

Title I – Parent Advisory Committee (TPAC) Meeting

Date: May 12, 2020 Time: 7:00 – 8:30p.m.

Executive Board members: Mike Woltz, Chair (Belvedere); Nina Benghanem, Vice Chair (Timber Lane); Christina Robinson (Rose Hill); Josie Rivera (Bren Mar Park); Roberto “Ho” De Moraes (Dogwood); Kara Danner (Pine Spring); Sampson Addo (Riverside); and Heather Hale, Teacher Liaison (Weyanoke) and Moses Cobb, Middle School Liaison (Holmes).

Agenda Item: Welcome and Introductions

The Title I Parent Advisory Committee began at 7:00 PM. There were 8 committee members attending virtually. Also, in attendance was FCPS staff to include Kathleen Walts, Leona Smith-Vance, Evonne DeNome, Lisa Felder and Gina Toler.

Agenda Item: Return to Learn Discussion:

The Committee Representatives reviewed the minutes from the Executive Board Meeting held on April 29, 2020. Committee members revised each question and provided additional insights on the questions below.

When Fairfax County Public Schools “returns to learn” what do you want schools to be mindful of?

The Executive Board members identified the following considerations:

- Grace mindset meaning students being available to learn. Present does not equal engaged. Must be cognizant of unintentional vs intentional grace.
 - Example: the 4th quarter grading philosophy was probably influenced by the challenges with Blackboard functionality; in that same respect, in “normal” school times, kids are not always available to learn due to social and emotional challenges, yet the same considerations are not usually extended when their assignments and grades are being considered.
- What does progress look like in a virtual world?
- Extended training for teachers because students will return with ACES scores and when welcoming kids back, they will need to be mindful of the social-emotional needs
- Training for all stakeholders around social-emotional learning to include principals, instructional assistants’, bus drivers and custodians—not just teachers!
- What is the plan for basic needs for food and services? How will FCPS continue to food distribution?
- Engagement from a teacher’s perspective--there are challenges, but it’s been a silver lining
 - Consider other platforms. Blackboard Collaborate does not allow you to see all the kids
 - Parents concerned about screen time
 - Co-create expectations with parents, which is aligned with the new definition of FE
 - More of a connection with parents during pandemic and should be continued upon return

If COVID-19 remains, what should school look like?

The Executive Board members identified the following considerations:

- More flexibility and leniency on absences for illness or possible illness: Example: A safe virtual portal for students to access work if they are sick to support accountability;
- Some current concerns and for the fall: What’s the acceptable amount of time for teacher 1-1 with student? Another example of grace mindset.
- The state should be considering this too when implementing/adjusting their standards.
- Would there be an option for parents who aren't comfortable sending their children to school yet?

- Our family isn't sure we want to send our child to school--would there be an option for parents who aren't comfortable sending their children to school yet?
- Changes to compulsory attendance?
- Expanding the substitute pool so teachers can take days off
- Have subs available to support schools
- What communication is taking place between grade schools and college and universities as students go into post-secondary? What impact will this have on their higher learning?
- Will FCPS be stockpiled with supplies, sanitizing wipes, soap, PPE

If COVID-19 is no longer around, what should school look like to mitigate loss.

The Executive Board members identified the following considerations:

- Supplies, sanitizing wipes, soap, PPE should be stockpiled now
- Assessing learning loss is a big concern.
 - Questions: What is the value of the learning? Are we teaching for student success or for the metrics and measures that has been in place for a while?
 - Answer: both, teaching on the ES is very different...
- Tutoring/training for parents to support the kids. Need to empower and support families with home learning.
- Businesses should be present in the learning process
- Better communication is needed, especially with two-way communication. There needs to be greater input from families to the schools/division.

Adjournment and Next Meeting

The meeting was adjourned at 8:33 PM. Due to a relatively small turnout and a desire to capture as many voices as possible, there will be another general session, date TBD.