

Executive Limitation #9: Instructional Program

The Superintendent shall not fail to maintain a program of instruction for all students that is aligned with the Division's Strategic Plan Goals and offers innovative academic learning experiences that foster the strengths and meet the needs of each and every learner. Furthermore, the Superintendent shall not fail to maintain an instructional program that implements professional practices to engage, empower, include, and challenge the whole learner through varied opportunities.



The Superintendent shall not fail to:

1. Deliver academic curriculum and a rigorous instructional program that:
 - a. Aligns to Division and state academic standards;
 - b. Builds the knowledge students need to be productive stewards of a future sustainable society;
 - c. Ensures challenging, supported, and relevant opportunities for all students to learn, achieve and thrive as defined by the Division's Strategic Plan goals;
 - d. Focuses on consistent delivery of academic programs and opportunities at every school;
 - e. Appropriately utilizes technology resources in a balanced manner.
2. Ensure programs, curriculum, and materials support equitable access and opportunity for all students.
3. Regularly review instructional programs and practices to ensure they are based on a comprehensive and objective review of best practices research to ensure their continuing effectiveness.
4. Ensure consistency in instructional expectations across all schools and programs.
5. Effectively measure student progress toward achieving or exceeding the Division's Strategic Plan Goals.
6. Devise strategic and intentional data collection efforts that ensure thorough demographic information is collected to comprehensively focus on student success.
7. Provide an instructional program that includes opportunities for students to develop Executive Functioning, social, emotional, and Portrait of a Graduate skills as well as talents and interests in more specialized areas.
8. Implement inclusive and accessible instructional programs and practices that meet the unique strengths, backgrounds, readiness, and learning styles of each student and support students in the most enabling and least restrictive environment.
9. Support meaningful, research-based innovation in instructional delivery models and learning opportunities that will prepare students for graduation and support their success beyond FCPS.
10. Ensure appropriate and timely input from students, parents, and staff involved in the development of curriculum and instructional programs.
11. Ensure families have access to educational resources and information to support their child's school success.

Superintendent's Interpretation:

This Executive Limitation calls on the Superintendent to maintain an instructional program that is aligned with the Division's Strategic Plan Goals.

I interpret this to mean that the Superintendent shall ensure that the instructional programming of the Division offers innovative, academic learning experiences that foster the strengths of each learner and meet the needs of each learner. Additionally, the program will implement professional practices that engage, empower, include, and challenge the whole learner through varied opportunities.

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.

Certification:

I hereby present my monitoring report on Executive Limitation #9: Instructional Program (EL-9) 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 September 24, 2026.

Evidence of Compliance: September 24, 2026

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 #9.

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

NEW or NEWLY ADDED EVIDENCE

- During the 2026-27 school year, FCPS is implementing a Standards Alignment Plan in English language arts (grades 3-11) and mathematics (grades 3-6) to strengthen alignment among curriculum, assessment, and instruction, and to support student mastery of the Standards of Learning (SOL). The plan identifies high-leverage standards most commonly tested on SOL, strengthens their alignment and visibility within the FCPS curriculum, and introduces shorter, more frequent common assessments to give teachers timely information about student learning. Assessment results, available through Performance Matters and enterprise data tools, are paired with standards-aligned reteaching resources to help collaborative teams identify student strengths and needs and make responsive instructional decisions, including targeted reteaching and enrichment. (indicator 1)
- In July 2026, the School Board adopted materials in Math 6 (middle school only) through Algebra 2 and several elective courses. The adoption of enVision by Savvas complies with [House Bill 2777](#) and equips teachers with high-quality instructional materials (HQIM), empowering them to elevate their instructional practice and provide rich and engaging instruction to our students while aligning instruction across the Division and providing a consistent mathematics experience for students. Professional development will focus on supporting teachers with implementation. (indicator 1)
- To support increased access to advanced mathematics in elementary school, several actions are in place. (indicator 1)
 - **Integration of Computational and Algebraic Thinking in Primary Grades:** A key strategy to increase access to Algebra 1 and other advanced courses is integrating Computational and Algebraic Thinking in K-6, especially in grades K-2. Curriculum guides in K-2 have been updated to include Computational and Algebraic Thinking (CAT) standards and lessons. Professional Development held during the August 2026 in-service supported primary teachers with this work.
 - **Elementary math workbooks:** FCPS has developed two new print resources for use in math in elementary grades 3-6.
 - The Tier 1 Workbook Journal supports Tier 1 instruction, helping teachers with integrating computational thinking and other strategies to increase transfer of skills learned to application.
 - The Tier 2 Support Coach Workbook is intended to provide teachers with additional reteaching lessons and additional practice for students.
 - **Compacted Math 5 and Math 5 Advanced:** Math 5 and Math 5 Advanced courses have additional content from sixth and seventh grade, respectively. Curriculum guides and assessments have been revised to include lessons on additional content. Professional development conducted during August 2026 in-service supported teachers with this work and additional professional development will be provided throughout the school year to support teachers in being able to teach this content.
 - **Increased Access to Math 6 Advanced:** In accordance with [Virginia Code §22.1-207.9](#), FCPS implemented a process for automatic enrollment for students scoring in the top quartile on end-of-year SOL math assessments. This process included identifying students, contacting families, and enrolling them in Math 6 Advanced.

- **Expansion of Algebra 1 HN in grade 6:** In fall of 2026, access to Algebra 1 HN in grade 6 was expanded to include approximately 300 students across 59 schools in virtual Algebra 1 HN instruction and approximately 1,300 students across 55 schools in in-person Algebra 1 HN.
- The School Board approved the timeline for community engagement, public hearings, and professional learning for expanding AAP Centers to every middle school. FCPS will begin engaging communities of Phase 2 schools regarding the plan for each base school to serve as the assigned site for Full-Time AAP for students within the boundary. After community engagement and a public hearing, the Board will vote to approve the Phase 2 school plan. (indicator 1)
- Students will participate in four required Digital Literacy lessons during the 2026-2027 school year, addressing four key domains: AI Literacy, Digital Citizenship, Information Literacy, and Media Literacy. Additionally, staff will engage in professional learning to build their capacity to determine when technology adds value to learning and to intentionally balance digital and non-digital experiences within their lessons. (indicator 1)
- During the August 19th, 2026, staff development day, all instructional school staff engaged in a full day of in-person professional learning focused on Division priorities, including standards alignment and content-specific updates, balanced technology use and AI guidance, and inclusive instructional practices supporting Multilingual learners and Students with Disabilities. Professional learning was differentiated by grade level, content area, and staff role to provide relevant opportunities for staff to deepen their understanding of instructional priorities and apply learning within their specific contexts. (indicator 4)
- To support increased access to inclusive environments that meet the needs of Students with Disabilities in the least restrictive environment, staff are working with all schools across the Division during the 2026-27 school year through Inclusion School Leadership Team Cohorts to improve inclusive practices in all classrooms through the implementation of the FCPS Learning Model, with an emphasis on Universal Design for Learning, and an inclusive service delivery model for special education services. (indicator 2)
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 - Through a phased-in approach, school-based leadership teams have and will continue to receive intensive professional development and coaching from FCPS staff and our inclusion consultants to implement changes in pedagogy, structures, and practices. During the 2025-26 school year, schools in phase 1 and 2 participated in intensive professional development and planning. In the spring of 2026, the remaining phase 3 schools participated in initial professional development and planning that continued over the summer. During the 2026-27 school year all schools will continue professional development and planning through differentiated cohorts to support school needs. All schools were provided additional hourly funding to support their proactive inclusion planning over the summer.
 - FCPS has also implemented a series of asynchronous professional development modules on inclusive practices for all staff, differentiated for leadership, instructional staff, and paraprofessionals. As of July 1, 2026:
 - 99,297 modules have been completed by instructional staff, and
 - 27,820 modules have been completed by paraprofessionals.
 - During the 2025-26 school year, the first phase of ten schools with Preschool Autism Classroom (PAC) and elementary Enhanced Autism Classroom (EAC) programming participated in targeted professional development led by consultants to equip school teams with additional tools, resources, and strategies specifically aimed at strengthening and increasing inclusion

