

MINUTES

Fairfax County School Board

Luther Jackson Middle School

Regular Meeting No. 17

April 6, 2006

1. **CLOSED MEETING**

Chairman Ilryong Moon convened the Board in public session at 6:30 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)
Stuart D. Gibson (Hunter Mill)	Kathy L. Smith (Sully)
Stephen M. Hunt (At Large; ABSENT)	Daniel G. Storck (Mt. Vernon)
Kaye Kory (Mason; arr. 7:00)	Jane K. Strauss (Dranesville)
Ilryong Moon (At Large)	Tessie Wilson (Braddock; arr. 6:31)

Mr. Gibson moved, and Mr. Niedzielski-Eichner seconded, that the Board go into closed session: 1) to discuss and consider the appointment of specific public employees pursuant to Virginia Code Section 2.2-3711(A)(1); and 2) to discuss and consider disciplinary matters concerning students pursuant to Virginia Code Section 2.2-3711(A)(2). The motion **passed 9-0**, with Mrs. Belter, Mr. Center, Mr. Gibson, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Oleszek, Mrs. Smith, Mr. Storck, Mrs. Strauss voting "aye"; with Mrs. Kory and Mrs. Wilson not present for the vote; and with Mr. Hunt absent.

2. **MEETING OPENING**

2.01 **Call to Order/Pledge of Allegiance/Moment of Silence/National Anthem – Sandburg Middle School Choralettes**

Chairman Moon convened the meeting at 7:00 p.m. with a quorum of Board members present:

Also present were Division Superintendent Jack D. Dale; Executive Assistant and Clerk of the Board Pamela Goddard; Deputy Clerk Linda Sabo; and certain other members of staff. Student Representative to the School Board Samantha Kunkel was present (dep. 8:50).

Chairman Moon thanked the members of Sandburg Middle School Choralettes, under the direction of Meredith Green, for their performance of the National Anthem.

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2.02 Certification of Closed Meeting Compliance (Exhibit A)

Mr. Gibson moved, and Mr. Center seconded, that since the Fairfax County School Board convened a closed session meeting on April 6, 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 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 10-0-1**, with Mrs. Belter, Mr. Center, Mr. Gibson, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Oleszek, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting "aye"; with Mrs. Kory abstaining; and with Mr. Hunt absent.

2.03 Announcements

Mr. Center announced that Mr. Hunt was ill and would not be in attendance this evening.

2.04 Recognition of Administrative Professionals Week (Exhibit B)

Mrs. Strauss recognized the administrative professionals in the audience, and invited them to join the Board for photographs.

3. PRESENTATIONS TO SCHOOL BOARD

3.01 Citizen Participation – (Exhibit C)

One speaker addressed the Board in the time reserved for public comment. Marilyn Peizer addressed solar panel implementation at Lanier Middle School.

Mr. Niedzielski-Eichner commended Ms. Peizer for her initiative and encouraged her to speak to the Fairfax City School Board since Lanier Middle School was a Fairfax City school. Mr. Gibson requested that the Clerk of the Board forward Ms. Peizer's comments to the Fairfax City School Board and Mrs. Strauss requested that the Clerk forward to Ms. Peizer contact information for Mr. George Stepp, Fairfax City Schools Superintendent and the members of the City Board.

3.02 2004-2005 FCPS Strategic Goals – Target 3, The participation and performance of juniors and seniors in Advanced Placement and International Baccalaureate courses will increase (SB; Exhibit D).

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Superintendent Dale introduced the target presentation by reminding everyone about the community engagement meetings being held by the School Board on their goals for the future.

Dr. Calanthia Tucker, Cluster IV Assistant Superintendent, introduced the staff members for the presentation of Target 3: Dr. Recardo Sockwell, Coordinator, Office of Program Evaluation; Michelle Colwell, Analyst, Information Technology; Glynn Bates, Acting Advanced Academic Programs Specialist, Instructional Services; Wendy Eaton, Assistant Principal, Sandburg Middle School; Dan Coast, IB Coordinator, Mount Vernon High School; Dawn Dickerson, Guidance Counselor, Westfield High School, and Tam Ballou, AVID Resource teacher.

