

## MINUTES

### Fairfax County School Board Luther Jackson Middle School

Regular Meeting No. 16

March 23, 2006

#### 1. **CLOSED MEETING**

Chairman Ilryong Moon convened the Board in public session at 6:17 p.m. with a quorum of members present:

Catherine A. Belter (Springfield)	Phillip A. Niedzielski-Eichner (Providence)
Brad Center (Lee)	Janet S. Oleszek (At Large; ABSENT)
Stuart D. Gibson (Hunter Mill)	Kathy L. Smith (Sully)
Stephen M. Hunt (At Large)	Daniel G. Storck (Mt. Vernon)
Kaye Kory (Mason)	Jane K. Strauss (Dranesville)
Ilryong Moon (At Large)	Tessie Wilson (Braddock)

Mr. Gibson moved, and Mrs. Strauss seconded, that the Board go into closed session: 1) to discuss and consider disciplinary matters concerning students pursuant to Virginia Code Section 2.2-3711(A)(2); and 2) to discuss and consider the employment, performance, and appointment of specific public employees pursuant to Virginia Code Section 2.2-3711(A)(1); and The motion **passed 11-0**, with Mrs. Belter, Mr. Center, Mr. Gibson, Mr. Hunt, Mrs. Kory, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting "aye"; and with Mrs. Oleszek absent.

#### 2. **MEETING OPENING**

TAPE REFERENCE: 1-0004

##### 2.01 **Call to Order/Pledge of Allegiance/Moment of Silence**

Chairman Moon convened the meeting at 7 p.m. with a quorum of Board members present.

Also present were Division Superintendent Jack D. Dale; Deputy Superintendent Brad Draeger; Executive Assistant and Clerk of the Board Pamela Goddard; Deputy Clerk Pat Charbonneau; and certain other members of staff. Student Representative to the School Board Samantha Kunkel was present.

##### 2.02 **Certification of Closed Meeting Compliance (Exhibit A)**

Mr. Gibson moved, and Mrs. Smith seconded, that since the Fairfax County School Board convened a closed session meeting on March 23, 2006, pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act, and since Section 2.1-344(D) of the Code of Virginia requires a certification by the School Board that such closed meeting was

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conducted in conformity with Virginia law, the Fairfax County School Board hereby certifies that, to the best of each member's knowledge, 1) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting, and (2) only such public business matters as were identified in the motion convening the closed meeting were heard, discussed, or considered. The motion **passed 11-0**, with Mrs. Belter, Mr. Center, Mr. Gibson, Mr. Hunt, Mrs. Kory, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting "aye"; and with Mrs. Oleszek absent.

### **2.03 Announcements (Exhibit B)**

Mrs. Smith moved, and Mr. Hunt seconded, to appoint Peter J. Noonan as Cluster VII Assistant Superintendent of the Centreville-Chantilly-Fairfax pyramid, effective April 1, 2006, and authorize the Chairman to execute a contract reflecting these actions. The motion **passed 11-0**, with Mrs. Belter, Mr. Center, Mr. Gibson, Mr. Hunt, Mrs. Kory, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting "aye"; and with Mrs. Oleszek absent.

Dr. Dale introduced Mr. Noonan and welcomed him to his new position.

Vice Chairman Center announced that Mrs. Oleszek was out of the country and would not be in attendance; that April was Childhood Immunization Month and Autism Awareness Month; and recognized Boy Scouts from Troops 1535 from Burke and 1511 from Springfield, who were working on the Citizenship in the Community Merit Badge.

### **2.04 Recognition of National School Library Media Month (Exhibit C)**

Mrs. Belter recognized the librarians in the audience, and photographs were taken.