opportunities for students with autism. The second phase includes thirty five schools participating in this professional development during the 2026-27 school year.

- In the 2025-26 school year, FCPS launched five Montessori Early Childhood classes, serving Pre-K and Kindergarten students in the West Potomac pyramid. The program, organized through randomized lottery selection, includes eligible students from feeder schools in the West Potomac pyramid and is located at Bucknell ES. In the 2026-2027 school year, the program doubled in size at Bucknell and now includes seven Early Childhood classes of Pre-K and Kindergarten students, as well as two hybrid Lower Elementary classes consisting of Kindergarten and 1st grade students. Additionally, the Montessori program expanded in the 2026-27 school year to one Early Childhood classroom located at Great Falls ES. The Great Falls location is also serving as a tuition pilot, with Pre-K families paying according to a sliding scale. The Montessori program prioritizes more inclusive Pre-K opportunities and provides a specialized, student-centered learning environment that weaves the Montessori hands-on approach with the FCPS curriculum. The program integrates early learners of diverse backgrounds and needs while broadening equitable access to high-quality academic programming for young learners. (indicator 2)
- The [Educational Technology Review Committee](#) (ETRC) was established to provide feedback to support the Division in enhancing the responsible, effective, equitable, secure, and developmentally appropriate use of educational technology. (indicator 10)
- Beginning in the 2026–27 school year, all high schools will implement a rolling gradebook to more accurately reflect student learning over time and increase consistency in grading practices across schools. (indicator 4)
- Health education lessons supporting access for Students with Disabilities are being implemented in grades 5 and 6. The lessons are intended for students requiring modified instruction to meet the Standards of Learning. (indicator 8)
- Elementary schools have been assigned to a specific high school to facilitate requests for optional planetarium visits. Elementary schools coordinate visits directly with the high school point of contact. (indicator 1)
- In the 2026-2027 school year, FCPS will provide all 2nd grade students with an in-person public library experience. The initiative is intended to strengthen students' connection to community library resources, support literacy development, and increase awareness and use of the [Library Equity Access Program \(LEAP\)](#). (indicator 1)
- In the 2026-27 school year, all elementary schools with grade 6 are expected to participate in the annual Sixth Grade All-County Choral Festival, which will take place in April 2027. (indicator 1)
- FCPS will initiate Water S.A.F.E. Fairfax in the 2026-27 school year, an integrated approach to water safety instruction. In the first year, the program will include a high school elective course that incorporates lifeguard certification for students, training of high school students to serve as water safety ambassadors, classroom-based water safety instruction for students in grades 3, 4, and 5, and water safety instruction at Skyview High School or a Fairfax County Rec Center for students in grade 3 from identified schools. (indicator 1)

ONGOING EVIDENCE

POLICIES AND REGULATIONS

- FCPS aligns its academic curriculum and instructional program to the [Virginia Standards of Learning \(SOL\)](#), which describe the Commonwealth's expectations for student learning and achievement in

grades K-12. FCPS has curriculum resources to support the implementation of these standards in all classrooms. (indicator 1)

- Local and state expectations are implemented for curriculum, instruction, assessment, and data reporting. An assessment map for all grades is provided and communicated to schools that include required and optional assessments. (indicator 6)
- At the elementary level, schools are provided with FCPS instructional time allocations to support the development of instructional and special school schedules. Virginia State Code, FCPS regulations, and the [FEU-FCPS Collective Bargaining Agreement](#) guide the amount of time teachers have for planning and for the time students engage with academic content and with specials. The guidance provides a daily number of minutes and ensures consistency across all elementary schools. (indicator 4)
- The [FCPS Local Plan for the Gifted](#) provides specific explanations of FCPS' implementation of Regulations Governing Educational Services for Gifted Students in Virginia. (indicator 1)
- [Regulation 3335: Advanced Academic Programs, Grades K-12](#) (last revised May 17, 2019, currently under review) describes the program organization and teacher certification for advanced academic programs and services.

PRACTICES

Curriculum and Consistency of Expectations

- Each year, the Superintendent presents five Goal reports to the Board and the public to provide information on the Division's progress towards meeting the 2030 Strategic Plan goals. (indicator 5)
- Reports for each goal in the Strategic Plan focus on student data for all students, data by demographic and service groups, and include relevant intersectionality data. (indicator 6)
- All teams within the Chief Academic Office develop yearly action plans aligned with Strategic Plan priorities. CAO teams monitor the implementation and success of the plans on a quarterly cycle throughout the year to ensure that appropriate progress towards the process and outcome metrics is being made, and adapt the plans utilizing improvement science strategies to ensure continuous improvement across the program areas. (indicator 4)
- All schools develop a School Improvement and Innovation Plan (SIIP) that aligns with the Strategic Plan with consistent, required focus areas at each school level. Within each of these required areas, schools write measurable outcomes by analyzing data sets within a common data tool provided by staff and selected strategies from a bank of divisionwide high leverage strategies to support the consistency of implementation. (indicator 4)
- All schools have access to a data tool to assist with writing SIIPs. Data within this tool can be filtered to show all students, for students in certain demographic groups, and for students in intersectional groups. Data can be filtered further to show specific grade levels and years as well. (indicator 6)
- The Division has several data dashboards to support the monitoring of student, school, and division data. (indicator 6)
- The Division communicates clear and common standards, frameworks, and guidelines for curriculum and instruction, such as the FCPS Program of Studies aligned to the Virginia Standards of Learning, the FCPS Learning Model, Portrait of a Graduate student outcomes, and Program Standards. Through the Chief of Schools and the six Region offices, the Division continues to work toward consistent implementation of instructional expectations across all schools and classrooms. (indicator 4)
- FCPS follows an annual curriculum development and revision process involving teams of diverse teachers and other subject matter experts to ensure that the curriculum is aligned with the Standards of Learning and reflects best practices in instruction and assessment. Improvements through revisions

and additions to curriculum resources are developed annually through the collaboration of central office teams and school-based educators during Summer Curriculum Development (SCD). Projects range across all levels, across program goals aligned to the Strategic Plan and are responsive to the feedback collected from teachers. (indicator 3)

