members completed the training.
 - Use of the LRE Tool continues in the 2024-25 school year. All staff involved in IEP meetings were required to complete asynchronous training in the use of the LRE Tool by October 7, 2024, if they had not been trained to use it during the 2023-24 school year. As of October 12, 2024, an additional 137 staff members completed the asynchronous training, and the training was in progress for 61 additional staff members. Data regarding the percent of students included in the general education setting for 80% or more of the school day will be monitored quarterly during the 2024-25 school year.
- The Department of Special Services (DSS) is developing an LRE Dashboard to support the monitoring of data as it relates to State Indicators 5a, 5b, 6a, and 6b. As schools and central offices, including Region offices, are able to review the data, they will be able to clearly identify which groups of students at a school are not in the general education setting for 80% or more of their day. This dashboard will assist central office and school leaders in understanding this data and using it for making changes to reach our targets. This dashboard is expected to go live during the second quarter of the 2024-25 school year. Teachers will be provided with training so transmittal and IEP documentation accurately reflect the services provided.
- DSS has engaged an outside consultant to review the Enhancement Plan for Students with Disabilities and associated data, including data related to the inclusion of students with disabilities in general education.
- During the 2024-25 school year FCPS launched and is currently piloting three early childhood inclusion models (single teacher, paired classroom, and itinerant models). Formal and informal data will be collected throughout the year to inform modifications for improvements as FCPS continues to ensure co-location, consolidates classes, and adds Pre-K classes to expand inclusion to meet the needs of the community.
 - Single teacher model: During SY 2023-24, FCPS had seven single teacher and IA Early Childhood Inclusion Program (ECIP) classrooms serving 56 Pre-K students and 35 students with IEPs. This model was expanded for SY 2024-25 by adding six additional ECIP single-teacher classrooms. These thirteen classes will serve a total of 103 income-eligible Pre-K students and 65 students with IEPs.
 - Paired Classroom model: In SY 2024-25, all 26 classes at 23 schools with co-located Pre-K and Early Childhood Special Education (ECSE) classes are implementing the paired classroom

inclusion model with at least one pair of classes. This will serve, at minimum, 247 students with IEPs. The Pre-K and ECSE teaching teams collaboratively plan lessons and facilitate whole, medium, and small group instruction throughout the school day, providing inclusive instruction and learning for their preschool-aged students.

- Itinerant model: FCPS began implementing an itinerant classroom inclusion model in SY 2024-25 by adding new classes at three elementary schools. Each classroom will serve 14 income-eligible students and four students with IEPs. All students attend full-day sessions, five days a week.
- In SY 2024-25, FCPS released an informal RFP for consulting services in the area of inclusive schooling. A contract was awarded to Inspire Inclusion LLC, under the leadership of Dr. Julie Causton and Dr. Kristie Pretti-Frontczak who are experts in the field of moving school divisions towards increased inclusive opportunities for students with disabilities. In collaboration with Dr. Causton and Dr. Pretti-Frontczak, FCPS is:
 - Developing a three-year roadmap to move to more inclusive practices in order to meet or exceed state targets for inclusion.
 - Creating a long-term comprehensive professional development plan to support all schools in implementing inclusive practices and UDL.
 - Providing guidance on revisions to the FCPS Instructional Framework and correlated teacher-facing resources for Best Practices in Teaching and Learning aligned with inclusive practices.
- In the 2024-25 school year, FCPS will implement a Pilot to expand the development of Executive Functioning skills for students in grades Pre-K-12.
 - **Preschool:** pilot schools will use Unstuck and On Target, an Executive Functioning skills curriculum, in special education preschool classrooms and early childhood inclusion classrooms.
 - **Elementary (K-6):** pilot schools will use Unstuck and On Target, an Executive Functioning skills curriculum, at the Tier 2-3 levels.
 - **Middle and High School:** pilot schools will test how a dedicated section of Advisory can be used to support a subset of students with access to Executive Functioning skill development as a substitute for student enrollment in Strategies for Success. A primary goal of this pilot is to mitigate the existing issue of skill development courses (e.g., Strategies for Success) taking the place of other student elective options.