### **2.05 Resolution Honoring Brad Draeger (Exhibit D)**

Mr. Moon said that he was pleased to offer the resolution honoring Dr. Brad Draeger, but that he had mixed feelings about Dr. Draeger's leaving to become superintendent of schools in Livingston, New Jersey; that as superintendent, Dr. Draeger would make a difference in the lives of many children, however, he would be losing an old friend and trusted colleague; that Dr. Draeger was honest, sincere, energetic, devoted, open-minded, fair, straight-shooting, and humorous, and he thanked Dr. Draeger for 29 years of service to Fairfax County Public Schools (FCPS); and he offered the following resolution:

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### RESOLUTION HONORING BRAD DRAEGER

**WHEREAS**, Brad Draeger has served Fairfax County Public Schools with dedication and distinction for three decades—as a band director, an assistant principal, a principal, an assistant superintendent, chief academic officer, interim superintendent, and deputy superintendent; and

**WHEREAS**, during the seven years he served as assistant superintendent of the Department of Human Resources, Dr. Draeger envisioned and led a transformation of the entire human resources business processes that resulted in significant improvements in the services and benefits for all employees; and

**WHEREAS**, in his role as chief academic officer, he made significant contributions to ensure high quality education for all students, always keeping our students in the forefront of all discussions and decisions; and

**WHEREAS**, as the deputy superintendent for the nation's 12<sup>th</sup> largest school system, serving 165,000 students and 22,000 employees, Dr. Draeger provided exemplary leadership, strong organizational skills, and meticulous attention to detail in managing the day-to-day operations of the school system and serving as the school system's instructional leader; and

**WHEREAS**, he played an integral part in establishing significant milestones in this school system that included implementation of the Standards of Learning, the *No Child Left Behind* Act, revised admissions procedures for Thomas Jefferson High School for Science and Technology, and an expanded program for students with autism; and

**WHEREAS**, he demonstrated a great sense of fairness and forged links of understanding as he worked closely with parents, employees, and citizen groups to resolve difficult issues—clearly explaining positions and consistently responding with honesty, understanding, clarity, and conviction; and

**WHEREAS**, Dr. Draeger always championed instruction as the primary goal of the school system and worked tirelessly to raise academic standards for all students and to ensure safe and nurturing schools; and

**WHEREAS**, he brought to the table an eye for detail, efficient and practical solutions to problems, a flair for thoughtful analysis, cogent articulation of issues, and—most importantly—a deep passion for education and a keen sense of humor;

**NOW, THEREFORE, BE IT RESOLVED** that the Fairfax County School Board takes great pride in extending its highest commendation and deepest appreciation to Dr. Brad Draeger for his inspirational leadership and extends its sincere congratulations and heartfelt best wishes to him as he assumes his new position as superintendent of the Livingston School District in New Jersey.

Mr. Moon moved, and the entire Board seconded, to adopt the Resolution Honoring Brad Draeger. The motion passed 11-0, with Mrs. Belter, Mr. Center, Mr. Gibson, Mr. Hunt, Mrs. Kory, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting "aye"; and with Mrs. Oleszek absent.

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Dr. Draeger expressed his appreciation for the support of the School Board members and his colleagues on the Leadership Team; he shared vignettes from his childhood and teaching career to illustrate the importance of a strong work ethic, mastery of subject matter, and having high expectations for all students; he asked the Board to remain mindful of the importance of positive relationships with students and with educators, and expressed his appreciation for all of the opportunities he was afforded in FCPS and thanked the members of the Leadership Team for all of the love and support they had given him; and although he was excited about going to Livingston, he was melancholy at the thought of leaving Fairfax.

Each Board member offered congratulations and appreciation for Dr. Draeger's service to, and his many accomplishments in, the school system; they wished him well in his new position and presented him with a framed copy of the resolution and a mantel clock. Dr. Draeger's family joined him for photographs with School Board and Leadership Team members.

### 3. **PRESENTATIONS TO SCHOOL BOARD**

TAPE REFERENCE: 1-1744

#### 3.01 **Citizen Participation** (Exhibit E)

No speakers addressed the Board in the time reserved for public comment.

#### 3.02 **2004-2005 Strategic Target** – Target 4, all grade 11 students will have the required verified credits for graduation by the end of 11th grade (SB; Exhibit F)

Dr. Dale introduced the fourth target presentation to the Board; that now that the School Board was interacting with the community and looking at a new set of goals, staff was also looking at the measures to determine the success of those goals; that the target reporting was in transition—reporting on targets that were two years old at the same time new targets were being considered; that the goals would begin looking at trend data, not just two or three years of data, and that the data would be disaggregated across all *No Child Left Behind* Act (NCLB) subgroups; that Target 4 was very narrow in its focus and additional years of data were not available; and he introduced the target sponsor, Dr. John English, Assistant Superintendent of Cluster III.

