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 12, 2026 to the best of my knowledge, information, and belief.

Evidence of Compliance: November 12, 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 #10.

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

NEW OR NEWLY ADDED EVIDENCE

- FCPS has earned Purple Star Division status in the 2026-27 school year. Creating and maintaining Student Ambassador Programs is a focus of the program at FCPS. These school-based, student-led leadership programs bring together military-connected and civilian peers to support all students' transitions and connections to the school community, creating a welcoming school environment for all new students, military-connected or not. FCPS currently serves over 12,500 military-connected students. (indicator 1)
- Advancement Via Individual Determination (AVID), a program designed to close the opportunity gap by preparing students for college and career readiness, continues to grow as 81 schools now offer the program. This is more than triple the number of schools FCPS had 5 years ago.(indicator 1)
- In spring 2026, FCPS brought together nearly 400 students in grades 9-12 from every high school, including alternative schools, for the inaugural Superintendent Student Summit at Skyview High School. Co-planned by a dedicated Student Planning Committee, the summit created a divisionwide forum for students to shape the conversation about their educational experience and share recommendations directly with the Superintendent. (indicator 4)
    - Through student-facilitated discussions, participants explored six priorities: teaching and learning environments; school culture, belonging, and inclusion; college and career exploration; clubs and school spirit; responsible use of AI and technology; and equitable access to resources and opportunities. Students brought perspectives shaped by varied backgrounds and school communities, identified shared concerns, and offered ideas to inform future planning. The insights gathered will help guide continued conversations about student access, belonging, leadership, and opportunities across FCPS.
- Twice a year in the fall and spring, a representative from each high school's journalism class attends a round table conversation with the superintendent about a topic that is timely and relevant to FCPS. The first roundtable was held in April 2025. (indicator 4)
    - The spring 2026 round table covered a multitude of topics such as the role of Artificial Intelligence (AI) in K-12 education, how to prevent AI from being used unethically on exams and school assignments, the environmental impact of data centers, and social-emotional concerns.
    - The fall 2026 roundtable took place on October 23, 2026 and focused on the next phases of implementation for the FCPS 2023-30 Strategic Plan. Student journalists from all FCPS high

schools, including Skyview High School, attended. Another student journalist roundtable is scheduled for April 2027, with a discussion topic to be determined.

- The Superintendent actively supports the student-created and student-led Youth Environmental Council through monthly meetings. Under the Superintendent's mentorship, which includes bringing in targeted guest speakers and community partners, council members drive environmental stewardship in their schools, advocate for policy with legislators, and are in the process of organizing a Spring Youth Environmental Summit. (indicator 4)
- The Superintendent hosts a Military-Connected Youth Advisory, which includes two military-connected students from each high school who are invited to participate in quarterly meetings each school year. (indicator 4)
- In the 2026-27 school year, FCPS will be launching a family and student survey for athletes at the end of each sports season (fall, winter, and spring). The student survey is intended to gather youth perceptions of their athletic experiences. (indicator 4)
- To support all students and families in accessing information about applying to Thomas Jefferson High School for Science and Technology (TJHSST), the TJHSST Admissions Office presents at each FCPS middle school. Last year, the office's efforts to support equity of opportunity expanded to also provide in-person consultation for families, including an onsite translator for parents, to help them complete their portion of the application process. (indicator 1)
- For the second consecutive year, FCPS has implemented a Federal Graduation Indicator (FGI) monitoring process across all schools and centers to systematically support students to graduation. Each September, seniors who are missing graduation requirements, students who are off-cohort, and potential dropouts are identified. School teams review these students' individualized pathways towards graduation, engage students and families to determine next steps, and monitor progress to ensure students stay on track with their plan. As a result, Transition Support Resource Center (TSRC) sites began the year serving nearly double the student population compared to last year (160 students vs. 83 students) with targeted placement reserved for seniors and off-cohort students needing alternative pathways. This monitoring process will continue throughout the school year to identify at-risk students and promptly intervene to keep students on track for graduation. (indicator 8)
    - In the 2025-26 school year, seniors enrolled in one of the eight school-based TSRC programs successfully completed 98.7% of their courses.
- This year, FCPS launched Universal Grade Matrices to provide grade-aligned, consistent discipline responses for discipline violations. Beginning in the 2026-27 school year, universal grade matrices were developed for Categories C and D violations. Administrators began implementing these matrices after annual Integrated Discipline training. The Universal Grade Matrices provide not only consistent discipline responses, but required and consistent intervention responses as well. (indicator 7)
- A newly developed Discipline Decision Support Tool assists administrators in navigating the new universal grade matrices and standard discipline matrix. The tool operates as an automated, quick look up tool populating required or recommended discipline responses for discipline violations. The tool also provides operational details that administrators need to know to support discipline of the incident. (indicator 7)
- The Minor Referral feature in SIS provides a targeted way for schools to capture staff managed behaviors or behaviors that have not risen to the level of administrator intervention. Schools use recorded minor behavior data and integrate it into their existing MTSS processes to inform decisions across the tiers. The data is closely aligned with the Student Rights and Responsibilities new Universal Grade Matrices. Within the matrices, schools are required to refer students with 10 or more minor referrals to their school MTSS site intervention team for solution-seeking and tiered intervention. (indicator 7)