Continuing Evidence:

- FCPS develops and implements plans to address gaps in student achievement. The Chief Equity Office collaborates across offices and departments in the development of these plans in order to create and maintain culturally responsive operational and instructional practices. Examples of this collaboration include:
 - [Division Strategic Plan](#)
 - [Equitable Access to Literacy Plan](#)
 - [Enhancement Plan for Students with Disabilities](#)
 - Project Momentum Support
 - ESOL Family Engagement Project Team
 - Preschool Inclusion Plan
- The [Office of the Ombuds](#) supports a positive learning environment by providing an impartial avenue for families to raise concerns and understand their rights and options.

- The Fairfax County School Board and the Fairfax County Board of Supervisors work together to administer the [Fairfax County Youth Survey](#). The survey is given to all students in grades 6, 8, 10, and 12 each fall. It provides a wealth of information about a variety of topics related to our youth that influence their physical and mental well being. The results of the most recent Youth Survey were presented to the Board on October 24, 2024. Highlights of the survey included:
 - Alcohol, tobacco and other drug use continued to decrease in 2023 with this year's rate being the lowest since 2010.
 - Fairfax County youth reported lower rates of use than those reported nationally for most substances assessed on the survey, including alcohol, vaping, marijuana and cigarettes.
 - Sleep (8+ hours) and fruit and vegetable consumption (5+ times a day) showed an upwards trend since the last report.
- Students utilize the research-backed [SEL screener](#) twice a year, in the fall and spring, to share their perspectives on how well their school and community help them feel valued, included, and supported, as well as to develop the skills they need to succeed. This large source of student voice data gathers the perspectives of approximately 110,000 students in grades 3-12 each fall and spring. Screener data is used to plan programming for the division, schools, and individual students.

2. Implement policies and procedures that promote a safe, welcoming, inclusive, accessible, and equitable learning environment for all students that promotes respect, belonging, and well-being.

Newly Added or Updated Evidence:

- In May 2024, FCPS adopted [Regulation 1440: Educational Equity Regulation](#) which operationalizes the beliefs, actions, and priorities outlined in the [Educational Equity Policy](#) and identifies actions aligned to the [One Fairfax Policy](#) and the FCPS Strategic Plan to ensure access to services, spaces, opportunities and the diverse array of accommodations to meet the needs of the entire FCPS community.
- The Chief Equity Office provides divisionwide professional development to enhance knowledge and practice related to the Education Equity Policy and to promote a safe, welcoming, inclusive learning environment for instructional staff.
 - All schools are required to facilitate professional learning titled "Recognizing and Addressing Discrimination and Oppression in Our Schools" for their instructional staff. This learning is to be completed by January 30, 2025.
- The Chief Equity Office has partnered with principals to develop operational guidelines to support enforcement and fidelity of implementation of the [Cell Phone Policy](#).
- The Title IX Office established a procedure for working with school-based administrators to report sex-based misconduct cases into a collective and divisionwide database called "Guardian."
 - By December 2024, the Office of Equity and Student Conduct will utilize the collective database, "Guardian" to support school-based administrators with consultation, training and ongoing coaching related to [Regulation 2601: Student Rights and Responsibilities](#).
- All FCPS schools will engage in [Restorative Justice](#) (RJ) practices to support FCPS' commitment to equitable access, efforts to reduce discipline disproportionality and support positive prevention and intervention practices. In SY 2023-24, divisionwide professional learning began to ensure there are two certified RJ facilitators at every school.
 - As a result of training during SY 2023-24, 81% of schools had at least one trained facilitator and 72% of schools had at least one certified facilitator. The Division's goal by the end of the SY 2024-25 is to have 85% schools with a certified facilitator.

- During SY 2024-25, additional training will occur to ensure that Nontraditional schools have been trained, train any schools without facilitators, and provide additional coaching and training for those facilitators needing to complete certification.