Dr. English introduced his colleagues on the Target 4 Committee, Rich Crowley, Director of Guidance Services; Jim Oliver, Principal of Mountain View School; Jan Leslie, Director of High School Instruction; and David Smith, Principal of West Springfield High School. Dr. English explained that this target had actually begun in 2001, when the School Board sought to emphasize and prepare students, parents, and high schools for the dramatically different graduation requirements that would face the class of 2004; that the target had been aimed at

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11th graders, ensuring that all students could attain the verified credits needed for graduation; that currently if a student left FCPS to go to another Virginia school system, he or she would look like a dropout, even if the student returned to the system at a later date, and the state was working on fixing this particular problem; that each high school approached the tracking of verified credits a little differently, depending on the unique challenges of the school; and he introduced the video, which showed the Board how Stuart High School managed it.

Following the video, Dr. English noted that keeping track of students' verified credits was clearly a constant effort for students, counselors, and school administrators. Mr. Crowley explained that keeping track of verified credits as a graduation requirement for all students was a difficult task due to the make-up of the student enrollment of FCPS, that verified credits had changed the nature of what counselors did and it had taken a collaborative effort among guidance counselors, school-based administrators, and Department of Information Technology staff to create a workable process; that the School Board's approval of assessment specialists for the high schools had made a tremendous difference to the schools, and guidance counselors had made a heroic effort to ensure that students received the right instructional help to have the verified credits required for graduation. Mrs. Leslie pointed out that all high schools had intervention programs in place, such as Developing Literacies and Expanding Literacies, which targeted students at high risk and those conditionally promoted into high school, and that students in those programs had been experiencing tremendous success. Dr. Smith praised the role of assessment coaches, who helped teachers, counselors, and administrators to make better use of data for informed decision making; that 9th and 10th grade English teachers worked collaboratively to prepare students for 11th grade work and testing for the English verified credits, and assessment coaches helped teachers use data appropriately in order to target instruction to help students attain the verified credits. Dr. English noted that the alternative programs served students from many walks of life—students placed through the discipline process, students who simply did not perform well in the regular high school setting, and students who attended because of the need for parenting skills; that many of the students arrived with only one or two verified credits after having been at the base school for two or three years; that the alternative schools implemented a variety of initiatives to help the students attain the verified credits they needed.

Board members expressed appreciation for the presentation; discussion proceeded as follows: that if 90 percent of 11th graders had achieved all of their verified credits, what happened in the senior year (Niedzielski-Eichner); that there was an English 12 course that had a Standards of Learning (SOL) focus for 12th graders who still needed to earn that verified credit; that there were 292 students enrolled countywide who did not have their English verified credit when entering 12th grade (Leslie); the question whether it was logical to say that students who had all their verified credits could graduate after 11th grade (Niedzielski-Eichner); the response that they still had other courses they had to

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pass and credits to attain for graduation (Leslie); that last year there were 27 seniors in regular high schools who had not met graduation requirements with verified credits in June; that 14 of the 27 had attained their final verified credits in summer school (English); the question whether this target had a forcing function, and had the school system historically monitored students' verified credits closely before this target was adopted (Niedzielski-Eichner); the response that graduation rates had always been monitored, and the graduation had risen slightly (English); the question whether staff would recommend that this be retained as a target (Niedzielski-Eichner); that the school system needed to keep monitoring students' attainment of the verified credits; that he believed the requirement had been stabilized (English); that staff should try to standardize the methodology, as had been suggested by the National Council of Governors—watching students from end of 8th grade to end of 12th; that the verified credits would be something that schools should monitor internally to ensure that students were on the right path; that the ultimate goal would be to watch graduation rates across the disaggregated subgroups (Dale); the question where staff thinks the Board should go in terms of monitoring graduation rates, was staff was suggesting that the Governors' Association standard should be adopted (Niedzielski-Eichner); the response that some students left and returned to a home country, making them dropouts; that it would be difficult to track them; (English); that she agreed that the system had a good handle on focusing on students who needed assistance to ensure attainment of verified credits; that she had heard anecdotally that the assessment coaches were extremely helpful to schools; and that with all this support she looked forward to the time when the only students not graduating were those who did not want to (Strauss).