Dr. Tucker congratulated all the students, teachers, and principals for their work with the Advanced Placement (AP) and International Baccalaureate (IB) programs; that all FCPS high schools had been recognized in the top three percent of high performing schools in the nation on the Jay Matthew's Challenge Index; that 12 high schools were recently recognized by the Board of Supervisors for having exceptional AP and IB programs, even though they had at least 20 percent of their student body on free-and reduced-price lunch and a highly diverse student body; that in 2000, 108 IB diplomas had been awarded, and in 2005, 278 IB diplomas were awarded. Dr. Tucker reviewed the PowerPoint presentation and a video was viewed.

Questions and comments included the following: that since some students took multiple courses the question how the numbers were calculated (Moon); the response that of those students who passed at least one AP or IB course, staff noted how many of those students took at least one exam, and of those students what percentage of them passed at least one exam (Colwell); that this number might include students who may have failed one or more exams (Moon); an affirmative response (Colwell); the question whether it would be more accurate to have the total number of exams taken divided to determine the percentage of exams actually passed, as opposed to the number of students who might have passed just one (Moon); that the current metric was established two years ago; that a more useful metric might be to determine out of all exams taken, how many exams were actually passed (Dale); that many students that passed these exams were given some college credit, although not all colleges gave credit; that the level of difficulty in these high school courses was not comparable to what was taught in college; that many college freshmen with AP or IB credits must start in introductory courses (Moon); that students should not take AP or IB courses for the purpose of college credit, but to prepare themselves for college; that college admission officers expected to see AP or IB courses on student transcripts (Coast); the request for clarification that the focus on AP/IB coursework had been driven by Target 3 but that was not the only reason the school system offered AP/IB courses (Niedzielski-Eichner); an affirmative response; that the school system wanted to prepare students for college (Dale); that as the Board moved toward a different governance model and staff would

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identify measures to demonstrate whether goals had been met, the question whether staff would recommend to keep this goal (Niedzielski-Eichner); an affirmative response; that the school system should continue to offer rigorous and challenging courses (Tucker); that the community had concerns that the reduction or elimination of honors courses would put students at a disadvantage (Niedzielski-Eichner); the response that the goal was for students to demonstrate exceptional performance via advanced coursework; that this metric in the new set of goals might move toward what percentage of students earned at least one credit in AP, IB, or advanced certification (Dale); that there was no intention of eliminating the honors programs in FCPS (Monday); that the goal was not met in Measure 3.3 and the question what percentage was more attainable and realistic (Center); that due to interventions started last year a five percent increase might be attainable (Dale); question how many middle schools currently had the International Baccalaureate Middle Years Program (IBMYP) and how it has made an impact (Center); the response that five middle schools, six elementary schools, and four high schools had the program, at is overlapped from sixth grade through tenth grade (Tucker); the question what was the assessment of the program as far as increases in academic gains (Center); the response that the program was too new to provide historical data; that two years ago the incoming freshman class doubled the enrollment of black and Hispanic students in pre-IB classes (Coast); that the Board had provided funding for testing; the question whether it made more sense to measure the gross number of students rather than percentage gain (Center); the response that the number of students in a given class would be different; that percentage was an attempt to ascertain the proportion of those students; that there had been an increase of 500 students but as a percentage of the classes there was a slight .7 of a percent drop (Dale); that he did not like the use of the terms "passing" and "failing" these tests; that the College Board did not talk about passing or failing the AP exam; that the IB Organization did not talk about passing or failing the IB exams; that the AP test was scored on a scale of 1 through 5, and 3 or higher was considered passing; that the IB test was scored on a scale of 1 through 7, and we considered 4 or better passing; that those passing scores were generally the threshold for college credit; that over 70 percent of FCPS students taking these tests scored 3 or better on the AP or 4 or better on the IB; that he believed the national percentage of students taking these tests was less than 40 percent (Gibson); an affirmative response; that our high schools were ranked in the top three percent in the nation (Dale); that there were many school divisions that offered AP/IB courses and did not require students to take the tests (Gibson); an affirmative response (Tucker); that there were school divisions where students must be screened into these programs, but FCPS did not screen (Gibson); an affirmative response (Tucker); that students enrolled in courses that they might not have the opportunity to take in other school districts; that he did not want to minimize the accomplishments of the students that took these tests; that over half of our junior and seniors took at least one AP or IB course and better than 70 percent scored high enough to earn college credits; the question whether there was research about the benefits of these courses for students who scored low (Gibson); the response that research