Continuing Evidence:

- FCPS has policies and regulations that create safe, welcoming, and identity affirming spaces. Some examples include:
 - Regulation 2603: Health and Welfare: Gender-expansive and Transgender Students
 - Ensuring that all students, including gender-expansive and transgender students experience a safe, supportive, and inclusive school environment.
 - Educational Equity Policy 1440
 - Ensuring access to services, spaces, opportunities, and the diverse array of accommodations to meet the needs of the entire FCPS community.
 - FCPS Trust Policy (Policy 1445)
 - Confirms the School Board's commitment to providing a safe and welcoming space for all students and their families by aligning FCPS with Fairfax County's Public Trust and Confidentiality Policy to ensure that FCPS students and families can access FCPS benefits and services without fear that information will be disclosed, directly or indirectly, to federal immigration officials.
- Schools engage in Social Emotional Learning (SEL) practices which foster community and relationship building, positive school and classroom cultures, and welcoming environments that support belongingness, inclusion, and well-being.
 - All elementary schools are required to implement Morning Meeting and Closing Circle daily. SEL screener leads provide information to the central SEL team annually on fidelity of implementation. This data is used internally to support planning and next steps.
 - All middle and high schools are required to implement Responsive Advisory Meetings once a week during learning seminar. These practices are part of the Responsive Classroom evidence-based model for SEL. For the 2024-25 school year, the SEL team developed a year's worth of content for Responsive Advisory Meetings that was included in the Advisory Overview Scope and Sequence provided to all middle and high schools.
 - Centrally developed instructional materials are available to support schools in creating content for these practices. At the discretion of school leaders, the SEL team may be invited to support school planning, professional learning, and additional content creation for these practices.
 - Students in grades 3-12 participate in the SEL screener twice a year.
 - Topics included in the screener are: Self-Management & Responsible Decision Making, Social Awareness & Relationship Skills, Emotion Regulation, Supportive Relationships, Belonging, Cultural Awareness & Action (grades 6-12), and Challenging Feelings.
 - The SEL Screener Parent/Guardian Report and Guide is posted to the Documents section of SIS ParentVUE following each screener survey window. For families without a ParentVUE account, the report and guide is sent via U.S. Mail.
 - Schools review student-level data alongside other wellness data sources to determine which students may be in need of additional support or intervention following both the fall and spring SEL Screener windows.
- Trauma-informed schools initiatives focus on helping schools create supportive environments where students feel a strong sense of connection and safety, and the instruction of SEL skills such as self-awareness, self-management, and relationship skills that students can use to manage challenging emotions when they arise and seek support.

- Cross-departmental collaboration leverages wellness data to support the needs of our students, staff, and school community. This includes establishing safety procedures, communications for families, inclusive practices around engagement in social emotional learning, planning trauma-informed spaces, and development of related tools for instructional and school-based mental health staff.
- School-level work includes providing professional learning offerings for school teams to support trauma awareness and planning for proactive schoolwide climate and culture strategies, consultation with grade level teams regarding SEL skills instruction, fostering safety, and planning, individual case consultation.
- FCPS also partners with local agencies to implement Handle with Care Virginia, a divisionwide partnership with Fairfax County Police Department that alerts schools to be prepared to provide services for students who may be in need.
- Implement FCPS Regulation 2118: Title IX: Sexual Harassment by Students and Regulation 4950: Sexual Harrassment by Employees, which establish procedures for reporting, responding to, and resolving complaints of Sexual Harassment made against a student and/or an employee, for conduct occurring in a FCPS program or activity.

3. Protect against discrimination, harassment, bullying, or other unsafe conditions that might threaten the academic performance, health or well-being of students, and provide a clear method to report and resolve such incidents.

Newly Added or Updated Evidence:

- In Summer 2024, the Chief Equity Office implemented mandatory trainings for school-based administrators and introduced the Let's Talk Discrimination & Harassment Reporting Tool, developed to allow students and families to report incidents in which they feel they have experienced bias and/or discrimination.
- In the Summer of 2024, all school-based administrators were required to attend training to ensure consistency and fidelity of implementation and enforcement of the SR&R, Hearings Office procedures, and the new Title IX federal regulation. This training was offered nine times throughout July and August with a 94% attendance rate. An additional training occurred on October 24, 2024 for newly hired school-based administrators and those who were unable to attend in the summer. This training had an additional 62 administrators in attendance.
- Throughout the 2024-25 school year, the Chief Equity Office will offer professional development to school-based administrators and teachers to support positive behavior interventions and create inclusive classrooms. School-based administrator training courses include Equity and Cultural Responsiveness in Student Discipline and Supporting Progressive Discipline and Behavior Management. Teacher-based training courses include Cultivating an Equitable Classroom: Effective Classroom Management Strategies, and the Power of Relationships and Effective Student Discipline: A Proactive, Multi-Tiered Approach.