Additional comments and questions included the following: the question whether there were any software tools that would help guidance counselors in monitoring students' progress (Hunt); the response that that SASI had not been able to accomplish that task as yet; that counselors were using the Education Decision Support Library (EDSL) as a primary tool (Crowley); that reports could be pulled from EDSL by school and class; that the data was exported from SASI into EDSL to allow schools to get the needed reports (English); that the Department of Information Technology (DIT) looked forward to funding to replace the SASI system (Maribeth Luftglass, Chief Information Officer); that initially guidance counselors had to track credits manually, but DIT had worked hard to provide a better way to monitor the data (Crowley); the request that staff provide a list of the remedial programs offered by high schools (Hunt); that staff would provide a response (English); that she was interested in the comments about how graduation rates were calculated and the efforts of the National Governors' Conference; that, for those students who wanted to graduate, the school system was doing everything possible to ensure that they succeeded; that she was concerned about those students who dropped out in 9th, 10th, and 11th grades; that she knew this was a problem being wrestled with nationwide and was not due to lack of effort or desire on the part of the system; that she would like to see the graduation rate of 9th graders as opposed to 12th graders (Wilson); that she

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had an 11th grader of her own and had received today the list of courses he has taken, his verified credits, and what he needed in 12th grade in order to graduate; that this was a great tool for parents; that she, too, was concerned about providing ease of access to this information for counselors so that they had enough time to spend with the students; that she also supported efforts to provide such a tool to counselors (Smith); that obviously the term 'graduation rates' would include students who received standard and advanced diplomas; the question whether the term also included students who received modified diplomas and special certified completions (Center); an affirmative response (English); the question whether the types of diplomas received were currently tracked (Center); an affirmative response (English); the question whether this provided relevant trend information; that with the rising number of students with disabilities in recent years, he wondered if there was a trend toward an increased number of modified diplomas (Center); that a report was provided to the Virginia Board of Education annually, indicating the number of diplomas conferred, along with the number of dropouts in each year since those students were in 9th grade; that the current graduation rate was 88.88 percent (English).

Board discussion continued as follows: that he had been on the Board when this target had been adopted, and there were no verified credits until about five years ago; that verified credits was the method used by the Virginia Board of Education to impose the Standards of Learning on high school students; that FCPS started tracking this when the requirement for six verified credits was set by 2004; the request for confirmation that the number of students on which the rate was being calculated included special education students working toward both standard or modified diplomas and also students receiving ESOL services (Gibson); an affirmative response (English); the request for confirmation that the number included students who were attending the three alternative high schools and other court schools, as well as students who had come to Fairfax County for the first time in 11th grade (Gibson); an affirmative response (English); that, however, if a student's father was assigned to Fort Belvoir from California in the student's junior year of high school, that student would not have any verified credits, nor would the student have all six by the end of 11th grade (Gibson); that most students made it through (English); that he recalled that when the class of 2004 entered 12th grade, there were approximately 1,500 students who did not have the verified credits in English reading and writing and in Algebra I; that he wondered how useful it was to continue to maintain a 100 percent target for the end of 11th grade when we had so many students whose outcomes could not be influenced until 12th grade (Gibson); that he agreed; that the 11th grade threshold had been set to narrow the number of students needing intervention in 12th grade (English); that there were also ESOL students who were 12th graders using an ESOL credit for a fourth English credit, but also completing 11th grade English (Leslie); that he wondered whether the target should be tweaked, if it was kept, in terms of expectations; the question whether it would make sense to exclude certain subgroups or make the goal something more realistic; that perhaps the conversation could be continued in the future (Gibson); that

