

MINUTES

Fairfax County School Board

Fairfax County School Administration Center

Work Session No. 52/Instruction, Special Services and Youth Development April 3, 2006

MEETING OPENING

52.02 Call to Order and Announcements

Instruction, Special Services and Youth Development Committee Chairman Kathy Smith convened the meeting in public session at 1:05 p.m. with the following Board members present:

Catherine Belter (Springfield)	Phil Niedzielski-Eichner (Providence)
Brad Center (Lee)	Janet Oleszek (At Large)
Stuart Gibson (Hunter Mill)	Kathy Smith (Sully)
Stephen Hunt (At Large)	Dan Storck (Mount Vernon)
Kaye Kory (Mason)	Jane Strauss (Dranesville)
Ilryong Moon (At Large)	Tessie Wilson (Braddock)

Also present were Division Superintendent Jack Dale; Executive Assistant Clerk of the Board Pam Goddard; Deputy Executive Assistants Pat Charbonneau and Linda Sabo; Assistant Superintendent for Instructional Services Ann Monday; Coordinator, Health and Physical Education Liz Payne; Assistant Superintendent for Special Services Alice Farling; Director Office of Student Services Ellie Barnes; Coordinator Safe and Drug-Free Youth Section Clarence Jones; Administrative Assistant Darlene Chamberlain; and certain other individuals. Student Representative to the School Board Samantha Kunkle was absent.

DISCUSSION

52.03 Family Life Education Curriculum Advisory Committee Recommendations (Exhibit A)

- Discussion of staff's recommendation to approve videotapes, *A Boy's Guide to Growing Up* (for boys only) and *A Girl's Guide to Growing Up* (for girls only), for use in the 5th and 6th grade Modified Human Growth and Development Unit; and
- videos were developed specifically for special education students, included very few written words, and were closed captioned since findings indicated that low-incidence students needed verbal support.

52.04 Student Responsibilities and Rights (Exhibit B)

- Staff recommendation to allow cell phones for elementary students and some provisions for middle and high school students; approximately half of elementary principals were in favor; all surrounding systems, except Alexandria who had a school-by-school policy, allowed elementary students to have cell phones;
- request for additional language for all grades regarding use of portable devices for text messaging as related to cheating; response that individual principals decide disciplinary action when a student is caught cheating;

- suggestion to add reference to generic equivalents to the section on nonprescription drug possession or use;
- question about tape recording hearings and allowing parents to bring their own stenographer, at their own expense; comment about allowing parents to make the request for recording a hearing and suggestion to continue not to allow the recording of a hearing; comment about looking for a different process regarding hearings before the School Board;
- question on rights of adult students and whether adults in alternative schools signed the Student Responsibilities and Rights (SR&R) booklet; response that adults in alternative schools did sign the SR&R; state code only defined students up to the age of 18 and that action of an adult student in violation of SR&R on school grounds was acted upon by the principal and the cluster hearings office;
- question on searches within schools and whether parents were notified; response that parents were notified if contraband was found; suggestion to send home a standard form of notification regarding random searches; comment that staff training in search and seizure procedure was being planned; and
- question whether SR&R and quick guide were printed in other languages; affirmative response.

52.05 Discussion – Full Day Kindergarten Implementation Study

- Full day kindergarten (FDK) students had made more significant gains than half-day students;
- statistically speaking there was a 95% probability that FDK made a difference for students starting first and second grade, but no gains had been accomplished by the third grade;
- LEP students had the opportunity for great gains because FDK reduced the needs of English for Speakers of Other Languages (ESOL);
- introduction of Waterford Early Reading Program for FDK would cost approximately \$4.45 million;
- majority of school districts in the metropolitan area had implemented FDK;
- statistics for elementary schools in the United States were that 61% had full day kindergarten;
- Developmental Reading Assessment (DRA) given to students who had been enrolled in full day kindergarten showed significant positive effects on reading in first grade;
- Overall, students in schools with FDK made significantly greater gains in early literacy; and
- recommendations were made to consider achievement benefits, cost effectiveness, curricular and instructional factors for full implementation of FDK.

Adjourned 3:55p.m.