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showed that those students who went to college that had taken at least one IB course, whether they scored high or low, were better prepared and more successful (Bates); that she was glad that FCPS had started to again pay for the AP and IB tests after a couple of tough budget years; that the percentage of students with disabilities who were taking courses had increased but was still extremely low, and she would like to see some improvement (Wilson); that when the IB program had been introduced by Mrs. Monday at Robinson, that had previously been an AP school, that the staff had encouraged students to participate and supported students so they would not fail (Oleszek); that Robinson was the largest IB school in the country and the second largest in the world (Monday); that students should take these courses as preparation for rigorous work, even though all schools would not award college credit; that students could take college placement exams and test out of those courses so they entered college at a second year level (Strauss); that she had attended sessions at Annandale and Stuart High Schools when IB graduates returned to the schools to talk to current diploma candidates; that these students commented on the time management and writing skills they had learned; request for an explanation of the Advancement Via Individual Determination (AVID) program (Kory); the response that AVID was designed to help students think like students in high level courses, and provided support during the school day and in year-round programs to boost critical thinking, and collaborative and independent learning skills; that AVID was available in 14 schools; that Falls Church High School had a fully-implemented program for grades 9 through 12 (Ballou); the question how many schools offered a summer institute (Smith); the response that 19 schools currently offered summer institutes and that there were more applications than funds to support the program (Tucker); the question how students were enrolled in the summer institute (Smith); that Westfield High School offered their program to rising African American and Hispanic students at the middle school level to help them build skills needed to take AP or IB courses in high school (Dickerson); questions whether some high schools saw faster growth in the number of AP/IB classes (Storck); the response that some schools had a higher percentage of students taking these courses; that a West Potomac High School parent group had met for a number of months to discuss AP versus Honors, and the impact on enrollment in AP classes at West Potomac (Storck) that the more honor courses provided in grades 11 or 12, the more AP or IB courses would decline; that FCPS had a strong Program of Studies (POS) for regular students and they were provided a quality education (Tucker); request for update on the initiative to tie AP/IB classes with Northern Virginia Community College (NVCC) (Storck); that NVCC had agreed to award college credit to any of our students that scored a 3 or 4 on the AP/IB exam (Dale); question whether there were any barriers for students in the IB program that were not applicable for AP, such as the foreign language requirement (Storck); the response that the foreign language requirement in the IB program only applied to students who pursued the full IB diploma; that AP did not have a foreign language requirement (Coast); that IB focused on a broad spectrum of issues, whereas AP focused on a particular field of study (Bates); the question what would the increased funding

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for AVID in the FY 2007 approved budget do for the program (Niedzielski-Eichner); the response that it would add sections of AVID at additional schools; that a new program at West Potomac High School would start with the ninth grade and phase in up to twelfth grade; that grant funding for Glasgow Middle and Stuart High Schools was no longer available, and more grant funding would be pursued (Ballou); the question whether Falls Church High School would remain the only fully-implemented program (Niedzielski-Eichner); an affirmative response (Ballou); concern about the participation of Limited English Proficient (LEP) students (Kory); that the mobility factor made it difficult to track these students (Bates); concern about how to support and encourage LEP students to take challenging courses as opposed to figuring out the percentage decline; question whether there were other programs for LEP students (Kory); the response that the summer institute program tried to identify those students and encourage them to take more challenging courses (Bates).