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depending on when students entered a Virginia school, there was a determination of the number of verified credits required; that if they entered a Virginia school in the junior year, they would not need all six verified credits; that the target could be left at 100 percent if it were understood that it could not be achieved every year due to the number of outside factors in play (Crowley); that he would rather have a target that there was some realistic expectation of achieving (Gibson); that she thought Mr. Crowley had been modest in describing what guidance counselors had gone through to track this data during the first couple of years; that it had been shocking to see how difficult it was to integrate and update all of the information required; and it was a miracle the system had come this far; that she wanted to support the guidance counselors, as they served so many more functions than most people realized, without as much support as they needed; the question when the state might accomplish the goal of having standard ID's across the state (Kory); the response that staff had been tracking that closely; and both the Virginia Board of Education and the General Assembly had indicated support perhaps as soon as next year (English); the request for confirmation that the school system might not have to wait very long for this to occur (Kory); that there was a high level of commitment in the legislature, but there would be a delay in receiving the data because it would take four years for the students to move through the system (English); that it was not only the guidance counselors who contributed to the success of this target, but every staff member who touched students; the request that staff list all of those who were involved in analyzing the data (Kory); that virtually everyone involved with an individual student had an impact—guidance counselors, classroom teachers, coaches, art teachers, instructional assistants in a special education class, and assistant principals (D. Smith); the question whether there was a system-wide awareness of the importance and immediacy of this information, and that this had been accomplished by having this as a target (Kory); an affirmative response; that it was apparent to everyone how important it was that students demonstrate competency to earn the verified credits and diploma; that everyone was involved in and connected to the rigor in the FCPS Program of Studies on a daily basis (English); the question what was the basis for setting the goal at 90 percent instead of 89 percent or 95 percent (Storck); that staff had felt it would be impossible to get to 100 percent by 11th grade, but that if we could reach 90 percent, staff would be able to get the rest of them through (English); the request for confirmation that if we reached 90 percent having attained the required verified credits by the end of 11th grade, there would be a quality outcome by the end of their senior year; that the ultimate benchmark was probably how many graduated by the end of the summer of their senior year (Storck); that as Mr. Crowley had pointed out, staff was still following a few students, but that the rates to rose after summer school (English); that 97 percent by the end of senior year was very good, but he agreed with the real need to measure the number of 9th graders who made it through to graduation in four years (Storck); confirmation that it was important to measure based on the 9th grade cohort (English); that the system also needed to find a way to reach the high number of students who were dropping out (Storck); the request for

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confirmation that in order to earn the verified credit, a student had to pass the course and the end-of-course exam (Moon); an affirmative response (English); the question whether students ever passed the end-of-course exam but did not pass the course (Moon); an affirmative response (Leslie); the question whether the correlation was a close one (Moon); that she did not have that information; that the test represented the core knowledge required, but since FCPS courses taught beyond that core knowledge, it was possible for a student to pass the test and not the course (Leslie); the question when the results of end-of-course SOL tests were received (Moon); the response that that if the tests were taken online, the results were available in a day or two; that if the course was paper and pencil it could take two to three months for results (Leslie); the question whether more were paper and pencil or online tests (Moon); the response that the English writing test was taken in March because it was a paper and pencil test; that SOL tests were becoming more readily available online each year; that the goal would be to do all of the SOLs online, which allowed expedited re-takes of the tests; that online testing and expedited re-takes allowed students to be more successful than if they had to wait three months (Leslie); the question how the current FCPS graduation rate compared with graduation rates in the rest of Virginia (Kory); the response that there would be a better answer a year from now; that graduation rates were calculated differently in different parts of the state (English); that some parts of the state count certificates of attendance as part of the graduation rate; that FCPS did not do that (Crowley); and that venturing a guess only, he believed FCPS would be among the highest (English).

#### 4. **ACTION ITEMS**

TAPE REFERENCE: 2-0129

##### **4.01 Third Quarter Budget Review** – Approve the adjustments reflected in the FY 2006 Third-Quarter Budget Review as detailed in the agenda item (FS; Exhibit G)

Mrs. Strauss moved, and Mr. Gibson seconded, to approve the adjustments reflected in the FY 2006 Third-Quarter Budget Review as detailed in the agenda item.

Mrs. Strauss said that any budget was a working document and an opportunity to make adjustments; that additional staffing positions were no longer allocated and those positions that may be left from staffing reserve could be recognized.