- FCPS uses a seven-year cycle for the adoption of new basal resources, generally aligned to the cycle of revision for the Virginia Standards of Learning. (indicator 3)
- Instructional Services maintains a standard course catalog, which establishes the required course offerings across all middle and high schools. An annual secondary course review process provides a structured opportunity to review existing courses and consider proposed additions, revisions, or removals to ensure course offerings remain aligned with Division priorities, academic standards, and student needs. (indicator 4)
- A wide variety of elective courses are offered in secondary schools across content areas, including electives in Career and Technical Education (CTE), Computer Science, English, Fine and Performing Arts, Health and Physical Education, Math, Science, Social Studies, and World Languages. New courses are considered each year through the secondary course review process and added as funding is available.(indicator 1)
- [Secondary grading and reporting](#) guidelines support consistency across the Division. Secondary grading and reporting guidelines were updated for the 2026-27 school year to further strengthen consistency, clarity, and implementation across the Division. (indicator 4)
 - Guidance was added to [Regulation 2418: Secondary Assessment and Grading](#) (adopted October 3, 2025) regarding the assignment of homework over Thanksgiving Break, Winter Break, and Spring Break to support student well-being while allowing for appropriate long-term planning.
 - Regulation language related to midterm examinations, final examinations, and culminating activities was clarified to reinforce that, when used in a separate exam category, the combined weight of a midterm and final examination or culminating activity may count for no more than 20% of a student's final course grade.
 - Report card comments for middle and high schools were revised based on teacher feedback to improve clarity, consistency, and communication with students and families.
 - During the 2025-26 school year, high school teams participated in a professional learning series focused on instructional practices supporting successful implementation of the rolling gradebook, which all high schools will use in the 2026-27 school year.
- [Elementary grading and reporting](#) expectations outline the academic standards and the life, work, and citizenship skills that are prioritized at each grade level. This standards-based reporting system allows for clarity of student achievement and progress among teachers, students, and families. (indicator 4)
- The [Equitable Access to Literacy \(EAL\) Plan](#) outlines the Division's continuous improvement efforts to [align Pre-K-12 literacy practices with science-based reading research](#). FCPS ensures programs, curriculum, and materials support equitable access and opportunity for all students through explicit and systematic evidence-based literacy instruction, utilizing high-quality instructional materials grounded in science-based reading research. (indicator 2)
- FCPS [World Languages programs](#) offer a wide variety of language course offerings in middle and high school, and via online courses to develop students' linguistic and cultural competence. Opportunities for students to learn languages beyond English in grades K-12 include the [Foreign Language in Elementary School](#) (FLES) program (7 languages), [Dual Language Immersion programs](#) (5 languages), and [secondary World Language programs](#) (11 languages). FCPS graduates who meet the requirements are also eligible for the [Virginia Seal of Biliteracy](#), an award made by a state department

of education or local district to recognize a student who has attained proficiency in English and one or more other world languages by high school graduation. Graduates in the 2025-26 cohort earned a total of 4,817 Seals of Biliteracy. (indicator 1)

- FCPS provides a wide variety of K-12 programs in art, music, theater, and dance instruction. Highlights of Fine Arts programming include the Instruments for All program, 6th grade All County Choral Festival, annual fine arts field trips (see Appendix A for details), Cappies Critics and Awards Program, district and state music assessments and festivals, the ARTiFAX art recognition and exhibition program, extracurricular theater performances, VHSL one-act plays, co-curricular marching band, a Mariachi Band pilot in the Lewis pyramid, and Summer Arts Enrichment Camps including the Institute for the Arts, Production Camp, and Elementary Institute for the Arts. (indicator 7)
 - Twenty-one FCPS schools received the 2026 [Virginia Music Educators Association \(VMEA\) Blue Ribbon Award](#) for musical excellence. The VMEA Blue Ribbon Award is the highest award given to school music programs in the Commonwealth of Virginia and recognizes outstanding achievement in band, chorus, and orchestra performance.
- In K-10 health education, students learn and practice skills in communication, decision making, and conflict resolution. Topic areas of instruction include body systems, nutrition, physical health, disease prevention/health promotion, substance abuse prevention, safety/injury prevention, mental wellness/social and emotional skills, violence prevention, and community/environmental health. (indicator 7)
- Family Life Education (FLE) is a K-12 instructional program that includes human growth and development, and emotional and social health. A modified curriculum is available for students with low incidence disabilities. The Virginia Department of Education (VDOE) Standards of Learning for FLE are a resource for the development of the curriculum. FCPS has a locally developed program. The curriculum promotes parent involvement. Parents/guardians may review the curriculum before instruction and may opt their child out of any FLE lesson or an entire FLE unit. (indicator 7)
- In addition to providing curriculum in core content areas, FCPS supports a variety of programs for students to apply their academic skills and knowledge to address real-world issues and needs in their communities, including [service learning](#) opportunities, advanced technical and specialized elective courses at six [high school academies](#), and a number of specialized program sites for students. Additionally, the [Career and Technical Education](#) (CTE) program offers a wide variety of courses and training for students who want to engage in real world experiences as they prepare for the future. The [Work-Based Learning](#) (WBL) program provides students with a continuum of career-related experiences that extend classroom learning to support the development of career goals in preparation for education and employment beyond high school. (indicator 1)
- FCPS offers over 160 CTE courses offered to more than 65,000 students in grades 7-12. Through many of these courses, students have opportunities to earn industry credentials, participate in work-based learning experiences, and practice their leadership skills through Career and Technical Student Organizations. The CTE team will meet with each high school principal and Director of Student Services (DSS) this fall to review CTE offerings, ensure programs include clear completer sequences, and maximize opportunities for students to earn points through the employment category of the [VDOE 3E Readiness Framework](#). (indicator 9)
- The [Academic and Career Plan](#) is a process for students to plan for the future by exploring college and career options. Students work with school-based staff (teachers, counselors, and high school college and career specialists) to discover their personal strengths and interests, create goals to help them achieve success, and plan for courses that meet high school graduation requirements. (indicator 9)