4. ACTION ITEMS

- 4.01 Naming of School** - Name the new elementary school to be opened in September 2006 at the west Fairfax site "Eagle View Elementary School" (Cluster VII; Exhibit E)

Mrs. Belter moved, and Mrs. Smith seconded, to name the new elementary school to be opened in September 2006 at the west Fairfax site "Eagle View Elementary School".

Mrs. Belter stated that at a meeting community members had voted to name the school "Eagle View Elementary School" and that the community would be invited to the dedication of the new school.

The motion to name the new elementary school to be opened in September 2006 at the west Fairfax site "Eagle View Elementary School" passed 10-0, with Mrs. Belter, Mr. Center, Mr. Gibson, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Oleszek, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting "aye"; with Mrs. Kory away from the table; and with Mr. Hunt absent.

- 4.02 Transportation Consultant Study** – Award a firm, fixed-price contract for transportation consultant services to Management Partnership Services, Inc., in an amount not to exceed \$150,000; and to authorize the Division Superintendent, or his designees, to execute the contract on behalf of the School Board (FTS; Exhibit F)

Chairman Moon explained that at the February 9, 2006, regular School Board business meeting Mr. Niedzielski-Eichner had made the main motion, and then Mr. Gibson had made an amendment in the form of a substitute motion; that after discussion, Mr. Niedzielski-Eichner had made a motion to postpone

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consideration of the agenda item until the March 9, 2006, School Board meeting; that at the March 9 meeting, Mr. Niedzielski-Eichner had made a motion to further postpone the agenda item for action until April 6, 2006; that at the April 3, 2006, Facilities and Operations work session a "revised" substitute motion had been discussed and the consensus of the Board had been to present the revised substitute motion at the April 6 meeting. Mr. Moon then explained the Board would now resume the discussion with Mr. Gibson's amendment from the February 9 meeting on the table.

Mrs. Kory moved, and Mr. Gibson seconded, to award a firm, fixed-price contract for transportation consultant services to Management Partnership Services, Inc., in an amount not to exceed \$150,000; and to authorize the Division Superintendent, or his designees, to execute the contract on behalf of the School Board. [Clerk's note: This motion was an amendment in the form of a substitute to Mr. Gibson's original amendment of February 9, 2006.]

Mrs. Kory read the following Transportation Study Phase 2 Scope of Work included in the revised substitute motion:

Each of the following represents discrete tasks that are separable, the information from which can be used for different purposes. The contractor, however, shall also identify the least expensive method of achieving later high school start times.

1. *Determine and quantify the potential reductions in current requirements for school buses by implementing the following:*
 - *Modification or elimination of transportation for students attending magnet programs*
 - *Modification or elimination of transportation for students attending GT centers outside of their base school boundaries.*
 - *Modification or elimination of transportation to high school academies, which is in conflict with base school transportation.*
2. *Determine and quantify potential reductions in requirements for school buses by consolidating bus stops.*
3. *Determine and quantify potential reductions in requirements for school buses by increasing the walking distance for secondary students to 2 miles from the current 1.5 miles.*
4. *Determine and quantify potential reductions in requirements for school buses by changes to school attendance areas to make them more compact, contiguous, and amenable to more efficient transportation routes and schedules.*
5. *Taking advantage of the Phase 1 study results, develop a rolling bell schedule that has schools sequenced as follows within a 1 hour and 45 minute bell window with the first bell starting at 8:00 a.m.:*
 - *First Bell: Elementary schools*
 - *Second Bell All high and secondary schools and elementary*

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schools as needed to balance tiers

- *Third Bell: All middle schools and remaining elementary schools*

[Notes: 1) It is acceptable to modify the length of the instructional day for elementary schools by +/- 5 minutes if this avoids the need to add buses; and 2) elementary schools with longest and shortest runs in tiers may be used as needed to reduce civil twilight or other conflicts.]