The motion to approve the adjustments reflected in the FY 2006 Third-Quarter Budget Review as detailed in the agenda item **passed 11-0**, with Mrs. Belter, Mr. Center, Mr. Gibson, Mr. Hunt, Mrs. Kory, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting “aye”; and with Mrs. Oleszek absent.

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### 4.02 Confirmation of Action Taken in Closed Meeting

Mrs. Strauss moved, and Mrs. Wilson seconded, that prior to April 15, 2006, the instructional personnel identified in closed session be notified that their contracts will not be renewed: 1) those who hold a provisional or conditional license expiring 2006; 2) those who hold a provisional or conditional license expiring 2007 and 2008; 3) those with incomplete license data; 4) those missing or failing Praxis II; 5) those with license pending with Virginia Department of Education and missing or failing Praxis II; 6) those who hold a professional license that expired prior to 2006; 7) those on a one-year hiring agreement; 8) those due to low student enrollment; and 9) those due to performance. The motion **passed 10-0-1**, with Mrs. Belter, Mr. Center, Mr. Gibson, Mrs. Kory, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting "aye"; with Mr. Hunt abstaining; and with Mrs. Oleszek absent.

Having served on a three-member committee chaired by Mr. Moon, Mr. Gibson moved, and Mr. Niedzielski-Eichner seconded, to expel a student for possession of stolen school property. The motion **passed unanimously**.

Having served on a three-member committee chaired by Mr. Niedzielski-Eichner, Mr. Moon moved, and Mrs. Wilson seconded, to expel two students for violation of the conditions of probationary school assignments. The motion **passed unanimously**.

Having served on a three-member committee chaired by Mr. Niedzielski-Eichner, Mrs. Wilson moved, and Mr. Moon seconded, to expel a student for assaulting another student at school. The motion **passed unanimously**.

Having served on a three-member committee chaired by Mr. Niedzielski-Eichner, Mrs. Wilson moved, and Mr. Moon seconded, to expel a student for participation in gang-related activities at school. The motion **passed unanimously**.

Having served on a three-member committee chaired by Mrs. Oleszek, Mrs. Kory moved, and Mrs. Strauss seconded, to expel two students for participating in gang-related activities at school. The motion **passed unanimously**. *[Clerk's Note: Although Mrs. Oleszek was absent for the public vote, she voted affirmatively when the three-member committee rendered their decision.]*

Mr. Hunt moved, and Mrs. Strauss seconded, to excuse from attendance at school certain students identified in closed meeting pursuant to Virginia Code Section 22.1-254(B)(1). The motion **passed 11-0**, with Mrs. Belter, Mr. Center, Mr. Gibson, Mr. Hunt, Mrs. Kory, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting "aye"; and with Mrs. Oleszek absent.

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### 5. CONSENT AGENDA

TAPE REFERENCE: 2-0341

- 5.01. **Minutes** – Approve minutes of March 9, 2006, regular School Board meeting (Exhibit H)
- 5.02. **Monthly Separation Report** - Confirm separations as indicated below for the period beginning February 1, 2006, and ending February 28, 2006 (HR; Exhibit I)
- 5.03. **CTEMS Annual Plan 2006-2007** - Approve the Career and Technical Education Management Systems (CTEMS) annual local education plan and the 2006-2007 Application for State and Federal Career and Technical Education funds (IS; Exhibit J)
- 5.04. **Award of Annual Contract** - Award the contract for the lease/purchase and outright purchase of classroom trailers to Modular Solutions, Inc., and authorize the Division Superintendent, or his designee, to execute one or more contracts as requirements become known (FTS; Exhibit K)
- 5.05. **Award of Annual Contract** - Award the contract for the replacement of the sound systems at Thomas Jefferson High School for Science & Technology and at Cooper Middle School to Corbett Technologies Solutions, Inc., (CTSI), and authorize the Division Superintendent, or his designees, to execute the contract on behalf of the School Board (FTS; Exhibit L)
- 5.06. **Easement Conveyance** - Approve (i) the conveyance of the water line easement to Falls Church, and (ii) authorize the Assistant Superintendent of Facilities and Transportation Services to execute on behalf of the School Board the Deed and any related documents as approved by School Board counsel to accomplish the conveyance (FTS; Exhibit M)
- 5.07. **School Board Policy** - Approve Policy 8350.2, Real Property Disposal (FTS; Exhibit N)

Chairman Moon stated that, without objection, the seven items on the consent agenda would be adopted. Hearing no objection, the consent agenda was adopted.