- Advanced Academic enrichment opportunities are integrated into K-8 core subject curriculum and lesson resources through the initiative of Access to Rigor, which provides elementary and middle school students with opportunities to access rigorous and engaging learning experiences. (indicator 2)
- The FCPS Portrait of a Graduate articulates the knowledge, skills, experiences, and attributes that students need to succeed in life and be “future-ready.” FCPS incorporates opportunities into the curriculum to build [FCPS Portrait of a Graduate](#) skills, including the need to be productive stewards of a future sustainable society. Students are assessed on Portrait of a Graduate skills through the [Portrait of a Graduate Presentation of Learning](#) (POG POL) process. (indicator 4)
 - FCPS has been recognized as a School Division of Innovation (SDI) by the Virginia Department of Education for its use of local alternative assessments and performance assessments that require students to apply content knowledge and Portrait of a Graduate skills. FCPS is currently exploring the process for extending the SDI designation beyond our initial five-year recognition.
 - In the 2025-26 school year, 22,413 students completed a POG POL with scores entered into data collection systems; principal verification data suggests that approximately 63,900 students had the opportunity to complete a POG POL but may not have had their scores officially recorded.
 - The Division is exploring additional ways to capture student opportunity and proficiency data. In the 2025-26 school year, almost 1,000 students took part in a formal reflection opportunity connected to learning experiences that support future-readiness. Additionally, based on official LAA/LAVC certifications, 78% of all FCPS students had the opportunity to learn about POG skills, reflect on their importance, share evidence of growth, and/or complete a full POG POL assessment.
 - POG POL assessment support continues to expand through multiple pathways for professional development (e.g., cohorts for teachers and school leaders, Academy courses, school-based job-embedded learning and coaching) and curriculum integration (e.g., Advisory curriculum for middle and high schools and through content-embedded resources in Planning and Pacing Guides for all levels).
- Specific programs and services foster global awareness, environmental literacy, [digital literacy](#), civic engagement, and career readiness, including [Get2Green](#), the [Global Classroom Project](#), the [Lewis Leadership Program](#), the [Global STEM Challenges Program](#), [International Baccalaureate](#), [Career and Technical Education](#) (CTE), and [College Success Programs](#). (indicator 1)
- Schools are provided with the resources to support integration of [Social Emotional Learning](#) (SEL) skills into academic content and across the school day. These skills overlap with executive functioning and POG attributes and are strongly aligned to welcoming environments that support belongingness, inclusion, and well-being. (indicator 7)
- A consistent scope and sequence and required advisory lessons for [learning seminar](#) were developed and published for all middle and high schools to ensure consistency and equitable access to lessons in Academic and Career Planning, Academic Habits (including executive functioning skills), Portrait of a Graduate Reflection, and Social-Emotional Learning. Additionally, content from the Advancement via Individualized Determination (AVID)’s WICOR (writing, inquiry, collaboration, organization, and reading) strategies have been utilized in the development of these resources. (indicator 7)
- In the 2026-27 school year, FCPS will continue to expand executive functioning skills development support for students in grades Pre-K through 12. (indicator 7)
- Central office teams implement continuous improvement cycles, such as Plan-Do-Study-Act, to monitor, adjust, and refine the instructional programs and practices based on data and feedback. This methodology for problem-solving and improvement is based on the practices of Improvement Science,

which partners leaders and practitioners to examine root causes and implement data-driven, iterative change. (indicator 3)

- Central office teams adopt and adapt research-based best practices and innovations (such as project-based learning, Portrait of a Graduate outcomes, STEAM and Computer Science skills, and local alternative performance-based assessments) to enhance the instructional programs and practices. (indicator 3)

Tools for Teachers

- The FCPS Learning Model represents the instructional vision for best practices in teaching and learning within the Division. The domains of the Learning Model include specific practices that support a learner-centered environment, universally designed curriculum, meaningful learning experiences, and purposeful assessment. Through a focus on Professional Learning Communities and the four domains, the Learning Model centers on the development of students' Portrait of a Graduate skills. The Learning Model sets instructional expectations through alignment with teacher evaluation performance standards. (indicator 1)
 - The Learning Model Resource Hub, now available in Atlas, provides resources and guidance to support educator learning and enactment of the Learning Model indicators. During the 2026-27 school year a video series featuring FCPS educators demonstrating Learning Model practices in action across a variety of classroom settings will be added.
- Starting in the 2025-26 school year, all schools have and use English Language Development basal resource materials; Benchmark Express for grades K-6; HMH for grades 7-8; Cengage/National Geographic for grades 9-12. These instructional resources are physical materials that support Multilingual learner student progress in reading, writing, listening, and speaking of English. All Multilingual learner teachers have received training and guidance in the use of these materials. The Office of Multilingual Services provides ongoing resources, coaching, and support to Multilingual learner teachers and school administrators. (indicator 2)
- Planning and Pacing Guides (PPGs) are available across core content areas, including curriculum designed to meet the needs of diverse learners. These guides are designed to provide a high degree of direction, high-quality curriculum resources to guide instructional planning, and to work towards ensuring that all Standards of Learning are addressed. (indicator 1)
 - In English Language Arts, grades K-6, basal curriculum materials were purchased and replaced previous FCPS planning and pacing guides starting in the 2024-25 school year. FCPS has adopted Benchmark Advance for the K-6 Language Arts basal resource. Benchmark Advance provides common knowledge-building units across each of the K-6 grade levels. The units integrate social studies, science, and literary topics. To support the implementation of this resource, FCPS has developed implementation guides aligned to the FCPS instructional minutes and pacing calendar that follow the same template as all planning and pacing guides.
 - For the 2026-27 school year, implementation guides have been developed to strengthen the use of the basal curriculum for grades 7-8, HMH Into Literature.
- In grades 3–6, Advanced Academic Programs (AAP) extended standards are embedded in core content. Differentiated instructional guidance is provided to ensure accessibility and ease of use for teachers supporting full-time, part-time, and subject-specific AAP-identified students, as well as for Tier 1 access to rigor access for all students on a periodic basis. (indicator 1)
- FCPS provides basal resources in print and digital formats to support curriculum and instruction across content areas including secondary language arts, secondary mathematics, world languages, science, and social studies. (indicator 1)

- The FCPS [Equitable Access to Literacy \(EAL\) Plan](#), in conjunction with the Virginia Literacy Act, provides clear expectations for evidence-based literacy instruction and assessment. Significant work continues to provide professional development for teachers to support the use of high-quality instructional materials and to support literacy development across grade levels. (indicator 4)
 - As required by the Virginia Literacy Act, K-6 classroom, ESOL, and special education teachers and all grade 6-8 English, math, science, social studies, ESOL, and special education teachers complete training in evidence-based literacy instruction aligned to science-based reading research. This professional learning is offered as Canvas courses developed by the Virginia Literacy Partnership (VLP). All required teachers are enrolled in an evidence based literacy instruction (EBLI) Canvas course, depending on their previous state approved EBLI training (LETRS or Orton Gillingham).
 - Professional development on the implementation of HQIM for grades K-9 has been provided.
 - Benchmark Advance training will continue to be required for all new K-6 teachers with multiple options available for completion including face-to-face, virtual, and job-embedded offerings with attendance and completion tracked centrally. New teachers have been enrolled in the course for completion this school year.
 - Over 1,200 grade K through 9 teachers attended one offering of the Summer Literacy Symposium “Core and More” professional development in June 2026. This was focused on fidelity of implementation of interventions with language supports and scaffolds. Professional development in August provided equitable access to rigorous core instruction using HQIM and complex texts with appropriate scaffolds for Multilingual learners and students with disabilities. Over 450 participants attended.
 - Walk to Read was implemented in Grade 3 for Early Literacy Project Momentum schools during the 2025-26 school year and will be expanded to both Grades 2 and 3 in Early Literacy Project Momentum schools during the 2026-27 school year.
 - All schools receiving Title I funding will implement ECRI in grades 1 and 2. The Summer Literacy Symposium in August provided initial ECRI training to over 250 grade 1 and 2 teachers in Title I and TSI/CSI schools.
 - Specific guidance has been developed for Language Arts and Social Studies to ensure that 6th grade students in the middle schools are receiving comparable time with EBLI as 6th grade students in elementary schools.
 - A variety of professional development opportunities have been developed for Pre-K-12 administrators, classroom teachers, literacy leaders, instructional coaches, specialists, and tutors to ensure the consistent implementation of literacy interventions rooted in the Science of Reading.
 - Elementary literacy leadership and secondary school department chair meetings will be held throughout the school year to ensure consistency in practices, in addition to separate meetings specifically for elementary and secondary literacy leaders.
 - As part of FCPS’s commitment to the Strategic Plan Goal for Reading by Grade 3, all elementary schools will conduct (at minimum) quarterly literacy classroom walkthroughs in all K-3 classrooms. Schools will document these visits and complete (at minimum) quarterly reflections on walkthrough data to support school-based coaching of classroom instruction and to inform division-level professional learning.
- The Division’s assessment plan outlines the collection of assessments that fulfill various roles in measuring and monitoring student learning, expectations and guidance for student participation, and the calendar of testing windows to provide consistency in implementation. (indicator 4)