- To support school leaders, FCPS developed a quick reference for principals and school-based administrators that outlines immediate steps to take after a report of peer harm, including ensuring student safety, determining required FCPS protocols, and coordinating support for all students involved. It is intended to complement existing Division procedures and investigative requirements, not replace them. The checklist also emphasizes that effective responses extend beyond the immediate incident. While targeted students require protection and emotional support, students engaging in harmful behavior also benefit from interventions that address the underlying skills needed to promote positive behavior and prevent future incidents. (indicator 7)
- The VDOE now requires all preschool discipline to be included in the annual Student Behavior and Administrative Response (SBAR) reporting. To support schools with this new requirement, an early childhood discipline matrix has been developed and included in the new Early Childhood Students Right and Responsibilities (SR&R). Training was provided for administrators as part of the annual Integrated Discipline Training during Leadership Week. (indicator 2)
- Virginia House Bill (HB) 2219 requires FCPS to provide individualized training to staff who work directly with students using augmentative and alternative communication (AAC) devices to support the student's use of AAC and to ensure that access to curricula and instruction is designed or adapted to accommodate the student's unique communication access needs. Training is being provided to identified staff in asynchronous and live environments, and Assistive Technology Coaches are tracking the completion of staff training. (indicator 2)

ONGOING EVIDENCE

REGULATIONS/POLICIES

- Regulation 1440: Educational Equity Regulation (adopted May 2, 2024) 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. (indicator 2)
- In alignment with the Fairfax County Government Public Trust and Confidentiality Policy, FCPS Trust Policy 1445 (adopted April 28, 2022) is designed to reassure students and families that their confidential information will be protected to the greatest extent possible. All employees are required to complete an annual acknowledgement of this FCPS Trust Policy. (indicator 9)
- Regulation 2601: Students Rights and Responsibilities Booklet (revised July 1, 2026) was updated to include clarity and enforcement enhancements, discipline procedures and monitoring, training and community engagement, as well as additional glossary terms. (indicator 7)
- Regulation 2602: Acts for Which Students May Be Disciplined, Disciplinary Procedures, and Interventions (revised July 1, 2025) was updated to include clarifications to terminology, updates to the Student Behavior and Administrative Response Collection (SBAR) Code Chart and additional glossary terminology. (indicator 7)
- FCPS Regulation 2603: Health and Welfare: Gender-expansive and Transgender Students (revised October 1, 2026) establishes procedures and guidelines for schools to ensure that all students, including gender-expansive and transgender students experience a safe, supportive, and inclusive school environment as required by state law and binding Fourth Circuit precedent. (indicator 2)
- Regulation 2118: Title IX: Sexual Harassment by Students (revised March 17, 2026) establishes procedures for reporting, responding to, and resolving complaints of sexual harassment made against a student, for conduct occurring in an FCPS program or activity. The most recent updates provide additional clarity on terminology, align definitions with federal reporting standards, and streamline administrative procedures. (indicator 2 and 3)