### 6. NEW BUSINESS

TAPE REFERENCE: 2-0439

- 6.01. **Naming of School** - Recommendation to name the new elementary school to be opened in September 2006 at the west Fairfax site "Eagle View Elementary School." (Cluster VII; Exhibit O)

There was no discussion of this item.

- 6.02. **Award of Contract** - Recommendation to award the contract to replace the baseball field lighting at Chantilly High School to the lowest responsive and responsible bidder and to authorize the Division Superintendent, or his designee, to execute the contract on behalf of the School Board (FTS; Exhibit P)

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There was no discussion of this item.

- 6.03 Award of Contract** - Recommendation to award the contract for the replacement of windows and lintels in the courtyard at Thomas Jefferson High School for Science and Technology to the lowest responsive and responsible bidder and authorize the Division Superintendent, or his designee, to execute the contract on behalf of the School Board (FTS; Exhibit Q)

There was no discussion of this item.

- 6.04 Transfer of Certain School Properties** – Recommendation that the School Board consider the advisability of transferring to the Board of Supervisors certain real properties not currently used for instruction, in return for an annual increase of \$25 million in capital bond funding for each of the next six years beginning in FY 2007 (FTS; Exhibit R)

Recommendation read by Mr. Moon.

Mr. Niedzielski-Eichner explained that the School Board had an urgent need to increase available funding for the Capital Improvement Program (CIP) in order to meet current and future instructional requirements; that currently, without the recommended action, the annual bond funding available to FCPS was projected to be \$130 million; that discussions between school and county officials had recently resulted in a consensus recognizing the mutual benefits of the county increasing the school system's CIP funding over a designated period of time in return for the school system transferring certain school properties to the Board of Supervisors, and at its regular meeting on February 23, 2006, the School Board had agreed to pursue a formal process for that transfer; that in order to ensure that this process was open to the public, the School Board has scheduled a public hearing on April 17 for the purpose of obtaining comments about the properties being considered for transfer; that the public hearing would be advertised in a newspaper of general circulation in the county, and school staff had been directed to send notices to adjoining property owners; that at the present time there were 12 parcels of real property not being used for instructional purposes that were under consideration for possible transfer; that the specific properties were provided as an attachment to the agenda item, as well as the terms of the prospective property transfer; that the Board had worked aggressively on this plan for several months and it was a sound fiduciary approach to both addressing the School Board's surplus property and addressing the backlog of capital improvement needs, and was a success story for the Board. Mr. Moon announced that citizens could begin signing up for the public hearing speakers list online only, beginning at 6 a.m. on Monday, March 27, or by calling the School Board Office at 571-423-1050 after 11 a.m.; and that the speakers list would close at 4:30 p.m. on April 14.

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### 7. **SUPERINTENDENT MATTERS**

TAPE REFERENCE: 2-0585

#### 7.01 **Superintendent Matters**

Dr. Dale said he was pleased to be able to announce that Lynn Riggs, science resource teacher at Bailey's Elementary School for the Arts and Sciences, has been named the 2006 Fairfax County Public Schools Teacher of the Year. He also reported that Fairfax County Public Schools had once again been rated as one of the top public school districts in the United States in Expansion Magazine's 15<sup>th</sup> Annual Education Quotient; that FCPS was awarded a gold medal, meaning the system ranked in the top 16 percent of the school districts in the nation; and that the credit for this achievement was attributable not only to the School Board but also to staff, the performance of the students, and the financial backing of the Board of Supervisors.

### 8. **SCHOOL BOARD REPORTS**

TAPE REFERENCE: 2-0633

#### 8.01 **Committee Reports (Exhibit S)**

##### **Instruction, Special Services, and Youth Development; March 13; Kathy Smith, Chairman**

Update on FECEP/Head Start Program and elementary and middle school staffing.