Continuing Evidence:

- All FCPS employees are assigned Title IX training to identify sex discrimination and support a culture of non-discrimination. The training called "Title IX Reporting Obligations for All Pre-K-12 Employees" is available in MyPDE and is completed yearly.
 - As of November 6, 2024, 93.7% of full time employees have completed this training.
- The Title IX Coordinator provides oversight and support to administrators in the investigation and follow up of Title IX violations in compliance with federal requirements.

- The Title IX team offers individualized training sessions, called “roundtables,” with school teams to ensure they have a full understanding of Title IX and the protocols that FCPS utilizes. In SY 2023-24, 71 school teams took part in these roundtable sessions either to review a particular case or to help administrators understand their obligations.
- In the Fall of 2024 the Chief Equity Office provided divisionwide guidance to principals to support the understanding and implementation of the protocol for responding to racial slurs and hate speech when an incident occurs. The Chief Equity Office provides ongoing professional learning during region principal meetings and through on-demand consultation to provide leaders with knowledge, skills, disposition, and resources to prevent racial slurs and hate speech and respond to the students and school community.
 - Intervention for students for first time hate speech violation align with our SR&R and require students with a first time hate speech infraction to, at minimum, participate in required culturally responsive, learning intervention.
- FCPS offers a Health and Physical Education curriculum that includes instruction on the following topics (topics apply to different grade levels): Family Life Education (FLE), being a friend/friendships, establishing and respecting personal space and boundaries, communication skills, bullying, harassment, online/internet safety, cyberbullying, conflict resolution, and healthy relationships.
- FCPS has systems and standard procedures in place to prevent, respond to and document allegations of bullying and harassment.

4. Promote structures to engage students in providing input into their learning experience.

Newly Added or Updated Evidence:

- During the 2024-25 school year a student experience survey will be piloted and then fully administered to understand how students view and experience school. This information will help FCPS center student voice in the decisions we make as a school system to support positive school culture, student engagement, access and opportunity, and more.
- In September 2024, the Chief Equity Office Office conducted two rounds of focus groups with students on topics related to the Student Rights & Responsibilities (SR&R).
 - The first round of focus groups gathered student perception data on the clarity and directedness of the language used in the (SR&R), thoughts on the way the SR&R outlines consequences for discipline violations, how well the SR&R helps administrators enforce discipline policies, and which aspects of the SR&R are most helpful and challenging.
 - The second round of focus groups gathered student perception data on how clear the language and consequences are outlined in the SR&R and perceptions around how easy it is for administrators to enforce discipline policies consistently.
- The Chief Equity Office is implementing a cell phone storage program to enhance the school environment and improve student focus and engagement during instructional time in 30 middle and/or high schools (15 schools are in the secure storage pilot and 15 schools are in the comparison group).
 - The Office of Research and Strategic Improvement (ORSI) administered three surveys with teachers, students, and families to assess current implementation of the cell phone policy and perception of the cell phone storage pilot. Focus groups with staff, students, and families impacted by the cell phone storage pilot are currently being planned and will be administered in mid-November to gather additional data.
 - Cell phone violation data is being reviewed and initial findings indicate a stronger emphasis on implementing the cell phone policy, the use of secured cell phone storage units, and the creation

and implementation of the operational guidelines may be positively contributing to overall lower rates of cell phone violation incidents at pilot schools using secured storage units.

- The John R. Lewis Leadership Program promotes student voice as a core feature of its design. As of the end of 2023-24, the Lewis Leadership Program has supported more than 70 opportunities for students to learn from and collaborate with experts in the community, implemented more than 55 place-based learning experiences, and completed numerous large-scale community action projects. In the 2023-24 school year, more than 100 students earned credit for high-quality work-based learning experiences. To earn this credit, students completed an internship or service learning project.