- Reading and mathematics screening and growth assessments are used Pre-K-12 multiple times per year for each student. The results of these assessments are used to support multi-tiered systems of support (MTSS) at the student level as well as progress-monitoring toward school improvement goals aligned to the Division's Strategic Plan. (indicator 5)
- Divisionwide common assessments in mathematics, reading, science, and English Language Development (ELD) are used in all elementary, middle and high schools. Common assessment data are used to increase instructional consistency and improve student outcomes across the Division. (indicator 5)
- The Division implements local alternative assessments in lieu of SOL tests as allowed under state legislation and revised state guidance for 2026-27. Local alternative assessments for the identified courses incorporate the use of performance assessments within a balanced assessment plan. Affected courses include Grade 3 science and social studies, Grade 4 Virginia Studies, Grade 6 U.S. History 1, Grade 7 U.S. History 2, Grade 8 Civics and Economics, and high school history courses, such as World History/Geography 1 and World History/Geography 2. (indicator 5)
- Universal Design for Learning (UDL) continues to be prioritized as a key initiative to support and target the Strategic Plan and Enhancement Plan goals that foster inclusivity and accessibility for all learners. UDL strategies continue to be integrated across offices and departments through professional learning and curriculum resources. UDL will be a key priority for learning within the 2026-27 Inclusion School Leadership cohort sessions to ensure that Tier 1 instruction and classroom environments are inclusive and provide students access and agency to their learning. During summer 2026 (indicator 8):
 - A two-day UDL conference for staff was held featuring Dr. Shelley Moore providing a keynote and workshop, as well as many school-based and central office-led breakout sessions. Over the course of two days, about 400 FCPS staff members participated.
 - Three two-day intensive UDL workshops were offered for instructional staff, with approximately 300 participants.
 - At the time of this report 79 staff members have earned the UDL microcredential.
- Schools are required to follow divisionwide expectations for the implementation of [MTSS](#), a research-based framework through which school teams make data-based decisions to provide differentiated classroom instruction and necessary academic, behavior, and social-emotional wellness support for all students across all schools. Interventions will be documented and progress will be tracked in MTSS in SIS. Student intervention plans and progress monitoring data are available for families to view via ParentVUE. (indicator 4)
 - The 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. (indicator 6)
- Advanced Academics Resource Teachers (AART) receive specialized training and materials to support schoolwide opportunities to access rigorous and engaging learning experiences and ensure research-based approaches to differentiated instruction for students identified for AAP services or enrolled in advanced coursework. (indicator 2)
- School staff receive resources and guidance to ensure equitable and appropriate access to assessment opportunities for students. Guidance includes participation considerations and procedures for securing student access to testing accommodations and supports. Resources include the Consolidated Assessment Planning System (CAPS) with integration to student information systems, such as SEA-STARs to facilitate effective preparations to provide students the accommodations and/or supports they may need to access each assessment. (indicator 2)

- FCPS provides a comprehensive digital ecosystem as well as training for teachers in the appropriate use of technology resources in a balanced manner. Tools in the digital ecosystem span multiple curricular areas and levels, including, but not limited to, ST-Math, Lexia, NewsELA, Exactpath, and the teacher use of Artificial Intelligence. FCPS provides a Digital Literacy curriculum that is focused on how to use technology safely, responsibly, and ethically. (indicator 1)
- FCPS uses a curriculum repository, accessible to staff through our Learning Management System (Schoology), to provide teachers with access to curriculum, resources, and assessments by grade level and content area. (indicator 4)
- FCPS collects and maintains accurate and updated student information, such as enrollment, attendance, discipline, health, and special services, using various systems and tools (e.g., Student Information System, eCART, EDSL, and Health Information System). (indicator 6)
- Central office teams provide and facilitate professional learning and collaboration opportunities for teachers and school leaders, such as workshops, coaching, mentoring, and leadership cohorts, to build capacity and share best practices. Ongoing opportunities for learning and communication include the All-County Principal and Assistant Principal Meetings, Region Principal Meetings, divisionwide learning for all educators at least twice a year, department chair and lead teacher meetings, and meetings for educators in specialized roles. (indicator 4)

Support for Students

- Schools address the needs of Students with Disabilities, Multilingual learners, students in advanced academic programs, and other special populations. This includes individualized education programs (IEP), language services, and accommodations. Enrichment opportunities, scaffolds, and supports are integrated into all core subjects' planning and pacing guides. (indicator 2)
- Our Division's comprehensive [Special Education program](#) is designed to offer instructional, psychological, social, and related services to help schools meet the unique needs of identified students and their families. This includes a network of support to staff, students, and families that works to eliminate obstacles, facilitate instruction, and enable students to succeed as individuals within the learning environment. FCPS provides special education services for Students with Disabilities, including students with individualized education programs (IEPs) and Section 504 Plans. (indicator 1)
- An [Enhancement Plan for Students with Disabilities](#) is focused on our collective responsibility towards improved outcomes for students through: high-quality instruction and inclusive practices; compliance with federal and state special education regulations; communication and engagement between staff and families; and, practices to ensure instructional staff are highly effective. Completed, adopted, and sustained actions that were developed within the Enhancement Plan since the 2024-2025 school year include: (indicators 3 and 8)
 - Built the knowledge and capacity of special education department chairs to provide coaching to teachers through monthly meetings which focus on explicit instruction and high-leverage practices.
 - Implemented an Inclusive Education Framework with guiding principles around academic and social models of inclusion.
 - Provided professional development and resources to school-based administrators and teachers of advanced courses on instructing twice exceptional learners.
 - Developed updated, published, and facilitated training on new intervention resources to support Multilingual learners (MLs) in the MTSS framework.
 - Delivered specialized Positive Behavior Intervention and Supports (PBIS) training across all School Discipline Consortium (SDC) schools.