- Regulation 4950: Sexual Harassment by Employees (revised November 2026), establishes procedures for reporting, responding to, and resolving complaints of sexual harassment made against an employee, for conduct occurring in an FCPS program or activity. (indicator 2 and 3)

PRACTICES

Training

- All FCPS employees are assigned Title IX training to identify sex discrimination and support a culture of non-discrimination. Training is integrated in the yearly required training course titled "Employee Rights and Responsibilities". (indicator 3)
- The Chief Equity Office provides collaboration, consultation, and coaching to support region leaders, school-based administrators, teachers, and central office staff to enhance awareness of the Education Equity Policy and to promote a safe, welcome, and inclusive learning space for students and staff that enhance student belonging, inclusion and participation. (indicators 1 and 2)
    - School Equity Leads receive training on UDL, ways to improve student academic outcomes, and culturally responsive learning environments. By January 30, 2026, all schools were required to facilitate a professional learning titled "Culturally Responsive Learning Environments".
    - During the 2026-27 school year, Equity Leads will be trained to facilitate professional learning focused on rebuilding students' learning power by strengthening the conditions within the learning environment that support all students in engaging with and accessing rigorous content.
- FCPS offers professional learning opportunities that deepen understanding of neurodiversity, uncover barriers that learners face, and provide actionable strategies to foster inclusivity and promote culturally responsive learning environments. (indicator 1)
- The 2026 Equity Symposium, titled Together We Rise: Cultivating Inclusive Excellence, drew over 350 attendees from across schools and central offices. (indicator 1)
- In Summer 2025, FCPS provided mandatory training for school-based administrators and introduced the ONFLO Discrimination and Harassment Reporting Tool to strengthen access to a clear reporting process for students and families. The tool continues to provide a platform for reporting concerns related to discrimination and harassment. (indicator 3)
- Student Rights and Responsibilities requires annual training for Principals, Assistant Principals, and Directors of Student Services by the Chief Equity Office in integrated discipline practices. (indicator 3)
    - During the 2026 Leadership Kickoff Week, administrators received Integrated Discipline training. Topics included updates to the 2026-27 SR&R, as well as critical topics including, but not limited to, the Hearings Office, Title IX, discrimination, harassment, bullying, substance use, and Restorative Justice. Administrators also received training on responding to hate speech and slurs, the Universal Grade Matrices, and the Discipline Decision Support Tool.
- During the 2025–26 school year, the Chief Equity Office conducted focus groups with School Equity Leads to identify successes, challenges, and needed support related to equity work in schools. Findings informed the development of professional learning and resources for Equity Leads and will guide 2026–27 Student Equity Ambassador Leader (SEAL) learning experiences designed to strengthen student voice, belonging, and inclusive school environments. (indicator 1)
- In the 2024–25 school year updates were made to the processes and practices supporting schools in addressing discipline data. The resulting School Discipline Consortium (SDC) was developed after a year of engagement that included restorative listening circles, focus groups, professional learning sessions, and national researcher work sessions with FCPS team members, which collectively shaped the new divisionwide approach to ensuring consistent discipline practices. (indicator 6)
    - For the 2025-26 school year, 24 schools were identified to participate in the SDC, with administrators engaging in a two-year cycle of professional learning, data reflection, and individualized coaching.