Continuing Evidence:

- Our Student Equity Ambassador Leaders (SEALS) began during the school year of 2020-21. This student leadership group works to amplify student voices and provide an increased understanding of diversity, equity, and inclusion through leadership development, projects, and relevant experiences of high school students. This diverse group of 83 students across all high schools meet eight times per school year in pursuit of enabling students to take an active role in fostering a school culture that affirms and sustains racial, linguistic, and cultural identities.
- The Chief Equity Office provides on demand consultation and professional development to equity teams and office leaders to support the implementation of empathy interviews and focus groups to drive meaningful operational and instructional shifts that impact student belonging in educational environments.
- By 2025-26, all students will have the opportunity to reflect on their growth of Portrait of a Graduate (POG) skills and attributes by providing self-selected evidence, reflecting on growth over time and sharing why it matters to them, others and the community during POG Presentations of Learning (POL).
- The Superintendent's Student Advisory Council (SAC) meets monthly with 104 student delegates from high across the division. This is an opportunity to ensure student voice is involved in key decisions, solicit feedback about ongoing initiatives, and address current and emerging concerns.

5. Ensure that each and every student and their family receive regular feedback on student progress through appropriate and effective communication that facilitates effective educational partnerships at all levels.

Newly Added or Updated Evidence:

- As part of the Virginia Literacy Act, beginning in SY 2024-25 students in grades kindergarten through 3 who are identified as high-risk on the Virginia Assessment of Language & Literacy Skills Screener (VALLSS) will require a Student Reading Plan that consists of documented intervention services aligned with evidence-based literacy instruction. Parents can access reading plans ParentVUE or their school will provide a paper copy of the plan.
- Changes in secondary grading practices (e.g., gradebook design, common reassessment practices) were adopted in order to increase the consistency of student and family experiences across all middle and high schools.

Continuing Evidence:

- Parents receive notification of student scores on a variety of required assessments. The method of communication varies by assessment. For example, results for Standards of Learning (SOL) and

screeners (iReady, VALLSS, MAP Growth, and the SEL Screener) are sent via SIS ParentVUE and distributed by schools to those families without an account.

- SIS ParentVUE provides secondary students and families with real time information on course progress. Direct feedback on student learning is also available to students and families through Schoology.
- Students and families receive quarterly progress reports that provide information about student grades/progress report marks, citizenship skills, and additional comments about students' progress and areas for growth.
- Schools offer a variety of ways to connect and communicate with families to include beginning of the year Open Houses, Back to School events and family conferences (elementary level) required at the end of the first quarter. Families and schools can schedule conferences throughout the year based on student needs.

6. Engage with teachers, administrators, students, and families in the development of administrative student discipline regulations that are clear, consistent, fair, and developmentally appropriate.

Newly Added or Updated Evidence:

- Discipline disproportionality cohort training and support is provided to schools.
 - During SY 2023-24, FCPS engaged in intentional support to reduce discipline disproportionality (RDD). Nineteen schools were provided with Tier III support through consultations, data reviews, walkthroughs using an observation tool, debriefs and ongoing support by the RDD Support Teams. Additionally, each of these schools developed a School Innovation and Improvement Plan (SIIP) goal and strategies around reducing discipline disproportionality.
 - The RDD support teams provide and/or coordinate coaching and professional development, collaborate with Region offices to monitor schools' progress toward their individualized goals, and serve as a resource for School-based RDD Teams. Schools also receive resources and guidance necessary for effective implementation of evidence-based strategies to reduce discipline disparities.
 - The Chief Equity Office team is currently in the process of updating the processes and practices to support schools around reducing their discipline disproportionality data and improve outcomes for all students.

Continuing Evidence:

- Student Rights and Responsibilities (SR&R) training is conducted through videos, lessons, and dissemination of SR&R regulation to students, staff, and families. Every year, the SR&R is updated based on feedback from School Board members. In compliance with the revised SR&R, student, staff, and family videos are updated to align with the new regulation. Additionally, student lessons are updated and lessons are facilitated by advisory teachers, including mid-year reviews of the lessons and videos.
 - Feedback from listening sessions regarding SR&R changes is conducted for various FCPS stakeholders twice per year. During the fall, various FCPS stakeholders are invited to attend a listening session and complete a survey regarding the current SR&R. During the spring, the same stakeholders are invited to provide feedback about the proposed SR&R changes for the following school year before the school board consideration and vote.
 - Professional learning is provided for administrators regarding best discipline practices and the selection of discipline codes. In addition to summer professional development, PD for administrators is provided during All County School-Based Administrator meetings.

7. Ensure all discipline policies and procedures are clearly communicated and enforced fairly, consistently, equitably, and proportionally across schools and demographic groups.