- Offered Responsive Classroom Core Course to Phase 1 and 2 inclusive schools prioritizing coteaching pairs to establish inclusive, student-centered learning environments.
- Led a two-year Student Information Systems (SIS) minor referral pilot, successfully scaling the system for divisionwide opt-in adoption across all FCPS schools in the 2026-27 school year.
- Developed divisionwide expectations for transition support between school levels for families (i.e., Pre-K to ES; 2nd to 3rd grade; ES to MS; MS to HS).
- Updated the IEP Progress Report form to be made available in SEA-STARs.
- During the 2025-26 school year, three of four planned phases of SEA-STARs mechanical translation were deployed to expand access to special education information for non-English speaking families. As of August 2026, implementation and usage metrics for various documents are highlighted below:
 - Phase 1 – IEP Parent Notifications: over 5,000 documents translated.
 - Phase 2 – IEP Documents: over 500 documents translated.
 - Phase 3 – Section 504 Documents: Four qualification and plan documents translated.
- Implementation of machine translations via Google Translation Hub began in April 2024 with 5,856 translated pages completed through August 20, 2026.
- Developed Language Services staffing management system through Lingo, which was launched divisionwide in August 2025. As of August 2026, 39,114 interpretation requests were processed using the Lingo staffing management system.
- Expanded Great Beginnings offerings through optional After School Seminars and additional discipline-specific learning series (e.g. high-incidence, early-childhood, provisionally licensed special educators).
- Offered monthly info-sessions for potential special educators for both internal and external candidates; timing aligned with licensure sessions to provide career counseling towards full special education licensure.
- As a part of the FCPS [Equitable Access to Literacy Plan \(EAL\)](#), students demonstrating risk on state assessments receive teacher-led structured literacy interventions using state-approved evidence-based literacy programs, documented in reading plans. (indicator 2)
- To support postsecondary planning and preparation for Students with Disabilities, each high school has at least one Employment and Transition Representative (ETR) who assists Students with Disabilities with transition planning as part of the IEP. Additionally, the Career and Transition Services (CTS) central team hosts a number of events throughout each year for students, families, and caregivers, including events held in partnership with representatives from Northern Virginia Community College (NOVA), George Mason University (GMU), and adult services and community agencies. High school academies each have at least one Academy Resource Teacher (ART) to provide targeted support to students enrolled in academy coursework (indicator 9).
- The 2e Superintendent's Advisory Committee will continue to meet in the 2026-27 school year to monitor progress of the 2e multi-year plan. Highlights include the: (indicator 8)
 - Establishment of a systemic structure for collaboration between advanced academics and special education in pyramids which will continue in the 2026-27 school year
 - Establishment of a protocol for gathering student input through focus groups at secondary schools which will expand in the 2026-27 school year.
 - Creation of data monitoring tools to check on 2e students' participation in advanced coursework at the school, region, and division levels.
- [Multilingual Learner \(ML\) Services](#) are designed to meet students' English language development needs and provides a scaffolded, content-based curriculum that fully aligns to the essential

understandings, knowledge and skills of the grade level Standards of Learning. FCPS offers services for Multilingual learners in each of our schools to provide all Multilingual learners with pathways to English language proficiency. These services are outlined in the FCPS Language Instruction Educational Program (LIEP) Model and Standards. The [FCPS LIEP Model](#) and Standards are informed by research and federal guidelines to provide a framework to guide school teams in implementing services for Multilingual learners including explicit English language development instruction by ESOL-endorsed teachers; scaffolded instruction in core content courses; and specialized literacy and numeracy programming for newcomer and SLIFE (students with limited or interrupted formal education) students. (indicator 1)

- Schools receiving [Title I funding in FCPS](#) operate under the schoolwide instructional model which uses Title I funds to enhance the entire educational program of the school with a focus on closing access, opportunity, and achievement gaps. In 2026-27, a total of 51 elementary schools, 3 middle schools, and 2 high schools are identified for this funding. (indicator 1)
- FCPS continues to offer in-person [high-impact tutoring](#) (HIT), shifting its funding source from All in VA (supporting all 166 elementary and middle schools) to Title I (supporting 53 elementary and middle schools) for the 2026-27 school year. The focus of the program remains the same: to close achievement gaps in reading and math in grades 3-8 through consistent sessions over a substantial duration of time with high-quality FCPS approved curriculum that connects to classroom instruction. (indicator 2)
- FCPS has demonstrated significant and sustained progress in expanding access to high-quality preschool inclusion opportunities across the Division. From the 2022-23 school year to the 2025-26 school year, FCPS has (indicator 2):
 - Increased the number of Pre-K inclusion classrooms from 5 to 133
 - Increased the total number of full day Pre-K slots from 1,826 to 2,378
 - Increased the number of schools with Pre-K and/or Pre-K Inclusion Classrooms from 63 to 78
- Growth in Pre-K has been supported by intentionally merging and co-locating programs, the development of multiple Pre-K inclusion models that have been implemented across school communities, and the creation of a comprehensive Preschool Inclusion Plan to establish a cohesive framework for implementation, quality, sustainability, and continued divisionwide expansion. This data is monitored and reported annually as part of the Strategic Plan Goal 1 report. (indicator 2)
- FCPS provides challenging, supported, and relevant opportunities for students to learn, achieve and thrive by providing a continuum of [advanced academic services](#) (AAP) for K-12 students that builds upon students' individual strengths and skills and maximizes academic potential for all learners. A framework for [Honors](#) at the secondary level supports a more consistent divisionwide implementation of Honors programming by defining the expectations for honors curriculum, instruction, and assessment across core content areas. (indicator 1)
- [Young Scholars](#) is designed to identify and nurture students with high academic potential who may face additional barriers to access and success in Advanced Academic Programs (AAP) and courses. This may include students who are the first in their family to attend college in the U.S., Multilingual learners, students who are economically disadvantaged, and 2e students. (indicator 8)
 - In the 2025-2026 school year, 17,990 students were identified as Young Scholars.
 - As of June 2026, 97% of elementary Young Scholars maintained enrollment in advanced coursework; the percent of middle school Young Scholars enrolled in advanced coursework increased from 87% to 89% year over year.
 - Documentation of wraparound supports provided to Young Scholars increased at the elementary and middle school levels. This documentation supports continuity of supports in

advanced coursework when students transition from elementary to middle and middle to high school or when students move from one FCPS school to another. Wraparound supports are individual to each student, but examples might include extracurricular enrichment in afterschool programs, goal setting conferences, or college visits. As of June 2026, documentation of elementary YS supports increased from 81% to 91% and documentation of middle school YS supports increased from 45% to 82%.