    - While SDC participation was limited to data-identified schools, all FCPS schools received their discipline data and could schedule a coaching session with the Office of Equity and Student Conduct to support continuous improvement in consistent discipline practices.
- The Division regularly monitors and reports implementation of divisionwide MTSS expectations and provides school-level MTSS professional development. Region leaders were provided quarterly updates highlighting regional successes, school-specific support, and MTSS data in SIS, including intervention plans by focus area. During the 2025-26 school year, the MTSS central office team also provided 1,745 hours of direct school-based coaching and support to strengthen implementation of Division expectations and professional learning. (indicator 8)
- FCPS conducts employee trainings including requiring employees to complete annual cybersecurity training called “Cybersecurity Awareness in Education” (via MyPDE). (indicator 9)
- The Title IX Office investigates Title IX complaints of sexual harassment and provides guidance and support to administrators in the prevention of, and response to, sexual harassment in compliance with federal regulations. (indicators 2 and 3)
    - The Title IX Office reviews all reports of sexual misconduct, advises school administrators on the federal requirement, and utilizes a reporting procedure for school-based administrators to report sex-based misconduct cases into a collective and divisionwide reporting system called “Guardian.”
        - Administrators are offered personalized trainings and school-specific roundtables.
        - Title IX offers two one-hour office hours per month where all questions are answered, including questions about how to document cases in Guardian.
- Student Rights and Responsibilities (SR&R) training is conducted through videos, lessons, and the dissemination of SR&R regulations to students, staff, and families. Every year, the SR&R is updated through an annual review process. 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. (indicator 6)

Inclusion

- 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. UDL continues to be prioritized as a key initiative aligned to the Strategic Plan and Enhancement Plan goals that foster inclusivity and accessibility for all learners. During SY 2024-25, a multi-pronged plan was launched to embed UDL and Inclusive Practices into professional development opportunities. In addition, curriculum support resources were created and the FCPS Learning Model was updated to better align with inclusive practices and UDL. A Learning Model teacher resource hub was launched on Atlas for the start of SY 2025-26. (indicator 1)
    - Summer 2026: A two-day UDL conference for staff featured Dr. Shelley Moore as keynote speaker and workshop leader, along with multiple school-based and central office-led breakout sessions. Over two days, about 400 FCPS staff members participated. Additionally, three two-day intensive UDL workshops were offered for instructional staff, with approximately 300 participants.
    - School year 2026-27: UDL strategies continue to be integrated across offices and departments through professional learning and curriculum resources. UDL will be a key priority in the 2026-27 Inclusion School Leadership cohort sessions to ensure Tier 1 instruction and classroom environments are inclusive and give students access and agency in their learning.
- FCPS is taking a phased approach to increasing inclusion by improving current practices and general education classroom access through Universal Design for Learning (UDL) and re-designing co-teaching

models to support and provide appropriate access to students with disabilities in a less restrictive environment. In SY 2024-25, central office staff, in collaboration with Dr. Causton and Dr. Pretti-Frontczak, onboarded 12 schools to focus on increasing inclusion beginning in SY 2025-26. This work included intensive collaboration with school leaders, professional development for school leadership teams, and support from central office team members. Additionally, asynchronous professional development modules were created by the consultants and all instructional and paraprofessional staff are required to complete these modules by the end of the 2026-27 school year. (indicator 1)
    - In the 2025-26 school year, an additional 81 schools completed professional development and began making more inclusive shifts this school year.
    - In the 2026-27 school year, the remaining schools within the Division have begun professional development and are shifting toward more inclusive opportunities.
    - For 2026-27, all schools are participating in a differentiated inclusion cohort based on their level, current 5a LRE indicator data and the phase in which they started the inclusion work. School Leadership teams make up the principal, assistant principal, special education dept. chair and up to 5 additional school instructional leaders and/or classroom teachers. Cohorts will meet between 4-6 times over the course of the year. All schools that are currently below the VDOE 5a indicator target of 76.1% are required to develop a SIIP Inclusion Goal with associated strategies and actions. School leadership teams are provided time in each cohort meeting to discuss, reflect and adjust their plans as needed.
- 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 1)
    - 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, developing multiple Pre-K inclusion models implemented across school communities, and creating a comprehensive Preschool Inclusion Plan to establish a cohesive framework for implementation, quality, sustainability, and continued divisionwide expansion. (indicator 2)