##### **Resource Management and Evaluation; March 13; Jane Strauss, Chairman**

FY 2006 Third Quarter Budget Review; Workforce Diversity and Employment Update.

##### **Legislation, Policy, and Future Issues; March 13; Stuart Gibson, Chairman**

Mr. Gibson reported that the committee reviewed Policy 8350.2, Real Property Disposal, that is being changed to be consistent with the Code of Virginia.

Mr. Gibson gave a legislative update: that the General Assembly had adjourned without approving a budget for FY 2007 and had been called back into special session; the conference committee was trying to work out a compromise, but the sticking point was transportation; meanwhile, budgets for law enforcement, environment, parks, public safety, schools, mental health, and social services

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were held hostage until a budget was approved; the requests that the Superintendent have a contingency plan if a State budget was not approved by June 1.

### **Facilities and Operations; March 13; Phillip Niedzielski-Eichner, Chairman**

Enrollment projection scope of work; recommended boundary studies for 2006-2007 and 2007-2008.

### **8.02 Board Member Announcements**

#### **Samantha Kunkel, Student Representative**

Thanked Paul Jansen, Director of Student Activities and Athletic Programs, for attending the Student Advisory Council meeting to discuss extracurricular activities and providing ideas for the SAC's "ideal school"; the SAC's "ideal school" would be presented to Dr. Dale and Mrs. Monday on April 20 at Edison High School.

#### **Kathy Smith, Sully District**

Announced the Sully District Dialogue on April 25 at 7 p.m. at Westfield High School.

#### **Jane Strauss, Dranesville District**

Announced that she had attended the Langley High School Corcoran Gallery gala; she and Mr. Moon had toured Thomas Jefferson High School for Science & Technology and appreciated Dean Tistadt's efforts to address its maintenance issues; and that an observatory park is being built in Great Falls which would be used in conjunction with the Herndon High School observatory for a summer program.

#### **Daniel Storck, Mount Vernon District**

Announced the Mount Vernon District Dialogues on April 5 at 7 p.m. at South County Secondary School and on April 24 at 7 p.m. at Whitman Middle School.

#### **Phillip Niedzielski-Eichner, Providence District**

Stated that he had met with past Teacher of the Year and physics teacher Steve Scholla and Principal Banbury at Oakton High School and had discussed the role of science in the strategic plan; and that he might suggest an increase in the focus on science in the Board's goals. Announced the Providence District Dialogue on March 30 at Fairhill Elementary School at 7 p.m.

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### **Kaye Kory, Mason District**

Praised Bailey's Elementary School teacher Lynn Riggs' selection as teacher of the year; reported that Supervisor Penny Gross's budget town meeting was well attended by homeowners concerned about assessments; and that March was SLEEP Awareness Month. Announced the Mason District Dialogue on April 20 at 7 p.m. at Belvedere Elementary School

### **Stuart Gibson, Hunter Mill District**

Urged school supporters to attend Supervisor Cathy Hudgins' budget town meeting on March 29 at 7 p.m. at McNair Elementary School; reported that the United States Senate had voted to increase funding for discretionary program spending by \$7 billion for FY 2007 and he thanked Sen. Warner for his support; that if the bill passed, it would restore funding to FY 05 level; announced the Hunter Mill District Dialogue on May 2 at 7 p.m. at Hughes Middle School.

### **Catherine Belter, Springfield District**

Announced the Springfield District Dialogue on May 3 at 7 p.m. at West Springfield High School.

### **Tessie Wilson, Braddock District**

District Dialogues provided citizens an opportunity to share their views and recommendations on School Board goals; announced Braddock District Dialogue on April 18 at 7 p.m. at Robinson Secondary School, and encouraged citizens to view the School Board Mission, Vision, and Belief statements on the School Board web site.

### **Brad Center, Lee District**

Announced the Lee District Dialogue on April 3 at 7 p.m. at Lee High School.

Mr. Moon and Mr. Hunt had no comments.

## 9. **ADJOURNMENT**

TAPE REFERENCE: 2-1355

**9.01** The meeting was adjourned at 9:25 p.m.