- Schools offer multiple pathways and open enrollment for secondary students to pursue their interests and goals, such as [Dual Enrollment \(DE\)](#), [International Baccalaureate \(IB\) Program](#), [Advanced Placement \(AP\) Program](#), [Honors](#), [Advanced Academics Programs \(AAP\)](#), and [Academy and Specialized Programs](#). (indicator 2)
- [Thomas Jefferson High School for Science and Technology \(TJHSST\)](#) is a regional magnet Governor's School for Science and Technology in Northern Virginia. The school serves applicants from five different participating school districts: Arlington, Fairfax, Loudoun, and Prince William counties, as well as the City of Falls Church. (indicator 1)
- FCPS [Online Campus](#) provides students the opportunity to access coursework that may not be available at their school site. The Online Campus supports a variety of needs, including students who may have a conflict with a course offering at their base schools, those who may not have access to a course at their school site, and those who wish to take a course over the summer. Currently, the Online Campus offers 93 courses. FCPS Online Campus course registrations for the past two years are shown below. (indicator 2)
 - Summer 2025: 5,300 registrations
 - School year 2025-26: 4,168 registrations
 - Summer 2026: 4,296 registrations
 - School Year 2026-27: over 4,500 registrations as of September 3, 2026
- [Nontraditional school programs](#) include alternative high schools and learning centers, Interagency Alternative Schools (IAS), the AIM Program (Achievement, Integrity, and Maturity), state programs, out-of-school support, and the adult high school. These programs are designed to meet the diverse needs and interests of students who may face academic, social, or emotional challenges in traditional settings. (indicator 2)
- To support continued student learning over the summer, FCPS created a [Summer Learning Resources Webpage](#) for families of students currently in grades K–8. The webpage includes optional, grade-level printable packets for Language Arts and Math, a variety of digital activities in Language Arts, Math, Science, and Social Studies, and interdisciplinary opportunities that align with what students have learned during the school year. These resources were designed to be flexible, engaging, and easy for families to use at home. (indicator 11)
- Enrollment across learning programs for summer 2026 was approximately 24,000 students. These programs included: (indicator 8)
 - Enrichment Camps and Institutes (CTE, Tech Adventure, IFTA, E-IFTA, and Production Camp)
 - Extended School Year (ESY)
 - Bridge to Kindergarten for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI) schools
 - Explorers for TSI and CSI schools
 - SOAR (Math & Literacy) for TSI and CSI schools
 - Young Scholars for TSI and CSI schools
 - Algebra Power Up
 - Credit Recovery Academy (credit recovery and SOL & WorkKeys remediation and testing)

- opportunities)
 - ESOL Online
 - Online Campus
 - Self-Directed Economics and Personal Finance
 - Test only
 - TJ Academic
 - School-based Credit Accrual
 - School-based Credit Continuation
 - School-based Credit Recovery and SOL Remediation
- [Career and Transition Services](#) (CTS) provides special education services to eligible students with a wide range of student-focused, coordinated activities and support by offering classes and programs that teach: Workplace readiness skills, Employability skills, Self-advocacy, and Self-determination as part of the program of studies and work-based learning experiences. Each high school has at least one Employment and Transition Representative (ETR) to assist with transition planning and is a key part of a student's IEP. High school course offerings include unique coursework for Students with Disabilities that includes work-based learning experiences. Based on student needs, CTS programming is available for high school students ages 18-22 years old through high school elective courses such as Education for Employment (EFE), Work Awareness and Transition (WAT), Employment for Educational Opportunities (EFEO), Secondary Transition to Employment (STEP), or Davis and Pulley Career Centers. Additionally, high school academies' staffing includes at least one Academy Resource Teacher (ART) to provide targeted support to students pursuing academy classes. (indicator 9)
- [College Success Programs](#) (CSP) include five individual programs that provide college readiness, access, and success services to students, including those who are traditionally underrepresented on college campuses. These programs are Advancement Via Individual Determination (AVID), College Partnership Program (CPP), dual enrollment (DE), and Early Identification Program (EIP), and the [Eagles in Flight](#) program (started in 2026 at two high schools, in partnership with Mary Washington University). These programs also aim to increase the number of traditionally underrepresented students who enroll and succeed in higher education. (indicator 9)
 - The CSP team also supports [College and Career Ready Virginia](#) (CCRV) through their partnership with NOVA. As the demand for DE continues, three cohort opportunities have been formed with GMU and Radford to support the teacher credentialing process for DE. Increased outreach has resulted in 65 staff members newly approved to teach DE.
 - AVID has expanded to 79 schools for the 2026-27 school year. Title I and Title IV funding for the site licenses and professional development is key to continuing the growth of AVID at elementary schools.
- The [Global Classroom Project](#) provides FCPS students an opportunity to partner with students in other countries to develop relationships and collaborate on solutions to global issues outlined in the U.N. Sustainable Development Goals. Students utilize Portrait of a Graduate skills in relevant ways to broaden their global perspectives and tackle critical problems in our ever-changing world. (indicator 9)
- School-based technology specialists (SBTS), in collaboration with the FCPS Educational Technology Team, work with staff and students to advance meaningful learning experiences with an emphasis on the development of digital literacy and digital citizenship in alignment with [ISTE Standards](#). (indicator 9)
- [Get2Green](#) is the environmental stewardship program for Fairfax County Public Schools. Get2Green has stipended Get2Green leaders at each FCPS school. These leaders work with student-led action teams to develop a culture of environmental stewardship at their schools. In the past year, student

actions focused on moving toward zero waste, gardening, and cultivating outdoor learning spaces. (indicator 9)

- The National Wildlife Federation recognized 78 FCPS schools with Green Flags in 2025-26, the highest national honor a school can receive for their work in student-driven environmental action.
- FCPS is reviewing centrally-provided instructional resources to ensure they meet Web Content Accessibility Guidelines (WCAG) Version 2.1, Level AA requirements and are accessible to all students. (indicator 3)

PUBLIC

Communications

- Staff communications are done through [Superintendent's Weekly Reflections](#) and Employee News. Important and timely information is organized by topic, program, and department. (indicator 4)
- Beginning with the 2025-26 school year, the Office of Communications added a divisionwide calendar to the website, integrating all school calendars and whereby events can be sorted by a variety of topics and locations. The FCPS website receives about 35 million views per year. (indicator 11)
- FCPS provides support for communication in multiple languages. (indicator 11)
 - Divisionwide newsletters are translated into FCPS' eight preferred languages (English, Amharic, Arabic, Chinese, Korean, Spanish, Urdu, and Vietnamese) and sent within one business day.
 - Essential documents such as [student handbooks](#) are translated into the identified languages.
 - All schools have access to training in how to provide translations in FCPS' eight preferred languages when sending eNotify messages (the electronic communication platform used for urgent or emergency messaging).
 - TalkingPoints provides a way for families to communicate in their home languages with their child's school and teachers. Families receive messages in the language they have listed as their correspondence language and can reply in any language and the message will be translated into English for the school.
 - A summer campaign by the Office of Communications more than doubled FCPS app subscribers from late June through the end of August, to more than 34,000.
 - The Office of Communications began a What's App channel in May and now has more than 2,000 followers.
- Families can access a variety of [Tools and Technology](#) to support their child's learning and educational experience. (indicator 11)
 - Families can use ParentVUE to access student information such as attendance, report cards, class schedules, grade books (MS and HS), course history, IEPs and 504 plans, and test history. Additionally, score report letters that provide context for assessment results and interpretation guidance are also found in ParentVUE and distributed by schools to those families without a ParentVUE account.
 - Schoology is a learning management system (LMS) that allows teachers to post assignments and other resources for their classes. Students can access Schoology from any computer or mobile device with internet access. Schoology Parent Account provides access to families to view their child's courses, groups, assignments, and calendar.
 - [Lightspeed Parent Reports](#) provide families with summary information about websites visited by their student while using the FCPS computer.
- FCPS provides [Family-Facing Curriculum](#) pages that give an overview of what students are learning and when they are learning it across all levels and core courses and subjects. These pages are

updated each school year to reflect any state standards or planning and pacing guide changes. (indicator 11)