Learning Experience

- FCPS develops and implements plans to address gaps in student achievement. Collaboration occurs across offices and departments in the development of these plans in order to create and maintain operational and instructional practices that support all learners. (indicator 1)
- As part of the Virginia Literacy Act, students in grades kindergarten through grade 8 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 in ParentVUE or their school can provide a paper copy of the plan. (indicator 5)
- Virginia's Early Intervention Reading Initiative (EIRI) ensures identified students in grades K-3 receive early, focused reading support and intervention. In grades K-3, students who score in the high risk category on the fall and winter VALLSS assessment are identified for intervention and receive support based on their specific needs (indicator 8)
- 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 8)

- Schools use Social Emotional Learning (SEL) practices to build relationships and positive, welcoming environments that support students' belonging, inclusion, and well-being. (indicator 2)
    - All schools implement practices based on Responsive Classroom's SEL model: elementary schools hold Morning Meeting and Closing Circle daily; middle and high schools hold Responsive Advisory Meetings weekly during learning seminar. Schools report implementation fidelity annually to the central SEL team. Centrally developed instructional materials are available, and school leaders may invite the SEL team to support planning, professional learning, and content development.
    - Students in grades 3–12 complete a research-backed SEL screener each fall and spring, sharing their perspectives on school support and their social-emotional skills. Families receive a report and guide through ParentVUE or, if they do not have a ParentVUE account, by U.S. mail. Schools review student-level results to identify students who may need support and examine schoolwide results alongside attendance, discipline, and other wellness data to guide improvements.
    - In the 2025-26 school year, FCPS responded to trends in SEL screener data by placing additional focus on supporting Emotion Regulation in grades 3-5 and Sense of Belonging in grades 6-12. School leaders and teachers have access to associated toolkits, ready-made resources, communities of practice, and professional learning to support implementation. Additionally, schools engaged in data dialogues with students, shared Sense of Belonging data, and partnered with students to determine meaningful, actionable next steps. In the 2026-27 school year, we will expand content and professional learning opportunities to address all grade levels.
- 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. (indicator 2)
    - Central office initiatives leverage 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, planning, and individual case consultations.
    - 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.
    - FCPS representatives participate in the Fairfax County Government led Trauma Informed Community Network (TICN), ensuring that the needs and priorities of our school system are represented in interagency discussions, as well as bringing key priorities and resources back to the Division.
- 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 2)
- 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. (indicator 3)