6. *Assess other reasonable scenarios for later high school start times offered by the community, staff, or School Board members and identify those scenarios – if any – that the School Board should consider to achieve the objective of finding the most cost effective and efficient method of achieving the goal of later start times. At least one scenario will include a variation of the above rolling bell schedule model without the 1 hour 45 minute bell window constraint and without adding buses.*

Discussion and comments continued as follows: thanked her colleagues and all the citizen advocates who had spent time and energy to make this topic a public conversation; that the list of items would be analyzed but would not determine Board action when the results of the study were received (Kory); that he appreciated the Superintendent's clarification that he was not recommending sliding bell schedules by one-half hour; that the original 1998 Task Force had looked at a 20 to 40 minute slide and had found that it would have a detrimental effect on elementary students; that no one would suggest disadvantaging one group of students to provide for another group; that when child care arrangements were affected for every elementary school child's family in the county it was important to communicate with the community about the issue; that the proposal on the table now would provide the data needed to craft a solution to competing needs; the question how many bus drivers the school system was lacking (Gibson); the response that at least 150, with possibly as many as 180 (Dean Tistadt, Assistant Superintendent of Facilities and Transportation Services); the question whether any proposal that required hiring more drivers would pose a logistical problem (Gibson); an affirmative response (Tistadt); the question whether this scope of work and the data received from the consultant would help to design a more efficient and effective transportation system irrespective of what we did for high school bell schedules (Gibson); an affirmative response (Tistadt); that she agreed that the Board should not disadvantage one group of students to provide for another group of students, and she believed that this proposal did that; that she was not willing to eliminate bus transportation for students who attended Gifted and Talented (GT) centers or academy programs; that the Board had worked for five or six years to increase the number of minority and under-represented students at GT centers; that potentially eliminating transportation would be a backward step, as some students would not have the opportunity to attend certain programs unless transportation was provided (Wilson); that the Board would have to have an honest dialogue with the entire community about later start times for high schools, and what things would need to be changed as a result; that she would not agree to a situation that denied students access to academic programs that were important to their success; that the Langley pyramid constituents were not willing to re-district the Langley pyramid to allow for later start times, and she had promised that would not happen (Strauss); that parents of elementary students did not

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want their kids getting out of school any later; that she could not support the motion without first having a dialogue with the community (Smith); that this did not need to happen at the expense of academic programs; that the Board needed to look at possibilities that extended beyond transportation with the goal to serve students' safety and health (Oleszek); that the Board needed information based on analytical data; that the outcome of the study would be powerful and would be shared with the community (Storck); that he was undecided about the issue of whether or not the bell schedule should be changed, but data and information from the study was crucial to making the hard decisions (Niedzielski-Eichner); that surrounding districts had gone to later start times; that the Board had been remiss on community involvement up to this point; and that the community expected the Board to take responsibility for the transportation system (Kory).

Mrs. Kory moved, and Mr. Gibson seconded, to award a firm, fixed-price contract for transportation consultant services to Management Partnership Services, Inc., in an amount not to exceed \$150,000; and to authorize the Division Superintendent, or his designees, to execute the contract on behalf of the School Board. The motion passed 9-2-0 with Mrs. Belter, Mr. Center, Mr. Gibson, Mrs. Kory, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Oleszek, Mr. Storck, and Mrs. Strauss voting "aye" and Mrs. Smith and Mrs. Wilson voting "nay" and Mr. Hunt absent.

As the substitute motion had passed, Mr. Moon called for the vote on the amendment as amended:

Mrs. Kory moved, and Mr. Gibson seconded, to award a firm, fixed-price contract for transportation consultant services to Management Partnership Services, Inc., in an amount not to exceed \$150,000; and to authorize the Division Superintendent, or his designees, to execute the contract on behalf of the School Board. The motion passed 9-2-0 with Mrs. Belter, Mr. Center, Mr. Gibson, Mrs. Kory, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Oleszek, Mr. Storck, and Mrs. Strauss voting "aye" and Mrs. Smith and Mrs. Wilson voting "nay" and Mr. Hunt absent.