Newly Added or Updated Evidence:

- FCPS continues its work to ensure that discipline policies and procedures are clearly communicated and enforced. This includes broadening training materials, offering ongoing office hours, and making modifications to Student Information Systems.
- Regulation 2601: Students and Rights Responsibilities Booklet was updated in August 2024. Notable changes included added language around neurodiversity and five new glossary terms (digital citizenship, generative artificial intelligence, neurodiversity, scholastic dishonesty, and self defense).
- Regulation 2602: Acts for Which Students May Be Disciplined, Disciplinary Procedures, and Interventions was also updated in August 2024. Updates included, but are not limited to, changes in terminology, language alignment, additional glossary terminology, and updated overseeing department.

Continuing Evidence:

- FCPS leaders and administrators regularly review discipline data with a focus on school-based referrals, out of school suspensions, 10 day or more suspensions, drug related incidents, Multilingual Learners with discipline, and students with IEPs and 504 Plans.
- Regulation 2601: Students and Rights Responsibilities Booklet and Regulation 2602: Acts for Which Students May Be Disciplined, Disciplinary Procedures, and Interventions continue to be monitored on a yearly basis as a guide to implement discipline consistently and equitably across the division.

8. Take reasonable steps to identify students at risk of failing to meet academic, behavioral, or attendance expectations and provide them with the necessary support in a clear and timely manner.

Newly Added or Updated Evidence:

- In the summer of 2024, the MTSS Summit hosted 890 participants and an Attendance Panel was offered to champion positive attendance practices. Plans for this year include enhancing and streamlining attendance resources on the FCPS internal website, amplifying the attendance communication campaign and providing resources to targeted Title 1 schools to recognize good and improved attendance.
- In Person Flexible Instruction Time (IPFIT) recovered a total of 34,140 days of absences during the 2023-24 school year and reduced the number of students who were chronically absent by over 1,100. IPFIT improved the division's CA rate by 0.6%, from 13.4% to 12.8%.
 - In October 2024, FCPS provided guidance for In Person Flexible Instruction Time (IPFIT) during elementary early release Mondays for schools who wish to offer an early release program to recover absences for students' chronic absenteeism calculations.
- The new MTSS Early Warning System (EWS) in SIS is intended to support schools to quickly identify students in need of intervention. The EWS allows staff to filter student data and create intervention plans for selected students. Additionally, EWS data will feed into the Student Support and Progress Monitoring tabs of MTSS in SIS intervention plans. Training on this new tool will be provided at the Quarter 2 MTSS Professional Learning Session.
- In the 2024-25 school year, divisionwide common assessments in mathematics, reading, and science will be used in all elementary grades at the unit level. Sixth grade students in middle schools will also participate in reading unit assessments. At middle and high school levels, divisionwide common assessments will be used in select courses in reading, mathematics, and science at designated

schools. Common assessment data will be used to improve student outcomes and increase instructional consistency across the division.

Continuing Evidence:

- FCPS offers no-cost virtual tutoring as a resource to all students 24 hours a day, 7 days a week, through [Varsity Tutors](#). They offer on-demand support that is one-on-one for both support and enrichment. Tutors can address any questions or specific skill gaps and students have automatic access through Clever. In addition to on-demand tutoring, Varsity Tutors also offer live group classes, essay review, and access to college and career readiness resources. Usage data so far this school year is shown below:

Instant Chat Requests	Essay Editing Requests	On Demand Video Activity Sessions	Live Class Enrollments	Self-Study Resource Requests
996	84	169	128	613