- 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. 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. (indicator 4)
- The John R. Lewis Leadership Program promotes student voice as a core feature of its design, providing hands-on, real-world learning focused on leadership, justice, service, and advocacy, with opportunities for students to develop leadership skills both inside and outside the classroom. In the 2025–26 school year, the program provided grade-level leadership development experiences, including field trips and guest speakers, to more than 700 students. An additional 400 eighth-grade students participated in student voice experiences through civics classes, with 100 participating in field trips and special events. As of the end of the 2025–26 school year, the Lewis Leadership Program has supported 433 students in designing, leading, and publicly showcasing community action projects and expanded service-learning opportunities. Participation in community action projects reflects the cross-section of students who attend Lewis High School. Students with disabilities and multilingual learners are proportionately represented among students who led community action projects. The Class of 2026 logged 18,021 service hours, the highest total in the past six years and an increase of almost 8,000 yearly hours since 2023. The program also continued to expand access through partnerships with pyramid elementary and middle schools and bilingual Spanish/English programming designed to foster belonging, student agency, and leadership opportunities. (indicator 4)
- An updated Cell Phone Policy took effect July 1, 2026, aligning with new Virginia law SB108. FCPS' updated cellphone policy is "bell to bell," which means that students at all grade levels can only use cellphones, cellphone accessories, and smart devices before and after school. This does not apply to school-issued devices or those required by medical or IEP/504 plan accommodations. (indicator 2)
- Secondary grading and reporting practices were updated for the 2026–27 school year to further increase consistency, transparency, and accuracy across the district in alignment with Policy 2418: Reporting Student Progress to Parents and Guardians. All high schools now use a rolling gradebook, while consistent 70% summative/30% formative category weighting, reassessment expectations, and guidance on graded homework continue across secondary courses. Additional updates include clarity around assigning homework over school breaks, revised report card comments and a work habits scale to provide feedback separately from academic achievement, and clarification that midterm and final examinations or culminating activities combined may account for no more than 20% of the final course grade. (Indicator 5)
- Beginning in the 2025-26 school year, FCPS revised the way teachers provide feedback on report cards. After implementation, staff gathered additional teacher feedback and used it to further refine report card comments for the 2026–27 school year. The revised comments provide more specific feedback on student learning, and a new work habits scale provides students and families with information about time management, organization, assignment completion, and overall effort in class. (indicator 5)
- During the 2024-25 and 2025-26 school years, a student experience survey was administered in grades 3-12 to understand how students view and experience school. This information supports FCPS

in centering student voice in the decisions we make as a school system to support positive school culture, student engagement, access and opportunity, and more. (indicator 4)

- The Student Equity Ambassador Leaders (SEALS) program began during the 2020-21 school year. This student leadership group works to amplify student voices through leadership development, projects, and relevant experiences of high school students. This diverse group of 84 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 student identities. (indicator 4)
- The Superintendent's Student Advisory Council (SAC) meets monthly with 108 student delegates from high schools 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. (indicator 4)

Data, Privacy, and Safeguards

- FCPS continues to strengthen methods and practices to protect confidential student information through a layered approach that combines policy, technology, workforce practices, and oversight. The Department of Information Technology (DIT) Security Office is advancing a more consistent enterprise approach to how sensitive information is identified, accessed, handled, shared, and protected throughout its lifecycle. (indicator 9)
    - During the 2025-26 school year, FCPS operationalized data classification and handling practices that tier information by sensitivity level, the potential impact of inappropriate disclosure, and the safeguards required for its use. These practices help staff and system owners understand what information they hold, who should have access, where it may be stored or shared, and how to respond when an exposure is identified. Training and outreach address safe access, storage, sharing, movement, and reporting of information, with completion and incident trends used to target follow-up coaching and intervention.
- DIT teams work with instructional and school leaders to minimize access to digital distractions that bypass content protections or consume instructional time, helping to preserve a productive learning environment for students and teachers. (indicator 9)
- The Freedom of Information Act (FOIA) and Family Educational Rights and Privacy Act (FERPA) teams, under the supervision of Division Counsel, streamline the gathering and reviewing of student records in response to regular FERPA requests, and provide on-going training to school-based employees on their obligations under FERPA and FOIA, and ensure FCPS' processes for meeting those obligations and supports with an annual FERPA training for relevant employees. (indicator 9)
- 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 1)
- 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. (indicator 8)

- 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. Training on this tool is provided to schools centrally in August and then throughout the year as needed upon request. (indicator 8)
- 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 will be

presented to the Board in an upcoming Academic Matters presentation on October 22, 2026. Highlights include: (indicator 1)