Mr. Moon called then called for the vote on the main motion, as amended:

Mrs. Kory moved, and Mr. Gibson seconded, to award a firm, fixed-price contract for transportation consultant services to Management Partnership Services, Inc., in an amount not to exceed \$150,000; and to authorize the Division Superintendent, or his designees, to execute the contract on behalf of the School Board. The motion passed 9-2-0 with Mrs. Belter, Mr. Center, Mr. Gibson, Mrs. Kory, Mr. Niedzielski-Eichner, Mr. Moon, Mr. Niedzielski-Eichner, Mr. Storck, and Mrs. Strauss voting "aye" and Mrs. Smith and Mrs. Wilson voting "nay" and Mr. Hunt absent.

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4.03 Confirmation of Action Taken in Closed Meeting

Mrs. Strauss moved, and Mr. Niedzielski-Eichner seconded, to expel a student for violation of the conditions of a probationary school assignment. The motion **passed 10-0-1**, with Mrs. Belter, Mr. Center, Mr. Gibson, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Oleszek, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting "aye"; with Mrs. Kory abstaining; and with Mr. Hunt absent.

Mr. Gibson moved, and Mrs. Smith seconded, to expel a student for possession and brandishing firearms on school property. The motion **passed 10-0-1**, with Mrs. Belter, Mr. Center, Mr. Gibson, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Oleszek, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting "aye"; with Mrs. Kory abstaining; and with Mr. Hunt absent.

Mrs. Wilson moved, and Mrs. Belter seconded, to expel a student for possession of a firearm on school property. The motion **passed 10-0-1**, with Mrs. Belter, Mr. Center, Mr. Gibson, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Oleszek, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting "aye"; with Mrs. Kory abstaining; and with Mr. Hunt absent.

Mr. Gibson moved, and Mr. Storck seconded, to expel a student for distribution of illegal drugs at school. The motion **passed 10-0-1**, with Mrs. Belter, Mr. Center, Mr. Gibson, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Oleszek, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting "aye"; with Mrs. Kory abstaining; and with Mr. Hunt absent.

Mr. Niedzielski-Eichner moved, and Mrs. Oleszek seconded, to expel a student for possession of a weapon on school property. The motion **passed 10-0**, with Mrs. Belter, Mr. Center, Mr. Gibson, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Oleszek, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting "aye"; with Mrs. Kory not present for the vote; and with Mr. Hunt absent.

Having served on a three-member committee chaired by Mrs. Strauss, Mrs. Oleszek moved, and Mrs. Kory seconded, to expel two students for possession of a weapon on school property. The motion **passed unanimously**.

Having served on a three-member committee chaired by Mr. Hunt, Mr. Storck moved, and Mr. Center seconded, to expel a student for possession of a weapon at school. The motion **passed unanimously**. *[Clerk's Note: Although Mr. Hunt was absent for the public vote, he voted affirmatively when the three-member committee rendered its decision.]*

Having served on a three-member committee chaired by Mr. Hunt, Mr. Storck moved, and Mr. Center seconded, to expel a student for possession of illegal drugs at school. The motion **passed unanimously**. *[Clerk's Note: Although Mr. Hunt was absent for the public vote, he voted affirmatively when the three-member committee rendered its decision.]*

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Having served on a three-member committee chaired by Mr. Hunt, Mr. Storck moved, and Mr. Center seconded, to expel a student for numerous acts of misconduct at school. The motion **passed unanimously.** [Clerk's Note: Although Mr. Hunt was absent for the public vote, he voted affirmatively when the three-member committee rendered its decision.]

Having served on a three-member committee chaired by Mr. Hunt, Mr. Storck moved, and Mr. Center seconded, to expel a student for violation of a probationary school assignment. The motion **passed unanimously.** [Clerk's Note: Although Mr. Hunt was absent for the public vote, he voted affirmatively when the three-member committee rendered its decision.]

Having served on a three-member committee chaired by Mr. Hunt, Mr. Storck moved, and Mr. Center seconded, to expel a student for committing arson at school. The motion **passed unanimously.** [Clerk's Note: Although Mr. Hunt was absent for the public vote, he voted affirmatively when the three-member committee rendered its decision.]