- FCPS continues to offer in-person high-impact tutoring which started in the 2022-23 school year. The focus of the program is to close achievement gaps and address learning loss from the pandemic in grades 3-8. Tutors meet consistently with groups of up to five students for small group instruction 3-5 times a week. The tutor targets specific learning needs in reading and/or mathematics and regularly assesses their learning and progress. The program has grown and is now in 169 elementary and middle schools.
- Screeners and diagnostic tools are used to support decision making for academics, behavior, and wellness. These include [iReady](#), [VALLSS](#), [MAP Growth](#), and the [SEL screener](#).
- The [Multi-tiered Systems of Support \(MTSS\)](#) team has created a standard protocol for schools to use when intervention matching in English Language Arts (ELA) and Math based on division decision rules. Additionally, cross-departmental central office teams created a list of suggested Programs and Practices that schools can use when determining the most appropriate resources to use based on specific student needs.
- Virginia's [Early Intervention Reading Initiative](#) (EIRI) ensures that identified students in grades K-3 receive reading support through early and focused intervention. In grades K-3, students who score in the high risk category on the fall VALLSS assessment are identified for intervention. Students must receive 2.5 hours of intervention per week individually or in a small group. This intervention should occur outside of the language arts block.
- Attendance data is monitored on a regular basis at a district, region, school, and student-level to facilitate early identification and monitoring of students at risk for chronic absenteeism.
 - Areas of focus include year-to-date Chronic Absenteeism calculations, prior year absences, demographic group rates, and compliance data for attendance plans and conferences (unexcused absences only).
 - When comparing chronic absenteeism data from SY 2022-23 to SY 2023-24, 97% of schools have shown improvement.
 - The Attendance Works Collaborative Learning Cohort was developed by FCPS in the spring of 2023 to target schools with Tier 2 and 3 Chronic Absenteeism needs. This cohort was offered in March and again in May of 2023 as an e-learning series for 60 school leaders and MTSS team members. The focus of this learning was on evidence-based tiered strategies to engage students and promote positive attendance.
 - Attendance Intervention Specialists support and champion attendance best practices through consultation, coaching, and guidance for school teams in Tiers 1 and 2 and shifts to more student and family involvement for Tier 3. Attendance Officers primarily address truancy; however, they have a supporting role in working with school-based teams to address chronic absenteeism.

9. Ensure that all confidential student information is properly used and protected.

Newly Added or Updated Evidence:

- FCPS conducts employee trainings including requiring employees to complete annual cybersecurity training called "Cybersecurity Awareness in Education" (via MyPDE). As of November 6, 2024, 96.7% of full time employees have completed this training.

Continuing Evidence:

- FCPS recognizes that the protection of confidential information requires a multifaceted approach which includes, for example, investment in technology alongside training of our employees. FCPS has been engaged in a multi-year process of continual improvement with regard to the safeguarding of student and employee information.
 - With regard to technology investments, FCPS continues to upgrade our technology infrastructure to ensure appropriate technology controls are in place in an effort to manage and secure electronic data and to mitigate against the reality of both individual human error and an ever-evolving cyber threat landscape.
 - An example of technology improvements is the use of Data Loss Prevention (DLP) on email for external recipients. DLP works by automatically encrypting messages that have certain sensitive types of information. This is a new program and will be expanded to include more types of sensitive information in the coming months.
 - These new tools supplement our variety of tools already in place to protect our network environment, devices, and infrastructure against inadvertent access to, or loss of, data by cyber threat actors.
 - In addition, FCPS engages in robust third-party vendor vetting with new vendors who supply data systems. They are assessed for IT security, privacy and accessibility as part of our vendor approval processes.
- In addition to technology improvements, FCPS has also put in place a number of organizational or structural improvements in the last few years, including this year, designed to help FCPS further protect the confidentiality and use of student information at an operational level.
 - Freedom of Information Act (FOIA) and Family Educational Rights and Privacy Act (FERPA) teams, under the supervision of the Office of Division Counsel, review requests and ensure that FCPS handles requests in compliance with relevant laws and regulations.
 - FCPS has invested in the FERPA office by adding two new positions to oversee FERPA compliance (a designated FERPA Officer and a FERPA Analyst). The FERPA Officer, in conjunction with the Public Records Manager, works in tandem with the Office of Division Counsel with regard to FERPA related disclosures and risks alongside those associated with FOIA responses.
 - FCPS created new processes to streamline the gathering and reviewing of student records in response to regular FERPA requests, providing the records via a secure electronic shared file, allowing the parent to download a complete set of the records.
 - In addition, the Public Records Office has updated and revised the manual on the Management of the Student Scholastic Record along with providing in person, virtual, and on-demand training to school-based employees on their obligations under FERPA and FOIA, and FCPS' processes for meeting those obligations and supports with an annual FERPA training for relevant employees. This training is also being updated to include staff in the Department of Special Services.
- Finally, in alignment with the Fairfax County Government Public Trust and Confidentiality Policy, FCPS Policy 1445 is designed to protect student and family information from being disclosed, directly or indirectly, to federal immigration officials. All employees are required to complete an annual acknowledgement of this FCPS Trust Policy.