- The reported rates of alcohol and substance use among FCPS youth were the lowest since 2018 for all substances including alcohol, marijuana, tobacco, and vaping. Additionally, Fairfax County youth reported lower rates of use for these substances than national averages.
- In 2025, among 8th, 10th, and 12th graders in Fairfax County:
  - 90% reported no alcohol, tobacco and/or other substance use in the past 30 days.
  - 96% reported no alcohol use in the past 30 days.
  - 93% reported no other substance use in the past 30 days.
- All mental health indicators among 8th, 10th, and 12th grade students, including levels of stress, prolonged feelings of sadness or hopelessness, and suicidal ideation and attempts, have continued to improve significantly since the pandemic period in 2021, reaching their lowest levels in the past decade.
- Students reporting regular physical activity has trended upwards while the use of electronics for three or more hours a day has trended downwards.
- Most 8th, 10th, and 12th grade students reported feeling safe at their school (86%) which is an improvement from the previous year.

Discipline prevention and intervention

- FCPS has systems and standard procedures in place to prevent, respond to and document allegations of bullying and harassment. (indicator 3)
- 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. (indicator 7)
- To support the continued requirement that all schools maintain two certified FCPS facilitators, ensure consistent discipline practices, and support positive prevention and intervention practices, all schools without a certified FCPS facilitator(s) will engage in restorative justice pathway training. (indicator 2)
- In November 2026, the Office of Equity and Student Conduct will begin the annual community engagement process to inform proposed updates for the Student Rights and Responsibilities regulation for the next school year. (indicator 4)
- Attendance data is monitored on a regular basis at a Division, region, school, and student-level to facilitate early identification and monitoring of students at risk for chronic absenteeism. (indicator 8)
  - Areas of focus include year-to-date Chronic Absenteeism calculations, prior year absences, demographic group rates, and compliance data for attendance plans and conferences (UNX/UNV absences only).
  - The Attendance Dashboard serves as an early warning system across all levels to assist schools in quickly identifying students at risk for chronic absenteeism and provide appropriate interventions and support.
  - Attendance coding was updated to reflect reasons for absences, support equitable and consistent coding, identify and address barriers to preventing absences, and strengthen proactive partnerships with families.
  - Areas of focus include expanded collaboration with school health to address preventable health absences, increased awareness of health resources for families, updated health room websites, and co-locating attendance and health messaging.
  - The Attendance Communications Toolkit provides school staff with key messages, sample family letters, graphics, newsletters, and resources to promote regular school attendance and reduce chronic absenteeism. We provided attendance toolkits to all elementary schools receiving Title I funding during the school year.

    - FCPS provided professional development opportunities for staff and families to promote positive attendance practices and address attendance barriers. These included breakout sessions during the Leadership Kickoff presentation in addition to the Title I Parent Advisory Committee.
    - TalkingPoints messaging templates are available for schools to share regular reminders, encouragement and seasonal updates throughout the year to avoid preventable absences.
    - Attendance Intervention Specialists support and champion attendance best practices through consultation, coaching, and guidance for school teams, focusing on Tier 2 and direct student and family involvement and Tier 3 intervention. Attendance Officers primarily address truancy; however, they also support school-based teams in addressing chronic absenteeism.
- In-Person Flexible Instruction Time (IPFIT) is a way for schools to help students recover lost instructional time due to chronic absenteeism. (indicator 8)
    - In the 2023-24 school year over 34,000 days (over 92,000 hours) were recovered resulting in a reduction of over 1,100 students being chronically absent.
    - In the 2024-25 school year over 101,000 days (over 370,000 hours) were recovered resulting in a reduction of over 2,600 students being chronically absent
    - In the 2025-26 school year over 76,000 days (over 260,000 hours) were recovered resulting in a reduction of over 1,900 students being chronically absent
- 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, and students with IEPs and 504 Plans. (indicator 7)
- During the 2025-26 school year, resources were developed to strengthen MTSS implementation including tier-specific MTSS guidance, decision rules, and guidance for matching students with appropriate reading interventions. (indicator 8)

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- 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. (indicator 5)
- 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. (indicator 5)
- 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. (indicator 5)

- 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. (indicator 5)
- 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. (indicator 1)