Having served on a three-member committee chaired by Mrs. Smith, Mrs. Wilson moved, and Mrs. Belter seconded, to expel a student for violation of a probationary school assignment. The motion **passed unanimously.**

Having served on a three-member committee chaired by Mrs. Smith, Mrs. Wilson moved, and Mrs. Belter seconded, to expel a student for numerous acts of misconduct at school. The motion **passed unanimously.**

Having served on a three-member committee chaired by Mrs. Smith, Mrs. Wilson moved, and Mrs. Belter seconded, to expel a student for assaulting a police officer and trespassing on school property. The motion **passed unanimously.**

Having served on a three-member committee chaired by Mrs. Smith, Mrs. Wilson moved, and Mrs. Belter seconded, to expel two students for participating in a mob assault on school property. The motion **passed unanimously.**

- 4.04 Pending - Award of Contract** (Action Date TBD) - 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 G)

There was no discussion of this item.

- 4.05 Pending – Transfer of Certain Properties** (Action Scheduled 4/27/06) – 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

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\$25 million in capital bond funding for each of the next six years beginning in FY 2007 (FTS; Exhibit H)

Chairman Moon announced that the Board would hold a public hearing on the transfer of certain school properties on Monday, April 17 at 7 p.m. at Jackson Middle School; that citizens could sign up to speak until April 14 at 4:30 p.m.; that over 300 letters had been sent to adjacent property owners to inform them of the possible transfer of these properties and to advise them of the upcoming public hearing.

5. CONSENT AGENDA

5.01. Minutes – Approve minutes of March 23, 2006, regular School Board meeting (Exhibit I)

5.02 Award of Contract - Award the contract for replacement of the baseball field lighting at Chantilly High School to Lighting Maintenance Inc. in the amount of \$169,000, and authorize the Division Superintendent, or his designee, to execute the contract on behalf of the School Board (FTS; Exhibit J)

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

6. NEW BUSINESS

6.01 Student Responsibilities and Rights - Recommendation to approve proposed modifications to the student code of conduct and related procedures to be included in Regulation 2601.19P, Student Responsibilities and Rights, as reviewed and discussed by the Instruction, Special Services, and Youth Development Committee (SS; Exhibit K)

6.02 Award of Contract - Recommendation to award the contract for the replacement of rooftop units at Chantilly High School 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 L)

6.03 Award of Contract - Recommendation to award the contract for the automatic temperature control systems replacement at Sangster and Silverbrook Elementary Schools 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 M)

6.04 Award of Contract - Recommendation to award the contract for the automatic temperature control system replacement at Haycock Elementary School to the lowest responsive and responsible bidder and authorize the Division

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Superintendent, or his designee, to execute the contract on behalf of the School Board (FTS; Exhibit N)

6.05 Award of Contract(s) - Recommendation to award the contract(s) for rooftop unit replacements at Mountain View Center, and Franconia and Rolling Valley Elementary Schools to the lowest responsive and responsible bidder(s) and authorize the Division Superintendent, or his designee, to execute the contract on behalf of the School Board (FTS; Exhibit O)

6.06 Award of Contract(s) - Recommendation to award the contracts for re-roofing projects phases 1-06 through 4-06 at Marshall High School and Clearview, Greenbriar West, and Louise Archer Elementary Schools to the lowest responsive and responsible bidders and authorize the Division Superintendent, or his designee, to execute the contracts on behalf of the School Board (FTS; Exhibit P)

7. SUPERINTENDENT MATTERS

7.01 Superintendent Matters

Dr. Dale congratulated the Office of Design and Construction Services for the recent recognition for excellence in building design by the Virginia Chapter of the Council of Educational Facility Planners International; that the renovation of Hayfield Secondary had been cited as a sophisticated solution to a complex program in an existing building; and he congratulated the staff. He announced that on Friday, April 7, the Department of Human Resources would move into the first and second floors of the new administration building and that all Human Resources offices would be open for business on Monday, April 10. He noted that although schools would be closed next week for spring vacation, central offices would remain open.

8. SCHOOL BOARD REPORTS

8.01 Committee Reports (Exhibit Q)

Legislation, Policy, and Future Issues; April 3; Stuart Gibson, Chairman

Policies on student wellness, Retaining Consultants, and Policy 2202, Eligibility for Enrollment.