- The [Special Education and 504 Parent Handbooks](#) include a section on parent/guardian/caregiver participation in the special education process. Staff have been provided additional guidance documents, professional development, and resources to articulate the Division's expectations regarding parental collaboration throughout the special education and 504 processes. (indicator 11)
- The [Family Advocacy Handbook](#) is a comprehensive guide for families to support their children's success. It is a collaborative effort between FCPS staff and community members. The Family Advocacy Handbook is translated into multiple languages and is also online. The handbook was revised in 2026 and the updated handbooks provided to schools prior to the start of the 2026-27 school year. (indicator 11)
- Resources are provided on the public website to support families of students with a variety of strengths, interests, needs, and backgrounds such as resources related to [Twice Exceptional \(2e\) learners](#) and [Dyslexia](#). (indicator 11)
- The FCPS [Family Academy](#) provides online and in-person programming, including classes, webinars, workshops, and programs offered by FCPS. These opportunities help families support their students' needs and learning at home. The Family Academy also includes information about community resources and programming available to help ensure every student has what they need to succeed. (indicator 11)
 - During the 2025-26 school year, the Family Academy provided more than 300 opportunities for families through workshops, webinars, programs, and classes designed to deepen family engagement, build and empower families to support their students' success. More than 4,000 participants attended these learning opportunities. The highest level of family participation occurred in October 2025 and March 2026. (indicator 11)
- The [Office of the Ombuds](#) serves students, families, employees, and community members by providing information about resources and how to access them, understanding concerns and providing support to resolve them. The Office of the Ombuds has been represented at all community engagement events to increase awareness across the Division. (indicator 11)
- Family liaisons and community liaisons work in schools and communities to help families get the information and assistance they need to support their children and to ensure their academic success. The family and community liaisons represent a variety of cultures, languages, and races. Family liaisons will welcome and orient families who are new to the school and community, regardless of their background. They work to build families' capacity by helping them understand the school's culture, policies, procedures, and practices. The liaisons also help connect families to resources in the community. (indicator 11)
- All [schools receiving Title I funds](#) engage their community in developing a Family School Compact that outlines the partnership between the school and the family to include communication, engagement opportunities, and how the school and families will work together to improve student academic achievement. (indicator 10)
- Staff report and communicate student progress and achievement to various audiences, such as students, parents, staff, the School Board, and the community, using different formats and platforms, such as quarterly progress reports, conferences, newsletters, websites, and presentations. (indicator 5)
- Schools host Open Houses, Back to School Nights, and a variety of other events throughout the year to provide families with timely and relevant information about the curriculum, events and instructional learning experiences their child is engaged with, as well as, partnering with families on ways they can support their child's success and wellbeing outside of school. At the end of the first quarter, all K-6

families are invited to attend a family-teacher conference to discuss their child's strengths and areas for progress. (indicator 11)

- School counselors work with students on individual plans for the courses taken throughout their middle and high school years. Planning for a school year typically begins in January or February of the previous year. The [online course catalog](#) is organized in the following categories: Middle School, 9th Grade, 10th-12th Grades, Online Campus, and Academies. (indicator 11)

Engagement

- Programs and core curriculum subject teams solicit ongoing input from a variety of participants each school year when making iterative revisions and additions to the curriculum resources and planning and pacing guides. Teachers and school staff are often collaborators in the development of curriculum revisions. (indicator 10)
- The [Family Resource Center](#) (FRC) offers confidential consultations, a lending library, free webinars, and resources to help adults support the success of all students, including those with learning challenges, special needs, and disabilities. (indicator 11)
- The [Advisory Committee for Students with Disabilities](#) (ACSD) is a state mandated committee that provides an opportunity for parents and other School Board appointees to have a voice in the way FCPS provides services to Students with Disabilities. Functions of the ACSD include advising the School Board of needs in the education of children with disabilities and participating in the development of priorities and strategies for meeting the identified needs of children with disabilities in FCPS. The committee collaborates with the Department of Special Services to develop recommendations related to program improvement. (indicator 10)
- The [Minority Student Achievement Oversight Committee](#) (MSAOC) is an FCPS School Board advisory committee comprising community members, staff, and students who advocate for underserved students and families. The MSAOC identifies, reviews, and assesses issues affecting underserved students within the policies, curriculum, practices, and procedures of FCPS. The committee's responsibilities also include making recommendations to the School Board and leadership team; reviewing strategies and proposing solutions for closing the outcome and experience gaps; evaluating progress towards Strategic Plan goals; providing outreach to families about resources available through FCPS; and collaborating with the Chief Academic and Equity Officers. FCPS staff collaborates with community members to provide an annual report with divisionwide recommendations for actions to improve outcomes and experiences for students from underserved groups. Offices across FCPS use these recommendations to improve programming and practices. (indicator 10)
- The [Advanced Academic Parent Advisory Committee](#) (AAPAC) annually reviews the local plan for the education of gifted students, including revisions, and determines the extent to which the plan for the previous year was implemented. The recommendations of this committee inform the development of annual improvement plans led by the Advanced Academics team. (indicator 10)
- The [Title I Parent Advisory Committee](#) (TPAC) was developed to reflect the intent of section 1118 of the Elementary and Secondary Education Act of 2001 to involve parents in the planning and implementation of the Title I program. The committee makes recommendations to the Title I program for strengthening the partnerships between home and school to improve student achievement; reviews annually the division-level Title I Family Engagement Policy; and responds to the charge from the School Board in an annual report. (indicator 10)
- The Student Advisory Council (SAC) and [Student Equity Ambassador Leaders](#) (SEALs) provide feedback on instructional programs and policies and support advocacy for improvements to instructional operations. (indicator 10)

Appendix A: Field Trips Planned by Instructional Services

Grade or Course	Field trip Location	Other Information
2nd Grade Students	Fairfax County Public Library branches	- Centrally funded - Schools collect and remit \$5 per student for transportation with the exception of students receiving FRM and students who attend schools with a Community Eligibility Provision.
4th Grade Students	National Symphony Orchestra	- Centrally funded - Schools collect and remit \$5 per student for transportation
6th Grade Students	Art Museum Tour at one of 5 D.C. art museums: Hirshhorn Museum, National Gallery of Art, National Museum of Asian Art, National Portrait Gallery, Smithsonian American Art Museum	- Centrally funded - Schools collect and remit \$5 per student for transportation
MS Theater Students	Locations vary each year and may include Signature Theater, Imagination Stage, or Adventure Theatre MTC	- Centrally funded - Schools collect and remit \$5 per student for transportation
7th Grade Life Science	Meaningful Watershed Educational Experience (MWEE) - Burke Lake, Cub Run, Lake Fairfax, South Run, Accotink, Scott's Run	- Centrally funded for MWEE trainers, park permits, equipment - School-based funding for transportation
8th Grade Social Studies	Finance Park, 4099 Pickett Road, Fairfax	Centrally funded
8th Grade Social Studies	Court Tours, Fairfax County Courthouse	Fairfax Bar Association funded
Gr 9-12 Science	International Science & Engineering Fair (location changes each year - 2026 in Phoenix)	Centrally funded
All-Virginia Honor Groups (Select HS Music Honor Ensembles)	Virginia location TBA annually	Centrally funded

Source: [Regulation 5790: Field Trips - Planning, Financing, and Conducting](#) (last revised: April 15, 2024)