Instruction, Special Services, and Youth Development; April 3; Kathy Smith, Chairman

Family Life Education Curriculum Advisory Committee Recommendations; Student Responsibilities and Rights; Full Day Kindergarten Implementation Study

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Facilities and Operations; April 3; Phillip Niedzielski-Eichner, Chairman

Transportation Consultant Study; South County Secondary School Boundary Study Options

8.02 Board Member Announcements

Kathy Smith, Sully District

Announced that Shirley Nelson, who had started the Chantilly Pyramid Minority Student Achievement committee in 1984, had passed away; that Mrs. Nelson had been committed to the achievement of minority students and the community would continue her work.

Jane Strauss, Dranesville District

Offered condolences to the family of Shirley Nelson; that she had worked with Mrs. Nelson for many years on the County Council of PTAs, and her dedication to closing the achievement gap for minority students in Fairfax County had propelled the School Board in the right direction.

Daniel Storck, Mount Vernon District

Noted he had worked with Mrs. Nelson on the budget task force and her dedication and support of our schools had been unparalleled; thanked the Mount Vernon High School pyramid for their recent concert; agreed with comments that the *No Child Left Behind Act* (NCLB) had failed our students, and it did not help to call a school failing when the students were trying their best; commended Mr. Moon for his budget presentation to the BOS.

Phillip Niedzielski-Eichner, Providence District

Noted he had served with Shirley Nelson for many years on the County Council of PTAs, and she had been an inspiration to everyone; had visited the ESOL transitional high school career fair which was a valuable program; thanked Mr. Moon for his leadership and Mr. Gibson and Mr. Storck for their comments on *NCLB*; that although the BOS funded 75 percent of the school system budget they did not understand the significance of what the system was up against and to use Adequate Yearly Progress (AYP) as a hammer to knock down budget expectations was inappropriate.

Kaye Kory, Mason District

Congratulated the Woodburn Elementary School faculty and parent community who had formed a construction committee to work with the architect on their upcoming renovation; congratulated the three-student team of Glasgow Middle

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School eighth grade students for their honorable mention in the Toshiba National Science Teacher Association, ExploraVision national competition, which recognized outstanding research papers that described what the future held in the world of science and technology; that a four-student team from Glasgow Middle School had also been named one of eight finalist teams in the National Christopher Columbus Award sponsored by the Christopher Columbus Fellowship Foundation, and had developed as their project a two-year preparation course for minority students for entrance into Thomas Jefferson High School for Science and Technology; congratulated Mr. Moon for his recent budget presentation to the Board of Supervisors.

Stuart Gibson, Hunter Mill District

That the Board would be working hard to educate the Board of Supervisors about *NCLB*, and he appreciated the Superintendent's compilation and explanation of the 122 schools that were at-risk to not make AYP; the federal law had failed our students and Congress was encouraged to make common sense amendments to *NCLB* when it came up for reauthorization in 2007; he hoped that both the Boards would work to educate the community about the negative impact of *NCLB* on students, parents, homeowners, and teachers; that Mrs. Smith, Mr. Niedzielski-Eichner, and he would be attending the National School Boards Association's annual conference in Chicago this weekend.

Catherine Belter, Springfield District

Had recently visited six of her schools and would be visiting six more in the next few weeks.

Tessie Wilson, Braddock District

Thanked Parents of Autistic Children (POAC) for the pins that they had given to the Board in honor of April being National Autism Awareness month; reminder to citizens that as part of the Board's strategic planning process, district dialogue meetings would be held throughout the county over the next month; congratulated George Mason University's men's basketball for having made it to the Final Four tournament.

Ilryong Moon, Member at Large

That although Mr. Hunt was ill this evening he had sent e-mails that he agreed with the naming of the new elementary school and the award of contract to continue the transportation study.

Mr. Center and Mrs. Oleszek had no comments.

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9. ADJOURNMENT

9.01 The meeting was adjourned at 9:50 p.m.